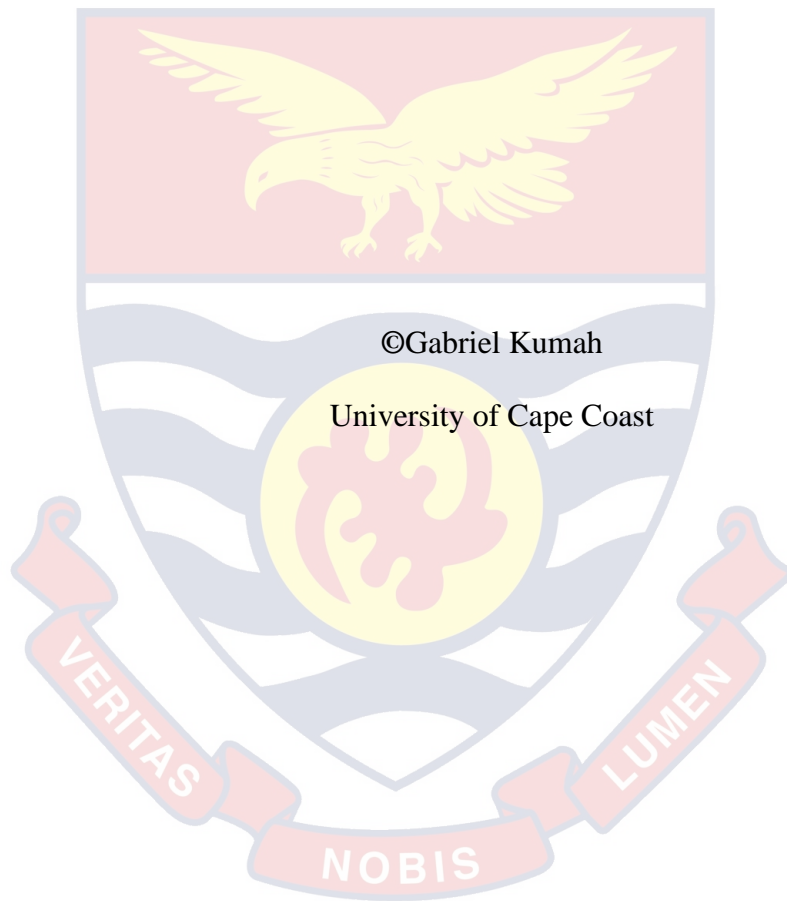UNIVERSITY OF CAPE COAST

ADJUSTMENT CHALLENGES, COPING METHODS AND SOLUTIONS

SUGGESTED BY COLLEGES OF EDUCATION STUDENTS IN EASTERN

REGION, GHANA

GABRIEL KUMAH

2020

©Gabriel Kumah

University of Cape Coast

UNIVERSITY OF CAPE COAST

ADJUSTMENT CHALLENGES, COPING METHODS AND SOLUTIONS

SUGGESTED BY COLLEGES OF EDUCATION STUDENTS IN EASTERN

REGION, GHANA

BY

GABRIEL KUMAH

Thesis submitted to the Department of Guidance and Counselling of the College

of Education Studies, University of Cape Coast, in partial fulfilment of the

requirements for the award of Master of Philosophy degree in Guidance and

Counselling

October 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.
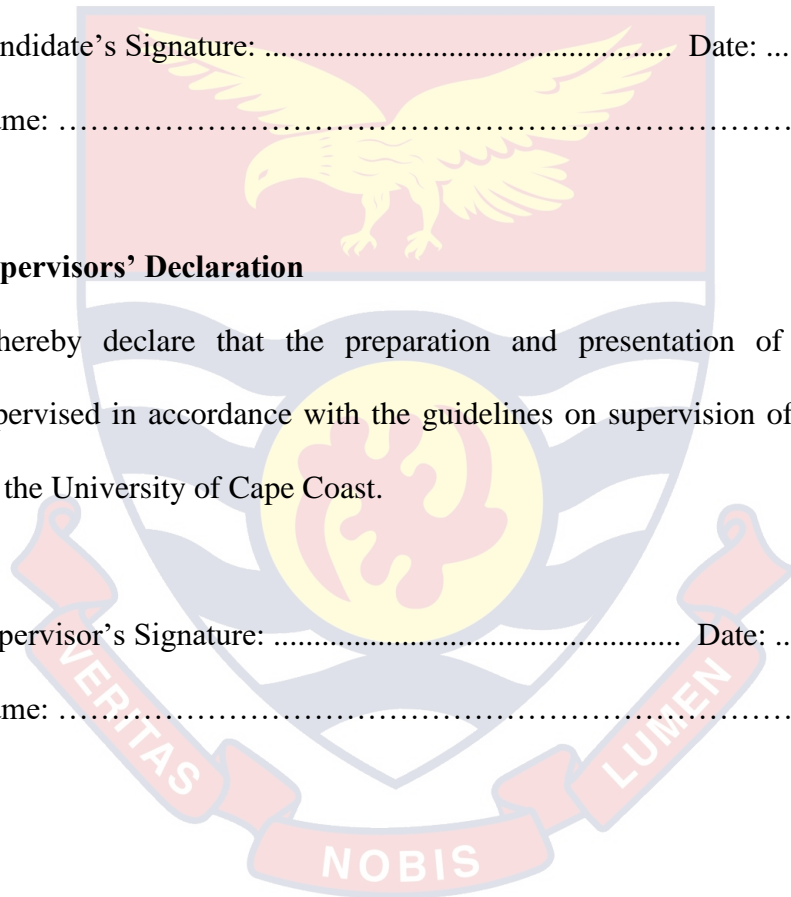
Candidate's Signature: .... Date: ....

Name: …………………………………………………………………….

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down

by the University of Cape Coast.

Supervisor's Signature: .... Date: ....

Name: …………………………………………………………………………

ABSTRACT

The study explored adjustment challenges, coping methods and suggested solutions among Colleges of Education students in Eastern Region, Ghana. A 42-item questionnaire adapted from Baker and Siryk's Student Adaptation to College Questionnaire (SACQ) was used with 320 respondents sampled for the study. Descriptive and inferential statistics were used to analyse research questions and hypotheses. The three adjustment challenges found were worry about finances, intellectually demanding at college than high school and difficulty of being responsible. The study revealed that students adjusted better through study groups, motivation from colleagues, having prior knowledge about the college, support from family members. It was revealed that males and females do not differ in terms of the adjustment challenges they encounter. There was no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender. There was significant difference among the three programmes of study. The B.Ed JHS programme differed from the other programmes of study due to more experience of adjustment challenges. In view of the above results, it was recommended that government should pay allowances on time to curb students' worry about finances. Family members should also support their wards financially in colleges to ameliorate the worries students go through as a result of insufficient financial challenges. Group studies should be encouraged by tutors in the classroom/lecture halls to help students adjust better. School authorities and tutors should focus their attention more on ways to assist students on the B. Ed JHS programmes, to enable them better adjust to their studies in their respective Colleges of Education.

KEYWORDS

Adjustment

Adjustment Challenges

College of Education

Coping

Stress

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to all the people who have contributed immensely to make my lifelong dream of completing my graduate studies successful.

First and foremost, I am grateful to my supervisor, Professor Joshua A. Omotosho, for his candid and unreserved advice, guidance and corrections of my study. I also thank him for giving me the intellectual freedom, engaging me in new ideas and demanding high quality of work in all my endeavours. I am grateful to Mrs. Cynthia Anim Acting Principal of PWCE, Aburi, for granting me access to students' emails and numbers to facilitate online broadcasting of questionnaires. To all other Vice Principals of Colleges of Education in Eastern Region, I give my thanks.

Finally, I thank my colleague who supported me with his kind gesture. I thank Mr. Maxwell Sakyi for helping me with the analyses of data. I also thank him for reading through my work from time to time and making useful contributions to the study.

DEDICATION

To my heaven-sent supervisor, Professor Joshua A. Omotosho

TABLE OF CONTENTS

CHAPTER THREE: RESEARCH METHODS

CHAPTER FOUR: RESULTS AND DISCUSSION

LIST OF TABLES

LIST OF FIGURES

xiii

CHAPTER ONE

INTRODUCTION

Background to the Study

Education helps many people to develop and this later affects their society. Through education, nationals become informed citizens. Decision making, industry, social processes and sanitation are not left out when it comes to the benefits derived from education. All spheres of life are better understood and developed as a result of education. Pursuing education to the college level will require that students will have to learn how to adjust better. Otherwise, he or she (the student) may not find college education interesting. Students may adjust differently depending on the magnitude of adjustment challenges that the students encounter. In Ghana however, all Colleges of Education are teaching intensive; the research component is beginning with the upgrade of colleges into tertiary status.

A college is an awarding institution that is specialised in giving out degrees. A college may also offer vocational education and it may again be a secondary school. In the USA, "college" may be an integral part of the university but conventionally the word "college" and "university" are used indistinguishably. Nonetheless, places such as UK, South Asia, and Africa may refer to "college" as high school, secondary school or further education that does not have a university status. They are characterised by not having its own degree-awarding powers and it forms part of a university. In Ghana, College of Education is now a post senior high school institution that trains teachers only to fill the basic education sector of the country. (Colleges of Education Act 2012). As noted by Tsadidey (2005), the structure of Teachers'

1

Training College, now Colleges of Education, has metamorphosed into a number of titles/statuses. These statuses are as follows:

1. Two-Year Post-Middle Teacher's Certificate 'B'

2. Two-Year Post -'B' Teacher's Certificate 'A'

3. Four- Year Post-Middle Teacher's Certificate 'A'

4. Four-Year Post-Middle Teachers Certificate 'A'

5. Two-Year Post-Secondary Teacher's Certificate 'A'

6. Three-Year Post- Secondary Teacher's Certificate 'A'

7. Diploma in Basic Education

8. Four-Year B.Ed Programme.

National Council for Tertiary Education (2012) mentioned that Colleges of Education Act, 2012: Act 847 upgraded teacher training colleges from post-secondary institutions to tertiary status. They are therefore fully fledged tertiary institutions. According to National Council for Tertiary Education (2012), the Colleges of Education existed as post-secondary institutions under the Ghana Education Service (GES) until their upgrading to tertiary level in 2012.

College adjustment has always been something of concern to scholars for a period of ten years, with articles on the topic first showing up in the 1940s. Since the 1940's, college adjustment has had much attention. Credit must be awarded to the many colleges that have counselling centres dedicated to helping students work through their transition to college life and beyond. Chickering and Schlossberg (1995), specified that students who have left high

2

school and want to come to college full-time and reside on campus experience startling adjustment.

Pascarella and Terenzini (1991) established that to acclimatize to college environment involved the harmonizing process of desocialization and socialization. The authors explained desocialisation as to change, discard or sort out values, beliefs and traits that a person brings to college concerning college experience. Again, the authors explained socialisation as to be opened to new values, attitudes and beliefs at the college. In socialisation, students learn to inculcate new paradigms, ideas, culture and norms in the college they find themselves. Transition from high school is 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, and new academic, personal and social demands" (Pascarella & Terenzini, 1991, pp. 58–59). The experience of new environment is critical for those students who do not have siblings or parents who attended college.

Moving from high school to college is a big event in the lives of students. School settings that make the students feel warmly welcome are able to influence students to perform better in their academic work. "Adjustment is the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life". One of the factors that forecast students' academic performance is a conducive environment. Several authors (Bryant, Schulenberg, Bachman, O'Malley, & Johnston, 2000; Enochs, & Roland, 2006; Wintre, & Yaffe, 2000) have proven that problems with adjusting in colleges affects first year students. Other studies done by

3

Thurber and Walton (2012); Sommer and Dumont (2011) and Schultz (2008) on the adjustment experiences and coping strategies of students attending tertiary institutions have revealed that adjustment problems do affect students' academic performance. Most of those studies are all qualitative and do not address the in-depth experiences of students. One phenomenological study in Zimbabwe, using a semi-structured interview guide with seven respondents, made some attempt to fill that gap (Mudhovozi, 2012).

Adjustment is not easy and it involves several dimensional processes. Again, it demands a lot of skills and ability to help an individual to acclimatize with his or her environment. Adjustment also involves:

1. Quality and quantity of studies

2. Accommodation with new teachers and classmates.

This may lead to psychological, social and academic problems. However, if the students adjusted properly, it will improve upon their quality of living. Adjusting to college life is one of the main indicators of success in the tertiary domain. Through achieving adjustment with college life, the students will be able to form a kind of good relationship with others in the college leading him to enhance his academic achievement.

The stage of tertiary life is an important part of the student's life as he moves from the total dependence on the teacher, family and curriculum into the complete independence. Moreover, many students move away from their cities into new places causing a change in their cultural, social and psychological environment, this may affect their adjustment with the tertiary life (Al-shinawi & Abdurrahman, 1994). Essentially, the students' ability to set goals and achieve a balance between academic and social activities plays a

4

critical role in their success during the first year, and eventually towards their chances of graduating from the college (Secuban, 2012). It is known that tertiary life has its own demands and challenges, failure in meeting those demands and challenges will cause academic, psychological and social problems for the student who is the mostly affected by those problems (Baker, & Siryk, 1986). Therefore, it is important to guide students to achieve adjustment in order to avoid those problems and achieve their goals.

Students in tertiary institutions come from different cultural or family norms and values and the educational institutions also have their own norms and ethics according to their own mission and vision. Colleges in Eastern Region of Ghana are seven and all are missionary colleges; four are managed by the Presbyterian Church of Ghana, whiles the Catholic Church, Seventh Day Adventists Church and the Methodist Church manage one each. So, students have to fit or adjust themselves according to the institutional norms and ethics since these religious bodies or churches are very keen on moral and discipline issues. The adjustment according to the institutional norms and ethics differ from student to student due to their own family or cultural norms and ethics and also their developmental stage. All the students live through an adjustment stage in the beginning of educational year and each student vary in his or her adjustment phase according to his or her own developmental stage (Dyson, & Renk, 2006).

Mode of education could be confusing for new students and this confusion become greater when students come from different language and cultural backgrounds (Cooper, 2009). Eastern Region is a multi – ethnic Region comprising of Akuapem, Akyem, Krobo and Kwahu. In terms of

spoken language, the Akuapem, Akyem and Kwahu are Akans and they speak Akuapem Twi and Asante Twi respectively whiles the Krobo and some part of Kwahu (Afram Plains) speak Dangbe and Ewe respectively. It must be noted that the composition of college students in this Region is nationwide – students do not come from only Eastern Region. Students are admitted by the National Council for Tertiary Education based on their grades, programme and choice of college.

Currently, the Colleges of Education in Ghana have been uplifted in their status from post-secondary to tertiary status to pave way for training of teachers in a more academic and professional competitive environment. The Colleges of Education, though have the same mandate over the years to produce teachers for basic education, can make changes in aspects of their operations according to reform policy guidelines at any point in time. Reforms that occur, most at times, are influenced by changes in the basic education system of the country. For instance, the basic requirement to teach in the Basic Schools is now first degree and as such, the colleges are now degree-awarding institutions. That idea of entering into a college to pursue Four-year Bachelor's degree right after completing three years Senior High School, comes with emotional and psychological hitches that need to be looked at by Helping Professionals.

Colleges in Ghana are also an entry point or gateway for many other occupations and institutions as the possibility of entering the job market is higher. Majority of the products that leave colleges remain in the teaching profession virtually because they are bonded – acquisition of allowances or Students Loan as in the current Bachelor of Education first and second years.

Every year, a number of first year Colleges of Education students are being withdrawn from the colleges because of academic non-performance. According to the progression policy of University of Cape Coast, a trainee must pass all courses taken (Obtain Grade A – D). A Level 100 student who loses a total of 12 credits registered for an academic year – either in the first, second or in both semesters – will be dismissed for poor academic performance. Such a student may, however, reapply for admission into a different programme the following academic year.

As the students join higher level institutions, academic demands increase and students have to develop new social relations (Makara, & Madjar, 2015). Students who completely rely on their teacher, independent thinking might be a new experience for them and such students become uncertain about their abilities (Smith, & Robinson, 1996). In the case of Ghana, virtually all prospective Colleges of Education students are Senior High School graduates, though few students enter college after completing Polytechnic (now Technical University), and the Nursing Training Colleges. Such students are believed to be job-security finders and family affairs/husband satisfiers. Unlike fully-fledged universities, Students enter the colleges on the same grounds i.e. at the same time and are supposed to complete the course of study in the same year, few however, may defer their programmes. Other year mates who do not and will not complete their programmes are mostly the people who were withdrawn for poor academic performance, a canker that threatens fresh students the most. Per the statute of the University of Cape Coast, the certificate awarding body, unsatisfactory academic performance attracts automatic withdrawal. Every year, dozens of Colleges of Education students

7

are being withdrawn from the colleges nation-wide, this phenomenon leaves a mark in the colleges which makes some tutors and continuing students put fear in the fresh students thereby worsening their adjustment and coping abilities. (Ghanaweb, September, 2019).

As already noted, the transition from high school to college has emotional, social and academic adjustment. Some students find ways and adapt it whereas others feel overwhelmed and unable to meet the demands effectively. Adjustment is an incessant process which leads to make changes according to the environment and needs of the self. To make balance between one's own needs or desires and the expectations of the surrounding and to get favour or reinforcement is the main objective of adjustment (Samson, 2016). Research shows that economically and educationally disadvantaged students are particularly vulnerable to adjustment difficulties in making the transition from Senior High School to tertiary institutions (Sennett, 2003).

Adjustment patterns of students differ with their level of intelligence. College students have adjustment problem in home also. They have difficulties with parents and siblings due to shyness, aggressiveness. They have academic adjustment problem due to new academic pattern, environment and faculties. Motivation to learn, taking action to meet academic demands and academic satisfaction are components of academic adjustment. Social adjustment is important for students. Forming supportive network, managing new social freedom, home sickness, loneliness are social adjustment problems. Quality of informal contact with faculty support, helps to make adjustment stronger. Psychological distress, somatic distress, anxiety, low self-esteem, depression have been causes of dropping out. Social problem solving or how

8

people solve their real-life problems has been of great relevance to a broad range of helping practitioners. Similarly, if a particular adjustment problem or group of adjustment problems, is severely experienced by an individual student and results in his dropping-out of college, then efforts should be made to try and prevent a similar recurrence in the future. However, it is possible to argue, that the existence of problems in certain proportions, is inevitable and even desirable, in that they form an integral part of the educational experience; helping to exercise a student's intelligence and mature his personality in readiness for the vicissitudes of the world at large. Students may need to adjust to a new educational system, which differs considerably from the methods of study in their formal schools, i.e., Senior High Schools.

In America, colleges and universities have taken on the responsibility of assisting students with their adjustment to college in multiple ways. Many standard services contribute to the positive adjustment of students, including academic support programmes, counselling services, academic and career advising, living-learning centres, residence halls, campus activities, and health and wellness programmes. In addition, there are also services specifically designed to aid in adjustment to college, including new students' orientation programmes, Clubs and Societies, etc. Specific types of collegiate adjustment involve changes in roles, relationships, academic demands, and social demands. In addition, some subpopulations of students will face specific adjustment issues depending on the institution in question. Again, adjustment in the United States mostly tackles international students who travel from their home countries to experience mixed – culture/race country like America.

Taking on the new role of college student often brings new challenges and forces adjustment in existing roles, such as those of son/daughter, friend, partner, spouse, and parent. This is especially the case for adult students who are married and those carrying babies on campus. Adjustment also involves disengaging from old roles that no longer exist for the student in the collegiate environment, such as athlete (for those not participating in college athletics), or social leader (a role often lost for students moving from small high schools to large colleges). In contrast with university lecturers' expectations, first-year students often do not possess the self-regulatory skills that the university environment demands, because they are accustomed to the structured and supervised situation in secondary education (Cook & Leckey, 1999). This lack of regulatory skill could cause adjustment problems in higher institutions.

Again, new college students need to adjust to changes in their relationships. Students make new friends and develop new peer groups in college. In fact, students who remain preoccupied with friends from home tend not to adjust well to college. Students often need to renegotiate existing relationships, especially with their parents and family. However, while remaining preoccupied with friends from home detracts from adjustment, students who maintain compatible relationships with their families are more likely to experience success in college. College is often a place where one is more likely to meet people who are different from oneself in terms of ethnicity, race, and socioeconomic status.

Establishing relationships may be a struggle for students who do not fit the institution's norms, such as students with disabilities and adult students. For these students this situation often results in initial feelings of

marginalization and isolation. In college (depending on the particular type of institution), there also are often different types of relationships with faculty than students may have experienced in previous educational settings. On the one hand, students are expected to be independent learners, yet there also exists the possibility of developing intellectual, collaborative, and social relationships with faculty.

Another area that needs adjustment is academic demands. For most college students, the transition to the college classroom requires an adjustment of academic habits and expectations. They often must study harder, improve their study habits, and take school more seriously. Classes are larger, instructors have differing teaching styles, the pace is faster, written work is more frequent, reading assignments are lengthier, standards are higher, and the competition is more acute.

Again, the social environment of college requires adjustment on the part of new college students. Students must learn to balance the many social choices they have with their academic responsibilities. Developing new relationships represents an important element of social adjustment. Other social issues that require adjustment include negotiating dating in an era of sexually transmitted diseases, homesickness, shifts in daily routines, and the lack of externally imposed structure on their lives.

Lastly, there are specific adjustment issues for students with disabilities. Students with disabilities, depending on the type and severity of their disability, will also face a host of adjustment issues, including perhaps being independent for the first time and finding and establishing support services. Finally, older students may face issues of low confidence, low self-

esteem, identity adjustment, and role stress to a more severe degree than traditional-age students. This study illustrated a gap in the literature and motivated the present study which will use a quantitative approach and gather data using multi-stage college-based questionnaire, under descriptive statistics. The research will be undertaken among Colleges of Education Students in Eastern Region, Ghana.

Statement of the Problem.

Many studies have been conducted on the adjustment experiences and coping strategies of students attending tertiary institutions (Schultz, 2008; Sommer & Dumont, 2011; Thurber & Walton, 2012). In Ghana, there has not been much research works in the area of how college students adjust in their new environment after Senior High Schools, (Kwaah & Essilfie, 2017; Edjah, Domey & Ankomah, 2019; Esia-Donkoh, 2011) exactly what this research intends to achieve.

Transitioning into tertiary institution maybe very difficult for students due to the fact that, many of them are leaving home as well as leaving friends behind. Taking into account different adjustment challenges and difficulties of the first-year students, most studies (Calaguas, 2010) agree that university academic failure is the outcome of adjustment problems students face in their first year rather than their low level of academic competence or performance.

In Ethiopia for example, Tamirie, as cited in Kabtamu (2011), assessed the causes of Bahir Dar Teachers' College and Bahir Dar Poly Technique Institute freshman students' (current Bahir Dar University) academic failure. He indicated that adjustment problem was one of those important events that constrained their academic performance. Similarly, Boulter (2002) reported

that about 75 % of students who drop out of college do so within their first two years because of adjustment problems during their first year.

Studying in higher education exposes students to a variety of new challenges including academic demands, autonomy toward their needs and activities, and more independent in learning than the previous education (Credé & Niehorster, 2012). College life for many students can be both challenging and exciting. Students are placed into rigorous academic curriculum while at the same time trying to establish who they are socially, mentally, financially and often geographically (Lynch, Gander, Kohls, Kudielka, & Walach, 2011).

Entry into college presents students with numerous novel challenges that extend beyond the greater academic demands, greater autonomy, and lower level of academic structure that characterizes life at many colleges and universities. First-year students are also required to navigate a new social environment, develop an orientation toward the institution of which they are now a member, become productive members of the college community, adapt to new roles and responsibilities (e.g., managing own finances), manage the separation from friends and family, and engage in the process of making career decisions. Concern about the manner in which students navigate these myriad challenges is reflected both in the orientation programmes offered by many colleges and universities as well as the substantial body of educational research that has focused on students' adjustment to college.

In today's education systems ranging from elementary to tertiary level, students are faced with several challenges. College students soon realize that college can be demanding because of the amount of homework that is due in a

short amount of time and therefore, it is easy to become overwhelmed. College education also requires that students perform creditably on quizzes, tests, examinations and project works, etc. If time is not managed correctly to ensure that all of these tasks are completed, many students will experience stress. Every year, dozens of Colleges of Education students are being withdrawn from the colleges nation-wide, this phenomenon leaves a mark in the colleges which makes some tutors and continuing students put fear in the fresh students thereby worsening their adjustment and coping abilities. (Ghanaweb, September, 2019). Eastern region having seven colleges will automatically have many students being withdrawn, though it has been widely acknowledged that the factors that influence student dropout are not fully understood (Coley & Coley as cited Bailey & Phillips, 2016; Tinto, 2006). There is rarely one single reason why a student does not complete a course (Crosling, Heagney, & Thomas, 2009). Tinto (2006) has suggested that a broad 'array of forces, cultural, economic, social, and institutional shape students' retention' (p. 3). These include: poor preparation for higher education; weak institutional and/or course match; unsatisfactory academic experience; lack of social integration; financial issues and personal circumstances (Jones, 2008).

Thus, it has been felt that conducting an empirical study to discover and understand the nature of the coping methods that college students adopt to deal with their campus stress is necessary and momentous. Therefore, this study attempts to look at adjustment challenges, coping methods and solutions suggested by Colleges of Education students in Eastern Region, Ghana.

Purpose of the Study

The general purpose of the study is to explore adjustment challenges, coping methods and solutions suggested by Colleges of Education students in Eastern Region, Ghana.

Research Objectives

The objectives of the study are to:

i.   find the adjustment challenges that students in Colleges of Education in Eastern Region of Ghana encounter

ii. assess the coping methods used by students in Colleges of Education in Eastern Region of Ghana encountering challenges.

iii. ascertain the solutions suggested by students in Colleges of Education in Eastern Region of Ghana for adjustment to challenges they encounter.

Research Questions

1. What are the adjustment challenges that students in Colleges of Education in Eastern Region of Ghana encounter?

2. What are the coping methods used by students in Colleges of Education in Eastern Region of Ghana when they encounter challenges?

3. What are the solutions suggested by students in Colleges of Education in Eastern Region of Ghana encountering adjustment challenges?

15

Hypotheses

Gender

$H_0$1: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

H_A1: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

$H_0$2: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender

H_A2: There is a significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender

Level

$H_0$3: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on level/form.

H_A3: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on level/form.

$H_0$4: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on level/form

16

H_A4: There is a significant difference in the coping methods of students in Colleges of Education in Eastern Region of Ghana based on level/form.

Programme of Study

$H_0$5: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study.

H_A5: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study.

$H_0$6: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study

H_A6: There is a significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Significance of the Study

It is hoped that this research will help college counsellors/administrators to assess the frequency and intensity of adjustment problems among newly enrolled students. This will ultimately help to devise management plans for students having adjustment problems.

In practical terms, the information could be used to develop effective transition programmes for incoming students, and to help students prepare for higher education by developing the requisite attributes beforehand. Moreover, exploring relationships at the subcomponent level (for adjustment and

17

Emotional Intelligence) will allow specific aspects of adjustment, and their associated specific facilitating factors, to be targeted. Finally, the results in relation to adjustment and student success may suggest whether use of the SACQ, or a similar instrument, may have value as an early indicator of student failure or dropout.

Lastly, the study is important because it will likely increase the body of knowledge, specifically quantitative insights, pertaining to the adjustment experiences of students in Eastern Region. The results of the study may assist relevant bodies at the Colleges of Education in Eastern Region in designing appropriate orientation programmes and peer mentoring programmes. Students, through participating in the study are likely to benefit in terms of understanding their academic and social adjustment experiences. This insight, it is hoped, will be fed back to their peers and friends. Results from the study will also be disseminated to relevant bodies at the Colleges in Eastern Region, for instance, student counselling, Deans of Colleges and the Student Representative Council (SRC) so that they may use the information in planning interventions during orientation week.

Delimitations

This study focuses on adjustment challenges (academic, emotional and social), coping methods and solutions suggested by Colleges of Education students. The study also focuses on students in the seven Colleges of Education in Eastern Region, Ghana.

Limitations

The research had three limitations. The first was difficulty in ensuring that the questions to be answered were clear and not misleading. The second is

18

getting respondents to answer questions honestly. These shortfalls were minimised by ensuring that the instruments are standardised, pilot-tested, clear and not ambiguous. Lastly, responses from Presbyterian College of Education, Akropong were unsatisfactory – as one of the largest colleges in the region and even the whole country, students felt reluctant to fill the questionnaire despite several attempts to remind them. This affected the study because the highest responses came from a single sex college – which might affect the gender responses.

Definition of Terms

Adjustment: Adjustment in this study, refers to how first and second year students introduce and sustain themselves in their new colleges.

Adjustment Challenges: These are the difficulties someone faces in the area of academics, emotions and social as a result of being a student and to various aspects of the school environment.

College of Education: College of Education is now a post-Senior High School institution that trains teachers only to fill the basic education sector of the country.

Coping: An activity done to seek and apply solutions to stressful situations or problems that emerge because of stress. In this context, coping has got to do with how first and second year colleges of education students deal with challenges they face within the college environment.

Stress: In this study, stress was considered as the inability to deal with academics, emotional and social problems in the school environment.

Organisation of the Study

The whole work has been divided into five chapters; the First Chapter covers the introduction which was made up of background to the study, statement of the problem, purpose of the study, research questions and hypothesis, and finally the significance of the study. Chapter Two contains the review of related literature, conceptual and theoretical frameworks of the study. The Third Chapter looks at the method of data collection, research design and data sampling techniques. The Fourth Chapter was used to present and discuss the results while Chapter Five was devoted to the summary, conclusions and recommendations that came out of the study.
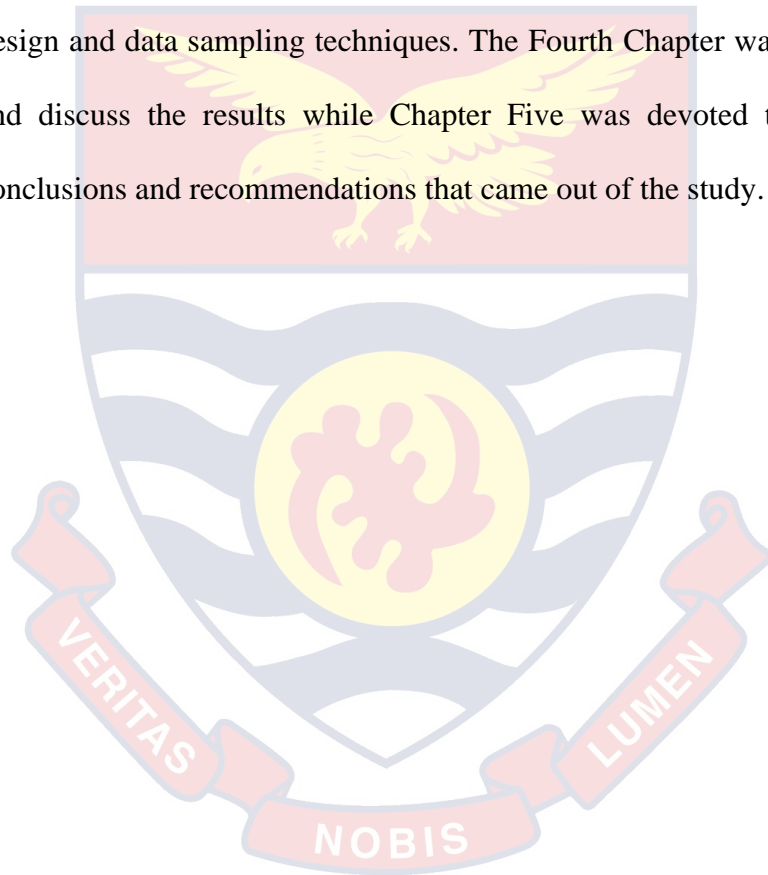
CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of the study is to explore adjustment challenges, coping methods and solutions suggested by students in Colleges of Education in Eastern Region, Ghana. The first chapter dealt with the background to the study, statement of the problem, purpose of the study and the research questions. Also, it highlighted the significance of the study and the definition of terms. This helped to put the study in perspective. This chapter reviews literature related to the topic. The objective is to explore what major authors and writers have written on the topic. The review was done under the following subheadings;

a. Theoretical Review

b. Conceptual Review

c. Empirical Review

Theoretical Review

Tinto's College Model

Tinto's model is one that is held in high regard and is the most highly respected model (Kember, 1995), providing a heuristic and theoretical framework for understanding student behaviour (Tinto, as cited in Reason, 2003). According to Tinto's theory, the decision to 'drop out' arises from a combination of student characteristics and the extent of their academic, environmental and social integration in an institution. Tinto's original model, (Tinto, as cited in Reason, 2003), contained five categories, with constructs

interacting to determine a student's dropout decision. In many respects, the three primary principles of Tinto's model are to describe processes whereby institutions of higher education were committed to the students they serve, that they were committed to the education of all, not just some, of their students and thirdly that they were committed to the development of supportive social and educational communities in which all students are integrated as competent members.

Further work by Tinto led to the development of a longitudinal, explanatory model of departure (Tinto, as cited in Gregerman, Lerner, Von Hippel, Jonides & Nagda, 1998), illustrated below. This expanded work added "…adjustment, difficulty, incongruence, isolation, finances, learning, and external obligations or commitments" to his original model. He proposed that "…the stronger the individual's level of social and academic integration, the greater his or her subsequent commitment to the institution and to the goal of college graduation" (Pascarella, Wolniak, Pierson & Terenzini as cited in Webb, 1989).

The model argues that individual departure from institutions can be viewed as arising out of a longitudinal process of interactions between an individual with given attributes, skills, financial resources, prior educational experiences, dispositions (intentions and commitments) and integration with other members of the academic and social systems of the institution (Tinto 1993). Students' entry commitment affects the extent of their social and academic interaction within a learning institution, and the extent of their integration, which in turn has an impact on their goals and institutional commitment. This model has been illustrated in figure one.

Pre-Entry Attribute   Goals Commitments   Institutional Experience   Institutional Experience   Integration   Goals Commitments   Outcomes

The Academic System

FORMAL

Academic Performance

Faculty/Staff Interactions Performance

INFORMAL

Family Background

Skills and Abilities

Prior Schooling

Intentions

Goals and Institutional Commitment

External Commitments

Academic Integration

Social Integration

Intentions

Goals and Institutional Commitment

External Commitments

Departure Decision

FORMAL

Extra-Circular Activities

Peer Group Interactions Performance

INFORMAL

Social System

Figure 1: A Conceptual Schema for Dropout from College, (Tinto, 1993)

23

To get a better understanding of the model, pre-entry attribute, goals commitment, institutional experiences, integration, goals commitments and outcome should be explained.

Pre-entry attribute

From figure one, pre-entry attribute is composed of family background, skills, abilities and prior schooling. These attributes are very essential by providing insight into how students will ultimately respond to their educational environment and persist. It can be logically inferred from Tinto's model that, the adaptation of students in a school system depends on their family background, skills, abilities and prior schooling which will eventually have a bearing on students' academic performance. A student who has adapted well in a college would like to stay and would not have the decision to depart. However, the process by which students become involved or integrated into the campus culture during their transition to college differ according to the student's social, family, and educational background; personality; educational and occupational orientations and aspirations (Pascarella, Wolniak, Pierson & Terenzini, 2003).

Goals/Commitment

The second part of Tinto's model, labelled goals/commitments, shows the addition of student intentions and external commitments to the student drop/stop-out decision. As a student enters the institution, intentions and external commitments have significant bearing on overall goal and institutional commitments. These first two segments of the model can be said to represent characteristics the student possesses at the time of entry and a student's disposition in terms of intentions and motivational factors. These

24

characteristics and factors prepare the student to respond to experiences he or she may encounter at the given institution. These characteristics influence the student to either adjust properly or not to the school environment. Goals such as grade point average or belonging to campus organizations and subjective measures, such as the practical value of the education and the quality of the institution do influence the degree to which the student is satisfied with the institute of Higher Education (Bean, 1980).

Levin (1991) also identified a number of student characteristics as having the largest impact on at-risk minority student persistence. At the top of the list was academic preparedness, quantified by their high school grade point average, rank in class, and standardized test scores. This was followed by the ability to adapt to the college environment. Other characteristics included commitment to educational goals, one's perception of progress toward those goals, reasons for pursuing a college degree, self-confidence, and a willingness to seek academic assistance.

The relevance of this section to the study is that, it helped in identifying the various factors that enhances the adjustment level of students in Colleges. In a nutshell, if a student is able to achieve the aforementioned goals, the degree of his adjustment in the school will be enhanced.

Institutional Experiences

The third element of Tinto's model has been expanded to include the formal and informal aspects of institutional experiences and the interaction/effect of the academic and social systems. Academic and non-academic staff are both seen as having the ability to influence the departure decision. Again, the external community, made up of individuals or entities

25

with which the student interacts, continues to be a factor over time (Tinto, 1993). Literature in this area has shown that institutional characteristics and culture have both direct and indirect effects on the student's tendency to become involved in both academic and non-academic activities (Braxton, Vesper & Hossler, 1995). The college also has an impact on determining the amount of student involvement and thus, the gains and retention (Clagget, 1992). Findings from an empirical test of Bean's model (Bean, 1982) indicated that, institutional quality and opportunity for students were the two most important variables influencing commitment whereby "…men left the university even though they were satisfied … women who were satisfied were more committed to the institution and were less likely to leave." (Bean, 1980).

Academic and Social Integration

A unifying theme for many of the studies is the idea that a student's involvement in the social environment as well as the academic environment is critical to success in college. Lenning (1980) concluded that the most significant model contributing to the study of retention and attrition is that proposed by Spady (Spady, 1971) and refined by Tinto (1993). Spadys' model was based on Durkheim's theory of suicide as cited in Stack (1979) suggests that, when people are not sufficiently involved with society in terms of interpersonal relationships (affiliations) and values or morals, the likelihood for probable self-inflicted death exists. Utilising family background as the foundation, Spady's model had five variables which when combined contribute directly to social integration (Spady, 1971).

Tinto's model explains that, students will either stay or leave college based on family background, skills, abilities and prior schooling,

26

goals/commitments, institutional experiences and academic and social integration. This was relevant to the current study because it helped the researcher to explore these factors into details to find out how they influence the adaptation of students in Colleges of Education in Eastern Region.

Conceptual Review

College Adjustment

Upcraft and Gardner (1989) define college adjustment as the process whereby students progress toward accomplishing their educational and personal goals. He indicated that it also involved:

a. developing academic and intellectual competence

b. establishing and maintaining interpersonal relationships

c. developing an identity

d. deciding on a career and life style

e.   maintaining personal health and wellness

f.   developing an integrated philosophy of life

Domains of College Adjustment

Baker and Siryk (1986) view college adjustment as multifaceted which involves responding to several demands associated with four different domains of adjustment. These domains according to Baker and Siryk (1986), are academic adjustment, social adjustment, personal-emotional adjustment, and Goal commitment institutional attachment.

Academic Adjustment

Academic adjustment requires fulfilment of various tasks associated with educational demands such as focusing on studying and keeping track of their academic work. Academic adjustment entails attitudes toward academic

27

goals and work, academic efforts and performance, and satisfaction with the academic environment. Tinto (1975) described academic adjustment of higher education students as the degree of students' adaptation to academic manner of their educational life.

The amount of accomplishment of students in their studies displays by academic adjustment, this accomplishment defines by students' success in dealing with different kinds of educational demands (Baker & Siryk, 1999). Students adjust academically well, if they have motivation, believe their capabilities, implement their abilities, be satisfied with their chosen universities and even the level of loyalty to their academic aims (Rienties, Beausaert, Grohnert, Niemantsverdriet & Kommers, 2012). Early research focused on academic performance as a predictor of student adjustment (Grayson, 2003). Students who adapted academically to university at an early stage are more likely to persist in their studies in comparison with those who find this adjustment more difficult. Academic adjustment not only deals with a student's scholarly potential, but is also related to having high levels of learner motivation, holding a clear purpose, and acquiring strategies to achieve educational demands.

Several studies conducted in the United States focus on the issue of freshmen adjustment. Elias, Mahyuddin and Uli (2009) stated that, in the American context, early adaptation to the academic demands of university helps students to gain more positive academic outcomes. However, these findings have been called into question by Grayson (2003), who found that, early adaptation to the academic requirements of tertiary-level studies may

only have a slight impact on first year students and no implications whatsoever for outcomes across the course of the degree.

Social Adjustment

Social adjustment requires adapting to interpersonal – societal demands of college experience such as making friends, being involved in social activities, managing social relocation and being away from home and it also involves satisfaction with the social environment of campus. Social adjustment of higher education students is defined as the degree of students' adaptation to social manner of their educational life (Rienties et al., 2012). Students' social adjustment shows the amount of their ability to cope with the societal requirements and interpersonal demands of their educational life, such as taking part in group works, forming friendship with other students and involving themselves in extra-curricular programmes of their college (Baker & Siryk, 1999).

A number of researchers suggest that social integration into new study environments is an important factor in achieving successful adaptation. Grayson (2003) asserts that students need to be integrated into university life so they will have motivation to continue their studies. Grayson (2003), theorizes that students who have integrated socially into university display higher levels of academic achievement than those who remain isolated or fail to socially integrate. Tinto (1987) states that, in order to achieve integration into university, "students must separate themselves from their past communities, including family, the local high school, and local areas of residence" (p.16). As a result of such separation, students will try to adopt new values and habits that they consider important for this transitional phase.

29

However, a number of studies have criticized Tinto's (1988) theory, especially as it relates to creating space between the student and past communities including family and peers. For example, Abdullah, Elias, Mahyuddin and Uli (2009), suggest that social support from family and peers is a crucial factor for freshmen adjustment to their new environment. Similarly, Chhuon and Hudley (2008) describe four main types of social support received from family and friends that can ease the transition from high school to tertiary-level study. These include guidance and feedback, non-directive support which incorporates the bonds of trust and intimacy, positive social interactions such as spending time together, and more tangible assistance which can include offering financial assistance and shelter.

Almost all studies that have examined the role of social support from families and peers indicate that university freshmen who have high levels of social support are more likely to adjust to their new environment earlier. In fact, Gerdes and Mallinckrodt (1994) maintain that social adjustment can be as significant as academic adjustment in determining student retention during the early university years.

Personal-emotional Adjustment

Personal-emotional adjustment is associated with physical and mental health of the individual and assessed by asking whether an individual is experiencing psychological distress and its somatic consequences such as feeling tense and nervous and problems in sleeping. During the transitional phase to university, freshmen are often prone to question their educational goals, self-esteem and self-concept, and this, in turn, may result in personal conflict. Emotional problems consistently lead to increased rates of

physiological disorders and dropouts. For those students who move away from their families in order to pursue their higher-level studies, being separated from parents may dramatically affect their levels of emotional adjustment (Gerdes & Mallinckrodt, 1994).

Douglass-Chin (2006) term this ability to emotionally adjust "emotional wellbeing". The researchers believe that there is a direct connection between emotional wellbeing and academic performance. According to Douglass-Chin (2006) students who display difficulties in adapting emotionally to their new environment, and hence have lower levels of emotional wellbeing, are more likely to experience serious psychological problems such as anxiety and other developmental problems.

Goal Commitment Institutional Attachment

Goal commitment institutional attachment is associated with student's feeling about being in college in general and institution attended in particular and especially refers to quality of bond established between student and the institution such as expectations of staying at university and completing one's degree, and perceiving oneself as a part of the university.

Conceptual Framework

Figure 2 shows adjustment challenges and coping methods that may be used by college students in Eastern Region.

31
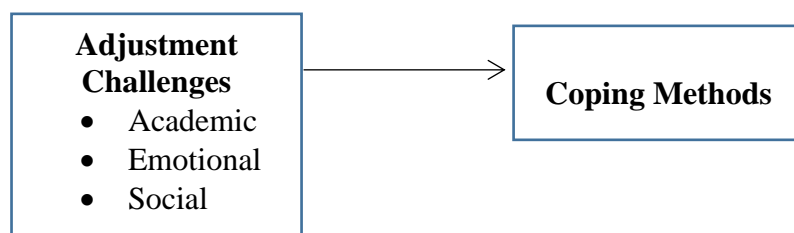
Figure 2: Conceptual Framework of Adjustment Challenges and Coping Methods

From Figure 2, it is seen that adjustment challenges are academic, emotional and social. These challenges propel students to come up with coping methods to help manage or salvage their challenges.

Empirical Review

Challenges of College Adjustment

Academic Challenges

For most college students, the transition to the college classroom requires an adjustment of academic habits and expectations. They often must study harder to improve their study habits. Classes may be larger, instructors have differing teaching styles, assignments are lengthier and standards are higher. Students need to learn to set and balance priorities. The above reasons were stated by Mutambara and Bhebe (2012, p. 244). Rice (2009) asserted that the discourses of academic disciplines in higher education can be confusing and mysterious for the freshman. Sometimes, it will create imaginary pressure in the minds of the students that, it is intellectually demanding at colleges than high school. The confusion can be particularly greater for students coming from cultural and language backgrounds that are different to those underpinning the dominant ideologies of higher education institutions (Mutambara & Bhebe, 2012).

Robinson (2009) revealed that, academic demands increase and new social relations are established when students join higher level institutions. Students are often uncertain of their abilities to meet these demands. Thinking independently might be a new experience for some students who are

32

accustomed to relying on the teacher as the ultimate authority on the course subject (Titley, 1980; Robinson, 2009). Kokemuller (2020) is of the view that students face a number of academic challenges in college, including finding time to study, understanding course content and maintaining a high degree of motivation. Along with meeting these challenges, students often struggle to balance academic demands with work, personal responsibilities and social experiences.

According to Kokemuller (2020), college is more difficult than high school. Students commonly have to work harder and stay more focused to understand course content and perform well on assignments and tests. The level of academic difficulty in classes escalates as students move farther along in their undergraduate experience. Students who do not pick up freshman and sophomore-level class material in a degree programme will have difficulty understanding what they learn at junior and senior levels. This will create the difficulty of adjusting to new teaching and learning in colleges.

A study was done by Lu, Lv and Deng (2014) to examine teaching adaptability, teaching approach preference and learning interest: evidence from freshman in Sichuan University, China. Lu et al. (2014) paper empirically analysed the relationship between student's adaptability to teaching and learning in college, student's preference to professor's teaching approach and their learning interest by estimating an Ordered Response Model. Findings show that: over one third students cannot adapt to college's teaching and learning mode, and a large portion of students are short of reading motivation; the student's adaptability to teaching and learning in college, the recognition degree to professor's teaching approach, the reason of

33

course election and the concentration in class are significant positive factors affecting student's learning interest. Although, the already done study has revealed that majority of students have difficulty adapting to teaching and learning at colleges, it cannot be said about the current study, since both studies are in different settings.

Another factor that is a challenge to college students' adjustment is the quality of training their teachers had. Teacher quality (TQ) includes different indicators of teacher qualifications, in particular characteristics of teachers' educational background, amount of experience in teaching, and participation in professional development (PD), as well as personality characteristics such as teachers' self-efficacy. Evidence suggests that the quality of teacher education does have an impact on teachers' educational outcomes in terms of teacher knowledge and skills (Blömeke, Zlatkin-Troitschanskaia, Kuhn & Fege, 2013; Boyd, Grist, Juhola, & Nelson, 2009; Tatto, Peck, Schwille, Bankov, Senk, Rodriguez & Rowley, 2012); these, in turn, are significantly related to instructional quality and student achievement (Baumert, Kunter, Blum, Brunner, Voss, Jordan & Tsai, 2010).

Also, the degree and major academic disciplines studied can be regarded as indicators of teachers' education, although they are only rough approximations of specific opportunities to learn. In the case of mathematics teachers, a major in mathematics delivers the body of content knowledge necessary to present mathematics to learners in a meaningful way and to connect mathematical ideas and topics to one another, as well as to the learner's prior knowledge and future learning objectives (Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage & Duffy, 2005). However, knowing

the content provides only a foundation for teaching; student achievement is higher if a strong subject-matter background is combined with strong educational credentials (Clotfelter, Ladd & Vigdor, 2007).

Correspondingly, teachers' pedagogical content knowledge and content knowledge of mathematics are of great importance for instructional quality and student achievement in mathematics, with the former exerting a greater effect than the latter (Baumert, Kunter, Blum, Brunner, Voss, Jordan & Tsai, 2010; Blömeke & Delaney, 2014). This means that the quality of teacher training does have a bearing on the academic performance of students in colleges. Since the studies done by Baumert et al. (2010); Blömeke and Delaney (2014) have demonstrated that quality of training has bearing on academic performance, it can logically be said that, students were well adjusted when they perform well in colleges or will not be well adjusted when their performance is bad. Moreover, students who do not prepare adequately will struggle in colleges. During college, students deal with a unique number of stressors specifically a significant transition where students experience many firsts, including new lifestyle, friends, roommates, exposure to new cultures and alternate ways of thinking. Lapsley and Edgerton (2002) assert that when students cannot manage these firsts, they're more likely to struggle. If students do not feel adequately prepared to cope with the new environment of a college campus, they could easily become susceptible to depression and anxiety. Higher rates of psychological morbidity are being recorded among first year university students throughout the world (McDermott, & Pettijohn, 2011).

Renzulli (2015) explored learning strategies to improve the academic performance of university students on academic probation. Qualitative comparative case study methodology (Yin, 2009) was used to investigate the academic performance of students who had been placed on academic probation and were asked to voluntarily enrol in a LSC at a large (over 22,000 undergraduates), public research university.

Merriam as cited in Gentles, Charles, Ploeg & McKibbon (2015), and Miles and Huberman (1994), considered the comparative case study approach an appropriate methodology to make analytical generalisations about an area of inquiry. From the interviews and open-ended survey questions by Renzulli (2015), students who encounter challenges are unprepared for academic rigor and either do not know or have chosen not to employ basic study strategies regularly used by students in good academic standing. Most of the respondents lacked a sense of accountability for their own studying and academic progress. Several reported that without parental monitoring, they simply did not study enough, spend adequate time on their work for class, or complete minimal tasks needed to persist in college. They admitted to not regularly reading official university e-mails, attending class, and keeping appointments; that is, they failed to complete academic obligations. The already done study has revealed that students who are not prepared face challenges in colleges, however; since the setting of the study is different from the current setting, conclusion cannot be made.

Adequacy of teaching and learning resources refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. According to the annual report from the Department for

International Development (DFID) (2007), adequacy of instructional materials such as textbooks which is the main instructional material is the most cost-effective input affecting students' performance. If the availability of teaching and learning materials bring about an increase in students' academic performance, it can logically be said that students will be well adjusted if their academic performances are good. According to McIlrath and Lyons (2012), learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of TLR therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms. Several studies have been conducted on the impact of instructional materials on education.

Momoh as cited in Atieno (2014) conducted a research on the effects of instructional resources on students' performance in West Africa Senior School Certificate Examinations (WASSCE). The achievements of students in WASSCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviours, poor teacher motivation and unmet educational goals.

In the same vein, if materials for studies are not available in colleges, it will affect the academic performance of students which will further lead to academic maladjustment. The difference between the study done by Momoh (2010) and ongoing study is that, the former study was done among secondary school students whereas the latter study was done among colleges of education students. It made it logical to conduct a study to find out whether teaching and learning material availability has effects on how students adjust in colleges.

Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson, 2000). The availability of these materials is found to increase the academic performance of students which can logically determine whether a student is likely to drop out or not.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (1985) also supports that students' performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of

performing well in examination than poorly equipped ones. And if indeed students perform well, they will adjust properly in the colleges.

An extracurricular activity (ECA) or extra academic activity (EAA) is an activity, performed by students, that falls outside the realm of the normal curriculum of school, college or university education (Stirling Council, 2020). Such activities are generally voluntary social, philanthropic, and often involve others of the same age (Stirling Council, 2020). Students and staff direct these activities under faculty sponsorship, although student-led initiatives, such as independent newspapers, are very common. Students who partake in extracurricular activities do have better adjustment whereas those who do not partake in extracurricular activities have problem of adjustment. Extracurricular activities are part and parcel of modern day's academic curriculum. It provides them a positive character-building opportunity and teaches ways to develop discipline, commitment, tenacity, self-control and a healthy respect for college authority. A study done by Rani and Keshwal (2017) explored effect of co-curricular activities on academic achievement of students. The study concluded that in wholesome, the overall effect of co-curricular activities on the student's academic performance and personality development is positive. And it complements the academic activities in attainment of education's main goal of bringing change in student's behaviour.

Extracurricular activities are very important to students' development. One example on a benefit is a positive association between participating in various forms of physical activities and positive self-perception (Daley & Leahy, 2003). Other benefits of participating in extracurricular activities included having better grades, having higher standardized test scores, higher

39

educational attainment, attending school more regularly, and having higher self-concepts (Brown, n.d.). Respondents in out-of-school activities can learn skills such as teamwork, leadership skills, and can decrease the likelihood of being involved with problem behaviours. The majority of the literature studied stated that those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school. If students' performance and behaviour improve dramatically as a result of co-curricular activities, it can be concluded that, they will adjust properly in their academics. However, students may be overinvolved in extracurricular activities and that may also bring about adjustment problem. It was stated in the thesis of Wilson (2009) that, students' over-involvement in extracurricular activities bring about greater rates of alcohol use and illicit drug use as well as students being overscheduled (p. 29).

Social/Family Challenges

Another factor that serves as a challenge to students in their colleges is the separation from their parents or guardians. Cho (2010) study explored the effects of psychological separation from parents and family adaptability on child's adjustment to college. It also investigated explaining variables on children's adjustment to college. The study subjects were 243 college students (male students; 123, female students; 120). The data collected from questionnaire were analysed by descriptive statistics, t-Test, Pearson's correlation and hierarchical multiple regression. The main results were as follows: firstly, psychological separation from parents of college students were lower than those of average score. But family adaptability and adjustment to college of students were higher than those of average score. Secondly,

psychological separation from parents was negatively correlated to adjustment to college, but family adaptability was positively correlated to adjustment to college. This means that as psychological separation goes down, students' adjustment increases and when psychological separation goes up, college adjustment will go down. It can logically be said that separation from family does have an impact on college students. It can either make students adjust well or not adjust well in colleges.

A study was done by Rakipi (2015) exploring parenting styles: their impact on adolescent separation and college adjustment. This study included 150 first year college respondents (Caucasian 52%, Latino/Hispanic 17.33%, African-American 7.3%, Asians 17.33%, and Other 6%) between ages 18 to 20 from New York City universities. The instruments used in this study were Parental Authority Questionnaire (PAQ), Dysfunctional Separation-Individuation Scale (DSIS), and Student Adaptation to College Questionnaire (SACQ). Hierarchical Regression Analysis was used for predicting personal emotional adjustment using separation-individuation. PROCESS Macro procedure for SPSS was used to test the hypotheses of this study. It was found that separation-individuation was predictive of both personal-emotional college adjustment and social college adjustment. This is indicative of the fact that separation from the family does have a bearing on college adjustment; however, the already done study was done in a different setting and therefore we cannot conclude very well, so, it was appropriate to replicate this study in our colleges in order to make the conclusion authentic.

Social support is one of the factors that has bearing on college adjustment. Students who have good social supports adjust well in their

colleges, whereas students who do not have good social supports struggle in colleges. Social support is the perception and actuality that one is cared for, has assistance available from other people, and most popularly, that one is part of a supportive social network (VandenBos, 2015). These supportive resources can be emotional (e.g., nurturance), informational (e.g., advice), or companionship (e.g., sense of belonging); tangible (e.g., financial assistance) or intangible (e.g., personal advice). Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network (VandenBos, 2015). Support can come from many sources, such as family, friends, pets, neighbours, co-workers, organizations, etc. It can logically be said that students who are cared for are likely to stay and become adjusted in the school. On the other hand, students who are not cared for will encounter adjustment problems.

A study was done by Páramo, Martínez, Tinajero and Rodríguez (2014) exploring the impact of perceived social support in first-year Spanish college student adjustment. The aim of the present study was to analyse the extent to which different sources and cognitive/affective components of perceived social support predicted specific areas of adjustment in a sample of 300 first-year university students in Spain. The sample completed the Social Support Questionnaire (SSQ6), the Perceived Acceptance Scale (PAS) and the Student Adaptation to College Questionnaire (SACQ). Regression analysis revealed that perceived social support was a good predictor of adjustment to college. It is an indication of the fact that, social support does have bearing on college adjustment of students. However, there are students who have

overcome the effects that social support has on their adjustment in colleges. Such students have come to accept and used to the fact that nothing really borders them whether they are supported or not. For instance, Páramo, Martínez, Tinajero and Rodríguez (2014), study found out that the relationship between the number of available others when needed and the satisfaction with available support with adjustment was mediated by perceived sense of acceptance.

Recent theoretical and empirical studies, mainly carried out in English-speaking countries, clearly indicate that student adjustment to university life largely depends on social support systems (Dennis, Phinney & Chuateco, 2005; Wintre & Yaffe, 2000; Yazedjian, Purswell, Sevin & Toews, 2007). Among the different dimensions involved, perceived social support, that is, the perception that students have that they can communicate with others, and that they are valued, accepted and will be protected by these people if necessary (Pierce, Sarason & Sarason, 1996), has been shown to be one of the most important protective factors in relation to adjustment in first year university students (Holahan, Valentiner & Moos, 1995; Friedlander, Reid, Shupak, & Cribbie, 2007; Halamandaris & Power, 1999; Solberg, Valdez & Villarreal, 1994). Even if the transition period is not disruptive, successful adaption will largely depend on whether students perceive that they are accepted, supported and valued by their sources of social support (Chickering & Reissner as cited in Páramo, Martínez, Tinajero & Rodríguez, 2014). Sarason, Levine, Basham and Sarason (1983) distinguished two essential elements in social support: perceived availability and perceived satisfaction. The protective effect of both factors is derived from the individual conviction that help or sympathy will be

43

available when it is required (Sarason, Sarason, Shearin & Pierce, 1987). Longitudinal studies have shown that students who have higher levels of perceived parental and peer social support adjust better to university life than those with lower levels of perceived social support (Halamandrias & Power as cited in Páramo, Martínez, Tinajero & Rodríguez, 2014; Friedlander et al., 2007).

Another factor that is a challenge to students' adjustment is loneliness. Loneliness is a part of the human condition that affects all ages. It is a subjective negative feeling related to the person's own experience of deficient social relations. A sense of loneliness is associated with an individual's evaluation of their overall level of social interaction and describes as a deficit between the actual and desired quality and quantity of social engagement (Bufford, Paloutzian, & Ellison, 1991). Loneliness can be a reaction to the lack of social relations one needs or even though one has the social relations but they are not intimate or satisfying according to the needs or they lack sincerity and emotions in them. Human beings are said to actively engage each other and the universe as they communicate, and loneliness is merely the feeling of being cut off from this process (Bufford, Paloutzian, & Ellison, 1991).

The most broadly accepted definition of loneliness is the distress that results from discrepancies between ideal and perceived social relationships. While common definitions of loneliness describe it as a state of solitude or being alone, loneliness is actually a state of mind. It causes people to feel empty, alone and unwanted. People who are lonely often crave human contact, but their state of mind makes it more difficult to form connections with other

people. Loneliness has always been considered as a common problem among the older people, but today it is becoming more of a concern amongst the young people. (Mental Health Foundation, 2010). Loneliness is a subjective experience. That means that if one thinks that they are lonely then they will feel lonely. Anybody who is alone is not necessarily lonely.

Bhagchandani (2017) explored the effect of loneliness on the psychological well-being of college students. The data was collected on 101 college students who were divided into two groups, that is, males and females. They were required to fill a questionnaire through e-mail that had two parts. The first part was Ryff's questionnaire of psychological well-being and the second part was UCLA loneliness scale. The findings of the research revealed that there is a significant negative relationship between loneliness and psychological well-being. This means that as loneliness decreases, psychological wellbeing of students increases. The implications of this result will be that if students in colleges are found to be lonely all the time, it will implicate their psychological adjustment. And when students' psychological adjustment is affected it can affect all the dimensions of college adjustment.

Bek (2017) study explored understanding the effect of loneliness on academic participation and success among international university students. A total of 213 international students studying at Uşak University, including 151 males and 62 females, were selected and participated in the research voluntarily. In the study, feelings of loneliness among international students significantly impacted academic participation and success of the students. According to the research, feelings of isolation and lack of aspiration for the future significantly affect the academic performance of students in complex

45

ways. From the study, because loneliness affects academic participation and success in schools, it can logically be said that loneliness will implicate college adjustment.

Having friends or no friends in college can have impact on college adjustment. Research examining relationship quality and adjustment has focused mostly on transitions into or development through middle school and high school. Researchers have defined school adjustment as "the degree to which children become interested, engaged, comfortable, and successful in the school environment" (Kochenderfer & Ladd, 1996). Research has shown a connection between relationship quality and attachment such that being securely attached to a partner is associated with higher-quality relationships (Hazan & Shaver, 1987; Markiewicz, Doyle, & Brendgen, 2001). Individuals who are more securely attached are more likely to self-disclose to friends. There   is a significant   link between   the quality of peer relationships and adjustment variables during the transition to high school and throughout the high school years (Demir & Urberg, 2004). Greater friendship quality was associated with greater emotional adjustment. Furthermore, attachment styles were associated with adjustment such that secure attachments were associated with fewer   internalizing problems and greater self-concept. On the other hand, students are faced with friendship problems or have nobody to mingle with, it may affect their college adjustment.

Researchers studying emerging adults have described a significant link between the quality of college students' peer relationships and their adjustment to college (Fass & Tubman, 2002; Lapsley & Edgerton, 2002). When focusing on attachment between peers, poor attachment was associated

with lower ratings of scholastic competence (Fass & Tubman, 2002).   As compared to insecure   attachments, secure attachment   styles were associated with better social adjustment (Lapsley & Edgerton). When focusing on social support, although students' ratings of their closest friendships were not significantly correlated with adjustment, when students assessed support received from peers more generally, the greater the   support received, the better was their   emotional adjustment (e.g., less anxiety, better quality of life; Abbey, Abramis, & Caplan, 1985).

Furthermore, researchers reported that increased social support over the first two semesters of college predicted improved social and emotional/personal adjustment (Friedlander, Reid, Shupak, & Cribbie, 2007). This leads to the expectation of positive associations between peer attachment and academic, social, and emotional/personal adjustment among emerging adults, as is found between high school romantic partners, college peers, and parents and teenage children. It is also reasonable to expect that more supportive friendships (i.e., better quality) will be associated with better adjustment. It is also reasonable to expect that unsupportive friendships will be associated with poor adjustment.

Students who are faced with discrimination may not be able to adjust well in colleges. Recabarren (2016) explored college adjustment, discrimination, and social support among students of colour. This study investigated associations between general ethnic discrimination, emotional adjustment to college, and attachment to college in students of colour at one predominantly white public institution in the South-eastern U.S. Students who were the first in their immediate family to attend college were compared to

47

those with a parent who attended college. Social support from family and friends at home, as well as social integration in school were investigated as buffers of the impact of perceived discrimination. General ethnic discrimination stress was found to be a predictor of personal emotional adjustment. Social support and social integration were both predictors of personal emotional adjustment and institutional attachment. On the other hand, those who are discriminated and unsupported will have problem with adjustment in their colleges. However, such conclusion cannot be said about the current study because of different settings.

College is occasionally portrayed as a time of optimistic and stress-free young adulthood, filled with late night existential discussions, and characterized by carefree attitudes that nearly all things are possible with sufficient resiliency and resolve. The reality for today's college students is often much bleaker. Because college students emerge from adolescence, they are met with a great deal of changes and new responsibilities as they become independent adults, much of which is stressful (Pierceall & Keim, 2007). In addition to new environments and responsibilities, for many students, it is their first encounter with budgeting, paying bills, and responsibly using credit (Gutter & Copur, 2011; Tinto, 2012). To add to this, students must skilfully navigate a complex financial environment which may include unstable personal finances, rapidly increasing tuition, and eroding financial support from parents and family (Worthy, Jonkman, & Blinn-Pike, 2010). A potential source of financial stress for college students is the cost of tuition and fees, which has grown at 3 times the rate of inflation. In today's economy, students will have to work year-round at 55 hours per week to pay for the average

public college tuition, whereas a student in the 1960s could have worked 40 hours per week in the summer and 15 hours per week during the school year to pay the same (Bousquet, 2008). This is not the case of college students in Ghana and it does not also negate the fact that, some students go through financial difficulties in colleges which eventually affects their college adjustment.

Financial stress impacts students in many ways according to Roberts, Golding, Towell, Reid, Woodford and Vetere. (2000). Financially stressed students frequently consider leaving college (Roberts et al., 2000), have higher levels of psychological problems (Smyth, Hockemeyer, Heron, Wonderlich, & Pennebaker, 2008)—including lower levels of self-reported health (Roberts et al., 2000) and higher self-reported mental health needs (Hyun, Quinn, Madon, & Lustig, 2006)— poorer living conditions (Hayhoe, Leach, Allen, & Edwards, 2005), increased college adjustment difficulties (Negy, 2003), unhealthy behaviours and interpersonal relationships, and adverse academic outcomes (Northern, O'Brien, & Goetz, 2010). This is an indication of the fact that financial difficulties for students in colleges will have effect on students' adjustment.

A study was done by Daud, Norwani and Yusof (2018) to explore students' financial problems in higher education institutions. This study uses questionnaires as an instrument for data collection method. A total of 480 sampled among the undergraduates in HEIs responded to the questionnaires. Data were analysed using the descriptive statistics. The results showed the majority of respondents suffered from financial problems because of their limited financial resources and were faced with high cost of living.

49

Andrews and Wilding (2004) found that financial stressors were positively associated with increased anxiety and depression levels among college students in the United Kingdom. Financial stress has also been linked to academic performance (Joo, Durband, & Grable, 2008). Another study with British university students found that poor mental health status was related to financial stressors such as having difficulty paying bills on time (Roberts, Golding, Towell, & Weinreb, 1999). In addition, students who considered leaving their academic programmes prior to finishing due to financial strain reported poorer psychological health. Research has indicated a moderate association between debt and mental health problems such as anxiety and depression (Drentea, 2000; Jenkins, Bhugra, Bebbington, Brugha, Farrell & Coid, 2008; Roberts et al., 1999). Furthermore, debt has been associated with a decreased sense of financial well-being and higher reported levels of overall stress (Norvilitis, & MacLean, 2010).

Lack of sleep is one of the challenges students in colleges face. A sleepy person's brain works harder and accomplishes less (DeNoon, 2000). The lack of an adequate amount of sleep has been shown to have many effects on an individual. Diminished alertness and cognitive performance, impaired reaction time, attention, working memory and logical reasoning are only a few of the effects that the lack of an adequate amount of sleep can have on a person; all of which suggest a decrease in brain activity and function (Hampton, 2005, p. 3).

A study was done by Hampton (2005) to explore the impact of lack of sleep on academic performance in college students. 136 students at Rowan University in southern New Jersey, 61 graduate students and 75 undergraduate

students, were asked to complete a short survey on their sleep habits, demographic information, self-reported GPA, and average number of hours of sleep per night that they received. An independent Two-Way ANOVA was then performed to analyse the information indicating the following results. With a high significance the number of hours of sleep that a college student receives does have effect on their GPA. It was found that the more sleep that the student receives, the higher their GPA will be. There was also a high significance showing that graduate students reported a higher average GPA than did undergraduate students. With this result, even if not all the dimensions of college adjustment are improved, students' academic adjustment will be better if students have enough sleep at the colleges. However, in colleges majority of students have sleep disturbances.

A study by Buboltz Jr, Brown & Soper (2001) explored sleep habits and patterns of college students. The authors' findings revealed that students' poor sleep quality is linked to increased tension, irritability, depression, confusion which generally lowers life satisfaction and impairs students' academic performance. It has also been shown that there is a significant connection between the rapid eye movement stage of sleep, also known as REM, and learning. Students who increased their REM sleep following learning performed significantly better on upcoming examinations. Students who receive less than eight hours of sleep are depriving themselves of approximately two hours of REM sleep which is the most important time for integrating new information (Buboltz, Brown, & Soper, 2001). The result is an indication of the fact that, students should have enough sleep at colleges in order for them to adjust properly.

Emotional Challenges

Anger or aggression has been one of the many factors that has a bearing on college students' adjustment. Aggression can be narrowly defined as a goal-directed motor behaviour that includes a deliberate attempt to harm or injure another person or object (Garcia-Forero, Gallardo-Pujol, Maydeu-Olivares, & Andres-Pueyo, 2009). However, aggression is more generally described as a larger, more multifaceted construct. Aggression, for the purposes of this study, can be broken down into five facets: anger, hostility, verbal, physical, and indirect/relational aggression (Archer & Webb, 2006). Anger and hostility target more internal forms of aggression, such as angry thoughts and feelings, or hostile intentions towards others. By contrast, verbal, physical, and indirect aggression are external and are done to someone or something (Yan, Qui, Lin, Qiao, Yang, & Sun, 2012). Indirect aggression, or relational aggression, includes behaviours such as spreading rumours or excluding someone from social events (Grimaldi, Napper, & LaBrie, 2014). Physical aggression can also be grouped into two categories. These are intimate partner aggression and general aggression (Derefinko, DeWall, Metze, & Walsh, 2011). Intimate partner aggression will be aggression towards family members or close friends; whereas general aggression will involve fights with strangers, or actual crime (Derefinko et al., 2011). A study done by Wright (2018) explored the effects of aggression on college adjustment when accounting for impulsivity. The aim of this study was to further develop the understanding of the relationship between aggression and impulsivity, as well as examine how these two constructs affect social, emotional, and academic adjustment to college. Specifically, this study sought

to examine the relationship between aggression and college adjustment accounting for impulsivity. The Buss Perry Aggression Questionnaire (BPAQ), the Urgency Premeditation Perseverance and Sensation Seeking Scale (UPPS), the UCLA Loneliness Scale, and the College Adjustment Test were administered online to 193 undergraduate students. These students were also asked to report their current GPA. Results showed that hostility and anger negatively correlated with social and emotional adjustment and that physical aggression was the only variable with a relationship to GPA. If students continue to be angry so easily in their colleges, it will have implication on their adjustments.

Different facets of adjustment have been explored in relation to different facets of aggression (Kurtz & Richardson, 2012; Gao, Lu Shi, Smith, Kingree, & Thompson, 2016). One such relationship is between relational aggression and social and emotional adjustment (Werner & Crick, 1999). Relational aggression has mainly been researched in children, but research has shown that many college students engage in relational aggression (Werner & Crick, 1999). For both men and women, relational aggression has been related to peer rejection, and among women, relational aggression is related to poor life satisfaction (Werner & Crick, 1999). People who are rejected by peers tend to have trouble with social adjustment, and people who have poor life satisfaction tend to adjust poorly to new situations (Werner & Crick, 1999). Relational aggression has also contributed significantly to the predication of affective instability, negative relationships, and self-harm, regardless of gender (Werner & Crick, 1999). Affective instability and self-harm are signs of poor emotional adjustment, and negative relationships contribute to poor

social adjustment (Werner & Crick, 1999). Overall, then, in both emotional and social domains, relational aggression has been associated with higher levels of maladjustment (Werner & Crick, 1999). This could be a challenge for many students in colleges and a solution should be meted out to help reduce the anger and aggression level of students.

The lack of motivation or adequate motivation will also have a bearing on college students' adjustment. In 2011, 20% of Australians aged 15–64 years were enrolled in a course of study, with approximately 39% of these attending a tertiary education institution such as university (Australian Bureau of Statistics, 2011). Almost a quarter (23%) of Australian first-year students consider dropping out or leaving university altogether (James, Krause, & Jennings, 2010).

Student motivation has been associated with student retention. Self-Determination Theory (SDT): (Ryan & Deci, 2000) describes different types of motivation. Intrinsic motivation is characterised by a desire to seek new challenges, to explore and teach (Ryan & Deci, 2000). Intrinsically motivated students use more effective learning strategies, prefer challenging tasks, enjoy their classes more and show sustained student involvement (Ames & Archer, 1988). Extrinsically motivated behaviours are performed for some consequence external to the task itself, such as acquiring rewards or avoiding punishment (Ryan & Deci, 2000), and are associated with greater levels of cheating (Davy, Kincaid, Smith, & Trawick, 2007), burnout (Pisarik, 2009) and higher dropout rates (Hardre & Reeve, 2003) among students. SDT also describes the state of amotivation – essentially being unmotivated – which has

been positively associated with burnout (Pisarik, 2009) and plagiarism (Angell as cited Belter & du Pré, 2009) by university students.

Baker, Piper, McCarthy, Majeskie and Fiore (2004) examined the influence of motivational orientation on adaptation to university, stress, psychological ill-health and performance in second-year university students. Only intrinsic motivation predicted lower stress, while amotivation predicted greater stress, poorer adjustment to university and greater psychological illness and extrinsic motivation showed no relationships to any of these outcomes. In contrast, intrinsic and extrinsic motivation predicted higher and lower grades, respectively, in a study by Kaufman, Agars, and Lopez-Wagner (2008).

Ayub (2010) conducted a study on the effect of intrinsic and extrinsic motivation on academic performance. The aim of that study was to explore relationship between intrinsic and extrinsic motivation on academic performance. Based on literature reviewed, the following hypotheses were formulated 1) there would be a positive correlation between intrinsic and extrinsic motivation on academic performance. 2). There would be a gender difference on intrinsic and extrinsic motivation on academic performance. A sample of 200 students (100 males and 100 females) was selected from different colleges of Karachi. The age of the participants ranged from 18-21 years (with mean age of 18.56 years). Their educational level was at least intermediate and socioeconomic status was middle and high class. The Academic Motivation Scale (Vallerand, Pelletier, Blais, Brière, Senécal, & Vallieres, 1992) was administered to assess academic intrinsic and extrinsic motivation and academic performance was measured through last GPA. In order to interpret the results, Pearson Product Moment Correlation

55

Coefficients was calculated to assess relationship between academic motivations. Results suggest that intrinsic and extrinsic motivation and academic performance were positively correlated (r=.563; n=200; sig=.000).

Afzal, Ali, Aslam Khan, and Hamid (2010) conducted a study on University students' motivation and its relationship with their academic performance. The sample of 342 individuals studying in different universities of Pakistan was selected. Questionnaires comprising three parts were sent directly to targeted segment. In the first part, the first few questions are related to personal information; second part consists of thirty questions of "The University Student Motivation and Satisfaction Questionnaire Version 2", which was used to measure students' extrinsic and intrinsic motivation, and last part is related to academic performance of the students. The study delineates that students' motivational dimensions; extrinsic motivation and intrinsic motivation has positive impact on academic performance of students. Academic performance amplifies between the ranges of 23 percent and 34 percent due to extrinsic motivation and intrinsic motivation and the overall model is significant (p<0.05). When we compare variables on individual bases, students who adapt self-exploratory variable and altruism variable, rejection of alternative options variable tend to perform better, whereas students who adapt career and qualifications variable, social enjoyment variable and social pressure variable tend to perform less than expected. The study accentuates that students' motivation is a vital part of students' success.

Bailey and Phillips (2016) conducted a study on the influence of motivation and adaptation on students' subjective well-being, meaning in life and academic performance. The study sought to explore relationships between

56

motivation, university adaptation and indicators of mental health and well-being and academic performance of 184 first-year university students (73% female, mean age = 19.3 years). As expected, intrinsic motivation was associated with greater subjective well-being, meaning in life and academic performance. Extrinsic motivation showed few relationships to outcome variables (subjective well-being, meaning in life and academic performance), while amotivation was consistently associated with poor outcomes.

A study of disadvantaged South African students found that intrinsic motivation was positively correlated with adjustment to university and academic performance (Petersen, Louw, & Dumont, 2009). Moreover, students' adjustment predicted academic performance. In support of Baker et al. (2004) finding, intrinsic motivation was associated with lower stress, and also greater self-esteem. While amotivation was associated with lower academic performance, only extrinsic externally regulated motivation significantly predicted performance. The authors concluded that students motivated by external rewards such as high grades tended to perform poorly. In contrast, students who considered academic-related behaviours to be intrinsically valuable were better adjusted.

Separation from family members to college could be one of the challenges that college students face. Psychological separation-individuation is a critical developmental task that confronts adolescents. Although the task has been conceptualized in different ways (Grotevant & Cooper, 1985), there is considerable agreement that it minimally involves a gradual resolution of the dialectic between the maintenance of a sense of connectedness in family relationships and the establishment of autonomous ego functioning. The

adolescent must strike a balance between enmeshment with parental identifications and complete disengagement and isolation (Cooper, Grotevant, & Condon, 1983). Hence the conquest of autonomy involves the "shedding of family dependencies, the loosening of infantile object ties" (Bios as cited in Levin 1982, p. 149). The adolescent must attempt to disengage from, or to transcend, the internalised object representations formed in infancy and early childhood and establish a sense of self that is distinct and individuated with respect to parental object representations, thereby reducing the psychological dependence on parental introjects for approval, self-esteem, and standards of conduct. The adolescent must learn to take over for him- or herself the tasks of self-esteem regulation and self-definition. Separation-individuation, then, describes a process whereby the adolescent gradually divorces his or her ego functioning from that demanded by parental identifications, and establishes it on independent footing in the context of mutually validating relationships.

Resolution of this important ego developmental task seems crucial for healthy psychosocial functioning (Greenberg, Siegel, & Leitch as cited in Walker & Greene, 1987). Indeed, impaired ego functioning during adolescence has been linked to narcissistic (Lapsley, Jackson, Rice, & Shadid, 1988) and borderline personality disorders (Coonerty, 1986; Noam, 1986) and to suicidal ideation (Wade, 1987). Indeed, some researchers now conclude that impaired psychological separation may underlie the emotional problems that are often seen in college counselling centres (Hoffman & Weiss, 1987). According to Bios as cited in Levin (1982), "Ego disturbances, apparent in acting out, learning disorders, lack of purpose, procrastination, moodiness, and negativism, are frequently the symptomatic signs of crisis or failure in the

disengagement from infantile objects, and consequently, they represent a derailment of the individuation process itself."

A study by Lapsley, Rice and Shadid (1989) explored psychological separation and adjustment to college. The authors examined the relationship between psychological separation and adjustment to college in freshmen (N = 130) and upperclassmen (N = 123) samples. Psychological separation was measured with the Psychological Separation Inventory. Adjustment to college was assessed with the College Adjustment Inventory. Freshmen tended to show more psychological dependencies on mother and father, and poorer social and personal-emotional adjustment to college than did upperclassmen. A pervasive relationship was found between separation and adjustment, although separation did not predict adjustment across the board. Separation appears more strongly related to personal-emotional adjustment, particularly functional and emotional independence from mother and conflictual independence from father. Sex effects also emerged, with women showing more psychological dependencies than men.

Coping Methods Used by Students to Help Them Adjust in Colleges

Social Supports as a Coping Mechanism

Friends, particularly a best friend, may be one of the mechanisms that might counteract the difficulties and stress associated with major life transitions because they are major sources of social support (Tokuno, 1986). Having friends has been found to be correlated from childhood through old age with psychological well-being and may lead to an increase in feelings of self-worth and self-esteem (Hartup & Stevens, 1997). Friends provide a number of benefits and fulfil various functions. A friend can act as a role

59

model (Tokuno, 1986), a reference group, a listener, an individual who understands, a critic, an adviser, and a companion (Richey & Richey, 1980, Tokuno, 1986). Furthermore, friends provide advice, guidance, reassurance, acceptance, sympathetic listening, encouragement, feedback, and a sense of belonging (Tokuno, 1986). Moreover, friends provide concrete help and allow one the opportunity to help others (Weiss, 1974).

Given the benefits of friendships, Richey and Richey (1980) concluded that adolescents "need the social support offered by a best friend" (p. 538), as these individuals fulfil many functions, a number of which cannot be satisfied by family members. It is probable that a best friend may be one of the most important assets in major life transitions, given that a best friendship is usually considered to be more intimate than other friendships (Rybak & McAndrew, 2006). The multiple functions that friends fulfil, and their provisions of support and well-being, suggest that having a close friend during stressful experiences will certainly help individuals cope. This may be particularly true during the transition to university, where a loss of friends may occur as there is typically a disruption in social support networks (Kenny, 1987). During the shift from high school to university, high school friendships tend to decrease in satisfaction, commitment, supportiveness, quality, and quantity and may ultimately dissipate completely (Oswald & Clark, 2003; Shaver, Furman & Buhrmester, 1985). For example, approximately 41% of high school best friendships have been found to become more distant during the fall semester of students' first year of university (Oswald & Clark, 2003).

Buote, Pancer, Pratt, Adams, Birnie-Lefcovitch, Polivy and Wintre (2007) conducted a study on the importance of friends: friendship and

adjustment among first year university students. In-depth, face-to-face interviews about students' new friendships were conducted with a subsample of these students. Results indicated a significant positive relation between quality of new friendships and adjustment to university; this association was stronger for students living in residence than for those commuting to university. This means that having friends at colleges have bearing on the adjustment of students. However, there may be instances, whereby some friends also made adjustment to colleges unbearable for some people.

Similarly, Picton, Kahu, and Nelson (2017) conducted a study about friendship supported learning – the role of friendships in first-year students' university experiences. The qualitative study followed students at an Australian regional university throughout their first year of study. Drawing on Kahu and Nelson's (2018) framework of student engagement, this paper reports findings on the influence of friendships on students' psychosocial experiences, and on learning engagement outcomes. Findings indicated that students establish friendships with people with common interests, increasing a sense of belonging. Friendships also improve student wellbeing through increasing comfort in attending class, reducing stress, and providing opportunities to relax.

Through initiating student supported learning opportunities, friendships also lead to opportunities for students to deepen their engagement: enhance student interest, develop positive learning behaviours, and increase cognitive understanding. From Picton, Kahu, and Nelson (2017) study, friendship does improve the wellbeing of students and this explains how quality friends can be of help in colleges. From this study, it can be logically

explained that one of the coping methods of adjustment is to have establish and have great friends in colleges.

Apart from friendship, all kinds of social support help college students to cope. A study of the relationship between adjustment and social support in international students' experience was conducted by Lin (2006). The results of the study were in line with the literature that social support helped the students between adjustment to the college and campus life. Furthermore, the study revealed that the university staff support offered acceptance and assurance to the freshmen. Even the mails and messages sent to the students helped to relieve pressure and stress according to Lin (2006). Similarly, Ward and Kennedy (1994), found an interesting result in their study with 113 British citizens living in Singapore. In their study, they examined the relationship between the coping styles and adjustment, and social support was accepted as one way of coping in the study.

Yasin and Dzulkifli (2010) investigated the relationship between social support and psychological problems among students in Malaysia. Correlation coefficient was used to measure the relationship between social support and psychological problems. The findings revealed that there was significant negative relationship between social support and psychological problems suggesting that the higher the social support, the lower the psychological problem. This is an indication that social support does ameliorate psychological problems of students in colleges.

Friedlander, Reid, Shupak and Cribbie (2007) examined the joint effects of stress, social support, and self-esteem on adjustment to university first-year undergraduate students (N=115) were assessed during the first

62

semester and again 10 weeks later, during the second semester of the academic year. Result showed that from the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. The influence of parental social support was examined in a study by Cutrona, Cole, Cocangelo, Aaouline and Russel (2007) which examined whether parental social support will predict academic performance in college students. The results revealed a significant positive relationship between parental social support and predicted pre-college academic performance.

Positive Coping Methods

According to Tinto (1993), the use of active coping strategies by first year students at university might lower their chances of leaving. Molapsi as cited in Tom (2015), further adds that some students use positive methods of coping to deal with academic stress, for instance, study groups and summarising modules and peer study groups. The author also reports consulting with staff and working hard are positive coping mechanisms as well as attending support programmes (Nkatana, 2011).

A study was done by Scott (2005) on "Learning: The power of group work in facilitating student achievement." This paper focused on the American School Counselling Association National Standards requiring school counsellors to serve all students. Focusing their activities, around three major areas, to help schools achieve their educational mission of student success. These three areas are academic achievement, personal/social, and career development. In addition, it recommended implementing school counsellors to student ratios at the ASCA recommended level or less. It was revealed that group work invokes greater student development, and personal potential.

Vrioni (2011) conducted a study on the effects of group learning on the academic performance of university students. This paper addresses two teaching approaches that many faculty members in Albania pursue nowadays when they teach large classes: the lecture approach and the group or cooperative learning approach. It describes the effects of both approaches on the academic performance of adult students. An empirical study is conducted with 243 students from the Faculty of Foreign Languages, University of Tirana, who are enrolled in the course of Communication Skills. The analysis presented, attempts to show that group learning provides opportunities for negotiation (of form, content and classroom rules of behaviour), which creates an environment favourable to learning. In contrast, the large class lecture-centred approach is shown to provide rare opportunities for student engagement, transfer of knowledge to new situations, long term knowledge retention and motivation for further learning. Placing the analysis within the role of group communication in the enhancement of one's academic, social and personal knowledge, this study demonstrates that when teachers move from primary reliance on the lecture to group learning, they lead their students to academic and cognitive benefits.

Tom (2015) study explored adjustment experiences and coping strategies of first year students at the University of Limpopo. Qualitative research was conducted to establish the lived experiences of the respondents. Four focus groups were conducted, in all there were eighteen first year respondents from different departments. Data were gathered by use of semi-structured interviews which allowed probing. Thematic Content Analysis was employed to glean themes from the data. The study concluded that some of the

first-year respondents struggled to adjust to social and academic life at the institution. This was exacerbated by the presence of insufficient support from university personnel, financial problems, unmanageable workloads, and unfamiliar method of instruction.

It was reported in the study of Tom (2015) that, students use various coping methods such as learning to manage their time properly, use of support groups and keeping in touch with family members. Students also engaged in leisure activities such as listening to music, reading other materials besides academic books, and exercising. Other ways of coping used by the students are their religious beliefs which include reading the bible and praying. The commonest coping mechanism reported by the respondents was communicating and mixing with their peers as well as consulting with staff and studying hard.

Prior knowledge about the school environment and the subject of study is one of the coping strategies of adjustment challenges. Birzina, Cedere and Petersone (2019) conducted a study on factors influencing the first-year students' adaptation to natural science studies in higher education. An e-questionnaire was developed and 79 students from the Faculty of Chemistry and Faculty of Biology were surveyed. Institutional and personal factors that are focused on the application of transferable skills are mainly those that affect the students' adaptation in the first term of studies. The study also revealed that students' prior knowledge in biology, chemistry, physics and mathematics and their skill to learn independently are intrinsic for students' successful studies.

Hailikari, Nevgi and Lindblom-Ylänne (2008) explored alternative ways of assessing prior knowledge, its components and their relation to student achievement. The authors found that prior knowledge that mainly consisted of declarative knowledge did not contribute to student achievement. On the other hand, students who had a more integrated prior-knowledge base and were able to operate on higher levels of procedural prior knowledge at the beginning of the course were more likely to be successful. These results emphasize the importance of recognizing students' prior-knowledge base at the beginning of the learning process. Therefore, the focus should not only be on what students know but also on how well they know.

A study by Hailikari (2010) explored university students' prior knowledge: implications for theory and practice. The aim of this dissertation was to explore how different types of prior knowledge influence student achievement and how different assessment methods influence the observed effect of prior knowledge. The project was begun by creating a model of prior knowledge, which was then tested in various science disciplines. Study I explored the contribution of different components of prior knowledge to student achievement in two mathematics courses. The results showed that procedural knowledge which requires higher-order cognitive skills, predicted the final grades best and was also closely related to previous study success. Feedback from the prior knowledge test did not influence student performance. The same pattern regarding the influence of prior knowledge was also seen in Study III, which was a longitudinal study of the accumulation of prior knowledge in the context of pharmacy. The study analysed how prior knowledge from previous courses was related to student achievement in the

66

target course. The results implied that students who possessed deeper-level prior knowledge, that is, procedural knowledge, from previous courses also obtained higher grades in the more advanced target course. This result provided further support for the results of Study I in that prior knowledge consisting of facts, did not contribute to student achievement.

Study IV explored the impact of different types of prior knowledge on students' readiness to drop out of the course, on the pace of completing the course and on the final grade. The study was conducted in the context of chemistry. The results revealed again that students who had good prior procedural knowledge were also likely to complete the course in the pre-scheduled time and get higher final grades. On the other hand, students whose performance was weak in the procedural prior knowledge tasks were more likely to drop out or take a longer time to complete the course. Study II explored the issue of prior knowledge from another perspective. Study II aimed to analyse the interrelations between academic self-beliefs, prior knowledge and student achievement in the context of mathematics. The results revealed that prior knowledge was more predictive of student achievement than were other variables included in the study. Self-beliefs were also strongly related to student achievement, but the predictive power of prior knowledge overruled the influence of self-beliefs when they were included in the same model. There was also a strong correlation between academic self-beliefs and prior knowledge performance.

The results of all four studies were consistent with each other, indicating that the model of prior knowledge may be used as a potential tool for prior knowledge assessment. It is useful to make a distinction between

different types of prior knowledge in assessment since the type of prior knowledge students possess appears to have a significance. The results implied that there is indeed variation between students' prior knowledge and academic self-beliefs. This variation influences student achievement and should be taken into account in instruction.

Dealing and Confronting the Problem as a Coping Strategy

Lenz (2010) defined problem-focused coping as a situation in which individuals make effort to directly confront and manage the source of their stress. Individuals prefer to tackle directly with the stress by confronting, controlling, or managing stressful tasks. Aspinwall and Taylor in Khan (2013) posited that problem-focused coping is an example of active coping. According to Carver, Scheier and Weintraub (1989), active coping is the process of taking active steps to try to remove or eliminate the stressor or to weaken its effects.

Avoiding or Ignoring the Problem as a Coping Strategy

Emotion- focused coping is viewed by Lenz (2010) as individuals trying to control their emotional response to stress. Individuals manage the emotional aspect of the stress rather than tackle the tasks. Aspinwall and Taylor in Khan (2013) stated that emotion-focused coping is an example of avoidant coping. Lenz (2010) defined avoidant coping as removing or distancing oneself from the source of stress.

Solutions Suggested by Students to Adjust Well

College students in general experience stressful situations once they leave home and begin to adjust to the new life on a college campus with its related academic and social demands. However, college students have solution

68

to their adjustment issues. A study was done by Maina, Burrell and Hampton (2011) on coping strategies for students of colour in a predominantly white college: voices from the alumni. The authors suggested that, they use strong network of social support, became resilient and self-sufficient, and sometimes used detachment and self-selected isolation as solution to adjusting well.

Oludipe and Awokoya (2010) conducted a study on effect of cooperative learning teaching strategy on the reduction of students' anxiety for learning chemistry. 120 students (52 females and 68 males) were randomly selected from schools in South-West Nigeria to participate in the study. This study employed a quasi-experimental design. This implies that the design included two treatment groups – Cooperative learning method (Jigsaw II) and the conventional method (chalk-and-talk). Two lesson notes, one for cooperative learning method (Jigsaw) and the other for conventional chalk-and-talk method, and Chemistry Anxiety Scale (CAS) were the instruments used to collect the relevant data. The data collected was analysed using one-way analysis of variance (ANOVA). Findings of this study revealed that students in both the cooperative learning group and conventional-lecture group exhibited high level of chemistry anxiety at the pre-test level. However, after the treatment (post-test level), the chemistry anxiety level of the students in cooperative learning group reduced drastically while the chemistry anxiety level of the students in conventional-lecture group increased. It can be concluded that cooperative learning reduces the anxiety level of students. The implication is that students will adjust better in the chemistry class if this method of teaching is continuously employed.

Suwantarathip and Wichadee (2010) conducted a study on impacts of cooperative learning on anxiety and proficiency in an EFL class. Three instruments employed were the standardized Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986), two proficiency tests covering reading and writing skills, and a semi-structured interview. The pre- and post- scores from the questionnaire and the tests of the group were calculated for descriptive statistics and compared using a paired sample *t*-Test measure. It was found that, the students' top five sources of language classroom anxiety and overall language anxiety were significantly decreased. In addition, they obtained higher language proficiency scores for the post-test than the pre-test at the significance level of .001 after learning through this approach. This will help students to adjust better in school.

Jyoti (2019) conducted a study on effectiveness of cooperative learning on academic anxiety of secondary school students. Total of 105 students of class 9th studying in a school affiliated to Punjab School Education Board were taken as a sample. Data was collected by using Academic Anxiety Scale for Children developed by Singh and Gupta (2009). By employing 2×2 ANCOVA, results showed that students taught through cooperative learning strategy (Jigsaw) (Mean=10.72, N=50) achieved significantly lower in academic anxiety as compared to traditional method of teaching (Mean=12.93, N=55). Cooperative learning (Jigsaw Strategy) was helpful in reducing academic anxiety. This finding is indicative of the fact that cooperative learning (group studies) does have impact on the psychological adjustment of students.

Pierceall and Keim (2007) conducted a study on stress and coping strategies among community college students. The Perceived Stress Scale was used to gather data from 212 students enrolled in regularly scheduled psychology classes. Of the students, 75% were in a moderate stress category; 12% in a high stress category, and 13% in a low stress category. Women students were more stressed than men; there were no statistically significant differences between traditional and non-traditional students. The most often suggested solution included talking to family and friends, leisure activities, and exercising. Less desirable solution suggested were drinking alcohol, smoking, and using illegal drugs.

Correspondingly, Dechant (2011) conducted a study on the influence of friendship on motivation and academic achievement. The author found out that friendship quality significantly predicted both overall motivation and intrinsic motivation. This will imply that friendship brings about motivation of other students, and since this is possible, it can logically be said that adjustment of motivated students will be better in their schools.

Jensen, Forlini, Partridge, and Hall (2016) conducted a study on Australian university students' coping strategies and use of pharmaceutical stimulants as cognitive enhancers. The authors interviewed 38 university students (with and without PCE experience) about their experience of managing student life. Jensen et al (2016) revealed that, solution suggested by students were emotion- and problem-focused, the use of cognition on enhancing substances, and planning and monitoring of workload.

A study was done by Britt, Canale, Fernatt, Stutz, and Tibbetts (2015) on a financial stress and financial counselling. This study had two distinct

purposes. First, to determine the predictors of financial stress among college students who sought free peer-based financial counselling from a large Midwestern university (N = 675). Secondly, to determine the effectiveness of the particular financial counselling centre from a subsample of those who sought help (N = 97). Results of the regression analysis indicate that students more likely to experience financial stress include freshmen, those with low perceived mastery and net worth, and those with median student loan debt as compared to those with no student loan debt. Results of t-Test analyses suggest that financial counselling had positive effects on subjective financial knowledge and financial attitudes and mixed effects on financial behaviours. The implication of this finding is that financial counselling which may be considered as one of the financial supports facilitates in ameliorating financial stress.

Similarly, Britt, Ammerman, Barrett and Jones (2017) conducted a study on student loans, financial stress, and college student retention. This study examined a sample of 2,475 undergraduate students to determine the influence of financial stress, debt loads, and financial counselling on retention rates. Results indicate, among other findings, that financial stress contributes to an increased likelihood of discontinuing college. Self-reported student loan debt contributes to an increased likelihood of discontinuing college, although students with the highest amount of university-reported student loan debt have a decreased likelihood of discontinuing college one year later as compared to students with no student loan debt. Interestingly, in this study students who sought financial counselling were more likely to discontinue college within the next year. Although this contradicts prior studies that have shown that students

experience less financial stress immediately after meeting with a peer counsellor and for two months later, it is suggested that the timing of the counselling may be an important factor. Implications for practice include early intervention for students who are self-funding their education, who are under high financial stress, or have a perception of high student loan debt. At the campus level, financial aid professionals should collaborate with personal finance researchers to better understand how financial stress and student debt relate to retention.

Kwaah and Essilfie (2017) conducted a study on stress and coping strategies among distance education students at the University of Cape Coast in Ghana. A total of 332 diploma and post-diploma final year students in 2014/2015 academic year were selected from two study centres using random sampling procedure to respond to self-administered questionnaire. The questionnaire which was adapted to suit the study context was pre-tested to ensure that it elicited valid response. The results of the study showed that 'academic workload', 'high frequency of examinations', 'financial problems', family/marriage problems' were the major causes of stress among the students. It was revealed that, students have multiple solutions that help them to adjust. These were:

i.   praying/meditating,

ii. self-distracting activities such as watching TV and listening to music to cope with stress.

iii. emotional and instrumental support from family, friends and lecturers.

The issue of social support and coping has received considerable attention in the literature; indeed, social support has been found to be related

73

to problem focused coping (Soliman as cited in Thenga, Mutshaeni & Mashau, 2015). This assertion is corroborated by Saklofske, Austin, Mastoras, Beaton and Osborne (2012) who suggest that relaxation, exercises, maintaining good health and time managements are some ways of managing stress. A study by Sideridis (2008) reveals five most suggested solutions to students' adjustment. These were browsing the internet, sleeping and resting, watching TV shows or movies, and instant messaging**.**

Adjustment Challenges Based on Gender

Jain and Jandu (1998) investigated the school adjustment of adolescent girls and boys of employed and non-employed mothers. Sample consists of 240 students by using random sampling, finding of study were there was no difference in total adjustment between boys and girls of employed mothers. There was a significant difference in total adjustment between boys and girls of non-employed mothers, girls were more adjusted than boys. However, Chowhan (2019) study revealed that there was no significant difference between males and females in terms of adjustment challenges.

A study was done by Chowhan (2019) on gender differences in adjustment amongst the college students of Jammu city. In the study, the author compared the adjustment among college going males and females. Saxena adjustment inventory was the instrument used in the measurement of adjustment in the present investigation. Various dimensions of adjustment like home, education, social and emotional were studied. Though females were found to be better adjusted in all dimensions of adjustment but this finding did not receive statistical significance. This means that there was no statistical significance between males and females in terms of adjustment challenges.

Sharma and Saini (2013) study on health, social and emotional problems of college students. The main objective of the study was to identify the adjustment problems among college going students. The three dimensions of adjustment i.e. Health, Social and Emotional were studied across two sexes i.e. Boys and Girls and in rural and urban areas. A sample of 100 students (50 Boys and 50 Girls) was selected by using stratified random sampling technique from two colleges. Adjustment inventory for college students by Sinha and Singh (1995) was administered. To find out the significant difference of adjustment across different variables, t-test was applied. The findings of the study revealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional areas. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional areas. There is no significant difference between health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment.

Roy, Ekka and Ara (2010) observed that girl students were better adjusted in all areas of adjustment than boy students. Jain and Jandu (1998), Muni and Pavigrahi (1997) and Singh (1995) also found that girls were better adjusted than boys.

Coping Methods Based on Gender

Females have the record of adjusting better than males in terms of coping methods employed. Usually, it has been found that females are able to cope better in hostile environment than males. Taylor, Klein, Lewis, Gruenewald, Gurung, and Updegraff (2000) reported that females were more

75

likely to deal with stress by "tending and befriending" by nurturing those around them and reaching out to others. "Tending" involves nurturing activities designed to protect the self and offspring that promote safety and reduce distress. Befriending is the creation and maintenance of social networks that may aid in during distress. Women are more likely to take a proactive approach, whereas men are more likely to take an avoidant approach. Men more frequently use distraction, alcohol consumption, and denial to cope with their stress symptoms.

Matud (2004) conducted a study on gender differences in stress and coping styles. This study examines gender differences in stress and coping in a sample of 2,816 people (1,566 women and 1,250 men) between 18 and 65 years old, with different socio-demographic characteristics. The results of MANCOVA revealed that women scored significantly higher than the men on the emotional and avoidance coping styles and lower on rational and detachment coping. The men were found to have more emotional inhibition than the women. The women scored significantly higher than the men on somatic symptoms and psychological distress. Although the effect sizes are low, the results of this study suggest that women suffer more stress than men and their coping style is more emotion-focused than that of men. This explains that coping methods of both males and females differ.

Miller and Kirsch (1987) reported on how women and men cope with stress in colleges. According to the author, men tend to deal with stress by problem-focused coping, while women tend to use strategies that modify their emotional response, although these tendencies can change in certain circumstances. Similarly, Ben-Zur and Zeidner (1996) found that women

tended to be more active and problem-focused than men in their coping during the Gulf War crisis, whereas men, compared to women, reported more emotion-focused coping. The implication of this studies is that males and females differ in terms of their coping methods.

Chapter Summary

The chapter reviewed related literature on academic, social and emotional challenges. Theoretical review was done on Tinto's College Model. Tinto's college model will help one understand that, family background, skills, abilities and prior schooling, goals/commitments, institutional experiences and academic and social integration are the causes of an individual staying or leaving college. The literature revealed major coping strategies employed by students to adjust well in colleges. They were friendship support, quality of friends, parental support, positive coping methods, dealing and confronting the problem. The literature also revealed major solutions suggested to combat adjustment problems. They were talking to family and friends, exercising and leisure activities. Apart from the positive solutions suggested by the literature, there were negative solutions suggested as well. They were drinking of alcohol, smoking and using illegal drugs.

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of the study was to explore adjustment challenges, coping methods and solutions suggested by students in Colleges of Education in Eastern Region, Ghana. This chapter discusses the research methods used for the study under seven sub-sections. These are; the Research Design, Population, Sample and Sampling Procedure and Research Instruments, as well as, Pre-Testing Procedure, Data Collection Procedures and Data Analysis.

Research Design

Research design describes the basic structure of a study, the nature of the hypotheses and the variables involved in the study (Gay & Airasian, 2003). Babbie and Mouton (2001) defined research design as a plan or blueprint of how one intends to conduct the research. It provides procedural outline for the conduct of any investigation. It, thus, reflects the plan that specifies how data relating to a given construct should be collected and analysed.

For the purpose of this study, descriptive survey was used in soliciting for the responses from students concerning adjustment challenges, coping methods and solutions suggested by students in Eastern Region Colleges of Education. Survey is appropriate because it will help in the collection of data which will facilitate testing hypotheses or answering research questions concerning the current status of the subject of study. It determines and reports the way things are (Gay, Mills & Airasian, 2012). According to Gay, Mills and Airasian (2012), the descriptive survey method is useful for assessing a

group of people's preferences, attitudes, concerns, interests, practices and perceptions. The stated reasons by Gay, Mills and Airasian (2012) makes the use of survey in this study appropriate, in that, the researcher was exploring students' attitudes, opinions, and concerns about adjustment challenges, coping methods and suggested solutions.

Descriptive data are usually collected through questionnaires, interviews or observations (Creswell, 2012). Since the study seeks to collect data about adjustment challenges, coping methods and suggested solutions, it was appropriate to use survey. According to Mugenda and Mugenda (1999), a descriptive survey design is designed to get pertinent and precise information concerning the current status of a problem with respect to one or more variables and where possible draw valid general conclusions from the facts discovered.

Again, descriptive survey research is usually used as a pre-cursor to quantitative research designs (De Vos, Strydom, Fouchè & Delport, 2011). The descriptive research design was deemed best for the study because, according to Cohen, Morrison and Manion (2007), in descriptive survey design, researchers gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. In addition, the descriptive survey helps deal, essentially, with questions concerning what exists with respect to variables or prevailing conditions in a situation (Ary, Jacobs & Razavieh, 1990).

This method, according to Leedy and Ormrod (2010), is suitable for purposes of making generalisations from a sample to a population so that

79

inferences could be made about the characteristics, opinions, attitudes and experiences of the population. Descriptive survey design provides a more accurate and meaningful picture of event and seeks to explain people's perception and behaviour based on data gathered at a particular time (Fraenkel & Wallen, 1993).

In spite of the advantages of descriptive surveys aforesaid, Fraenkel and Wallen as cited in Johnson (2001) have identified some of the shortcomings of the descriptive survey. These shortcomings are (1) difficulty in ensuring the questions to be answered are clear and not misleading; (2) getting respondents to answer questions with careful consideration is a setback, and (3) getting a sufficient number of questionnaires completed. Fraenkel and Wallen as cited in Johnson (2001) continued by adding that, while descriptive research is a prerequisite for finding answers to questions, it is not in itself enough comprehensive to make available for use answers and that it cannot provide cause-and-effect relationships. These restrictions were minimised by ensuring that the instrument was clear, and not open to more than one interpretation.

Population

Population refers to the large general group of many cases from which a researcher draws a sample and which is usually stated in theoretical terms (Neuman, 2003). It is a group of individuals who have one or more characteristics in common that are of special interest to the researcher. The population for this study, which comprised of all students in the seven Colleges of Education in Eastern Region of Ghana, was 8,395.

Target population refers to the empirical units such as persons, objects or occurrences used for the study. The target population is the group of interest to the researcher (Kothari, 2004). The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units for which the findings of the survey are meant to generalize (Kothari, 2004). Target populations must be specifically defined, as the definition determines whether sampled cases are eligible or ineligible for the survey. The geographic and temporal characteristics of the target population need to be delineated, as well as types of units being included (Kothari, 2004). It is the group to which the researcher would like to generalize the results of the study. The target population for this study consisted of all the first- and second-year students in the seven Colleges of Education in Eastern Region of Ghana. The target population was 5,550.

The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples (Kothari, 2004). In this study, the accessible population was first- and second-year students in the seven Colleges of Education (Abetifi Presby College, Seventh Day Adventist College, Mount Mary's College, Presbyterian Women College of Education, Presbyterian College of Education, Kibi College of Education, and Oda Methodist College of Education) in Eastern Region of Ghana. The third-year students were not included because all the third-year students were away on practicum by the time the study was conducted. The total accessible population for the study was 1,896.

81

Sampling Procedure

According to Sarantakos (1998), sample consists of carefully selected subjects of the units that comprise the entire population. Sarantakos sees sample as a subset of a population to which the researcher wants to generalize the results. Sampling techniques and procedures refer to the methods used to select sample from the target population. The process of selecting a portion of the population to represent the entire population is known as sampling (Polit & Hungler, 1999). According to Krejcie and Morgan (1970), accessible population of 1,896 will require a sample size of 320, which was the sample size used for this study.

Multi-stage sampling technique was used to select college students for the study. Considering the nature of the population of the study - students belonging to various colleges, studying different courses and located throughout the region, it was prudent to use Multistage. Multistage sampling refers to a sampling plan where the choice of respondents is carried out in stages using smaller and smaller sampling units at each stage. In a three-stage sampling design, a sample of primary units is selected and then a sample of secondary units is selected within each primary unit (Burns & Grove, 2001). Multi-stage sampling is a further development of the principle of cluster sampling (Kothari, 2004).

Stage One

In stage one, census sampling was used to select all the seven Colleges for the study, namely: Abetifi Presby College, Seventh Day Adventist College, Mount Mary's College, Presbyterian Women's College of Education, Presbyterian College of Education, Kibi College of Education and Oda

Methodist College of Education. All the seven colleges were considered for the study. However, there should be a proportion of sample from each of the seven colleges on the basis of the numerical size (accessible population) of students. Therefore, proportionate sampling was used for sampling in stage three (Table 1).

Stage Two

Internet-based survey was adopted in stage two as part of the sampling process. In internet-based research survey, the researcher uses the internet to collect the data (Benfield & Szlemko, 2006). The researcher adopted the use of the internet-based survey due to COVID-19 (WHO, 2020); a current pandemic every nation in the world is facing. Because physical contact is prohibited, it was appropriate to adopt internet-based survey for data distribution and collection. With the internet-based research, the researcher sought permission from the seven colleges in order to have access to the students' data (phone numbers and emails). Students were already being taught by their tutors via various platforms so the online questionnaires were broadcasted to all the students for them to complete. This method of collecting data has disadvantages. These are:

i. inability to collect a truly random sample

ii. internet-based research does not enjoy the high response rate that laboratory studies maintain.

iii. inability to instruct research respondents verbally to understand the task they need to complete

In spite of these disadvantages, the use of internet-based survey was appropriate because it helped:

83

i.   the researcher to ensure that, physical contacts are not made with respondents in accordance with one of the COVID - 19 pandemic requirements.

ii.   the researcher to collect data from many respondents in a relatively short amount of time.

iii. the researcher to obtain the large sample size required which will provide better generalization, reduce variance, and increase power in statistical analysis while providing more flexibility when it comes to violation of assumptions in parametric tests.

iv.   the researcher to more easily fulfil anonymity requirements and assurances stated in the instrument. If respondents remain anonymous, this can help meet the requirements as established by the Institutional Review Board.

Stage Three

After the accessible population had been obtained via the internet, the researcher used proportionate sampling for sampling the students. Proportionate sampling requires that:

i.   the size of each stratum (sub-population) is proportionate to the total population size of the strata (Stat Trek, 2020). This means that, each stratum (sub-population) has the same sampling fraction.

ii.   proportionate stratification provides equal or better precision than a simple random sample of the same size. Proportionate stratified random sample is obtained using this formula: (total sample size/total population) by stratum size (sub-population). By using this formula,

the sample size for each stratum for students was determined (see Table 1).

This method of sampling has advantages such as:

i.   it provides equal or better precision than a simple random sample of the same size.

ii.   it brings about precision in values within strata.

After the sample sizes of each stratum (sub-population) had been identified for both students, systematic sampling was used to select students.

Stage Four

In stage four, the researcher used systematic sampling to take sample from the questionnaires that had been completed and returned. This was done after a reminder in a week's time had been broadcasted to the students. In systematic sampling, sample members from a population are selected according to a random starting point but with a fixed, periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size. For example, in table 1, a population of 301 with its corresponding sample size of 51, required that the researcher selects the 6th person for the sampling in Abetifi Presby College. This meant that at every 6th interval a student was selected. Same was done in other colleges. Thus, a population of 1,896 with its corresponding sample size of 320, required that, the researcher selects the 6th person for sampling.

Table 1 *shows distribution of sample size of students at Colleges of Education in Eastern Region.*

Table 1-Distribution of Students at Colleges in Eastern Region

Name of College	Number of Students Accessible	Sample size
Abetifi Presby College	301	51
Seventh Day Adventist College	267	45
Mount Mary's College	302	51
Presbyterian Women College of Education	345	58
Presbyterian College of Education	191	32
Kibi College of Education	225	38
Oda Methodist College of Education	265	45
Total	1,896	320

According to Amedahe (2002), in most quantitative studies, a sample size of 5% to 20% of the population size is sufficient for generalization purposes, with respect to the population. Therefore, a sample size of 320 for a population of 1,896 was more than 5% of the total population and therefore was enough for generalisation. This can be seen in Table 1.

Data Collection Instruments

Instrumentation refers to the development of tools or instruments for gathering data from the field. Some of these include questionnaires, interview schedule, etc. Although a number of instruments for data collection could have been used, a questionnaire was deemed appropriate for the study. Questionnaires are easy to administer, friendly to complete and fast to score and therefore take relatively less time from researchers and respondents (Knowles, 1988).

Despite the numerous advantages of questionnaires, dishonesty can be an issue. Thus, respondents may not be 100 percent truthful with their answers. This can happen for variety of reasons, including social desirability bias and attempting to protect privacy. However, this dishonesty was dealt with by assuring respondents that their privacy was valued and that the process prevented personal identification. It also has a weakness of respondents skipping questions which are complicated, and this can affect the result of the study; notwithstanding, the researcher made statements uncomplicated to aid better completion rates. A 42-item questionnaire was adapted from Baker and Siryk's Student Adaptation to College Questionnaire (SACQ) by the researcher (Baker & Siryk, 1999). This was adapted because it contained items that were measuring student's adjustment challenges and some coping methods. However, aspects of coping methods and suggested solutions were designed based on the literature reviewed. The questionnaire had four sections (Sections A, B, C and D). Section A of the questionnaire elicited background information of Colleges of Education students, that is, name of college, programme of study, gender, form/level, and age. This section had five items

students were required to respond. Section B had items that sought answers on adjustment challenges of Colleges of Education students. Adjustment challenges comprised of 27-items which answered research question one. The five-point, Likert-type scale format with Strongly Agree as 5, Agree as 4, Undecided as 3, Disagree as 2, and Strongly Disagree as 1 were used to measure adjustment challenges.

Section C had items that sought answers on coping methods employed by Colleges of Education students to help them adjust well. Section C comprised of nine items which answered research question two. The five-point, Likert-type scale format with Strongly Agree as 5, Agree as 4, Undecided as 3, Disagree as 2, and Strongly Disagree as 1 were used to measure coping methods employed by Colleges of Education students. Section D solicited for the suggested solutions that help students adjust properly. It answered research question three. This section was an open-ended question.

All items on the five-point, Likert-type scale were analysed using mean and standard deviation of either individual items or composite items. Since it is a five-point, Likert-type Scale, the highest mean of an item was 5 whereas the lowest mean was 1. The midpoint of an item on five-point, Likert-type Scale was 3. Therefore, any factor with a mean of 3 or above was considered as high mean, whereas items with the mean below 3 was considered as low mean.

Pilot Testing

Fosu College of Education was considered for the pilot study because the students there had similar characteristics like the study population and as such, are also likely to face adjustment challenges. They were also able to

88

relate to the items on the questionnaire. Thirty-two students were used for the pilot testing through internet-based survey due to COVID-19. This helped prevent physical contacts with the students among whom the pilot testing was carried out. The use of this number of students was appropriate because according to Sudman (1985), at least 12 to 50 people is a minimum requirement for pilot testing. The result of the pretesting of the sections of the questionnaire is as follows:

a. section B of the questionnaire which contained items about adjustment challenges yielded Cronbach alpha value of 0.902.

b. section C of the questionnaire which had items on coping methods yielded Cronbach alpha value of .873.

c. the overall Cronbach alpha value of the questionnaire was 0.872.

The Cronbach alpha values obtained are deemed reliable because other research methodologists have suggested that the minimum alpha value for a standardised questionnaire should be 0.7 (Nunnally & Bernstein, 1994).

The pre-testing sought to test the adequacy of research instruments that was employed, and where necessary amend to suit research or develop appropriate ones, design a research protocol that will guide the study and assess whether the research protocol is realistic and workable. Pre-testing was conducted to establish the effectiveness of the sampling frame and techniques employed in the study, identified logistical problems which might occur in using the proposed methods, estimated variability in outcomes to help determine sample size, collect preliminary data, determine what resources (financially) are needed for the main study, assess the proposed data analysis techniques to uncover potential problems, confirm with a research question

and research plan and develop an alternative where necessary. Of essence, however, is the need to be able to generalize the findings of the present study. The pilot-testing helped to ensure that the final instruments was minimised of ambiguity. Additionally, it helped to check the time needed to respond and to test the coding system (Cohen et al., 2007).

In pre-testing of the instrument, the Cronbach Alpha was used to determine the reliability of the questionnaire. Ideally, the Cronbach alpha coefficient of a scale should be above .7 (Pallant, 2010). Cronbach alpha values are, however, quite sensitive to the number of items on the scale. With short scales (e.g. scales with fewer than ten items), it is common to find quite low Cronbach alpha values (e.g. .5). In this case it may be more appropriate to report the mean inter-item correlation for the items. Briggs and Cheek (1986) recommend an optimal range for the inter-item correlation of .2 to .4. The reliability of a scale may vary depending on the sample that it is used with. It is therefore necessary to check that each of your scales is reliable with your particular sample. If your scale contains some items that are negatively worded (common in psychological measures), these need to be 'reversed' before checking reliability.

Validity and Reliability

Validity is defined as ''the appropriateness of the interpretations, inferences, and actions that we make based on test scores'' (Onwuegbuzie, & Johnson, 2006, p.140). They cautioned that, in ensuring validity, we must ensure that the test measures what it is intended to measure, for the particular group of people and for the particular context, and also that the interpretations that are made based on the test scores are correct. As a result, DiStefano, Zhu

90

and Mindrila (2009) opined that validity refers to how well the concept is defined by the measure.

Reliability, on the other hand, ''refers to the consistency or stability of the test scores'' (Gay, Mills, & Airasian, 2009). This means that the assessment tool will yield the same or almost the same scores any time it is administered to the same individual or group. There are several ways of determining the reliability of an instrument, for example, there is the split-half, test re-test, alternative form methods and the internal consistency method.

The Cronbach's alpha is estimated to be the most widely used method in estimating the internal consistency of an instrument (Kimberlin & Winterstein, 2008). Kimberlin and Winterstein (2008) reported that it is used for summated   scales or Likert-type Scale items. Since the questionnaires are predominantly Likert-type Scale and the researcher wanted to estimate the internal consistency of the instruments, the Cronbach's alpha was deemed the best method to estimate the reliability of the instrument. The Cronbach's alpha has a correlation coefficient ranging in value from 0 to 1. The closer a reliability coefficient value is to 1, the more reliable the test, while the closer the reliability coefficient value is to 0, the less reliable the test (Gay et al., 2012). The reliability coefficient of the questionnaire was determined after the pilot testing, as reported earlier.

To establish the validity of the questionnaire, it was given to my supervisor for his review, since face or content validity can be determined by expert judgment (Gay et al., 2012). The suggestions he made were used to restructure the items. According to Amedahe (2001), it is the soundness of the interpretations given to the assessment scores that are validated, not the

instrument. If the instrument measures what it intends to measure and the results are used for the intended purpose, then the instrument can be said to be valid. The pilot-test helped to revise the research instruments. The questionnaire was revised based on the comments made during the pilot study.

Data Collection Procedures

The researcher collected an introductory letter from the Department of Guidance and Counselling. The letter was sent to the administration of the seven Colleges of Education in Eastern Region to seek permission to carry out the study. The researcher also sought approval from the University of Cape Coast Institutional Review Board (UCCIRB), and Graduate School for Ethical Clearance which enabled him to carry out the research.

Ethical clearance of this study was important because it ensured that the study was ethically sound and would not violate the rights and privacy of the vulnerable respondents. The researcher then made the necessary arrangements with college administrators to assist him in broadcasting the questionnaires to students via their database or various platforms. It was indicated on the questionnaire that participation was voluntary. In addition, with the issue of seeking sensitive information from respondents, they were given sufficient time to decide if they wanted to share the information with the researcher, without any major inducement.

A total of 320 Colleges of Education students took part in the study within two months' period from July to August, 2020. All respondents were able to read and write hence it facilitated expedient responses to the items of the questionnaire.

Data Processing and Analysis

Analysis is the process of obtaining findings from data derived from respondents. It goes beyond raw data; it entails organising, describing, interpreting, discussing and presenting the data to readership (Ryan as cited in Reeve, 2013). The study was analysed quantitatively. The Statistical Product and Service Solutions (SPSS 22nd version) was used for data analysis. All the items on the questionnaire were entered into SPSS. Socio-demographic variables, Research Questions One and Two were analysed with descriptive statistics. Research Question Three was represented pictorially on a pie chart.

Hypotheses One, Two, and Three were tested using the independent samples t-Test. Independent samples t-Tests are used when you have two different (independent) groups of people (males and females), and you are interested in comparing their scores (Pallant, 2010). Since, Hypothesis One required one categorical independent variable with only two groups (e.g. gender: males/females); and one continuous dependent variable (adjustment challenges score), the use of independent samples t-Test was appropriate. Likewise, Hypothesis Two had two independent groups (e.g. gender: male/female) and one continuous dependent variable (coping methods score), thus, the use of independent samples t-Test was appropriate.

Hypothesis Three had only two groups (level: one/two) and continuous dependent variable (adjustment challenges score); this made the use of independent samples t-Test suitable. Comparably, Hypothesis Four also had two groups (level: one/two) and a continuous dependent variable (coping methods score), thus, making the use of independent samples t-Test proper.

93

In terms of the programme of study, Hypotheses Five and Six were tested using One-way analysis of variance (ANOVA). Hypotheses Five and Six had three independent variables each which were measured on adjustment challenges score and coping methods score respectively and separately. Since, the researcher was comparing the scores of each independent variable (which is made up of three groups) on challenges score, and coping methods score respectively and separately, the use of ANOVA was suitable.

Table 2 – *Summary of Data Processing and Analysis*

Hypothesis	Type of test	Reason
One	Independent samples *t*-Test	one categorical independent variable with only two groups and one continuous dependent variable
Two	Independent samples *t*-Test	two independent groups (e.g. gender: male/female) and one continuous dependent variable
Three	Independent sample *t*-Test	only two groups and a continuous dependent variable
Four	Independent samples *t*-Test	two groups (level: one/two) and a continuous dependent variable
Five	One-way analysis of variance (ANOVA)	three independent variables and a continuous variable
Six	One-way analysis of variance (ANOVA)	three independent variables and a continuous variable

Ethical Consideration

In the first place, the researcher obtained informed verbal consent from Colleges of Education students before their participation in the study. The respondents were made aware that their participation was voluntary. They were made aware that they were free to decline or accept to be part of the research. In addition, anonymity of the respondents was taken into consideration in the study. Oliver (2010) pointed out that anonymity is a vital issue in research ethics because it gives the respondents the opportunity to have their identity concealed. Neither names nor any identifiable information from respondents were taken as a way of ensuring the ethical principle of anonymity. This was to prevent possible victimization of respondents where certain responses may be viewed as unpalatable to other stakeholders.

On the issue of confidentiality, efforts were made to maintain confidentiality of the responses. Respondents were told that, their responses would be kept confidential and that, no one known to them will have access to the information provided and none of the respondents' names was recorded in the study.

Chapter Summary

This chapter highlighted the research design, population, sampling procedure, data collection instruments and procedures and data processing analysis. Descriptive survey was appropriate for the study because the researcher was exploring students' attitudes, opinions, and concerns about adjustment challenges, coping methods and solutions. Seven Colleges in the Eastern Region of Ghana were the total population for the study. Multistage

sampling technique was used to sample respondents for the study. Independent

samples t-Test and ANOVA were used for testing the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of the study was to explore adjustment challenges, coping methods and suggested solutions used by Colleges of Education students in Eastern Region, Ghana. Survey was used in soliciting for the responses of students at the various Colleges in Eastern Region. This chapter dealt with data presentation and analysis of the data collected from respondents from Colleges of Education in Eastern Region.

The data were analysed according to the research questions and hypotheses. Socio demographic variables, research questions one, two, and three were analysed with frequencies, percentages, standard deviation and mean. Hypotheses One, Two, Three and Four were tested using independent samples t-test. Hypotheses Five and Six were tested using One-way analysis of variance (ANOVA). The sample size finally used for the study was 320.

Socio-Demographic Information

This section of the chapter presents the analysis of the background data of the respondents. These include college, programme of study, gender, form/level and age.

Table 3 depicts the distribution of Colleges of Education in the study. Out of 320 students, 58 which represents 18.1% were in Presbyterian Women's College of Education, 51 representing 15.9% were in Mount Mary's College, and 51 representing 15.9% were in Abetifi Presby College. Also, 45 representing 14.2% were in Oda Methodist College of Education, 45 representing 14 % were in Seventh Day Adventist College, 38 which

represents 11.9 % were in Kibi College of Education and lastly, 32 which represents 10 % were in Presbyterian College of Education, Akropong-Akuapem. From Table 3, it can be seen that, more of the students who participated in the study were in Presbyterian Women's College of Education.

Table 3 - *Distribution of Colleges*

College	Frequency	Percent
Abetifi Presby College (Kwahu East)	51	15.9
Kibi College of Education (East Akim)	38	11.9
Mount Mary's College (Yilo Krobo)	51	15.9
Oda Methodist College of Education (Birim South)	45	14.2
Presbyterian College of Education (Akuapim North)	32	10
Presbyterian Women College of Education (Akuapim North)	58	18.1
Seventh Day Adventist College (New Juabeng)	45	14
Total	320	100.00

Source: Field Survey, Kumah (2020)

Table 4 - *Distribution of Respondents Based on Programme of Study*

Programme of study	Frequency	Percent
B.Ed Early Childhood Education	44	13.6
B.Ed JHS programme	171	53.4
B.Ed Primary programme	105	33
Total	320	100.0

Source: Field Survey, Kumah (2020)

Table 4 shows that 171 students which represents 53.4% pursue B.Ed JHS programme, 105 students representing 33% pursue B.Ed Primary programme and 44 students representing 13.6% pursue B.Ed Early Childhood Education. It can therefore be concluded that, more of the students were in B.Ed JHS programme.

Table 5 - *Gender Distribution of Respondents*

Gender	Frequency	Percent
Female	186	58.1
Male	134	41.9
Total	320	100.0

Source: Field Survey, Kumah (2020)

Table 5 shows that 186 students which represents 58.1% were females whereas 134 students which represents 41.9% were males. It can be seen that majority of respondents who participated in the study were females.

99

Table 6 - *Distribution of Respondents by Form/Level of Study*

Form/level	Frequency	Percent
One	161	50.3
Two	159	49.7
Total	320	100.00

Source: Field Survey, Kumah (2020)

Table 6 reveals that 161 students which represents 50.3% were in first year whereas 159 students representing 49.7 % were in second year. It can be concluded that, majority of students who were involved in the study were in first year.

Table 7 - *Age Distribution of Respondents*

Age	Frequency	Percent
17 and below	11	3.4
18-21	91	28.4
22-24	139	43.5
25- 28	60	18.8
29+	19	5.9
Total	320	100.00

Source: Field Survey, Kumah (2020)

Table 7 reveals that 139 students representing 43.5 % belonged to the age group of 22-24, 91 representing 28.4 % were in the age group of 18-21, and 60 representing 18.8% were in the age group of 25-28. Also, 19 representing 5.9 % were 29 years and above and 11 representing 3.4 % were

17 and below. It can therefore be concluded that, more of the students who participated in the study were within 22-24 years of age.

Research Question One: What are the adjustment challenges that students in Colleges of Education in Eastern Region of Ghana encounter? Research Question One was analysed descriptively using mean and standard deviation. The items are rated on a five-point, Likert-type scale with Strongly Agree as 5 and Strongly Disagree as 1. Adjustment challenges are shown on Table 8 in a descending order.

Table 8 - *Adjustment Challenges of Respondents*   *N= 320*

Adjustment Challenges	Mean	SD
Worry about finances	3.59	1.42
Intellectually demanding colleges than high school	3.47	1.33
Difficulty being responsible	3.02	1.42
Unsatisfied with academic performance	2.76	1.44
Difficulty coping with the stresses	2.59	1.32
finding academic work at college difficult	2.47	1.27
Self-learning is a difficult task for me in college	2.42	1.40
Problem with sleep at College	2.41	1.30
Insufficient motivation for studying in college.	2.37	1.33
The general environment of the college does not facilitate teaching and learning	2.35	1.37
Difficulty to be involved in extra-curricular activities in college	2.30	1.28
More tense or nervous in college	2.27	1.25
Indecision about programme of study	2.14	1.21
Adaptation difficulty to new approaches to teaching and learning at college	2.06	1.10
I am not confident that I will be able to deal in a satisfactory manner with future challenges here at college.	2.037	1.08
I could not get adequate academic preparation before coming to this college	2.03	1.18
I get angry too easily at college	2.01	1.18
I haven't been able to control my emotions very well in college.	2.01	1.19
Making new friends is a difficulty for me in college	2.00	1.20
It was difficult for me when I separated from my family to college	1.99	1.22
I have difficulty mixing with other students in the college	1.93	1.10
I usually feel lonely at college	1.93	1.15
Separation from my families has affected my adjustment in college	1.85	1.08
I sometimes think about dropping out of this college	1.82	1.19
I face discrimination in this college	1.80	1.02
Our teachers seem not to be properly trained to facilitate teaching and learning	1.78	1.21
I feel like deferring my programme in college for a while	1.71	1.07
Valid N (listwise)		

101

Rated on a five-point, Likert-type scale with Strongly Agree as 5 and Strongly Disagree as 1.

Table 8 shows that "worry about finances" had the highest mean of 3.59 and a standard deviation of 1.42 whereas "I feel like deferring my programme in college for a while" had the lowest mean of 1.71 and a standard deviation of 1.07. From Table 8, it can be seen that students do have many adjustment challenges. However, these challenges differ in terms of its degree of effect. Table 8 reveals that, the three adjustment challenges that highly affected college students were "worry about finances" (M= 3.59, SD=1.42), "intellectually demanding at college than high school" (M=3.47, SD=1.33) and "difficulty being responsible at college" (M=3.02, SD=1.42). It can therefore be concluded that worry about finances, intellectually demanding at College than High School and difficulty of being responsible were the three adjustment challenges that students mostly encounter in Colleges of Education.

The result of this study was consistent with a study done by Roberts et al. (2000), who revealed that, one of the challenges that impact the lives of students was financial stress. The current result was also similar to the result of Daud et al. (2018), who revealed that, majority of respondents suffered from financial problems at the tertiary level. The implication of worry about finances will be increase in debt and probably, some of the students may not be able to complete their College Education. Some authors revealed that too much worry about finances may lead to higher levels of psychological problems and other health issues (Smyth, Hockemeyer, Heron, Wonderlich, & Pennebaker, 2008).

The current result also identified that it was intellectually demanding at Colleges than High Schools. This result is consistent with a study done by Robinson (2009), who revealed that, academic demands increase when students join higher level institutions. The current result is also consistent with Kokemuller (2020) who revealed that College is more difficult than High School. This will imply that students will have to work extra hard to meet the demands at College level. In College, students have to think independently including finding time to study, understanding course content and maintaining a high degree of motivation. Along with meeting these challenges, students often struggle to balance academic demands with work, personal responsibilities and social experiences. This also may explain why the study result reveals that, students had difficulty of being responsible at College.

Research Question Two: What are the coping methods used by students in Colleges of Education in Eastern Region of Ghana when they encounter challenges? Research Question Two was analysed descriptively using mean and standard deviation. The items are rated on a five-point, Likert-type scale with Strongly Agree as 5 and Strongly Disagree as 1. Coping Methods are shown on Table 9 in a descending order.

Table 9- *Coping Methods used by Respondents*		*N=320*
Coping Methods	Mean	SD
I join study groups to help me cope with adjustment challenges	3.99	1.19
I get motivation from colleagues in college to help me adjust academically well	3.99	1.09
Increasing my knowledge about my college helps me adjust well	3.97	.96
I build good relationships to help me adjust better in college	3.96	1.04
Support from family members help me adjust better in college	3.78	1.170
I participate in college activities in order to adjust well	3.70	1.131
Support from teachers help me adjust better in college	3.69	1.193
I ask for help from friends in college in adjusting	3.16	1.31

103

I seek help from school counsellors to help me to adjust better in school	2.88	1.35
Valid N (listwise)		

Rated on a five-point, Likert-type scale where 5= Strongly Agree and 1= Strongly Disagree

Table 9 shows that "I join study groups to help me cope with adjustment challenges" had the highest mean of 3.99 and a standard deviation of 1.19 whereas "I seek help from school counsellors to help me to adjust better in school" had the lowest mean of M=2.88 and a standard deviation of 1.35. From table 9, it can be seen that students at various Colleges use several coping methods; however, "I join study groups to help me cope with adjustment challenges" was the most used method followed by "I get motivation from colleagues in college to help me adjust academically well", "Increasing my knowledge about my college helps me adjust well", "I build good relationships to help me adjust better in college", "Support from family members help me adjust better in college", and "I ask for help from friends in college in adjusting".

The current result is consistent with a study done by Tom (2015) who revealed that first year students at the University of Limpopo used group studies as a way to curb adjustment problems. The study result is also similar with a study done by Vrioni (2011) on the effects of group learning on the academic performance of university students. The author's study revealed that through group learning students enjoyed academic and cognitive benefits. This may be one of the reasons why students at Colleges of Education in Eastern Region consider group studies as one of their most used strategies to curb adjustment challenges. As students are involved in group studies, it may bring about greater student development, and personal potential.

The current result is consistent with a study done by Kaufman, Agars, and Lopez-Wagner (2008). They found out that, both intrinsic and extrinsic motivation influence the academic performance of students. The implication of this result is that, since students' performance are getting better due to motivation, academic issues will be reduced drastically. The current result is also consistent with a study done by Baker, Piper, McCarthy et al. (2004); Bailey and Phillips (2016) and Petersen, Louw, and Dumont (2009). The authors revealed that, one of the ways first year students adapt to university, stress, and psychological ill-health was through motivation. The current result is in line with Ayub's (2010). According to the author, intrinsic and extrinsic motivation and academic performance were positively correlated. This means that, as both types of motivation go high, academic performance will go high. It may be the reason why students in various Colleges have adopted the patronage of motivation from friends to help them adjust better.

The current result is consistent with a study done by Birzina et al. (2019), who revealed that, prior knowledge in Biology, Chemistry, Physics and Mathematics facilitated students' successful studies. The current result is similar with Hailikari et al.'s (2008) study, who revealed that prior-knowledge was important in the learning process of students. The result is in line with the result of Hailikari (2010). The author found out that students who had good prior procedural knowledge were also likely to complete the course in the pre-scheduled time and get higher final grade. Since prior knowledge facilitates students' academic success, it may be a reason why students at the various Colleges of Education employ as a coping method.

The study again reveals that building good relationships, support from family members, support from teachers and support from friends help students to adjust better. This result is consistent with a study done by Friedlander et al. (2007). These authors revealed that, from the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. The current result was also consistent with a study done by Cutrona et al. (2007) who revealed that, there was significant positive relationship between parental social support and predicted pre-college academic performance. This means that, as parental social support increases, academic performance will also increase. This will imply that, since students' performance increases as a result of social support, students will adjust better in their various colleges. The current result is in line with Lin's (2006) study, who found out that, university staff support offered to new comers make them accepted and feel assured in their university environment. According to Lin (2006), the mails and messages sent to the students helped to relieve pressure and stress.

Support from friends as a way of adjusting better is consistent with a study done by Buote et al. (2007). These authors found out that there was a significant positive relation between quality of new friendships and adjustment to university; this association was stronger for students living in residence than for those commuting to university. The current result is consistent with Picton et al. (2017) who also found out that students establish friendships with people with common interests, increasing a sense of belonging. The authors found out that friendships improve student wellbeing through increasing comfort in attending class, reducing stress, and providing opportunities to relax. This

106

explains why students at various Colleges of Education have established friendships to help them adjust better. Therefore, it can be concluded that, students at various colleges of education in order of importance adjust better through:

    i.   study groups,

   ii.   motivation from colleagues,

  iii.   having prior knowledge about the college

  iv.   support from family members

   v.   participate in college activities

  vi.   help from friends.

Research Question Three: What are the solutions suggested by students in Colleges of Education in Eastern Region of Ghana encountering adjustment challenges? Research question three was pictorially presented on a pie chart. This is labelled figure three.

107
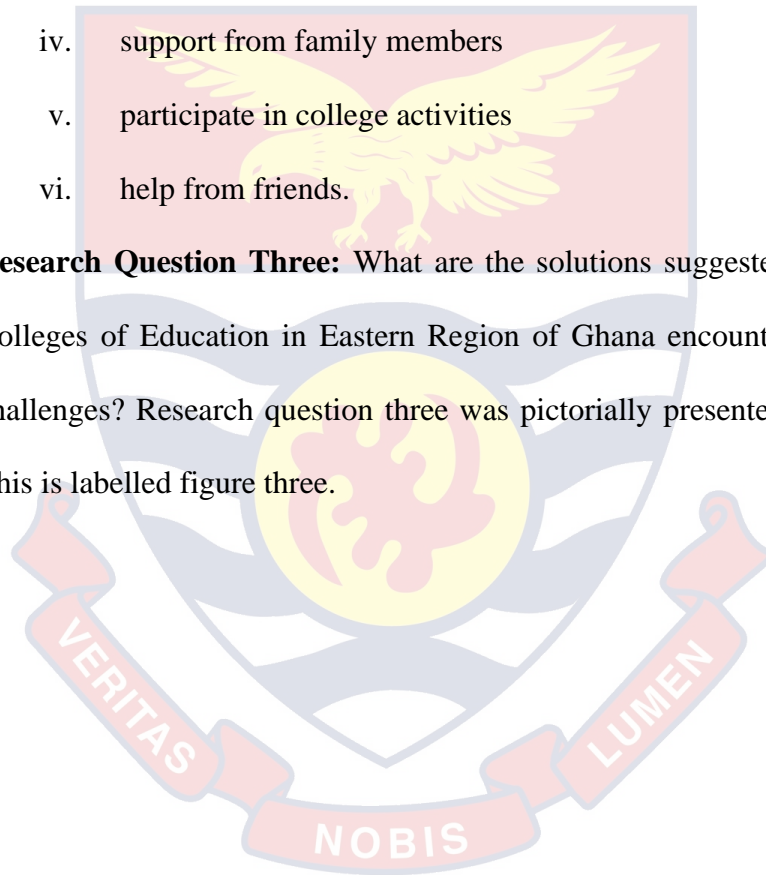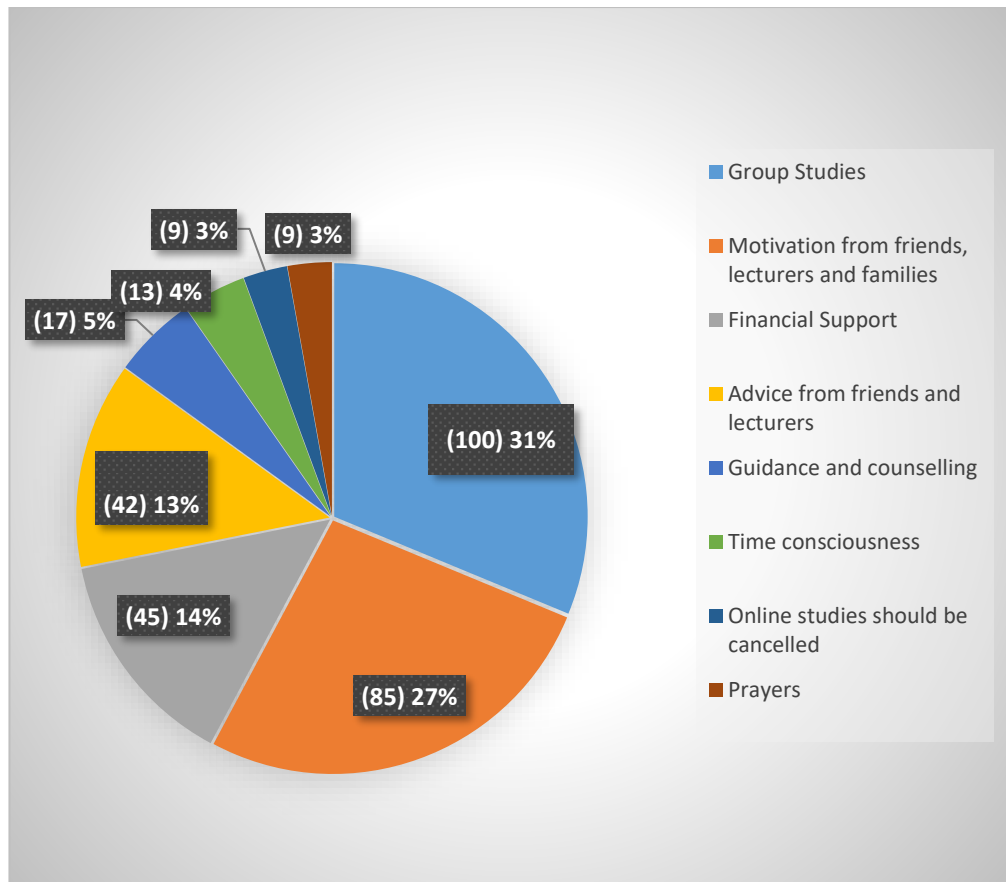
Figure 3: Suggested Solutions to College Adjustment

Figure 3 reveals the suggested solutions to college adjustment. It can be seen from the pie chart that group studies (31%) is the most suggested solution to college adjustment. It is followed by motivation from friends (27%), financial support (14%), and advice from friends and lecturers (13%). The rest of the solutions suggested to college adjustment with small portions on the pie chart were seeking guidance and counselling (5%), time consciousness (4%), online exams should be cancelled (3%), and prayers (3%).

The current result is consistent with a study done by Oludipe and Awokoya (2010), who revealed that cooperative learning (group studies) do reduce anxiety level of students in schools. Oludipe and Awokoya's (2010) result may imply that cooperative learning help students to adjust better

108

psychologically. In a similar manner, the current study has revealed that group studies is the most suggested solution to college adjustment. This result is consistent with Suwantarathip and Wichadee (2010); Jyoti (2019) study done on impacts of cooperative learning on anxiety and proficiency in an EFL class. The authors found out that students' top five sources of language classroom anxiety and overall language anxiety were significantly decreased due to cooperative learning. The implication is that, students will be likely to adjust better if most of the times, they are put in groups to study. This may be the reason why Colleges of Education students in the Eastern Region of Ghana have group studies as the most suggested solution to college adjustment.

Motivation from friends, lecturers and families followed group studies as the second most suggested solution to college adjustment. This finding is similar to a study done by Dechant (2011), who revealed that friendship quality leads to motivation of individuals who are friends. The result is consistent with Kwaah and Essilfie (2017) who also revealed that students have multiple solutions that help them to adjust and one of these multiple solutions is emotional and instrumental support from family, friends and lecturers. It can thus be said that those who are motivated by their friends and lecturers are likely to adjust better. This explains why students in this study may have employed motivation from friends, lecturers and families as a suggested solution to college adjustment.

Financial support was one of the important suggested solutions to college adjustment. This result is consistent with Britt et al. (2015). These authors found out that financial counselling ameliorate financial stress of students. This implies that, as students receive financial counselling which is

one of the ways of supporting students financially, they will have the knowledge on how to manage their finances. Proper financial knowledge on campus will help students to adjust better. The current result is consistent with a study done by Britt et al. (2017). These authors revealed that lack of financial support results in students discontinuing college. This will imply that if students are not supported financially, they may not adjust better in schools. They may end up not finishing college. This may be the reason why the current study has revealed financial support as one of the solutions suggested to college adjustment. Other least solutions suggested such as prayer is consistent with a study done by Kwaah and Essilfie (2017). They also revealed that students' suggested solution to college adjustment was prayer. It can therefore be concluded that the most solution suggested to college adjustment in Eastern Region was group studies whiles the least solution suggested was prayer.

Hypothesis One: H_0: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

Hypothesis One was tested using independent samples *t*-Test (Tables 10 & 11).

Table 10 - *Group Statistics*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Adjustment	Male	134	63.3636	18.04262	1.72030
Challenges	Female	186	59.5864	17.09188	1.34286

110

Table 11 - *Independent Samples t-Test for Adjustment Challenges Based on Gender*

		Levene's Test for Equality of variances		t-Test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Adjustment challenges	Equal variances assumed	.025	.875	1.749	270	.081	3.77722	2.15983	-.47503	8.02947
	Equal variances not assumed			1.731	225.598	.085	3.77722	2.18236	-.52321	8.07764

An independent samples *t*-Test was conducted to examine significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender. Levene's test for equality of variances showed that the significant value (0.875) was greater than the p-value (0.05). This means that variances are not significantly different. So, we can assume that the variances are equal. Results from the independent samples *t*-Test indicates that males [M= 63.36, SD =18.04] and females [M= 59.58, SD =17.09, p > 0.05] do not differ significantly in terms of adjustment challenges.

The implication of this finding is that both males and females across all the seven Colleges of Education in Eastern Region encounter similar adjustment challenges. Hence, we fail to reject the hypothesis that states that, there is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

The current result is consistent with a study done by Jain and Jandu (1998) who revealed that there was no significant difference between males and females in terms of adjustment challenges. Similarly, the current result was consistent with Chowhan (2019) who revealed that there was no significant difference between males and females when it comes to adjustment challenges. Sharma and Saini (2013) study also revealed that there was no significant difference between males and females in terms of social adjustment challenges. The implication of this result is that all males and females go through similar adjustment challenges. Since males and females go through similar adjustment challenges, it will be appropriate that males and females should be given equal attention in the colleges to help them overcome adjustment problems.

It can therefore be concluded that, at the various Colleges of Education in Eastern Region, both males and females do not differ in terms of the challenges they encounter.

Hypothesis Two: H_0: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender.

Hypothesis Two was tested using independent samples t-Test (Tables 12 & 13).

Table 12 - *Group Statistics*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Coping Methods	Male	134	33.4091	7.35258	.70104
	Female	186	32.9136	6.19998	.48712

Table 13 - *Independent Samples t-Test for Coping Methods Based on Gender*

		Levene's Test for Equality of Variances		*t-Test* for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Coping Methods	Equal variances assumed	3.025	.083	.600	270	.549	.49551	.82643	-1.13156	2.12258
	Equal variances not assumed			.580	206.994	.562	.49551	.85366	-1.18748	2.17850

An independent samples *t*-Test was conducted to examine significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender. Levene's test for equality of variances showed that the significant value (0.083) was greater than the p-value (0.05). This means that variances are not significantly different.

Results from the independent samples *t*-Test indicates that males [M= 33.41, SD =7.35] and females [M= 32.91, SD = 6.19, p > 0.05] do not differ significantly in terms of coping methods. This implies that males and females across all the seven Colleges of Education in Eastern Region employ similar coping methods in combating adjustment challenges. Hence, we fail to reject the hypothesis that states that, there is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender.

Taylor et al. (2000); Matud (2004); Miller and Kirsch (1987); Ben-Zur and Zeidner (1996) studies revealed that there was a significant difference between males and females in terms of coping strategies used for adjustment. However, the current result reveals that in terms of coping strategies used by males and females at the various colleges for adjustment does not differ. The implication of this is that both males and females can adopt similar coping methods to help them adjust better in the colleges. It can be concluded that there is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender.

Hypothesis Three: *H₀*: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on level.

Hypothesis Three was tested using independent samples *t*-Test (Tables 14 & 15).

Table 14 - *Group Statistics*

	Form	N	Mean	Std. Deviation	Std. Error Mean
Adjustment challenges	One	161	60.4745	18.14528	1.55026
	Two	159	61.7630	16.96362	1.46000

Table 15 - *Independent Samples t-Test for Adjustment challenges Based on Level/Form*

		Levene's Test for Equality of Variances		t-Test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Adjustment challenges	Equal variances assumed	.003	.955	-.605	270	.546	-1.28851	2.13058	-5.48318	2.90616
	Equal variances not assumed			-.605	269.258	.546	-1.28851	2.12953	-5.48115	2.90413

An independent samples *t*-Test was conducted to examine significant difference in the adjustment challenges of Colleges of Education students in Eastern Region of Ghana based on form/level. Levene's test for equality of variances showed that the significant value (.955)

was greater than the p-value (0.05). This means that variances are not significantly different. So, we can assume that the variances are equal.

Results from tables 13 and 14 indicate that first years [M= 60.47, SD =18.14] and second years [M= 61.76, SD = 16.96, p > 0.05] do not differ significantly in terms of adjustment challenges. The implication of this finding is that first and second years across all the seven Colleges of Education in Eastern Region go through similar adjustment challenges. Hence, we fail to reject the hypothesis that stated that, there is no significant difference in the adjustment challenges of Colleges of Education students in Eastern Region of Ghana based on level or form.

Hypothesis Four: H_0: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on level.

Hypothesis Four was tested using independent samples *t*-Test (Tables 16 & 17).

Table 16 - *Group Statistics*

	Form	N	Mean	Std. Deviation	Std. Error Mean
Coping Methods	One	137	33.4088	7.32598	.62590
	Two	135	32.8148	5.96906	.51373

Table 17 - *Independent Samples t-Test for Coping Methods Based on Level/form of Colleges of Education Students*

		Levene's Test for Equality of Variances		t-Test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Coping Methods	Equal variances assumed	3.110	.079	.732	270	.465	.59394	.81095	-1.00264	2.19052
	Equal variances not assumed			.734	260.825	.464	.59394	.80974	-1.00051	2.18840

An independent samples *t*-Test was conducted to examine significant difference in the coping methods of Colleges of Education students in Eastern Region of Ghana based on form/level. Levene's test for equality of variances showed that the significant value (.079) was greater than the p-value (0.05). This means that variances are not significantly different. So, we can assume that the variances are equal. Results from Tables 16 and 17 indicate that first years [M= 33.41, SD =7.33] and second years [M= 32.81, SD = 5.96, p > 0.05] do not differ significantly in terms of coping methods.

The implication of this finding is that first and second years across all the seven Colleges of Education in Eastern Region employ similar coping methods. Hence, we fail to reject the hypothesis that stated that, there is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on form/level.

Hypothesis Five: H_0: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Hypothesis Five was tested using ANOVA (Tables 18, 19 & 20).

Table 19 - *ANOVA*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2340.806	2	1170.403	3.882	.022
Within Groups	81110.661	269	301.527		
Total	83451.467	271			

					Lower Bound	Upper Bound		
B.Ed JHS programme	155	62.7419	18.05901	1.45053	59.8764	65.6074	27.00	124.00
B.Ed Primary programme	89	60.8876	16.82830	1.78380	57.3427	64.4326	27.00	108.00
B.Ed Early Childhood Education	28	52.8214	14.86496	2.80921	47.0574	58.5855	30.00	85.00
Total	320	61.1140	17.54819	1.06402	59.0192	63.2088	27.00	124.00

Table 20 - *Scheffe Test*

(I) Programme of study	(J) Programme of study	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
B.Ed JHS programme	B.Ed. Primary programme	1.85430	2.30939	.725	-3.8301	7.5387
	B.Ed Early Childhood Education	9.92051*	3.56569	.022	1.1438	18.6972
B.Ed Primary programme	B.Ed JHS programme	-1.85430	2.30939	.725	-7.5387	3.8301
	B.Ed Early Childhood Education	8.06621	3.76255	.102	-1.1951	17.3275
B.Ed Early Childhood Education	B.Ed JHS programme	-9.92051*	3.56569	.022	-18.6972	-1.1438
	B.Ed Primary programme	-8.06621	3.76255	.102	-17.3275	1.1951

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

One-way Analysis of Variance was used to determine significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study. The analysis showed significant differences among the three programmes of study [F (2, 269) =3.882, p< 0.05)] in terms of their adjustment challenges. Hence, the hypothesis that states that there is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study is rejected.

Post-hoc Scheffe test showed that B.Ed JHS programme differed significantly from the other programmes of study, but the difference between B.Ed Early Childhood Education and B.Ed Primary programme was not statistically significant. The size of the effect is quite small: the programme of study predicts only 2.8% of the variability in adjustment challenges of college

students. It can be concluded that, there is significant difference among the three programmes of study and it was the B.Ed JHS programme that differed from the rest because they do experience more of adjustment challenges.

Hypothesis Six: H_0: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Hypothesis Six was tested using ANOVA (Tables 21 & 22).

Table 21 – *Coping Methods Based on Programme of Study*

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
B.Ed JHS programme	155	33.6000	6.52925	.52444	32.5640	34.6360	9.00	45.00
B.Ed Primary programme	89	32.0899	7.24356	.76782	30.5640	33.6158	13.00	45.00
B.Ed Early Childhood Education	28	33.6786	5.36141	1.01321	31.5996	35.7575	22.00	42.00
Total	320	33.1140	6.68132	.40511	32.3164	33.9115	9.00	45.00

Table 22 - *ANOVA*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.879	2	69.439	1.562	.212
Within Groups	11958.588	269	44.456		
Total	12097.467	271			

One-way Analysis of Variance was used to determine if any significant difference exists in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study. The analysis showed no significant differences among the three programmes of study [F (2, 269) =1.562, p > 0.05)]. Hence, we fail to reject the hypothesis which stated that there is no significant difference in the coping methods used

by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Chapter Summary

In this chapter the results of the study were reported and discussed thoroughly in respect to the research questions and hypotheses. The significant differences between or among variables were studied and discussed. These differences range from significant to non-significant ones. At the end of the discussions, it was found that there were three adjustment challenges that Colleges of Education students encounter. These adjustment challenges were "worry about finances", "intellectually demanding at college than high school" and "difficulty of being responsible". It was also found that the most adopted coping method was study groups followed by motivation from colleagues, having prior knowledge about the college and support from family members. Lastly, the most suggested solution was also study groups followed by motivation from friends, lecturers and families, financial support, and advice from friends and lecturers.

124
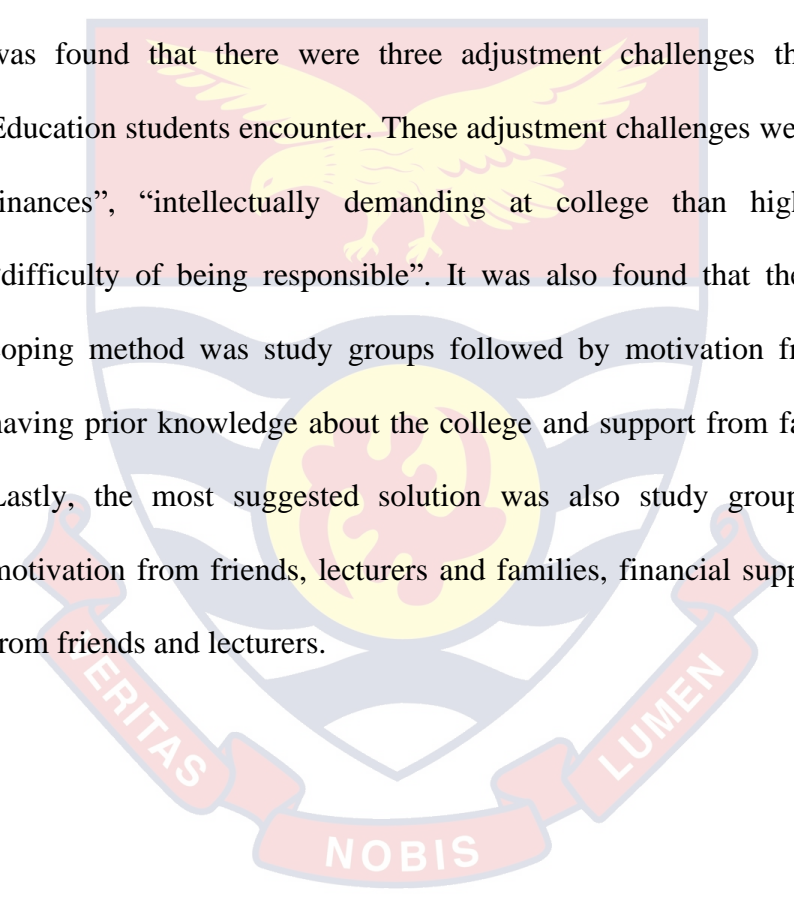
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The purpose of the study was to explore adjustment challenges, coping methods and solutions suggested by Colleges of Education students in Eastern Region, Ghana. The research questions that guided the study were:

1. What are the adjustment challenges that students in Colleges of Education in Eastern Region of Ghana encounter?

2. What are the coping methods used by students in Colleges of Education in Eastern Region of Ghana when they encounter challenges?

3. What are the solutions suggested by students in Colleges of Education in Eastern Region of Ghana encountering adjustment challenges?

The hypotheses that also guided the study were:

Gender

$H_0$1: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

H_A1: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on gender.

$H_0$2: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender

125

H_A2: There is a significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender.

Level

H_03: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on level.

H_A3: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on level.

H_04: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on level.

H_A4: There is a significant difference in the coping methods of students in Colleges of Education in Eastern Region of Ghana based on level.

Programme of Study

H_05: There is no significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study.

H_A5: There is a significant difference in the adjustment challenges of students in Colleges of Education in Eastern Region of Ghana based on programme of study.

H_06: There is no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

126

H_A6: There is a significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Summary

Descriptive survey was used in soliciting for the responses from students concerning adjustment challenges, coping methods and suggested solutions in Colleges of Education in Eastern Region, Ghana. Research questions one, two and three including socio-demographic variables were tested using descriptive statistics. Hypotheses One, Two, Three and Four were tested using independent samples t-Test. Hypotheses Five and Six were tested using ANOVA.

The study focused on the seven Colleges of Education in the Eastern Region of Ghana. Multi-stage sampling was considered for the study. A total of 320 respondents were used for the study. They comprised of 186 females and 134 males. Questionnaire was the main instrument for data collection and was ordered through internet survey due to COVID-19. Theoretical, conceptual and empirical literature on the topic were looked at, a bit of history of teacher training education in Ghana was also considered together with the major transformations up to date.

Key Findings

The following were the key findings:

1. Worry about finances, intellectually demanding at college than high school and difficulty of being responsible were the three adjustment challenges that students encounter most in Colleges of Education in Eastern Region, Ghana.

2. Students at various Colleges of Education in order of importance adjust better through:

    i.   Study groups,

    ii. Motivation from colleagues,

    iii. Having prior knowledge about the college

    iv. Support from family members

    v.   Participate in college activities

    vi. Help from friends.

3. Group studies was the most suggested solution to college adjustment; followed by motivation from friends, lecturers and families, financial support, and advice from friends and lecturers.

4. Males and females do not differ in terms of the adjustment challenges they encounter.

5. There was no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on gender.

6. There was no significant difference in the adjustment challenges of Colleges of Education students in Eastern Region of Ghana based on level/form.

7. There was no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on level.

8. There was significant difference among the three programmes of study. The B.Ed JHS programme differed from the other programmes of study due to more experience of adjustment challenges.

9. There was no significant difference in the coping methods used by students in Colleges of Education in Eastern Region of Ghana based on programme of study.

Conclusions

The study explored adjustment challenges, coping methods and solutions suggested by Colleges of Education students. Adjustment challenges found to be affecting students across the seven Colleges of Education in the Eastern Region were financial worry, high intellectual demand at college and difficulty to be responsible. The implication of this finding was that students may be involved in debt due to financial worry. Some may not complete their education because of financial stress. With high intellectual demand, students may have to work extra hard in order to meet up with colleges' standards.

Coping methods used by college students were study groups, motivation from colleagues, having prior knowledge about the college, and support from family members. The most suggested solution for adjustment in colleges was found to be group studies. This implies that students do adjust better at the college through cooperative studies and learning.

It was expected that there should have been significant differences between males and females in terms of adjustment challenges and coping methods used. This is because there are many differences between males and females ranging from emotions to physicality. However, the result showed that there were no differences between males and females in terms of adjustment challenges and coping methods. This result is indicative of the fact that both males and females have similar challenges and used similar coping methods to deal with their challenges in the seven colleges in the Eastern Region.

The study finally increased our understanding that although males and females do not differ in terms of adjustment challenges and coping methods, there was a difference among programme of study with regards to their adjustment challenges. This may be due to difficulty in the programmes offered. Some of the programmes may be easy to do whereas others may be difficult. This may have brought about the differences among the three programmes of study.

Recommendations

The following recommendations are made based on the findings of the research for policy and practice:

1. Government should pay allowances on time to curb students' worry about finances.

2. Family members should also support their wards financially in colleges to ameliorate the worries students go through as a result of finances.

3. Cooperative studies should be encouraged by tutors in the classroom/lecture halls to help students adjust better.

4. Students should help one another during group studies to adjust better.

5. Much attention should be given to B.Ed JHS programme by school authorities (tutors) in order to help students in this programme adjust better.

Suggestions for Further Research

It is hereby suggested that further studies be undertaken to cover all Colleges of Education in Ghana. This will help bring out data about adjustment challenges, coping methods and solutions suggested by Colleges of

Education students more comprehensively. The reason for this suggestion is because students in Colleges of Education nationwide experience adjustment challenges that cause a higher proportion of them to experience academic failure and withdrawal from those institutions.

It is further suggested that other studies be carried out specifically to find out peculiar challenges faced by handicapped students in Colleges of Education and other institutions of higher learning in Ghana. (This suggestion has been made on the basis of a comment made by the Vice Principal of PCE, Akropong, who felt that the disabled students in that college experience adjustment problems that far exceed those experienced by the normal students in the college). It will be necessary therefore, for other studies to be carried out exclusively on such group of people. The use of the qualitative research design method would be appropriate for such a study because of the smaller number of such students in such institutions.
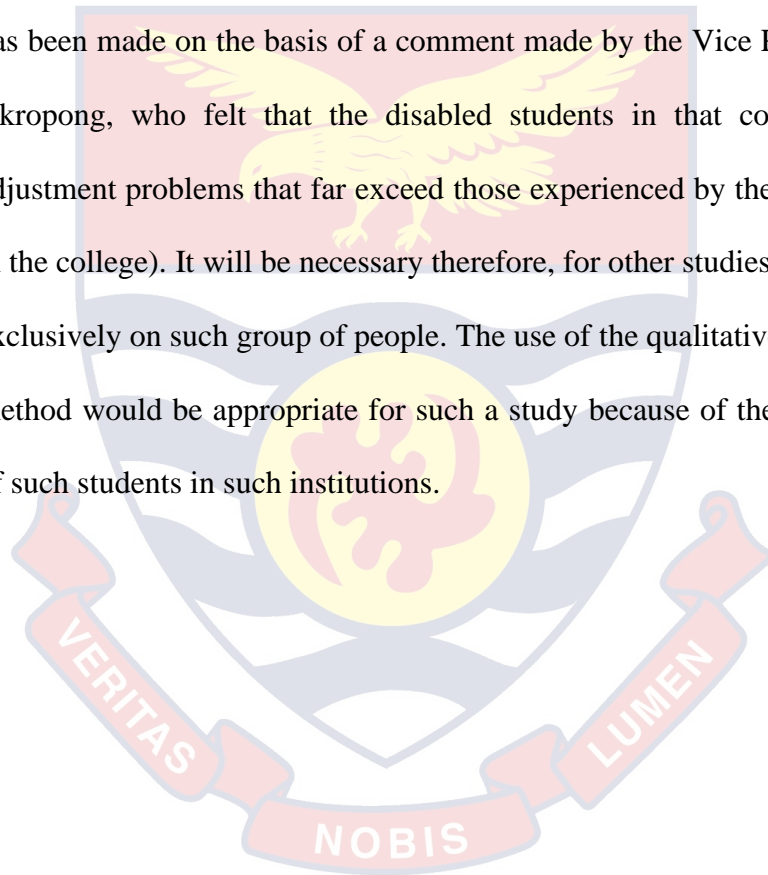
REFERENCES

Abbey, A., Abramis, D. J., & Caplan, R. D. (1985). Effects of different sources of social support and social conflict on emotional well-being. *Basic and Applied Social Psychology*, *6*(2), 111-129.

Abdullah, M. C., Elias, H., Mahyuddin, R., & Uli, J. (2009). Adjustment amongst first year students in a Malaysian university. *European Journal of Social Sciences*, *8*(3), 496-505.

Abu Baker, M. (1997). Identity crisis and psychological depression among university youth. *Egyptian Psychological Journal, 2*(3), 21-45.

Adams, G. R., Berzonsky, M. D., & Keating, L. (2006). Psychosocial resources in first-year university students: The role of identity processes and social relationships. *Journal of Youth and Adolescence*, *35*(1), 78-88.

Adeogun, A. A. (2001). The principal and the financial management of public secondary schools in Osun State. *Journal of Educational System and Development*, *5*(1), 1-10.

Afzal, H., Ali, I., Aslam-Khan, M., & Hamid, K. (2010). *A study of university students' motivation and its relationship with their academic performance*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2899435.

Al-Shinawi, M., & Abdurrahman, M. (1994). *Relationship between social support and personality domains, self-evaluation and adjustment in university*. Cairo: Anglo-Egypt Press.

Amedahe, F. K. (2002). *Fundamentals of educational research methods, Mimeograph*. Cape Coast: University of Cape Coast.

Amedahe, F. K. (2001). Combining teacher-assessment scores with external examination scores for certification: The Ghanaian experience. *Educational Measurement, 20*(4), 29-30.

American Psychological Association (2013). *APA dictionary of clinical psychology*. Washington, DC: VandenBos, G.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, *80*(3), 260-262.

Andrews, B., & Wilding, J. M. (2004). The relation of depression and anxiety to life-stress and achievement in students. *British Journal of Psychology, 95*(4), 509-521.

Archer, J., & Webb, I. A. (2006). The relation between scores on the Buss–Perry Aggression Questionnaire and aggressive acts, impulsiveness, competitiveness, dominance, and sexual jealousy. *Aggressive Behaviour: Official Journal of the International Society for Research on Aggression*, *32*(5), 464-473.

Ary, D., Jacobs, L., & Razavieh, A. (1990). *Introduction to Research in Education*. New York: Holt, Rinehart and Winston.

Atieno, A. J. (2014). *Influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education.* (Unpublished master's thesis). Kenya University. Retrieved from http://erepository.uonbi.ac.ke/bitstream/handle/11295/ 79367/Akungu_Influence%20of%20teaching%20and%20learning%20 resources%20on%20students%20%20performance%20in%20Kenya% 20certificate%20of%20secondary%20education%20in%20free%20day

%20secondary%20education%20in%20Embakasi%20district,%20Ken

ya.pdf?sequence=3.

Atkinson, R. K. (2000). *Learning from examples: instructional principles from the worked examples research*. Mississippi State University.

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, *1*(3), 385-405.

Australian Bureau of Statistics. (2011). *Education and work*, Australia, May 2011. (Vol. Cat. no. 6227.0.). Canberra: ABS.

Ayub, N. (2010). Effect of intrinsic and extrinsic motivation on academic performance. *Pakistan Business Review*, *8*(4), 363-372.

Babayomi, A. O. (1999). *Comparative study of the teaching and learning resources in private and public secondary schools in Lagos State.* (Unpublished master's dissertation). Department of Educational Administration, University of Lagos.

Babbie, E. & Mouton, J. (2001). *The practice of social research*. Cape Town. South Africa: Oxford University Press.

Bailey, T. H., & Phillips, L. J. (2016). The influence of motivation and adaptation on students' subjective well-being, meaning in life and academic performance. *Higher Education Research & Development*, *35*(2), 201-216.

Baker, R. W., & Siryk, B. (1986). Exploratory intervention with a scale measuring adjustment to college. *Journal of Counselling Psychology*, *33*(1), 31-36.

Baker, R. W., & Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology, 31*(2), 179-189.

Baker, R. W., & Siryk, B. (1999). *SACQ: Student adaptation to college questionnaire: Manual*. London, UK: Western Psychological Services.

Baker, T. B., Piper, M. E., McCarthy, D. E., Majeskie, M. R., & Fiore, M. C. (2004). Addiction motivation reformulated: An affective processing model of negative reinforcement. *Psychological Review*, *111*(1), 33.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., ... & Duffy, H. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. *Teaching Diverse Learners*, *4*(5), 232-274.

Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., & Tsai, Y. M. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, *47*(1), 133-180.

Bean, J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, *12*(2), 155-187.

Bean, J. P. (1982). Student attrition, intentions, and confidence: Interaction effects in a path model. *Research in Higher Education*, *17*(4), 291-320.

Bek, H. (2017). Understanding the effect of loneliness on academic participation and success among international university students. *Journal of Education and Practice*, *8*(14), 46-50.

Belter, R. W., & du Pré, A. (2009). A strategy to reduce plagiarism in an undergraduate course. *Teaching of Psychology*, *36*(4), 257-261.

Benfield, J. A., & Szlemko, W. J. (2006). Internet-based data collection: Promises and realities. *Journal of Research Practice*, *2*(2), 1-15.

Ben-Zur, H., & Zeidner, M. (1996). Gender differences in coping reactions under community crisis and daily routine conditions. *Personality and Individual Differences, 20*(3), 331–340.

Bhagchandani, R. K. (2017). Effect of loneliness on the psychological well-being of college students. *International Journal of Social Science and Humanity*, *7*(1), 60-63.

Birzina, R., Cedere, D., & Petersone, L. (2019). Factors influencing the first-year students' adaptation to natural science studies in higher education. *Journal of Baltic Science Education*, *18*(3), 349-357.

Blömeke, S., & Delaney, S. (2014). *Assessment of teacher knowledge across countries: A review of the state of research.* Retrieved from https://link.springer.com/chapter/10.1007/978-94-007-6437-8_25

Blömeke, S., Zlatkin-Troitschanskaia, O., Kuhn, C., & Fege, J. (2013). *Modeling and measuring competencies in higher education.* Rotterdam: Sense Publishers.

Boulter, L. T. (2002). Self-concept as a predictor of college freshman academic adjustment. *College Student Journal, 36*(2), 234–246.

Bousquet, M. (2008). *How the university works: Higher education and the low-wage nation.* New York: University Press.

Boyd, E., Grist, N., Juhola, S., & Nelson, V. (2009). Exploring development futures in a changing climate: frontiers for development policy and practice. *Development Policy Review*, *27*(6), 659-674.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101.

Braxton, J. M., Vesper, N., & Hossler, D. (1995). Expectations for college and student persistence. *Research in Higher Education*, *36*(5), 595-611.

Briggs, S. R., & Cheek, J. M. (1986). The role of factor analysis in the evaluation of personality scales. *Journal of Personality*, *54*, 106-148.

Britt, S. L., Ammerman, D. A., Barrett, S. F., & Jones, S. (2017). Student loans, financial stress, and college student retention. *Journal of Student Financial Aid*, *47*(1), 3-14.

Britt, S. L., Canale, A., Fernatt, F., Stutz, K., & Tibbetts, R. (2015). Financial stress and financial counselling: Helping college students. *Journal of Financial Counselling and Planning*, *26*(2), 172-186.

Brown, R. (n.d.). *Extracurricular activity: How does participation encourage positive youth development*? Retrieved September 13, 2019 from http://www.unce.unr.edu/publications/files/cy/other/fs9932.pdf

Bryant, A. L., Schulenberg, J., Bachman, J. G., O'Malley, P. M., & Johnston, L. D. (2000). Understanding the links among school misbehaviour, academic achievement and cigarette use during adolescence; A national panel of adolescents. *Prevention Science, 1,* 71-87.

Buboltz Jr, W. C., Brown, F., & Soper, B. (2001). Sleep habits and patterns of college students: a preliminary study. *Journal of American College Health*, *50*(3), 131-135.

Bufford, R. K., Paloutzian, R. F., & Ellison, C. W. (1991). Norms for the spiritual well-being scale. *Journal of Psychology and Theology*, *19*(1), 56-70.

Buote, V. M., Pancer, S. M., Pratt, M. W., Adams, G., Birnie-Lefcovitch, S., Polivy, J., & Wintre, M. G. (2007). The importance of friends:

Friendship and adjustment among 1st-year university students. *Journal of Adolescent Research*, *22*(6), 665-689.

Burns, N., & Grove, S. K. (2001). *The practice of nursing research, conduct, critique, and utilization*. (4ᵗʰ ed), W.B. Saunders Company, Philadelphia.

Calaguas, G. M. (2010). Parents/teachers and self-expectations as sources of academic stress. *International Journal of Research Studies in Psychology, 2*(1), 43-52.

Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, *56*(2), 267-283.

Chhuon, V., & Hudley, C. (2008). Factors supporting Cambodian American students' successful adjustment into the university. *Journal of College Student Development*, *49*(1), 15-30.

Chickering, A. W., & Reisser, L. (1993). *Education and identity: The Jossey-Bass higher and adult education series*. San Francisco, CA: Jossey-Bass Inc., Publishers.

Chickering, A. W., & Schlossberg, N. K. (1995). *Getting the most out of college*. Needham Heights, MA: Allyn and Bacon.

Cho, Y. J. (2010). The effects of psychological separation from parents and family adaptability on child's adjustment to college. *Journal of Korean Home Management Association*, *28*(2), 17-26.

Chowhan, A. (2019). Gender differences in adjustment amongst the college students of Jammu city. *IJAR*, *5*(8), 17-20.

138

Clagget, C. (1992). Enrolment management. In M. A. Whitney, J. D. Porter, and R. H. Fenske (eds.), *The Primer for Institutional Research. Resources for Institutional Research,* 7, 12–24. Tallahassee: Association for Institutional Research.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review*, *26*(6), 673-682.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge.

Colleges of Education Act. (2012). *Act 847*. Accra, Ghana: Ghana Freedom Press.

Cook, A., & Leckey, J. (1999). Do expectations meet reality? A survey of changes in first year student opinion. *Journal of Further and Higher Education, 23*, 157-171.

Coonerty, S. (1986). An exploration of separation-individuation themes in the borderline personality disorder. *Journal of Personality Assessment, 50*(3), 501–511.

Cooper, M. L. (2009). Problems, pitfalls, and promise in the peer-review process: Commentary on Trafimow & Rice (2009). *Perspectives on Psychological Science, 4*(1), 84-90.

Cooper, C. R., Grotevant, H. D., & Condon, S. M. (1983). Individuality and connectedness in the family as a context for adolescent identity formation and role-taking skill. *New directions for child and adolescent development*, *1983*(22), 43-59.

Credé, M., & Niehorster, S. (2012). Adjustment to College as Measured by the Student Adaptation to College Questionnaire: A Quantitative Review of its Structure and Relationships with Correlates and Consequences. *Educ Psychol Rev, 24*,133-165.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Crosling, G., Heagney, M., & Thomas, L. (2009). Improving student retention in higher education: Improving teaching and learning. *Australian Universities' Review, 51*(2), 9-11.

Cutrona, C. E., Cole, V., Colangelo, N., Aaouline, S. G., & Russell, D. W. (2007). Perceived parental social support and academic achievement: An attachment theory perspective. *Journal of Personality and Social Psychology*, *66*(2), 369-378.

Daley, A. J., & Leahy, J. (2003). Self-perceptions and participation in extra-curricular physical activities. *Physical Educator*, *60*(2), 13-16.

Daud, N., Norwani, N. M., & Yusof, R. (2018). Students Financial Problems in Higher Education Institutions. *International Journal of Academic Research in Business and Social Sciences*, *8*(10), 1558- 1565.

Davy, J. A., Kincaid, J. F., Smith, K. J., & Trawick, M. A. (2007). An examination of the role of attitudinal characteristics and motivation on the cheating behaviour of business students. *Ethics & Behaviour*, *17*(3), 281-302.

Dechant, A. (2011). *Influence of friendship on motivation and academic achievement.* Retrieved from https://scholars.fhsu.edu/cgi/view content.cgi?article=1138&context=theses.

Demir, M., & Urberg, K. A. (2004). Friendship and adjustment among adolescents. *Journal of Experimental Child Psychology*, *88*(1), 68-82.

Dennis, J. M., Phinney, J. S., & Chuateco, L. I. (2005). The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation college students. *Journal of College Student Development*, *46*(3), 223-236.

DeNoon, D. (2000). *Lack of sleep takes toll on brain power*. WebMD Medical News Article. Retrieved October 26, 2019 from the World Wide Web: http://my.webmd.com/content/article/21/1728 54980

Derefinko, K., DeWall, C. N., Metze, A. V., Walsh, E. C., & Lynam, D. R. (2011). Do different facets of impulsivity predict different types of aggression?. *Aggressive Behaviour*, *37*(3), 223-233.

De Vos, A., Strydom, H., Fouche, C. and Delport, C. (2011). *Research at grass roots: for Social Sciences and Human Services Professions*. Van Schaik Publishers, Pretoria.

DiStefano, C., Zhu. M., & Mindrila, D. (2009). Understanding and using factor scores: considerations for the applied researcher. *Practical assessment, research & evaluation, 14*(20). Available online: http://pareonline.net/getvn.asp?v=14&n=20.

DfID, U. (2007). *Sustainable livelihoods guidance sheets.* London, UK: DfID Department for International Development.

Douglass-Chin, R. (2006). Revisiting Edward Wilmot Bluden's Christianity: Islam and the Negro race: Islam and the Eastern Caribbean in the 21st century. *La Torre: Revista de la Universidad de Puerto Rico*, *11*(41), 345-354.

Drentea, P. (2000). Age, debt and anxiety. *Journal of Health and Social Behaviour, 41*(4), 437-450.

Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: depression symptoms, stress, and coping. *Journal of Clinical Psychology, 62*(10), 1231-1244.

Edjah, K., Domey, E., & Ankomah, F. (2019). Experiences of level 100 undergraduate students in developing countries: A case study in university of Cape Coast, Ghana. *International Journal of Social Sciences & Education Studies, 5*(4), 13-21.

Elias, H., Mahyuddin, R., & Uli, J. (2009). Adjustment Amongst First Year Students in a Malaysian University. *European Journal of Social Science 8*, 498-505.

Enochs, W. K., & Roland, C. B. (2006). Social adjustment of college freshmen: the importance of gender and living environment [Electronic version]. *College Student Journal, 40*(1), 63-72.

Esia-Donkoh, K. (2011). Coping with stress: Strategies adopted by students at the Winneba campus of University of Education, Winneba, Ghana. *US-China Education Review B, 1*(2), 290-299.

Fass, M. E., & Tubman, J. G. (2002). The influence of parental and peer attachment on college students' academic achievement. *Psychology in the Schools*, *39*(5), 561-573.

Fraenkel, J. R., & Wallen, N. E. (1993) *How to design and evaluate research in education*. (2nd ed), McGraw-Hill Inc., New York.

Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. (2007). Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, *48*(3), 259-274.

Gao, Y., Shi, L., Smith, K. C., Kingree, J. B., & Thompson, M. (2016). Physical aggression and mindfulness among college students: Evidence from China and the United States. *International Journal of Environmental Research and Public Health*, *13*(5), 480-486.

García-Forero, C., Gallardo-Pujol, D., Maydeu-Olivares, A., & Andrés-Pueyo, A. (2009). Disentangling impulsiveness, aggressiveness and impulsive aggression: an empirical approach using self-report measures. *Psychiatry Research*, *168*(1), 40-49.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2012). *Educational research: competencies for analysis and application.* (10th ed). Pearson, Upper Saddle River.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2009). *Educational research competencies for analysis and applications*. Pearson, Columbus.

Gay, L. R., & Airasian, P. W. (2003). *Educational research: competencies for analysis and applications* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, *20*(11), 1772-1789.

Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: A longitudinal study of retention. *Journal of Counselling & Development*, *72*(3), 281-288.

Ghanaweb. (2019, September 5). *About 460 trainee teachers to be sacked.* Retrieved from https://www.ghanaweb.com/GhanaHome Page/NewsArchive/About-460-trainee-teachers-to-be-sacked-778481

Grayson, J. P. (2003). The consequences of early adjustment to university. *Higher Education*, *46*(4), 411-429.

Gregerman, S. R., Lerner, J. S., Von Hippel, W., Jonides, J., & Nagda, B. A. (1998). Undergraduate student-faculty research partnerships affect student retention. *The Review of Higher Education*, *22*(1), 55-72.

Grimaldi, E. M., Napper, L. E., & LaBrie, J. W. (2014). Relational aggression, positive urgency and negative urgency: Predicting alcohol use and consequences among college students. *Psychology of Addictive Behaviours*, *28*(3), 893-897.

Grotevant, H. D., & Cooper, C. R. (1985). Patterns of interaction in family relationships and the development of identity exploration in adolescence. *Child Development*, *56*(2), 415-428.

Gutter, M., & Copur, Z. (2011). Financial behaviors and financial well-being of college students: Evidence from a national survey. *Journal of Family and Economic Issues*, *32*(4), 699-714.

Hailikari, T. (2010). *Assessing university students' prior knowledge: Implications for theory and practice.* Retrieved from https://core .ac.uk/download/pdf/14915392.pdf

Hailikari, T., Nevgi, A., & Lindblom-Ylänne, S. (2008). Exploring alternative ways of assessing prior knowledge, its components and their relation to student achievement: A mathematics-based case study. *Studies in Educational Evaluation*, *33*(3-4), 320-337.

Halamandaris, K. F., & Power, K. G. (1999). Individual differences, social support and coping with the examination stress: A study of the psychosocial and academic adjustment of first year home students. *Personality and Individual Differences*, *26*(4), 665-685.

Hampton, T. L. (2005). *Impact of the lack of sleep on academic performance in college students.* Retrieved from https://rdw.rowan.edu/cgi/view content.cgi?article=2009&context=etd

Hardre, P. L., & Reeve, J. (2003). A motivational model of rural students' intentions to persist in, versus drop out of, high school. *Journal of Educational Psychology*, *95*(2), 347-360.

Hartup, W. W., & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin*, *121*(3), 355-359.

Hayhoe, C., Leach, L. J., Allen, M., & Edwards, R. (2005). Credit cards held by college students. *Journal of Financial Counselling and Planning*, *16*(1), 9-11.

Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*(3), 511–524.

Hoffman, J. A., & Weiss, B. (1987). Family dynamics and presenting problems in college students. *Journal of Counselling Psychology*, *34*(2), 157-159.

Holahan, C. J., Valentiner, D. P., & Moos, R. H. (1995). Parental support, coping strategies, and psychological adjustment: An integrative model with late adolescents. *Journal of Youth and Adolescence*, *24*(6), 633-648.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2): 125-132.

Hyun, J. K., Quinn, B. C., Madon, T., & Lustig, S. (2006). Graduate student mental health: Needs assessment and utilization of counselling services. *Journal of College Student Development*, *47*(3), 247-266.

Jain, P., & Jandu, K. (1998). A comparative study of school adjustment of adolescent girls and boys. *Journal of Educational Research Extension, 35*(2), 14-21.

James, R., Krause, K. L., & Jennings, C. (2010). *The first-year experience in Australian universities: Findings from 1994 to 2009.* (Unpublished master's thesis). University of Melbourne.

Jenkins, R., Bhugra, D., Bebbington, P., Brugha, T., Farrell, M., & Coid, J. (2008). Debt, income and mental disorder in the general population. *Psychological Medicine*, *38*(10), 55-60.

Jensen, C., Forlini, C., Partridge, B., & Hall, W. (2016). Australian university students' coping strategies and use of pharmaceutical stimulants as cognitive enhancers. *Frontiers in Psychology*, *7*(5*)*, 277-280.

Johnson, B. (2001). Toward a new classification of nonexperimental quantitative research. *Educational Researcher, 30*, 3-13.

Jones, R. (2008). *Widening Participation - Student retention and success. Proceedings from Research Synthesis for the Higher Education Academy*: Leicester, UK: Leicester University Press.

Joo, S. H., Durband, D. B., & Grable, J. (2008). The academic impact of financial stress on college students. *Journal of College Student Retention: Research, Theory & Practice*, *10*(3), 287-305.

Jyoti, J. (2019). *Effectiveness of cooperative learning on academic anxiety of secondary school students.* Retrieved from https://ijrar.com/upload_issue/ijrar_issue_20543009.pdf.

Kabtamu, A. (2011). Adjustment Problems, Help Seeking Behaviors and Dysfunctional Coping Strategies of First year College Students: The Ethiopian Experience. Department of Professional Studies, *Assela College of Teacher Education, 14*(2), 185-207.

Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, *37*(1), 58-71.

Kahu, E. R., Nelson, K., & Picton, C. (2017). Student interest as a key driver of engagement for first year students. *Student Success*, *8*(2), 55-66.

Kaufman, J. C., Agars, M. D., & Lopez-Wagner, M. C. (2008). The role of personality and motivation in predicting early college academic success in non-traditional students at a Hispanic-serving institution. *Learning and Individual Differences*, *18*(4), 492-496.

Kember, D. (1995). *Open learning courses for adults: A model of student progress*. London, UK: Educational Technology.

Kenny, D. A., & Albright, L. (1987). Accuracy in interpersonal perception: a social relations analysis. *Psychological Bulletin*, *102*(3), 390-397.

Kimberlin, C. L., & Winterstein, A. G (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy, 65*(23), 2276-2284.

Khan, M. (2013). Academic self-efficacy, coping, and academic performance in college. *International Journal of Undergraduate Research and Creative Activities*, *5*(4), 1-11.

Knowles, E. S. (1988). Item context effects on personality scales: measuring changes the measure. *Journal of Personality and Social Psychology, 55*, 312-320.

Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Cause or consequence of school maladjustment?. *Child Development*, *67*(4), 1305-1317.

Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Manifestations and relations to school adjustment in kindergarten. *Journal of School Psychology, 34*(3), 267–283.

Kokemuller, N. (2020). *Examples of academic challenges in college.* Retrieved from https://education.seattlepi.com/examples-academic-challenges-college-1289.html

Kothari, C. R. (2004). *Research methodology: methods and techniques*. New Delhi, India: New Age International Limited, Publishers.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30,* 607-610.

Kurtz, M. M., & Richardson, C. L. (2012). Social cognitive training for schizophrenia: a meta-analytic investigation of controlled research. *Schizophrenia Bulletin*, *38*(5), 1092-1104.

Kwaah, C. Y., & Essilfie, G. (2017). Stress and Coping Strategies among Distance Education Students at the University of Cape Coast, Ghana. *Turkish Online Journal of Distance Education*, *18*(3), 120-134.

Lapsley, D. K., & Edgerton, J. (2002). Separation-individuation, adult attachment style, and college adjustment. *Journal of Counselling & Development*, *80*(4), 484-492.

Lapsley, D. K., Jackson, S., Rice, K., & Shadid, G. E. (1988). Self-monitoring and the "new look" at the imaginary audience and personal fable: An ego-developmental analysis. *Journal of Adolescent Research*, *3*(1), 17-31.

Lapsley, D. K., Rice, K. G., & Shadid, G. E. (1989). Psychological separation and adjustment to college. *Journal of Counselling Psychology*, *36*(3), 286-296.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed). Upper Saddle River NJ: Pearson.

Lenning, O. (1980*). Retention and attrition: Evidence for action and research*. Retrieved from https://files.eric.ed.gov/fulltext/ED192661.pdf.

Lenz, S. (2010). *Exploring college students' perception of the effectiveness of their coping styles for dealing with stress*. Retrieved from https://www.missouristate.edu/assets/honorslogos/logos_vol3_full.pdf #page=74.

Levin, H. (1991). Critical building design factors for indoor air quality and climate: current status and predicted trends. *Indoor Air*, *1*(1), 79-92.

Levin, S. (1982). The adolescent group as transitional object. *International Journal of Group Psychotherapy*, *32*(2), 217-232.

Lin, C. (2006). Culture shock and social support: An investigation of a Chinese student organization on a US campus. *Journal of Intercultural Communication Research*, *35*(2), 117-137.

Lu, Z., Lv, Y., & Deng, X. (2014). Teaching adaptability, teaching approach preference and learning interest: Evidence from freshman in Sichuan University, China. *Asian Social Science*, *10*(7), 29-34.

Lynch, S., Gander, M. L., Kohls, N., Kudielka, B., & Walach, H. (2011). Mindfulness-based coping with university life: A non-randomized wait-list-controlled pilot evaluation. *Stress and Health, 27*(5), 365-375.

Maina, F., Burrell, M., & Hampton, B. (2011). *Coping strategies for students of color in a predominantly white college: Voices from the alumni.* Retrieved from https://files.eric.ed.gov/fulltext/ED518766.pdf.

Makara, K. A., & Madjar, N. (2015). The role of goal structures and peer climate in trajectories of social achievement goals during high school. *Developmental psychology, 51*(4), 473-488.

Markiewicz, D., Doyle, A. B., & Brendgen, M. (2001). The quality of adolescents' friendships: Associations with mothers' interpersonal relationships, attachments to parents and friends, and prosocial behaviors. *Journal of Adolescence, 24*(4), 429-445.

Matud, M. P. (2004). Gender differences in stress and coping styles. *Personality and Individual Differences*, *37*(7), 1401-1415.

McDermott, L. A., & Pettijohn, T. F. (2011). *The influence of clothing fashion and race on the perceived socioeconomic status and person perception of college students.* In Poster presented at the 23rd Annual Association for Psychological Science Convention. Washington, DC.

McIlrath, L., & Lyons, A. (Eds.). (2012). *Higher education and civic engagement: Comparative perspectives*. London, UK: Springer.

Mental Health Foundation (2010). *The lonely society?* London, UK: Jo Griffin.

Miles, M. B., Huberman, A. M., Huberman, M. A., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. Newcastle, UK: Sage.

Miller, S. M., & Kirsch, N. (1987). *Sex differences in cognitive coping with stress.* In R. C. Barnett, L. Biener, & G. K. Baruch (Eds.), *Gender and stress* (p. 278–307). Free Press.

Momoh, A. J. (2010). Effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). *International Journal of Inclusive Education, 6*(2), 113-126.

Mudhovozi, P. (2012). Social and academic adjustment of first year University students. *Journal of Social Sciences, 33*(2), 251–259.

Mugenda, O. M., & Mugenda, A. G. (1999). *Research methods: Quantitative and qualitative approaches*. Nairobi, Kenya: Acts Press.

Muni, A. K., & Pavigrahi, B. (1997). Effects of maternal employment on school going children's adjustment problems, *J Comm. Guid. Res. 14*(3), 209-216.

Mutambara, J., & Bhebe, V. (2012). An analysis of the factors affecting students' adjustment at a university in Zimbabwe. *International Education Studies*, *5*(6), 244-260.

Mwiria, K. (1985). *The Harambee school movement: A historical perspective*. (Unpublished master's thesis). University of Wisconsin.

National Council for Tertiary Education (2012). *Colleges of education bill.* Accra: NCTE.

Negy, C. (2003). Undergraduate students' adaptation to college: Does being married make a difference? *Journal of College Student Development*, *44*(5), 670-690.

Nel, K., Govender, S., & Tom, R. (2016). The social and academic adjustment experiences of first-year students at a historically disadvantaged peri-urban university in South Africa. *Journal of Psychology in Africa*, *26*(4), 384-389.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches*. Allyn and Bacon, New York.

Nkatana, K. N. (2011). *The effectiveness of students support programmes at a tertiary institution: A case study of Walter Sisulu University*. (Unpublished master's dissertation). University of Zululand, Richards Bay, South Africa.

Noam, G. (1986). Borderline personality disorders and the theory of biography and transformation (Part 1). *McLean Hospital Journal*, *11*, 19–43.

Northern, J. J., O'Brien, W. H., & Goetz, P. W. (2010). The development, evaluation, and validation of a financial stress scale for undergraduate students. *Journal of College Student Development, 51*(1), 79-92.

Norvilitis, J. M., & MacLean, M. G. (2010). The role of parents in college students' financial behaviors and attitudes. *Journal of Economic Psychology*, *31*(1), 55-63.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16*(1), 16-94.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd Ed.). New York, NY: McGraw-Hill.

Okongo, R. B., Ngao, G., Rop, N. K., & Wesonga, J. N. (2015). *Effect of availability of teaching and learning resources on the implementation of inclusive education in pre-school centers.* Retrieved from http://ir-library.mmarau.ac.ke:8080/bitstream/handle/123456789/3198/Wesonga%209.pdf?sequence=1&isAllowed=y.

Oliver, P. (2010). *Understanding the research process*. Huddersfield, England: University of Huddersfield Press.

Oludipe, D., & Awokoye, J. O. (2010). Effect of cooperative learning teaching strategy on the reduction of students' anxiety for learning chemistry. *Journal of Turkish Science Education*, *7*(1), 30-36.

Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issues in mixed research. *Research in the Schools, 13*(1), 48-63.

Oswald, D. L., & Clark, E. M. (2003). Best friends forever?: High school best friendships and the transition to college. *Personal Relationships*, *10*(2), 187-196.

Pallant, J. (2010). *SPSS Survival Manual: a step by step guide to data analysis using SPSS* (4th ed.). Berkshire, England: McGraw hill.

Paloutzian, R. F., & Ellison, C. W. (1982). Loneliness, spiritual well-being and the quality of life. *Loneliness: A Sourcebook of Current Theory, Research and Therapy*, *2*(5), 224-237.

Páramo, M. F., Martínez, Z., Tinajero, C., & Rodríguez, M. S. (2014). The impact of perceived social support in first-year Spanish college students' adjustment. *Journal of International Scientific Publications*, *12*, 289-300.

Pascarella, E. T., Wolniak, G. C., Pierson, C. T., & Terenzini, P. T. (2003). Experiences and outcomes of first-generation students in community colleges. *Journal of College Student Development*, *44*(3), 420-429.

Pascarella, E. T., & Terenzini, P. T. (1991). *How College Affects Students*: *Findings and insights from twenty years of research*. San Francisco, CA: Jossey-Bass.

Petersen, I. H., Louw, J., & Dumont, K. (2009). Adjustment to university and academic performance among disadvantaged students in South Africa. *Educational Psychology*, *29*(1), 99-115.

Picton, C., Kahu, E. R., & Nelson, K. (2017). *Friendship supported learning– the role of friendships in first-year students' university experiences.* Retrieved from https://unistars.org/papers/STARS2017/08A.pdf.

Pierce, G. R., Sarason, I. G., & Sarason, B. R. (1996). *Coping and social support.* Retrieved from https://psycnet.apa.org/record/1996-97004-019

Pierceall, E. A., & Keim, M. C. (2007). Stress and coping strategies among community college students. *Community College Journal of Research and Practice*, *31*(9), 703-712.

Pisarik, C. T. (2009). Motivational orientation and burnout among undergraduate college students. *College Student Journal*, *43*(4), 1238-1253.

Polit, D. F., & Hungler, B. P. (1999). *Nursing research: principles and methods*. Philadelphia: JB Lippincott Company.

Rakipi, S. (2015). *Parenting styles: Their impact on adolescent separation and college adjustment*. (Unpublished dissertation). Capella University.

Rani, M., & Keshwal, H. S. (2017). Effect of co-curricular activities on development of social skills of children with intellectual disability. *Journal of Disability Management and Rehabilitation*, *2*(1), 18-21.

Reason, R. D. (2003). Student variables that predict retention: Recent research and new developments. *NASPA Journal*, *40*(4), 172-191.

Recabarren, D. A. (2016). College adjustment, discrimination, and social support among students of colour. Retrieved from https://pdfs.semanticscholar.org/83b4/c6074d1bcce71242bcfa5739f39 3f3155e3b.pdf.

Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of Educational Psychology, 105*(3), 579–595.

Renzulli, S. J. (2015). Using learning strategies to improve the academic performance of university students on academic probation. *The Journal of the National Academic Advising Association*, *35*(1), 29-41.

Rice, C. (2009). *Prevalence of autism spectrum disorders—Autism and developmental disabilities monitoring network.* Retrieved from file:///F:/Thesis%20Writing/becky/cdc_5465_DS1.pdf.

Richey, M. H., & Richey, H. W. (1980). The significance of best-friend relationships in adolescence. *Psychology in the Schools*, *17*(4), 536-540.

Rienties, B., Beausaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education*, *63*(6), 685-700.

Roberts, R., Golding, J., Towell, T., & Weinreb, I. (1999). The effects of economic circumstances on British students' mental and physical health. *Journal of American College Health*, *48*(3), 103-109.

Roberts, R., Golding, J., Towell, T., Reid, S., Woodford, S., & Vetere, A. (2000). Mental and physical health in students: The role of economic disturbances. *British Journal of Health Psychology, 5*(3), 289–297.

Robinson, W. S. (2009). Ecological correlations and the behaviour of individuals. *International Journal of Epidemiology*, *38*(2), 337-341.

Roy, B., Ekka, A., & Ara, A. (2010). Adjustment among university students. *Journal for Social Development*, *2*(2), 121-133.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67.

Rybak, A., & McAndrew, F. T. (2006). How do we decide whom our friends are? Defining levels of friendship in Poland and the United States. *The Journal of Social Psychology*, *146*(2), 147-163.

Saklofske, D. H., Austin, E. J., Mastoras, S. M., Beaton, L., & Osborne, S. E. (2012). Relationships of personality, affect, emotional intelligence and coping with student stress and academic success: Different patterns of association for stress and success. *Learning and Individual Differences*, *22*(2), 251-257.

Samson, J. (2016). *Relationship between social, emotional adjustment with academic achievement of undergraduate student of Ahmadu Bello University, Zaria*. (Unpublished doctoral dissertation). Kaduna State, Nigeria.

Sarantakos, S. (1998). *Social research.* (2nd ed). China: Macmillan Publishers.

Sarason, I. G., Pierce, G. R., & Sarason, B. R. (1996). Domains of cognitive interference. *Cognitive Interference: Theories, Methods, and Findings*, *5*(4), 139-152.

Sarason, I. G., Sarason, B. R., Shearin, E. N., & Pierce, G. R. (1987). A brief measure of social support: Practical and theoretical implications. *Journal of Social and Personal Relationships*, *4*(4), 497-510.

Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: The Social Support Questionnaire. *Journal of Personality and Social Psychology, 44*, 127- 139.

Scott, C. E. (2005). *Learning: The power of group work in facilitating student achievement.* Retrieved from https://digitalcommons.brockport.edu/ cgi/viewcontent.cgi?article=1096&context=edc_theses.

Schultz, B. R. (2008). *A descriptive study of freshmen adjustment to college at the University of Alaska.* Retrieved from http://gradworks.umi. com/33/38/3338012.html.

Secuban, M. J. (2012). The social readiness of first- and second-year college students: Variables   supporting   success.   http:// www.leadingtoday.org/weleadinlearning/Spring2012/Article%202%20 -%20Secuban.pdf.

Sennett, R. (2003). *Respect in a World of Inequality*. New York: W.W. Norton.

Sharma, P., & Saini, N. (2013). Health, social and emotional problems of college students. *Journal of Humanities and Social Sciences*, *14*(5), 21- 34.

Shaver, P., & Hazan, C. (1987). Being lonely, falling in love. *Journal of Social Behavior and Personality*, *2*(2), 105-109.

Shaver, P., Furman, W., & Buhrmester, D. (1985). *Transition to college: Network changes, social skills, and loneliness.* Retrieved from https://psycnet.apa.org/record/1987-97266-009.

Shields, A., Dickstein, S., Seifer, R., Giusti, L., Dodge Magee, K., & Spritz, B. (2001). Emotional competence and early school adjustment: A

study of preschoolers at risk. *Early Education and Development*, *12*(1), 73-96.

Sideridis, G. D. (2008). The regulation of affect, anxiety, and stressful arousal from adopting mastery-avoidance goal orientations. *Stress and Health: Journal of the International Society for the Investigation of Stress*, *24*(1), 55-69.

Singh, A. K. (2017). Effect of Co-Curricular Activities on Academic Achievement of Students. *IRA International Journal of Education and Multidisciplinary Studies*, *5*(2), 2455-2526.

Singh, A. K. (1995). *A study of parent-child relationship and adjustment problem among preadolescents*. (Unpublished doctoral thesis) L.N.M.U. Darbhanga.

Singh, A. K., & Gupta, A. S. (2009). *Manual for Academic Anxiety Scale for Children (AASC)*. Agra, National Psychological Corporation.

Sinha, A. K. P., & Singh, R. P. (1995). *Adjustment inventory for college students.* Agra: National psychological corporation.

Smith, A., & Robinson, A. (1996). *Education for mutual understanding: the initial statutory years*. Ulster university press.

Smyth, J. M., Hockemeyer, J. R., Heron, K. E., Wonderlich, S. A., & Pennebaker, J. W. (2008). Prevalence, type, disclosure, and severity of adverse life events in college students. *Journal of American College Health*, *57*(1), 69-76.

Solberg, V. S., Valdez, J., & Villarreal, P. (1994). Social support, stress, and Hispanic college adjustment: Test of a diathesis-stress model. *Hispanic Journal of Behavioral Sciences*, *16*(3), 230-239.

159

Sommer, M., & Dumont, K. (2011). Psychosocial Factors Predicting Academic Performance of Students at a Historically Disadvantaged University. *South African Journal of Psychology, 41*(3), 386-395.

Spady, W. G. (1971). Status, achievement, and motivation in the American high school. *The School Review*, *79*(3), 379-403.

Stack, S. (1979). Durkheim's theory of fatalistic suicide: A cross-national approach. *The Journal of Social Psychology*, *107*(2), 161-168.

Stat Trek. (2020). *Teach yourself statistics*. Retrieved from http://stattrek.com/Tables/Random.aspx.

Stirling Council. (2020). *Extra-curricular activities*. Retrieved from https://stirling.gov.uk/learning-education/extra-curricular-activies

Sudman, S. (1985). Efficient screening methods for the sampling of geographically clustered special populations. *Journal of Marketing Research 22*, 20-29.

Suwantarathip, O., & Wichadee, S. (2010). The impacts of cooperative learning on anxiety and proficiency in an EFL class. *Journal of College Teaching & Learning (TLC)*, *7*(11), 51-58.

Tatto, M. T., Peck, R., Schwille, J., Bankov, K., Senk, S. L., Rodriguez, M. & Rowley, G. (2012). *Policy, practice, and readiness to teach primary and secondary mathematics in 17 countries: Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-MM)*. International Association for the Evaluation of Educational Achievement. Herengracht 487, Amsterdam, 1017 BT, The Netherlands.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A., & Updegraff, J. A. (2000). Biobehavioural responses to stress in females: tend-and-befriend, not fight-or-flight. *Psychological Review*, *107*(3), 411-420.

Thenga, N. E., Mutshaeni, H. N., & Mashau, T. S. (2015). Secondary school learners' stress coping strategies. *International Journal of Educational Sciences*, *10*(1), 21-27.

Thurber, C. A., & Walton, E. A. (2012). Homesickness and adjustment in university students. *Journal of American College Health, 60*(5), 415-419.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *The Journal of Higher Education*, *59*(4), 438-455.

Tinto, V. (1993). Toward a theory of doctoral persistence. *Leaving College. Rethinking the Causes and Cures of Student Attrition*, *5*(3), 230-256.

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention: Research, Theory & Practice*, *8*(1), 1-19.

Tinto, V. (2012). Enhancing student success: Taking the classroom success seriously. *Student Success*, *3*(1), 1-5.

Tinto, V. (1975). Dropouts from higher education: A theoretical synthesis of the recent literature. *A Review of Educational Research*, *45*, 89-125.

Titley, R. W., & Titley, B. S. (1980). Initial choice of college major: Are only the "Undecided" Undecided? *Journal of College Student Personnel*, *21*(4), 293-98.

Tokuno, K. A. (1986). The early adult transition and friendships: Mechanisms of support. *Adolescence*, *21*(83), 593-596.

Tom, R. F. (2015). *Adjustment experiences and coping strategies of first-year students at the University of Limpopo (Turfloop Campus)* (unpublished dissertation). University of Limpopo.

Tsadidey, S. W. K. (2005). *The teacher education system in Ghana - An appraisal.* Accra: GNAT.

Upcraft, M. L., & Gardner, J. N. (1989). *The freshman year experience helping students survive and succeed in college*. San Francisco, CA: Jossey-Bass Inc.

Vallerand, R., Pelletier, L., Blais, M., Brière, N., Senécal, C., & Vallieres, E. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement.* *52*. 1003-1003. 10.1177/0013164492052004025.

VandenBos, G. R. (2015). APA dictionary of psychology. (2nd ed.). Washington, DC: American Psychological Association.

Vrioni, R. (2011). *Effects of group learning on the academic performance of university students.* Retrieved from http://www.scientiasocialis.lt/pec/files/pdf/vol33/111-117.Vrioni_Vol.33.pdf

Wade, R. (1987). The management of common property resources: collective action as an alternative to privatisation or state regulation. *Cambridge Journal of Economics*, *11*(2), 95-106.

Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and socio-cultural competence during cross-cultural transitions. *International Journal of Intercultural Relations, 18*, 329-343.

Walker, L. S., & Greene, J. W. (1987). Negative life events, psychosocial resources, and psychophysiological symptoms in adolescents. *Journal of Clinical Child Psychology*, *16*(1), 29-36.

Webb, M. (1989). A theoretical model of community college student degree persistence. *Community College Review*, *16*(4), 42-49.

Weiss, R. (1974). The Provisions of Social Relationships. In: Rubin, Z., Ed., Doing unto Others, Prentice Hall, Englewood Cliffs, 17-26.

Werner, N. E., & Crick, N. R. (1999). Relational aggression and social-psychological adjustment in a college sample. *Journal of Abnormal Psychology*, *108*(4), 6-15.

Wilson, N. (2009). *Impact of extracurricular activities on students.* Retrieved from

https://minds.wisconsin.edu/bitstream/handle/1793/43405/2009wilson n.pdf?sequence=1

Wintre, M. G., & Yaffe, M. (2000). First-year students' adjustment to university life as a function of relationships with parents. *Journal of Adolescent Research*, *15*(1), 9-37.

World Health Organization (2020). *Coronavirus disease advice for the public*. Retrieved from https://www.int/emergencies/diseases/novel-coronavirus.

Worthy, S. L., Jonkman, J., & Blinn-Pike, L. (2010). Sensation-seeking, risk-taking, and problematic financial behaviors of college students. *Journal of Family and Economic Issues*, *31*(2), 161-170.

Wright, C. (2018). *The effects of aggression on college adjustment when accounting for impulsivity.* Retrieved from https://digitalcommons. acu.edu/cgi/viewcontent.cgi?article=1081&context=etd.

Yang, Y. J., Qui, X. H., Lin, W., Qiao, Z. X., Yang, X. X., & Sun, H. L. (2012). Associations among impulsivity, aggression, and subthreshold depression in Chinese university students. *Social Behaviour and Personality: An International Journal*, *40*(2), 239-249.

Yasin, A. S., & Dzulkifli, M. A. (2010). The relationship between social support and psychological problems among students. *International Journal of Business and Social Science*, *1*(3). 12-60.

Yazedjian, A., Purswell, K., Sevin, T., & Toews, M. (2007). Adjusting to the first year of college: Students' perceptions of the importance of parental, peer, and institutional support. *Journal of the First-Year Experience & Students in Transition*, *19*(2), 29-46.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Zhang, F. (2017). Quality improving strategies of college English teaching based on micro-lesson and flipped classroom. *English Language Teaching*, *10*(5), 243-249.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

This questionnaire is for collecting information about the adjustment challenges, coping methods, and solutions suggested by Colleges of Education students in the Eastern Region, Ghana. Kindly help complete this questionnaire. It is made up of four sections; Sections A, B, C, and D. This questionnaire will take less than 20 minutes to complete. The information you supply will be used for statistical purposes only and will be held in confidence. Thank you for participating in this study.

SECTION A

Background Information

Instruction: Please, in items 1-5, tick in the bracket the response that applies to you most.

1. Your College

    a. Abetifi Presby College (   )

    b. Seventh Day Adventist College (   )

    c. Mount Mary's College (   )

    d. Presbyterian Women College of Education (   )

    e. Presbyterian College of Education (   )

    f. Kibi College of Education (   )

    g. Oda Methodist College of Education (   )

2. Your Programme of study

    a. B.Ed JHS programme(   )

    b. B.Ed Primary programme(   )

    c. B.Ed Early Childhood Education(   )

166

3. Gender: Male (   ); Female (   )

4. Form/Level: One (   )   Two (   )

5. Age:

    a. 17 and below (   )

    b. 18-21 (   )

    c. 22-24 (   )

    d. 25- 28 (   )

    e. 29+ (   )

SECTION B

Instruction: Please, indicate your position on each of the statements listed as 7-34 on the tables that follow by ticking (✓) for each statement the option that applies to you most. SD means Strongly, D means Disagree, UD means Undecided, A means Agree and SA means strongly agree.

Statements about Adjustment Challenges	SD	D	UD	A	SA
6. It is intellectually demanding for me at college than high school					
7. I cannot adapt to new approaches to teaching and learning at college					
8. Self-learning is a difficult task for me in college					
9. Our teachers seem not be properly trained to facilitate teaching and learning					
10. I could not get adequate academic preparation before coming to this college					
11. The general environment of the college does not facilitate teaching and learning					
12. I have difficulty mixing with other students in the college					
13. I am not satisfied with the level at which I am					

167

performing academically.					
14. I am finding academic work at college difficult.					
15. It was difficult for me when I separated from my family to college					
16. I find it difficult to get involved in extra-curricular activities in college					
17. I usually feel lonely at college					
18. Making new friends is a difficulty for me in college					
19. I face discrimination in this college					
20. I was indecisive about the programme of study when I entered the college					
21. I worry about finances in college					
22. I have had problem with sleep since I came to college					
23. Taking responsibility for myself, has not been easy.					
24. I am not confident that I will be able to deal in a satisfactory manner with future challenges here at college.					
25. I get angry too easily at college					
26. I feel more tense or nervous in college					
27. I haven't been able to control my emotions very well in college.					
28. I feel I don't have sufficient motivation for studying in college.					
29. Separation from my families has affected my adjustment in college					
30. I am experiencing a lot of difficulty coping with the stresses that College attendance imposes on me.					
31. I sometimes think about dropping out of this college					
32. I feel like deferring my programme in college for a					

while					
SECTION C					
Statements about Coping Methods	**SD**	**D**	**UD**	**A**	**SA**
33. I ask for help from friends in college in adjusting					
34. I build good relationships to help me adjust better in college					
35. Increasing my knowledge about my college helps me adjust well					
36. I join study groups to help me cope with adjustment challenges					
37. I participate in college activities in order to adjust well					
38. I seek help from school counsellors to help me to adjust better in school					
39. Support from family members help me adjust better in college					
40. I get support from teachers to help me adjust better in college					
41. I get motivation from colleagues in college to help me adjust academically well					

SECTION D

Your suggested solutions for challenges faced

42. In the space given   below, please suggest **one** solution you feel is the

best one that college of education students can use for facing their

challenges.

……………………………………………………………………

…………………………………………………………………….

169

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

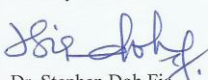Our Ref:

Your Ref:
DGC/L.2/Vol.1/ 126

13th July, 2020

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Gabriel Kumah a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Adjustment Challenges, Coping Methods and Solutions Suggested by College of Education Students in Eastern Region, Ghana".* We are by this letter affirming that, the information he will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

APPENDIX C

ETHICAL CLEARANCE

171

APPENDIX D

MAP OF EASTERN REGION SHOWING LOCATIONS OF COLLEGES
OF EDUCATION.