



*The Cradle of Knowledge: African Journal of  
Educational and Social Science Research*  
AJESSR - ISSN 2304-2885-p, 2617-7315-e  
Volume 11, Issue 1, 2023  
P.O. Box 555 (00202) Nairobi, Kenya  
[editor@serek.or.ke](mailto:editor@serek.or.ke)

**SOCIETY OF  
EDUCATIONAL  
RESEARCH  
AND  
EVALUATION  
IN KENYA**

## **Orientation programme influences emotional adjustment of first-year students in public universities in Kenya**

Gladys Nyaboke Osoro & Callen Nyamwange  
Kisii University, P.O. Box 408 – 40200, Kisii, Kenya  
[nyamwangebona@gmail.com](mailto:nyamwangebona@gmail.com); [gladsoro@yahoo.co.u](mailto:gladsoro@yahoo.co.u)

### **Abstract**

*Orientation programme is a gate keeper to facilitate the integration of new students into the university environment. Student adjustment increases their likelihood of success and retention. However, various studies reveal that a huge number of first years leave university due to adjustment related challenges. Specifically, the study endeavoured to ascertain the degree to which orientation programme influences emotional adjustment of first-year students in public universities in Kenya; the study used descriptive survey design and mixed methods research approach. The study was conducted in nine public universities in Kenya. Slovin's formula and purposeful sampling technique were employed to obtain 479 respondents from the target population of 71,285. Data was collected using a questionnaire, focused group discussions, and in-depth interview schedule. Both qualitative and quantitative techniques that include Content Analysis, Means and Standard Deviation, Factor Analysis, Analysis of Variance (ANOVA), and Post-hoc t-tests were utilized. Detailed analyses revealed that new-urban universities obtained the highest levels of adjustment followed by new-rural universities, then old-urban universities, and old-rural universities as the least on; how to manage homesickness, how to handle loneliness, how to manage emotions such as anger, stress, mood-swings, guilt, fear, and frustration, the dangers of experimenting with alcohol and other substances of abuse, and on how to handle personal and intrapersonal conflicts. New-rural universities on the other hand, obtained highest levels of adjustment followed by new-urban universities, then old-urban universities, and old-rural universities as the least on how to develop healthy relationships with people of either gender. The establishment of proper counselling and wellness centres in all institutions of higher learning equipped with proper psychological assessment tools and manned by fully qualified and experienced service providers.*

**Key words:** *Orientation; emotion; adjustment; counselling; institution; wellness*

### **1. Introduction**

Emotional adjustment has been defined differently by different people depending on the usage. Al-khatib, Awamleh and Samawi (2012) for instance consider emotional adjustment to refer to students' ability to achieve self-satisfaction within different activities in a university environment while Budgen, Main, Callcott and Hamlett (2014) indicates that emotional adjustment is the ability of university age student to confront and cope ardently with stressors and decisions related to the undergraduate experience.

Emotional adjustment is significant for first year students because an emotionally well-adjusted students are able to confront mental and bodily suffering and uneasiness learners may experience as they enter college (Budgen et al., 2014). Psychological problems such as anxiety and depression can negatively affect academic performance (Yau, Sun & Cheng, 2012), while psychological well-being can lead to vigour and higher academic achievement (Chow, 2010).

Students begin experiencing varied emotions way before joining university. Ginty and Boland (2016) reveal that transitioning students experience feelings of anxiety mixed with enthusiasm and vitality as they look forward to a new start. Initial period of university life may also involve deep personal struggle and apprehension as new students find themselves in a dilemma between the campus culture and home environment (Kalimasi & Chasilala, 2016).



Consequently, newly admitted students have to deal with changing roles and forming individual standards, acquaint themselves with the new environs and start a new way of life with new practices (Huie, Winsler & Kitsantas, 2014); face the burden of handling new roommates, eating in the mess, mixing with colleagues from diverse civilizations, new faculty, large classes with a lot of assignments, different teaching styles and where to find the needed support (Briggs, Clark, & Hall, 2012). Besides, majority experience financial difficulties (Hassel & Ridout, 2018) hence, some cannot afford three meals a day, others live in deplorable conditions, yet others suffer delayed graduation due to deferment of studies (Kyalo & Chumba, 2011). All these may translate into possible emotional or psychological anguish and hinder the development of their belongingness.

Research has established that transitioning to university can be one of the most stressful, lonely and disorienting experience (Aderi, Jdaitawi, Ishak, & Jdaitawi, 2013; Budgen et al., 2014; Ginty & Boland, 2016). High stress level may affect memory, concentration, and problem-solving ability and may compromise learning, coping, and academic performance (Ababu, Yigzaw, Besene & Alemu, 2018). Emotionally isolated students suffer health threats such as impaired cognitive function, depression, higher risk of elevated blood pressure, and sleep issues (Cacioppo, Hawkley, & Thisted, 2010); As a result, it has been established that high rates of psychological morbidity are being recorded among first year university students (McDermott & Pettijohn, 2011); and higher rates of depression (Bore, Pittolo, Kirby, Dluzewska, & Marlin, 2016) than in the general public.

Studies reveal that newly admitted students are unable to deal with the initial difficulties because majority are not adequately prepared for university life (Kalimasi & Chisalala, 2016; Nyamwange, 2016); others have unrealistic expectations (Kandinko & Mawer, 2013); While some are still wondering whether their admission to that particular university and into a given discipline is satisfactory and others find their value and belief system in conflict with those of the university. In the process of trying to address the stresses and challenges of starting university, many first-year students experience adjustment and negative emotions such as discrimination and feelings of helplessness (Kaur, 2012; Carter, Pagliano, Francis, & Thorne, 2017).); feeling of disappointment and disillusionment which can lead to dropping-out of the university (Mudhovozi, 2012); seclusion, nervousness, and dread of disappointment or condemnation (Servinc & Gizir, 2014); homesickness, confusion, and fear of graduation Budgen et al., 2014).

Given the foregoing, assisting new students establish meaningful friendship and networks during orientation, and sensitizing them on the use of, and provision of credible psychosocial support services is useful, not only for a successful transition but also for developing a sense of community and connection to the university and emotional well-being. Nevertheless, studies conducted by Gudo and Olel, (2011); and Ayuma and Kiboioy (2019) reveal that counselling services are either wanting in many Kenyan Public Universities. This means that many students in Kenyan Public Universities are bound to suffer emotional setbacks.

## **2. Methodology**

This study utilized a descriptive-survey research design which aims to accurately and systematically describe a population, situation or phenomenon and can use a wide variety of quantitative and qualitative methods to investigate one or more variables. In this study, data were collected using Questionnaires, in-depth interviews, and focused group discussions.

The study clustered the 31 chartered public universities into old and new universities where the old universities were considered as those that had been in existence for more than ten years; they were seven (7) while the new universities were those chartered from 2010 to date and numbered twenty-four (24). Mugenda and Mugenda, (2013) stated that 30% of the population makes a good representation to generalize the findings. The study sampled 9(30%) out of 31 universities to participate in the study. Further, these universities were clustered into urban and rural. That is, those located in major cities or urban centres and those located in a more or less rural setting.

Using proportionate sampling technique, 2 old universities and 7 new universities were sampled. Then simple random sampling technique was applied to obtain one old university from an urban setting and another from a rural setting; and three (3) new universities from urban setting and four (4) from rural setting.

Using Slovin's formula, the study obtained 398 first years as first category of respondents. In addition, purposive sampling technique was used to sample 81 second category of respondents who comprised of 27 student leaders, 36 peer counsellors, nine (9) Student Counsellors, and nine (9) Deans of Students, making a total of 479 respondents.

The study utilized structured questionnaires with closed ended questions based on research objectives, questions and related literature to solicit data from the first-year students. The use of questionnaires enabled the researcher to collect



a large amount of information from many people from different areas within a relatively short period of time in line with Cooper and Rothman (2015). Focused Group Discussion (FGD) conducted among student leaders and peer counsellors were used to collect in-depth qualitative data that covered participants' perception on emotional adjustment while Interview Schedules were conducted among 9 Deans of Students and 9 Student Counsellors. Recorded data were combined; discussed and relevant information was isolated and included in the analysis of the research results based on thematic areas.

### 3. Results

Nine research items had been formulated covering various aspects of emotional adjustment and it was assumed that they will measure emotional adjustment construct of first year students. A confirmatory factor analysis was conducted to check on the strength of the component.

**Table 1: Factor analysis of emotional adjustment component**

| Emotional adjustment items   | Component 1 |
|--|-------------|
| E1 How to manage homesickness  | .952        |
| E2 How to manage emotions such as anger, stress, mood-swings, guilt, fear, and frustration | .986        |
| E3 Loneliness  | .989        |
| E4 How to manage freedom in a university set-up  | .989        |
| E5 The dangers of experimenting with alcohol and other substances of abuse                 | .982        |
| E6 How to utilize psychosocial support services  | .973        |
| E7 How to develop healthy relationships with people of either gender                       | .978        |
| E8 How to interact with people of diverse culture  | .988        |
| E9 Identification of common mental illnesses among university students                     | .987        |
| Cronbach's alpha   | .995        |

Table 1 Principal Component Factor analysis shows that emotional adjustment items on; how to interact with people of diverse culture, identification of common mental illnesses among university students, the dangers of experimenting with alcohol and other substances of abuse, how to manage freedom in a university set-up, how to manage emotions such as anger, stress, mood-swings, guilt, fear, and frustration, and how to manage emotions such as anger, mood-swings, guilt, fear, and frustration had a correlation coefficient of 0.98. the items on; how to develop healthy relationships with people of either gender, and how to utilize psychosocial support services had a correlation coefficient of 0.97, while the item how to manage homesickness had a correlation coefficient of 0.95.

Largely, the variables had correlation coefficients above 0.9. This was more than the critical value of 0.7 on a scale of -1 to +1, therefore this shows that all the items were addressing a common construct named emotional adjustment and were highly correlated in the measurement of the influence of orientation programmes in the four categories of public universities. Thus, the 9 items were factored into one component: emotional adjustment and the component factor analysis of variance done (Table 1). The Cronbach's alpha for the data collection tool was .995 which is greater than .70 indicating that the tool was highly consistent internally hence reliable to collect data to measure the construct emotional adjustment.

### Descriptive analysis

The study aimed at finding out how each university rated in the emotional adjustment component. Students were asked the extent to which they agreed or disagreed with the formulated items on a 4-point likert scale, with a 4 for strongly agree, 3 agree, 2 disagree and 1 strongly disagree. So, with mean scores ranging between 1.9 and around 2.6, it implies that majority of respondent were inclined towards disagreeing with various statements made. Table 2 shows the means and standard deviations per category.



**Table 2: Mean and standard deviation of emotional adjustment in university categories**

| University category    | N   | Mean   | Std. Deviation |
|------------------------|-----|--------|----------------|
| Old urban Universities | 109 | 2.1247 | 1.04036        |
| Old-rural Universities | 84  | 1.9471 | 1.10796        |
| New-urban Universities | 100 | 2.6474 | 1.02496        |
| New-rural Universities | 97  | 2.4564 | 1.17453        |
| Total                  | 390 | 2.3046 | 1.11637        |

Descriptive analysis was conducted to determine the mean and standard deviation of the influence of orientation programme on emotional adjustment of first year students among the four categories of universities. Table 2 shows that the mean for emotional adjustment in Old –urban university was (M=2.1247, STD= 1.04036), Old-rural university (M=1.9471, STD= 1.10796), New-urban university (M=2.6474, STD=. 1.02496), and New-rural university (M=2.4564, STD=1.17453).

The results Table 2 reveal that the mean for new-urban university category was the highest followed by new-rural, old-urban and that of old-rural was the lowest. These results show that orientation programme assisted first year students to adjust to a higher degree emotionally in new-urban universities and new-rural universities compared to old-urban and old-rural categories. According to the study findings, the differences were attributed to the way the emotional aspects are handled during orientation in the different categories of universities. The study found out that in new universities, there is a harmonized way of handling this aspect. New students are addressed together in large groups where counsellors share information on emotional issues first year students are likely to encounter and how they can be handled. Then students are divided into smaller groups and assigned peer counsellors who continue guiding them when in need. In old universities there is no uniform way of doing it. Many aspects are handled at faculty or school’s level. Although, they equally assign peer counsellors and senior students to assist first years, much emphasis is laid on academics. Besides, their ratios are much higher compared to those of new universities.

### Inferential statistics

Factor analysis was used to determine the correlation between the items, hence their suitability to measure the influence of orientation programme on emotional adjustment. Analysis of Variance (ANOVA) was then used to establish statistical significance difference of the influence of orientation programme on emotional adjustment among the four categories of public universities. Post-hoc analysis was finally used to determine where differences in the influence of orientation programmes on emotional adjustment occurred among the four categories of public universities.

**Table 3: Analysis of variance of emotional adjustment among categories of universities**

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 28.032         | 3   | 9.344       | 7.896 | .000 |
| Within Groups  | 456.768        | 386 | 1.183       |       |      |
| Total          | 484.801        | 389 |             |       |      |

One-way ANOVA (4) yielded  $F_{3, 386} = 7.896$ ,  $p\text{-value} = .000 < 0.05$  demonstrating that at least one pair of the categories was statistically different. The null hypothesis: There is no statistically significant influence of orientation programme on emotional adjustment of first year students in public universities in Kenya was rejected and the alternative hypothesis upheld



**Table 4: A post-hoc analysis on emotional adjustment**

| (I) U.CAT              | (J) U.CAT | Mean Difference (I-J) | Sig. |
|------------------------|-----------|-----------------------|------|
| Old-urban Universities | Old-rural | 1.7765                | .679 |
|                        | New-urban | -.52265*              | .004 |
|                        | New-rural | -.33169               | .125 |
| Old-rural Universities | Old urban | -.17765               | .679 |
|                        | New-urban | -.70030*              | .000 |
|                        | New-rural | -.50934*              | .009 |
| New-urban Universities | New-rural | .19097                | .601 |

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

Table 4 reveal that Old-urban University and New-urban university, Old-rural university and New-urban university; and Old-rural university and New-rural university were established to be statistically significantly different (mean difference= -.52265\*, -.70030 and -.50934\* p-value= .004, .000 and .009 < 0.05).

These outcomes reveal that orientation programme assisted first year students in New-urban universities adjust significantly better emotionally compared to students in Old-urban universities. Similarly, Students in new-urban adjusted significantly better emotionally compared to students in old-rural universities and new-rural universities adjust better than first year students in old-rural universities. The differences witnessed were as a result of the different environments where these universities are located and hence the challenges that exist, the size of the respective institutions, student population, the level of interaction between first year students and the facilitating agents.

**Table 5: Multiple Comparisons on how to develop healthy relationships and handle interpersonal conflicts**

| Dependent Variable  | (I) U.CAT | (J) U.CAT | Mean Difference (I-J) | Std. Error | Sig. |      |
|---|-----------|-----------|-----------------------|------------|------|------|
| How to develop healthy relationships with people of either gender | Old urban | Old rural | 1.111*                | .051       | .000 |      |
|   |           | New urban | -2.168*               | .049       | .000 |      |
|   |           | New rural | -2.908*               | .049       | .000 |      |
|   | Old rural | New urban | -1.058*               | .052       | .000 |      |
|   |           | New rural | -1.798*               | .052       | .000 |      |
|   |           | New urban |                       |            |      |      |
|   | New urban | New rural | -.740*                | .050       | .000 |      |
|   |           | Old urban | Old rural             | -.877*     | .034 | .000 |
|   |           |           | New urban             | 1.972*     | .032 | .000 |
| New rural   | -2.962*   |           | .033                  | .000       |      |      |
| How to handle personal and intrapersonal conflicts                | Old rural | New urban | -1.095*               | .035       | .000 |      |
|   |           | New rural | -2.085*               | .035       | .000 |      |
|   |           | New rural | .990*                 | .033       | .000 |      |

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

Table 5 Tukey HSD analysis revealed that the influence of orientation programme on how to develop healthy relationships with people of either gender was significant (p=.000) and higher at old-urban universities than old-rural universities (Mdf=+1.111\*). However, the influence was significant (p=.000) but lower at old-urban universities than new-urban universities (Mdf= -2.168\*), and new-rural universities (Mdf= -2.908\*). Likewise, the influence was significant (p=.000) but lower at old-rural than new-urban universities (Mdf= -1.058\*), and new-rural universities (Mdf= -1.798\*). In addition, the influence was significant (p=.000) but lower at new-urban universities than new-rural universities (Mdf= -.740\*).



Results of Table 5 show that the influence of orientation programme on how to handle personal and intrapersonal conflicts was significant ( $p=.000$ ) and higher at old-urban universities than new-urban universities ( $Mdf=+1.972^*$ ), whereas, it was significant ( $p=.000$ ) but lower than at old-rural universities ( $Mdf= -.877$ ), and new-rural universities ( $Mdf= -2.085^*$ ). Equally, it was significant ( $p=.000$ ) but lower at old-rural universities than new-urban universities ( $Mdf= -1.095^*$ ), and new-rural universities ( $Mdf= -1.998$ ). But, the influence was significant ( $p=.000$ ) and higher at new-urban universities than new-rural universities ( $Mdf=+.990$ ).

The study found out that because new universities orient new students together, they give synthesised information that touches on specific challenges that students encounter. Specifically, it was established that many of the challenges that new students present centre on relationships. Therefore, students are well guided on how to handle personal and intrapersonal conflicts and develop healthy relationships with people of either gender. On the other hand, in old Universities where much of the orientation is done at faculty level, different facilitators tackle different aspects differently and as a result, the outcomes also differ. Besides, the study established that although students are advised to visit the counselling centres for further guidance, very few visit the facilities. This explains why students in old universities registered lower adjustment levels compared to their counterparts in new universities as per the results Table 5.

Quantitative results on the influence of orientation programme on emotional adjustment revealed that first year students in new-urban universities and new-rural universities attained higher emotional adjustment levels compared to students in old-urban universities and old-rural universities. Moreover, first year students in new-urban universities adjusted significantly better emotionally than students in old-urban universities and old-rural universities. In the same way, students in New-rural universities adjusted significantly better emotionally than students in old-rural universities (mean difference=  $-.52265^*$ ,  $-.70030$  and  $-.50934^*$   $p$ -value=  $.004$ ,  $.000$  and  $.009 < 0.05$ ).

Detailed analyses revealed that the degrees of adjustment on emotional items differed significantly among the different categories of public universities. New-urban universities obtained the highest levels of adjustment followed by new-rural universities, then old-urban universities, and old-rural universities as the least on; how to manage homesickness, how to handle loneliness, how to manage emotions such as anger, mood-swings, guilt, fear, and frustration, the dangers of experimenting with alcohol and other substances of abuse, and on how to handle personal and intrapersonal conflicts. New-rural universities on the other hand, obtained highest levels of adjustment followed by new-urban universities, then old-urban universities, and old-rural universities as the least on how to develop healthy relationships with people of either gender.

To supplement the quantitative results on the influence of orientation on emotional adjustment of first year students in public universities, Focus Group Discussion were carried out by members from old universities who indicated that during orientation students are generally guided at the faculty level by staff, peer counsellors and senior students after which they are advised to visit the counselling centre for any specialised attention required. Specifically, FGD members from urban university confirmed that there is a fully established student wellness centre where first year student are encouraged to attend small group discussions during the evening hours guided by peer counsellors and other senior students. Nevertheless, majority of the FGDs confirmed that the numbers of students is huge and for some reasons, many don't seek assistance from the offices but rather from their colleague/peers.

Discussions from both old and new universities emphasized that the time allocated is not adequate to enable them address the various emotional aspects in detail. However, time constraint was more pronounced among the old universities compared to new universities due to huge student populations.

Information gathered from in-depth interviews with Student Counsellors and Deans of Students seemed to support the views of the student leaders and peer counsellors in that, orientation programmes do assist first-year students to emotionally adjust to the university.

Further, majority of the Student Counsellors from new universities specified that during orientation week, they organize evening activities where peer counsellors and senior students share their experiences and guide first-year students on topical issues and highlight on various issues that are likely to affect their lives. Deans of Students and Student Counsellors from across universities were in agreement that during orientation, first-year students are introduced to other support services that would enhance their general well-being such as medical services. Student leaders and peer counsellors were further propped to indicate if they handle any emotional challenges from first-year students especially during the first semester. Focus Group Discussions from both new and old universities



identified homesickness, loneliness, fear of failure, rejection as a result of broken relationships, anxiety, hopelessness, anger, and stress as some of the major emotional challenges. In particular, three peer counsellors and two student leaders reported that they frequently handled first year issues relating to staying away from home. They said that some students were faced with challenges of coping with stress and at the verge of dropping out of school due financial difficulties, and handling relationships with opposite sex. They also present challenges on feelings of worthlessness and low self-esteem.

#### **4. Conclusions**

Results on the degree to which orientation programme influenced emotional adjustment of first-year students in the four categories of public universities in Kenya found out that first year students in new-urban universities and new-rural universities to a higher degree emotionally compared to students in old-urban universities and old-rural universities. Moreover, first year students in new-urban universities adjusted significantly better emotionally than students in old-urban universities and old-rural universities. In the same way, students in New-rural universities adjusted significantly better emotionally than students in old-rural universities.

Detailed analyses reveal that new-urban universities obtained the highest levels of adjustment followed by new-rural universities, then old-urban universities, and old-rural universities as the least on; how to manage homesickness, how to handle loneliness, how to manage emotions such as anger, stress, mood-swings, guilt, fear, and frustration, the dangers of experimenting with alcohol and other substances of abuse, and on how to handle personal and intrapersonal conflicts. New-rural universities on the other hand, obtained highest levels of adjustment followed by new-urban universities, then old-urban universities, and old-rural universities as the least on how to develop healthy relationships with people of either gender.

The differences in the levels of emotional adjustment observed in the different categories of universities with first year students in new universities attaining higher adjustment levels compared to those in old universities was due to the fact that old universities are large in size, have high student populations, and many process and procedures. These causes confusion, fear, anxiety, isolation, and stress among first year students as they try to settle and develop a sense of belonging in the new university environment. New universities are smaller in size, student population is smaller, processes and procedures manageable and therefore, new students find it easier to navigate and obtaining a sense of belonging.

Further the study established that as a result of the relatively fewer numbers of students in new universities, it is easier to map out and address cases of concern. This is because the level of interaction with orientation facilitators and upper students is better compared to old universities where students are many and institutions large hence many of the new students suffer emotionally without being easily identified.

Additionally, lower scores were realized on significant social sub-variables including; how to interact with people of diverse culture, how to manage freedom in a university set-up, on the dangers of experimenting with alcohol and other substances of abuse, and how to develop healthy relationships with people of either gender. The implication is that during orientation greater emphasis should be placed on such emotional variables of adjustment because the emotional well-being of transitioning students is crucial for the overall adjustment and successful completion of studies. An emotionally well-adjusted student argues Budgen et al., (2014) will be able to confront events, decisions, and stressors related to undergraduate experience while an emotionally maladjusted student is likely to encounter challenges.

#### **5. Recommendations**

The establishment of proper counselling and wellness centres in all institutions of higher learning equipped with proper psychological assessment tools and manned by fully qualified and experienced service providers. This will facilitate the capturing of pre-transition characteristics of students and identify at-risk students or those that may require further support in order to come up with appropriate programmes and activities that suit the needs of specific student populations. Also, they will be able to identify students with emotional challenges early enough before they degenerate into mental issues.

#### **References**

Ababu, G. B., Yigzaw, A. B., Besene, Y. D., & Alemu, W. G. (2018). Prevalence of adjustment problem and its predictors among first-year undergraduate students in Ethiopian university: a cross-sectional institution based study. *Psychiatry Journal*, 8(43), 1 -7



- Aderi, M., M. Jdaitawi, M., Ishak, N. A., & Jdaitawi, F. (2013). "The influence of demographic variables on university students' adjustment in north Jordan," *International Education Studies*, 6(2), 172–178
- Al-khatib, B. A., Awamleh, H. S., & Samawi, F. S. (2012). Student's adjustment to college life at Albalqa Applied University. *American International Journal of Contemporary research*, 2(11), 7 – 17
- Ayuma, C., & Kiboiy, K. L. (2019). The Development of an integrated student support programme in universities' guidance and counselling to facilitate student completion of academic programmes. *International Journal of Scientific Research and Management*, 7(4), 972 – 977
- Briggs A.R.J., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university, *Quality in Higher Education*, 18:1, 3-21.
- Bore, M., Pittolo, C., Kirby, D., Dluzewska, T., & Marlin, S. (2016). Predictors of psychological distress and well-being in a sample of Australian undergraduate students *Higher Education and research*, 20(3), 0729-4360. Retrieved, August 17, 2018 <http://dx.doi.org/10.1080/07294360.2016.1138452>
- Budgen, F., Main, J. S., Callcott, D., & Hamlett, B. (2014). The first year at university: Giving Social Capital a Sporting Chance. *Australian Journal Education*, 39(7), 157 – 172. Retrieved, October 12 2017 from <http://ro.ecu.edu.au/ajte/vol39/iss7/9>
- Cacioppo, T. J., Hawkley, C. L., Ronald, A., & Thisted, A. R. (2010). Perceived social isolation makes me sad: 5-year cross-lagged analyses of loneliness and depressive symptomatology in the Chicago health, aging, and social relations study. *American Psychological Association*, 25(2), 453– 463.
- Carter, M. A., Pagliano, P., Francis, A., & Thorne, M. (2017). Australian university students and mental health: viewpoints from the literature. *International Journal of Innovation, Creativity and Change*, 3(3), 1 - 25.
- Chow, H.P.H. (2010). Predicting academic success and psychological wellness in a sample of Canadian undergraduate students. *Electronic Journal of Research in Educational Psychology*, 8, 473–496.
- Cooper, C. L. & Rothmann, I. (2015). *Work and Organizational Psychology*. New York: Routledge.
- Ginty and Boland (2016) Ginty, C., & Boland, J. (2016). Supporting the first year experience in higher education in Ireland: impact on student engagement, teaching practice and institutional policy. *Student Engagement and Experience Journal*. 12(4), 8–12.
- Gudo, C. O. & Olel, M. A. (2011). Students' Admission Policies for Quality Assurance: Towards Quality Education in Kenyan Universities. *International Journal of Business and Social Sciences*, 2(8), 177 – 183.
- Hassel, S., & Ridout, N. (2018). An investigation of first-year students' and lecturers' expectations of university education. *Frontiers in Psychology* 8(2218), 1 - 13.
- Hawkley, L. C., & Cacioppo, J. T. (2010). "Loneliness Matters: A Theoretical and Empirical Review of Consequences and Mechanisms." *Annals of Behavioral Medicine*, 40(2), 218–227.
- Huie, F. C., Winsler, A., & Kitsantas, A. (2014). Employment and first-year college achievement: The role of self-regulation and motivation. *Journal of Education and Work*, 27(8), 110-135.
- Kalimasi, P., & Chisalala, N. (2016). Students' preparation from post-secondary to higher education and working life: information gap for successful transitions in Tanzania. *Uongozi Journal of Management and Development Dynamics*, 27(1), 34- 84.
- Kandinko C. B., & Mawer, M. (2013). Student Expectations and Perceptions of Higher Education. A study of UK higher education Commissioned by the Quality Assurance Agency. Available online at: <https://www.kcl.ac.uk/study/learningteaching/kli/People/Research/DL/QAARreport.pdf>
- Kaur, J. (2012). Adjustment of college students in relation to their well-being. *International Journal of Research in Education Methodology*, 1(2), 37-38.
- Kyalo, P. M., & Chumba, R. J. (2011). Selected Factors Influencing Social and Academic Adjustment of Undergraduate Students of Egerton University. *International Journal of Business and Social Sciences*, 2(18), 274 – 289.
- McDermott, L. A., & Pettijohn, T. F. (2011). *The influence of clothing fashion and race on the perceived socioeconomic status and person perception of college student*. Poster presented at the 3<sup>rd</sup> Annual Association of Psychological Science Convention, Washington, D.C.
- 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. (2013). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: ACTS Press.





- Nyamwange, J. (2016). Influence of student's interest on career choice among first year university students in public and private universities in Kisii County, Kenya. *Journal of Education and Practice*, 7(4), 96 – 102. [www.iiste.org](http://www.iiste.org)
- Sevinc, M. S., & Gizir, A. C. (2014). Factors negatively affecting university adjustment from the views of first year university students: The case of Mersin University. *Educational Science: Theory & Practice*, 14(4), 1301 – 1308.
- Yau, H. K., Sun, H., & Cheng, A. L. F. (2012). Adjusting to University: the Hong Kong Experience. *Journal of Higher Education Policy and Management*, 34(1), 15-27.

