



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



**Prevalence and associated factors of adjustment problems among Addis Ababa University  
first-year 6kilo campus students**

**By:**

**Saron Mesfin Shibeshi**

**ID GSR/2644/15**

**Advisor: Tigist W. (PhD)**

**May, 2025**

**MA in Counseling Psychology**

**Prevalence and associated factors of adjustment problems among Addis Ababa University  
first-year 6kilo campus students**

**By:**

**Saron Mesfin Shibeshi**

**A thesis submitted to the School of Psychology in partial fulfillment of the requirements for  
the Degree of Master of Arts (MA) in Counseling Psychology**

**May 2025**

**Addis Ababa University,**

**Addis Ababa University**  
**College of Education and Language Studies**  
**School of Psychology**

**Prevalence and associated factors of adjustment problems among Addis Ababa University  
first-year 6kilo campus students**

Saron Mesfin Shibeshi

\_\_\_\_\_

Name of the Student

Signature

This is to certify that this thesis is prepared by Saron Mesfin Shibeshi, titled “**Prevalence and associated factors of adjustment problems among Addis Ababa University first-year 6-kilo campus students,**” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (MA) in Counseling Psychology. It complies with the regulations of the University and meets the accepted standards of originality and quality.

**Approved by the Board of Examiners**

\_\_\_\_\_

Chairperson

\_\_\_\_\_

Signature

\_\_\_\_\_

Advisor

\_\_\_\_\_

Signature

\_\_\_\_\_

Internal Examiner

\_\_\_\_\_

Signature

\_\_\_\_\_

External Examiner

\_\_\_\_\_

Signature

\_\_\_\_\_

\_\_\_\_\_

## ACKNOWLEDGMENT

I praise the almighty God for His loving kindness and grace, which accompanied me during the entire research proposal period.

I want to thank Addis Ababa University College of Education and Language Studies, School of Psychology, for giving me this chance to conduct institution-based research.

I would also like to express my thanks to my Advisor, Tigist W. (PhD), for her valuable, consistent, and timely advice, suggestions, and guidance. I would like to express my gratitude to the first-year students of 2023/24 Addis Ababa University, 6-kilo campus, for their enthusiasm and cooperation in participating in this study.

Finally, I would like to express my gratitude to my father, Mesfin Shibeshi, and my younger brother, Liul Mesfin, for their unwavering support and assistance throughout my studies. Thank you, “Dad and Lu.” I am forever grateful.

## ABSTRACT

*Adjustment problem is recognized as a stress-response syndrome, characterized by a maladaptive reaction to an identifiable stressor. Adjustment problems are the most common problems among first-year students who are going through an active adjustment phase when they join the University. The objective is to assess the prevalence of adjustment problems and identify associated factors among first-year undergraduate students in Addis Ababa University 6kilo campus, Addis Ababa, Ethiopia, 2024 GC. An institution-based cross-sectional study design was conducted, and a systematic random sampling technique was employed. Data was collected by using a data collection tool and the SACQ assessment model. Data processing and analysis were done by using Statistical Package for Social Sciences (SPSS) Version 26, then the data were presented in frequency tables and charts. One hundred ninety-nine (64.8%) participants had overall adjustment problems. Among the study participants, a considerable variety of respondents, 142 (46.3%) and 143 (46.6%) respondents had personal-emotional problems and institutional adjustment problems, respectively. Similarly, 134 (43.6%) and 141 (45.9%) had academic adjustment and social adjustment problems, respectively. Variables with an important association with overall adjustment problems were sex, parental marital status, and monthly pocket money. The general prevalence of adjustment problems among first-year regular students was 64.8%. This study indicates that the adjustment problem is becoming a priority among first-year regular university students. So, it's better to emphasize and intervene.*

*Key words: Adjustment problem, first year undergraduate students, academic adjustment, social adjustment, personal emotional adjustment, institutional adjustment.*

## ABBREVIATION

AOR	Adjusted Odds Ratio
COR	Crude Odds Ratio
MOH	Ministry of Health
SPSS	Statistical Package for the Social Sciences
SACQ	Student Adaptation to College Questionnaire
UK	United Kingdom
USA	United States of America
W H O	World Health Organization
DSM-5-TR	Diagnostic and Statistical Manual Fifth Edition, Text Revision
DSM-IV-TR	Diagnostic and Statistical Manual Fourth Edition Text Revision
ICD	International Classification of Diseases
PTSD:	Post Traumatic Stress Disorder
APA	American Psychiatric Association
AAU	Addis Ababa University

## LIST OF TABLES

Table 1: Socio-demographic characteristics of Participants (n=307) .....	24
Table 2: Frequency Distribution of Adjustment Problems of Addis Ababa University First-Year Regular Undergraduate Students, Addis Ababa, Ethiopia, 2024.....	26
Table 3: Cross tabulation of adjustment problem with overall and academic Adjustment, Addis Ababa, Ethiopia, 2024.....	28
Table 4: Cross tabulation of adjustment problem with social, Personal-emotional and institutional Adjustment, Addis Ababa, Ethiopia, 2024. ....	30
Table 5: Binary logistic regression of adjustment problems with overall and academic adjustment, Addis Ababa, Ethiopia, 2024 .....	32
Table 6: Binary logistic regression of social, personal-emotional and institutional adjustment problems with variables, Addis Ababa, Ethiopia, 2024.....	33
Table 7: Multiple logistic regression of overall adjustment problem with variables, Addis Ababa, Ethiopia, 2024. ....	35
Table 8: Multiple logistic regression of academic and social adjustment problem with variables, Addis Ababa, Ethiopia, 2024.....	35
Table 9: Multiple logistic regression of Personal-emotional and institutional adjustment problem with variables, Addis Ababa, Ethiopia, 2024. ....	36

## LIST OF FIGURES

Figure 1: Prevalence of all adjustment problems among Addis Ababa University first-year regular undergraduate students, Addis Ababa, Ethiopia, 2024

# CONTENTS

Acknowledgment.....	iv
Abstract.....	v
Abbreviation.....	vi
<b>List of Tables.....</b>	<b>vii</b>
List of Figures.....	viii
Chapter One.....	4
Introduction .....	4
1.1 Background of the Study .....	4
1.2 Statement of the problem.....	6
1.3. Research Questions.....	7
1.4. Objective of the Study .....	8
1.4.1 General objective .....	8
1.4.2 Specific objectives .....	8
1.5 Significance of the study .....	9
1.6. Scope of the Study .....	9
1.7. Operational Definitions of Terms .....	9
Chapter Two .....	11
Review of Related Literature.....	11
2.1. Definition and concept of adjustment problems .....	11

2.2 Theoretical frameworks .....	12
2.3 Prevalence of adjustment problems .....	13
2.4 Associated factors of adjustment problems .....	15
Chapter Three .....	18
Methods .....	18
3.1 Study area and period .....	18
3.2 Study design .....	18
3.3 populations .....	19
3.3.1 Study population .....	19
3.4 Inclusion and exclusion .....	19
3.4.1 Inclusion criteria .....	19
3.4.2. Exclusion criteria .....	19
3.5 Sample size determination and sampling technique .....	19
3.5.1 Sample size determination .....	19
3.5.2 Sampling technique .....	21
3.6 Study variables .....	21
3.6.1 Dependent variable .....	21
3.6.2 Independent variables .....	21
3.7 Data collection procedure .....	22
3.7.1 Instrument .....	22

3.7.2 Data Collection Method.....	22
3.8 Data quality management .....	23
3.9 Data Processing: Analysis, Interpretation, and Presentation .....	23
3.10 Ethical Considerations.....	23
Chapter Four.....	23
Results .....	24
4.1 Frequency of socio-demographic characteristics.....	24
4.2 Frequency of adjustment problems.....	25
4.4 Cross tabulation of variables .....	28
4.5. Binary logistic regression of adjustment with variables .....	32
4.6 Multiple logistic regression of adjustment disorders with variables.....	33
Chapter five .....	38
Discussion.....	38
Limitations of the Research.....	42
CHAPTER SIX .....	43
CONCLUSION AND RECOMMENDATION .....	43
6.1 Conclusion.....	43
6.2 Recommendation .....	43
References .....	45
ANNEX .....	53

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background of the Study**

The transition from senior secondary school to University is one of the most exciting yet overwhelming experiences in a young person's life. For many first-year students, it means stepping away from home for the first time, leaving behind familiar routines, family, and support system. It also means facing new academic challenges, forming new relationships, and trying to fit into an unfamiliar social environment. While this stage is filled with growth opportunities, it can also bring about significant emotional and psychological stress, especially for students who are not adequately prepared for the transition (Baker & Siryk, 1984; Credé & Niehorster, 2012).

Adjustment problems are common during this phase, often affecting students' academic performance, emotional well-being, and social functioning. According to Kaplan & Sadock's synopsis of psychiatry (Sadock, Sadock, & Ruiz, 2015), adjustment Disorder is characterized by emotional or behavioral symptoms in response to identifiable stressors, such as starting University. Students may experience symptoms like anxiety, low mood, difficulty concentrating, social withdrawal, or even somatic complaints. While these reactions are normal to some extent, they become clinically significant when they interfere with daily functioning or persist longer than expected.

Adjustment problems among first-year university students are a growing concern in higher Education. These issues can affect academic performance, increase feelings of loneliness or homesickness, and lead to emotional distress, including anxiety and depression (Wintre & Yaffe,

2000). In severe cases, students may even consider dropping out. These struggles are not a reflection of personal failure but are often natural responses to major life changes.

According to Baker and Siryk (1984), university adjustment can be categorized into four main areas: academic, social, personal-emotional, and institutional. A disruption in one area often influences the others. For instance, a student who feels isolated socially may struggle to stay motivated academically or feel connected to their university community.

Schlossberg's Transition Theory (1981) provides a helpful framework for understanding these experiences. The theory emphasizes that successful adjustment depends on four factors: situation, self, support, and strategies. While some students come with strong coping skills and external support, others may lack these resources and face greater challenges during their transition (Chickering & Reisser, 1993; Schlossberg, 1981).

In the Ethiopian context, where institutional resources and support systems may be limited, adjustment difficulties can become even more pronounced. A study conducted at Dilla University reported that 42.5% of first-year students experienced notable adjustment problems (Mengesha & Alemayehu, 2021). In comparison, preliminary findings from this study at Addis Ababa University show an even higher prevalence of 64.8%, indicating a need for increased awareness and intervention.

Adjustment is influenced by various factors, including age, gender, financial background, academic preparedness, and access to support systems (Chemers, Hu, & Garcia, 2001). In Ethiopia, students from rural areas often experience additional challenges such as cultural differences, language barriers, and financial pressures, making the transition even more difficult.

This study seeks to better understand the scope and causes of adjustment problems among first-year students at Addis Ababa University. More importantly, it hopes to offer insight into how

universities and stakeholders can support students more effectively during this critical period. Behind every statistic is a young person trying to find their place, and they deserve empathy, support, and guidance.

## **1.2 Statement of the problem**

First-year university students often face serious difficulties in adjusting to their new academic and social environments. Adjustment problems involve emotional and behavioral challenges that occur in response to identifiable stressors, such as entering university for the first time (American Psychiatric Association [APA], 2013). These problems can interfere with students' academic performance, mental health, social interactions, and overall well-being (Saleem & Mahmood, 2013).

Factors contributing to adjustment difficulties include distance from home, limited monthly allowance, being away from family for the first time, and the stress of living with unfamiliar roommates (Anbesaw et al., 2022; Aderi et al., 2013). These changes create disruptions in students' daily routines, which can lead to emotional distress and social withdrawal.

University life introduces new academic pressures and responsibilities, often without the support systems students had at home. This transition can result in high levels of stress, anxiety, and loneliness, especially for those from different cultural or socioeconomic backgrounds (Tinto, 1993). These issues can have long-term effects, including poor academic results and even withdrawal from the university (Gerdes & Mallinckrodt, 1994). Although adjustment disorders are commonly diagnosed in clinical settings, they receive less research attention than other psychological conditions, such as post-traumatic stress disorder (Maercker et al., 2007; Brewin, 2017; Strain et al., 2011).

Globally, adjustment disorders are estimated to occur in 5% to 20% of people receiving mental health services and about 50% in psychiatric consultations (APA, 2013). However, there is a lack of detailed studies, especially in African contexts, including Ethiopia.

Existing research within Ethiopian universities suggests that a significant number of students are affected. A study at Dilla University found that 42.5% of first-year students had adjustment problems (Getu et al., 2018). At Madda Walabu University, many students reported difficulties with time management and adapting to the demands of university-level education (Adem, 2018). Other studies have also identified homesickness and academic stress as major contributors (Gerensea et al., 2019).

Despite these findings, most studies in Ethiopia have been limited in scope or have focused broadly on student well-being. Few have examined the range of social, academic, demographic, and financial factors that may influence student adjustment. In particular, there is little research focused on Addis Ababa University, the country's largest and most diverse institution.

This study aims to fill that gap by identifying the prevalence of adjustment problems among first-year students at Addis Ababa University's 6kilo campus and by analyzing which factors are significantly associated with those problems..

### **1.3. Research Questions**

- What is the prevalence of adjustment problems among Addis Ababa University first-year students?
- Do socio-demographic factors such as age, sex, Ethnicity, Religion, living status, Marital status, Monthly pocket money in birr, Origin, living status, Parental marital status, and Distance from hometown affect adjustment problems? If so in what magnitude and direction?

- Do academic factors such as University entrance exam results and perceived help from colleagues and university staff affect adjustment problems? If so in what magnitude and direction?
- Do social factors such as difficulty in socializing and making friends, difficulty in adjusting to classes, and Social support combined affect adjustment problems? If so in what magnitude and direction?

#### **1.4. Objective of the Study**

##### **1.4.1 General objective**

- To assess the prevalence of adjustment problems and associated factors among first-year undergraduate students in Addis Ababa University's main campus, Addis Ababa, Ethiopia, 2024 GC.

##### **1.4.2 Specific objectives**

- To assess the prevalence of adjustment problems among Addis Ababa University's main campus undergraduate first-year students.
- To determine the association between socio demographic factors such as Age, Sex, Ethnicity, Religion, Marital status, Monthly pocket money in birr, Origin, Living status, Parental marital status and Distance from home town among Addis Ababa university main campus undergraduate first year students.
- To identify any relationship between social factors, such as social support, difficulty in making friends, and difficulty in adjusting to classes, and adjustment problems.

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

Adjusting to the new environment is a big challenge for first-year college or university students. Because they have little or no experience outside their family and lack of coping mechanism, first-year students are prone to worry. And because negligence towards this issue would cause personal, social, spiritual, and educational difficulties, I decided to determine the extent of this problem and its related factors among Addis Ababa University's main campus regular first-year undergraduate students. The result of this study can help in preventing this problem in the future and designing proper intervention studies. The result of this study can be used as a reference for others who will conduct a similar study. The study assessed the prevalence and associated factors of adjustment problems among students at Addis Ababa University, main campus under graduate first-year students, Addis Ababa, Ethiopia, 2024 GC.

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

This study was conducted in Addis Ababa University, the main campus in the 2024 academic year and semester one. To research the prevalence of adjustment problems with students and the factors that are associated with it, the study was limited to the 6-kilo campus to provide insight specific to the topic.

### **1.7. Operational Definitions of Terms**

**A probable case of Adjustment**, in this study, is defined as a cutoff point less than or equal to 201 during the SACQ assessment (Getu et al., 2018).

**No case of Adjustment:** in this study is defined as a cutoff point greater than 201 during SACQ assessment (Getu et al., 2018).

**Probable case of academic adjustment:** in this study, defined as a cutoff point less than or equal to a mean value of 66.44.

**Probable case of social adjustment:** in this study, defined as a cutoff point less than or equal to a mean value of 59.85.

**Probable case of personal emotional adjustment:** in this study, defined as a cut-off point less than or equal to a mean value of 42.15.

**Probable case of institutional adjustment:** in this study, defined as a cut-off point less than or equal to a mean value of 22.37.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.1. Definition and concept of adjustment problems**

Adjustment refers to the process by which individuals adapt to new environments, challenges, or life changes. It involves the ability to cope with and respond to various demands in a way that promotes psychological and emotional well-being. In the context of university students, adjustment refers to how well students adapt to the academic, social, and personal demands of university life. This includes academic adaptation, social integration, and emotional regulation, all of which contribute to the overall student experience (Sullivan et al., 2013).

According to Bashir (2017), adjustment is a dynamic process that involves coping mechanisms, self-regulation, and socialization. Successful adjustment occurs when individuals effectively manage stressors and establish a sense of belonging and identity within their new environment. For university students, adjustment problems can manifest in areas such as academic performance, social relationships, emotional well-being, and physical health (Misganaw & Muluaem, 2020).

According to DSM-IV, the adjustment problem is defined as “the presence of emotional or behavioral symptoms in response to an identifiable stressor, occurring within 3 months of the onset of the stressor, these symptoms are clinically demonstrated as either of the following: marked distress, in excess to what would be expected from exposure to the stressor, or significant impairment of social, occupational, or academic functioning.” (APA,2013)

Lazarus (1999) stated that adjustment is a response from individuals in handling the demands and pressures in their lives. Eshun (2006) explained that adjustment is a response of individuals in dealing with pressures and demands as a result of environmental changes.

## **2.2 Theoretical frameworks**

Attachment theory states that strong parental attachment provides a safe basis to adapt to a new environment, in this case, college, as well as being a haven for support and comfort. Bishop et al. (2019) stated that secure parental attachment predicts success in the transition to college.

Based on the Self-determination Theory, when the social environment increases basic psychological needs such as autonomy, competency, and relatedness, students are more internally motivated and able to handle challenging developmental tasks, including college adjustment (Katz aa& Somers, 2015).

Urie Bronfenbrenner's Bioecological Systems Theory looks at how human development is shaped by various layers of the environment. These layers include the microsystem (family, friends, roommates), the mesosystem (connection between home and school), the exosystem (broader social settings like the community), and the macrosystem (larger societal influences). Bronfenbrenner argues that interactions across these different layers influence how a person develops over time (Bronfenbrenner, 2005). When it comes to first-year students, Bronfenbrenner's theory shows that their environment- from family dynamics to peer relationships to the academic system- plays a big role in how well they adjust to college life. If a student is struggling at home or finds it hard to make friends on campus, these challenges can affect his/her Emotional well-being and academic success. First-year students are often juggling multiple systems (family, school, peers), which can cause stress and lead to adjustment difficulties like anxiety and depression (Bronfenbrenner, 2005). According to Bronfenbrenner, having supportive environments that help balance these systems can make it easier for students to thrive and avoid feeling overwhelmed or disengaged (Bronfenbrenner, 2005).

Vincent Tinto's Student Departure Theory explores why students leave college and what helps them stay. He emphasizes that academic and social integration are key for students to feel connected and motivated. If students fail to integrate into both their academic work and the social environment, they are more likely to face adjustment problems and might even drop out (Tinto, 1975). First-year students, in particular, can struggle with academic and social challenges like homesickness, forming new friendships, and dealing with the pressure of schoolwork. Tinto suggested that when students feel disconnected from the university, they can feel isolated, which often leads to poor academic performance and a higher risk of dropping out (Tinto, 1975). If they can successfully integrate into both the social and academic life at college, they're more likely to adjust well and stick with their studies (Tinto, 1975). Tinto's Student Departure Theory (1975, 1993) (Pascarella & Terenzini, 1983) is a construction of social and academic integration that involves an interactional perspective on integration and considers both individual and institutional environments.

### **2.3 Prevalence of adjustment problems**

Research conducted in Germany in 2015 reported that 53.9% (1353) of the respondents reported at least one adjustment problem life event. 81.6 % (1104) of those reporting at least one life event or chronic stressor named at least one event as distressing. 1102 participants subsequently reported their symptom criteria endorsement and onset of symptoms for the most distressing event; two participants had missing values on all items for the symptom criteria endorsement. 2.0% of the sample was diagnosed with adjustment problems according to the diagnostic algorithm (Glaesmer H, 2015).

According to research conducted in Malaysia, less than 10% of the male and female students were experiencing adjustment problems. It also indicates that about 90% of them had high to moderate

adjustment in all the different types of adjustment. No females were experiencing social adjustment problems. However, male students were experiencing personal emotional adjustment problems and attachment to university problems, 9.5% and 2.3% respectively. Whereas 5.3 % of females exhibited academic adjustment problems compared to males (Primrose C, 2013).

In many African countries, the prevalence of adjustment problems among undergraduate students is high. A study by Fakuade (2016) in Nigeria found that approximately 65% of first-year students reported experiencing moderate to severe adjustment problems, primarily due to academic pressures and social challenges. Similarly, in Kenya, O'Rourke et al. (2019) found that 60% of first-year students experienced stress related to academic demands, peer relationships, and the transition from home life to independent living at the university. In South Africa, Mkhize and Kapp (2020) found that 55% of students reported having difficulties adjusting to the university environment, particularly in terms of academic pressure and emotional well-being.

A study conducted in Ethiopia at Dilla University reported that 228 (42.5%) respondents have an overall adjustment problem. Among the study subjects, a considerable variety of respondents, 103 (19.2%) and 97 (18.1%), had institutional adjustment and academic adjustment problems, respectively. Similarly, 82 (18.1) and 45 (8.4%) respondents had personal-emotional problems and social adjustment problems, respectively (Getu B et al., 2018).

According to the research conducted at Mada walabu university in 2018, among the study subjects 228 (58.2%), respondents had varying degree of difficulty from "Difficulty in managing time and skill" followed by "Difficulties in adjusting to university classes and the accompanying workload", which was found to be 212 (55.5%). Comparatively, reported difficulty for "Health problems" and

“Confused career direction” comprises less percentage of difficulty reported by respondents; 150 (38.3%) and 119 (30.4%), respectively (Adem E, 2018).

A study conducted at Jimma University showed that the prevalence of adjustment problem was 48% which was slightly on top of this study finding. This might be due to the distinction of sample size that was two hundred fourteen students concerned with in the Jimma study (J Jemal, 2011).

Based on ICD-10 criteria and using Schedule for Clinical Assessment in Neuro psychiatry for diagnosis of AD, the prevalence in the general population of AD ranged from 0.2% to 1% in a multinational study conducted in Finland, Ireland, Norway, and Spain (Casey P, 2006).

#### **2.4 Associated factors of adjustment problems**

A 2020 study among First-Year medical students at King Saud University, Riyadh, Saudi Arabia, found that adjustment disorder was significantly linked to being female, younger age, recent illness of a loved one, having family conflicts, and having too much or too little work (Alshammari et al., 2020).

As highlighted by Fakuade (2016) and O’Rourke et al. (2019), academic stress is one of the most prominent factors influencing student adjustment. The high expectations of university education, coupled with an increased workload and unfamiliar teaching methods, significantly contribute to anxiety and academic burnout.

Social isolation and difficulty forming friendships were identified as major contributors to adjustment problems in studies conducted in Kenya and South Africa (Mugambi et al., 2018; Mkhize & Kapp, 2020). Students who struggled with making friends or lacked social support were more likely to report feelings of loneliness and social anxiety, which hindered their overall university adjustment. The cultural transition from rural to urban areas or from different ethnic

backgrounds often leads to difficulties in social integration. Mugambi et al. (2018) found that students who migrated from rural areas to urban universities in Kenya faced more adjustment problems due to cultural shock, differences in social norms, and language barriers.

Financial challenges were another significant factor contributing to adjustment difficulties. Kishore et al. (2016) emphasized that students who faced financial difficulties were more likely to experience emotional distress, which affected their academic performance and social life.

A study among Ethiopian university freshmen found that missing their home, family, and friends for the first time was a major factor affecting their adjustment problem. This meant that students who felt homesick had more difficulties in adapting to the new environment. Homesickness was the most frequent specific problem linked to student's adjustment problem. (Getu B. et al., 2018).

In the study conducted in wollo university, factors such as sex, marital status of respondents' family, distance from home to the university, monthly pocket money in Ethiopian birr (ETB), psychological support, lifetime substance use, current substance use, being away from family/home for the first time, living in a dormitory, difficulty managing time/study skills, and health problems were all associated with adjustment problems. From these, variables such as participants' distance from home from university > 900 km, earning  $\leq 1,000$  ETB pocket money, being away from family/home for the first time, and living in the dormitory were significantly associated with adjustment problems (Anbesaw T et al., 2022).

A study on First Year University Students in Madaa Walaabu University found that their sex categories were significantly related to their adjustment problem, specifically female students experienced more academic adjustment difficulties compared to male peers. The study also identified two academic factors that had a strong influence on their adjustment problem: "Managing

time and study skill” and “Adjusting to university classes and the accompanying workload” (Adem E, 2018).

According to a study done in St. Paul’s Hospital Millennium Medical College, 49% of the respondents reported that university classes and the workload were the greatest areas of difficulty in their college adjustment. Other factors that contributed to the adjustment problems were change in living arrangements or living in a dormitory, managing time and study skills, and being away from home, family, and friends for the first time and experiencing homesickness (gerensea H et al., 2019).

## CHAPTER THREE

### METHODS

#### **3.1 Study area and period**

This research was carried out at Addis Ababa University's 6kilo campus, located in Arada sub-city, Addis Ababa. The campus, part of the former University College of Addis Ababa established in 1950, includes 3 colleges, 2 institutes, 2 schools, and an academy, with a total of 17 academic departments. During the first semester of the 2023/24 academic year, the campus enrolled 1,557 first-year undergraduate students, 934 males and 623 females. Data collection took place from January 15 to March 15, 2024 GC.

#### **3.2 Study design**

An institution-based cross-sectional design was used to determine the prevalence of adjustment problems and identify associated factors among first-year undergraduate students. This approach enabled the researcher to gather information at a single point in time, allowing for a snapshot analysis of both the scale of the issue and its related variables, such as demographic, academic, and psychosocial factors. The choice of design aligns with previous studies in Ethiopian contexts, such as those by Misganaw and Muluaem (2020) at Bahir Dar University and Basha and Zeleke (2019) at Dilla University, both of which applied cross-sectional methods to examine student adjustment issues.

### **3.3 populations**

#### **3.3.1 Study population**

All regular, generic undergraduate first-year students enrolled at Addis Ababa University's Main Campus during the first semester of the 2024 academic year.

### **3.4 Inclusion and exclusion**

#### **3.4.1 Inclusion criteria**

All regular, generic undergraduate first year students enrolled at Addis Ababa university's main campus who were 18 years old and older.

#### **3.4.2. Exclusion criteria**

- ✓ Students with visual impairment.

### **3.5 Sample size determination and sampling technique**

#### **3.5.1 Sample size determination**

In this study, the sample size was determined using the single population proportion formula.

Since there was a known result of p (population proportion) value according to research done at Dilla University in 2018, 42% was used to calculate the maximum estimated sample size. 95% CI, 5% marginal error, and 10% non-response rate were added to increase the power and compensate for the non-response rate.

The formula to determine the sample size is below.

$$n = \frac{(Z_{\alpha/2})^2 p(1-p)}{d^2}$$

$$d^2$$

Where

n=sample size

$\alpha$ = Confidence interval (95%)

p=proportion of population

Margin of sampling error tolerated (5%)

$$n = (1.96)^2(0.42)(1-0.42) / (0.05)^2 = 374.32550 \quad \underline{\mathbf{n=375}}$$

But, the population size  $N < 10,000$ , so we use the correction formula

$$n = n / (1 + n/N) = 375 / (1 + 375/1557) = 322.723049 = \mathbf{323}$$

Then we add 10% of our sample size by considering the non-response rate.

$$= 10 \times 322 / 100 = 32.2$$

$$= 32.2 \text{ approximately } 32, \text{ so our sample size was } 323 + 32 = \mathbf{355}$$

$n = \mathbf{355}$ , then we used proportional allocation for natural science  $\frac{614 \times 355}{1557}$

$$= \frac{614 \times 355}{1557} = 139.9 = \mathbf{140} \text{ students from}$$

natural science participated in this study.

For social science student  $\frac{947 \times 355}{1557} = 260.8 = \mathbf{215.9} = \mathbf{216}$

$$1557$$

Therefore, 216 students from the social science participated in this study.

### **3.5.2 Sampling technique**

A systematic random sampling technique was employed. First, we would calculate the K value to select participants in every K. After that, by using proportional allocation, we determined how many of them would participate in our study in each group.

$K=N/n=1557/355=4.3$ , approximately **4**, so we would disseminate the questionnaire to every 4<sup>th</sup> student.

## **3.6 Study variables**

### **3.6.1 Dependent variable**

- Adjustment problem

### **3.6.2 Independent variables**

#### ***3.6.2.1 Socio-demographic variables***

- Age
- Sex
- Ethnicity
- Religion
- Department
- Parental marital status
- Distance from home
- Monthly pocket money in birr

#### ***3.6.2.2 Academic demand-related factors***

- University entrance exam result

- Perceived help from colleagues and university staff.

### **3.6.2.3 Social factors**

- Difficulty in socializing and making friends
- Difficulty in adjusting to classes

## **3.7 Data collection procedure**

### **3.7.1 Instrument**

The main tool for data collection was the Student Adaptation to College Questionnaire (SACQ) developed by Baker & Siryk (1999) and available in English. The instrument is structured into four main sub-scales that assess four dimensions of college adjustment: academic adjustment (24 items), social adjustment (19 items), personal-emotional adjustment (14 items), and institutional attachment or commitment (8 items). In addition to two general adjustment items, the total number of items in the questionnaire amounts to 67 (Shatkin, 2007; Parker et al., 2007; Hogan, Eastabrook, Oke, & Wood, 2006). The score range is from 67 to 335, with a cutoff point of 201 or lower indicating adjustment problems. The questionnaire is divided into two sections. The first section addresses socio-demographic information, while the second part focuses on the student adaptation to college.

### **3.7.2 Data Collection Method**

A self-administered and well-organized English questionnaire (SACQ) was utilized. The questionnaire was distributed via a link on Google Forms and was shared with students by their class representatives, who then forwarded the link to every fourth student on their class's Telegram group list.

### **3.8 Data quality management**

To ensure the quality of the data, significant attention was given to the design of the data collection tool, particularly regarding the identification of adjustment disorder. Prior to commencing the actual survey, the questionnaire was pretested on 5% of the sample size at the 5-kilo Institute of Technology campus, ahead of the actual data collection. The data gathered was reviewed and verified for completeness before it was entered.

### **3.9 Data Processing: Analysis, Interpretation, and Presentation**

The data was subsequently entered into Epi Info version 7 and analyzed using version 26 of the Statistical Package for Social Science (SPSS). Findings were presented using simple frequency tables and charts. For each independent variable, binary logistic regression was performed separately in relation to the dependent variable. Ultimately, variables with a p-value of  $<0.25$  were included in a multiple logistic regression model, and those variables with a p-value of  $<0.05$  in the multiple logistic regression were regarded as having a statistically significant correlation with the dependent variables.

### **3.10 Ethical Considerations**

The research was carried out after receiving ethical approval from the School of Psychology at Addis Ababa University's College of Education and Language Studies. Participants were informed about the purpose of the study. The confidentiality and privacy of participants were safeguarded through anonymity. Written consent was obtained from each participant prior to the filling of questionnaire.

## CHAPTER FOUR

### RESULTS

#### 4.1 Frequency of socio-demographic characteristics

A total of 310 individuals took part in the study, achieving a response rate of 86.47 percent. Three participants failed to complete all questions correctly, thirteen submitted questionnaires without answering certain questions, and an additional twenty-nine individuals did not participate at all. The average (SD) age of the participants was 19.21 ( $\pm 1.276$ ) years. Among those surveyed, 153 (49.83%) were enrolled in the social science department. A significant portion of the participants (55.7%) identified as followers of the Orthodox faith, and 75.9% came from Addis Ababa. In terms of the marital status of the participants' parents, 73.6% of the elderly were living together, while the remaining 26.4% were in alternative marital situations, such as being separated, divorced, or having lost one parent.

Concerning psychological support and academic counseling services, 83.1% of the participants reported that they had never received psychological counseling. 16.9% and 22.8% of students, indicated that they had received academic assistance and study counseling, respectively, after beginning their university journey. Most respondents indicated that their monthly allowance was less than or equal to 1500 ET birr. Regarding their entrance examination results, 28.7% of them achieved scores between 370 and 430.

Table 1: Socio-demographic characteristics of Participants (n=307)

Variables	Category	Frequency	Percentage
Age	18-20	260	84.7
	21-25	47	15.3

<b>Sex</b>	Male	246	80.1
	female	61	19.9
<b>Department</b>	Social science	153	49.83
	Natural science	154	50.17
<b>Religion</b>	Orthodox	171	55.7
	Muslim	92	30.0
	Protestant	35	11.4
<b>Ethnicity</b>	Others	9	2.9
	Oromo	40	13.0
	Amhara	233	75.9
	Tigre	21	6.8
<b>Marital status of students</b>	others	13	4.2
	Single	282	91.85
	Married	23	7.49
	Divorced	2	0.65
<b>Marital status of the student's family</b>	Living together	226	73.6
	Separated	28	9.1
	Divorced	14	4.6
	One parent died	39	12.7
<b>How far is the student's home from the university?</b>	<=450	262	85.34
	451-900	32	10.4
	>=900	13	4.23
<b>Monthly pocket money in birr</b>	Less than or equal to 1500	272	88.6
	Greater than or 1500	35	11.4
<b>Entrance exam result</b>	<=430	77	25.1
	431-460	88	28.7
	461-480	75	24.4
	>480	67	21.8
<b>Getting psychological support after starting class</b>	Never	255	83.1
	Sometimes	52	16.9
<b>Getting counseling about the study method</b>	Never	236	76.9
	Sometimes	70	22.8
	Usually	1	.3

## 4.2 Frequency of adjustment problems

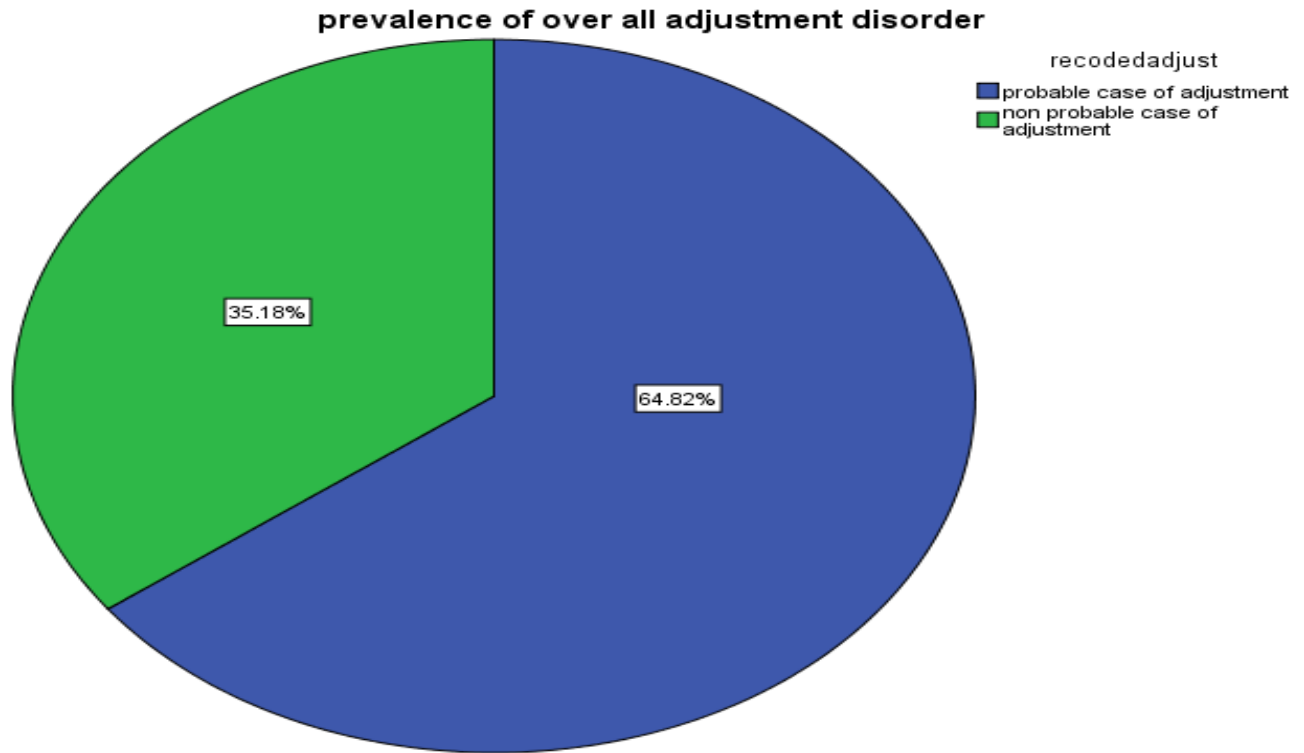
As indicated in Table 2, one hundred ninety-nine (64.8%) respondents have an overall adjustment problem. Among the study subjects, a significant variety of respondents 142 (46.3%) with personal-

emotional problems and 143 (46.6%) with institutional adjustment problems—were identified. Similarly, 34 (43.6%) experienced academic adjustment issues, while 141 (45.9%) faced social adjustment problems.

**Table 2: Frequency Distribution of Adjustment Problems of Addis Ababa University First-Year Regular Undergraduate Students, Addis Ababa, Ethiopia, 2024**

<b>Variables</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Overall adjustment</b>	Yes	199	64.8
	No	108	35.2
<b>Academic adjustment</b>	Yes	134	43.6
	No	173	56.4
<b>Social Adjustment</b>	Yes	141	45.9
	No	166	54.1
<b>Personal emotional adjustment</b>	Yes	142	46.3
	No	165	53.7
<b>Institutional adjustment</b>	Yes	143	46.6
	No	164	53.4

**Figure1: Prevalence of overall adjustment problems among Addis Ababa University first-year regular undergraduate students, Addis Ababa, Ethiopia, 2024**



This figure illustrates the overall prevalence of adjustment problems among first-year undergraduate students at Addis Ababa University’s 6kilo campus. Out of the 307 students who participated in the study, 64.8% (n = 199) were found to have adjustment problems, while the remaining 35.2% (n = 108) did not report any such difficulties. This visual representation highlights the considerable proportion of students experiencing challenges in adapting to university life. The chart emphasizes the need for targeted interventions to support students struggling with academic, emotional, social, or institutional adjustment during their transition into higher education.

#### 4.4 Cross tabulation of variables

There were 307 participants enrolled in this study. 176(57.3%) of students 18-20 years old had overall adjustment problems. Overall adjustment problem was common in males, 151(49.2%). Overall adjustment disorder was more common in natural science and orthodox faith followers, which were 109(31.5%) and 161(52.4%). 148(48.2%) Amhara participants developed overall adjustment disorder. The adjustment problem was more common in single students, 181(59.0%). Almost half of the participants 156(50.8%) with their parental marital status of living together developed an adjustment problem. Participants whose home distance was  $\leq 450$  were more likely to develop overall adjustment disorder, i.e., 104(33.9%). Students who never got psychological support and counseling for study method 167(54.4%) and 152(49.5%), respectively, had overall adjustment disorder. Participants whose monthly pocket money was  $\leq 1500$  were more affected by overall adjustment disorder. Only 20.2% of students who scored 431-460 university entrance exam were affected by the overall adjustment problem.

**Table 3: Cross tabulation of adjustment problem with overall and academic Adjustment, Addis Ababa, Ethiopia, 2024.**

variables		Overall adjustment		Academic adjustment	
		Yes	No	Yes	No
Age	18-20	176(57.3%)	84(7.5%)	118(38.4%)	142(46.3%)
	21-25	23(27.4%)	24(7.8%)	16(5.2%)	31(10.1%)
Sex	Male	151(49.2%)	95(15.6%)	105(34.2%)	141(45.9%)
	Female	48(30.9)	13(4.2%)	29(9.4%)	32(10.4%)
Department	Natural	38(51%)	51(16.6%)	26(8.5%)	108(35.2%)
	Social	161(52.4%)	57(18.6%)	63(20.5%)	110(35.8%)

<b>Religion</b>	Orthodox	109(35.5%)	62(20.2%)	80(26.1%)	91(29.6%)
	Muslim	55(17.9%)	37(12.1%)	32(10.4%)	60(19.5%)
	Protestant	27(8.8%)	8(2.6%)	19(6.2%)	16(5.2%)
	Others	8(2.6%)	1(0.3%)	3(1.0%)	6(2.0%)
<b>Ethnicity</b>	Oromo	28(9.1%)	12(3.9%)	21(6.8%)	19(6.2%)
	Amhara	148(48.2%)	85(27.7%)	102(33.2%)	131(42.7%)
	Tigre	15(4.9%)	6(2.0%)	9(2.9%)	12(3.9%)
	Others	8(2.6%)	5(1.6%)	2(0.7%)	11(3.6%)
<b>Marital status of students</b>	Married	17(5.5%)	6(2.0%)	10(3.3%)	13(4.2%)
	Single	181(59.0%)	101(32.9%)	124(40.4%)	158(51.5%)
	Divorced	1(0.3%)	1(0.3%)	0(0.0%)	2(0.7%)
<b>Marital status of student's family</b>	Living together	156(50.8%)	70(22.8%)	101(32.9%)	125(40.7%)
	Separated	15(4.9%)	13(4.2%)	9(2.9%)	19(6.2%)
	Divorced	13(4.2%)	1(0.3%)	11(3.6%)	3(1.0%)
	One parent died	15(4.9%)	24(7.8%)	13(4.2%)	26(8.5%)
<b>How far is the student's home from campus</b>	<=450	104(33.9%)	69(22.5%)	77(25.1%)	96(31.3%)
	451-900	91(29.6%)	36(11.7%)	57(18.6%)	70(22.8%)
	>=901	4(1.3%)	3(1.0%)	0(0.00%)	7(2.3%)
<b>Getting psychological support</b>	Never	167(54.4%)	88(28.7%)	104(33.9%)	151(49.2%)
	Sometimes	32(10.4%)	20(6.5%)	30(9.8%)	22(7.2%)
<b>Getting counseling about study method</b>	Never	152(49.5%)	84(27.4%)	94(30.6%)	142(46.3%)
	Sometimes	47(15.3%)	23(7.5%)	40(13.0%)	30(9.8%)
	Usually	0(0.0%)	1(0.3%)	0(0.00%)	1(0.3%)
<b>Monthly pocket money</b>	<=1500	190(61.9%)	82(26.7%)	127(41.4%)	145(47.2%)

<b>Entrance exam result</b>	>=1500	9(2.9%)	26(8.5%)	7(2.3%)	28(9.1%)
	<=430	47(15.3%)	30(9.8%)	26(8.5%)	51(16.6%)
	431-460	62(20.2%)	26(8.5%)	46(15.8%)	42(13.7%)
	461-480	49(16.0%)	26(8.5%)	32(10.4%)	43(14.0%)
	>480	41(13.4%)	26(8.5%)	30(10.8%)	37(12.1%)

**Table 4:** Cross tabulation of adjustment problem with social, Personal-emotional and institutional Adjustment, Addis Ababa, Ethiopia, 2024.

variables		Social adjustment		Personal-emotional adjustment		Institutional adjustment	
		Yes	No	Yes	No	Yes	No
Age	18-20	120(39.1%)	140(45.6%)	122(39.7%)	138(45.0%)	119(38.8%)	141(45.9%)
	21-25	21(6.8%)	26(8.5%)	20(6.5%)	27(8.8%)	24(7.8%)	23(7.5%)
Sex	Male	113(36.8%)	133(43.3%)	106(34.5%)	140(45.6%)	117(38.1%)	129(42.0%)
	Female	28(9.1%)	33(10.7%)	36(11.7%)	25(8.1%)	26(8.5%)	35(11.4%)
Department	Natural	24(7.8%)	65(21.2%)	31(10.1%)	58(18.9%)	34(11.1%)	55(17.9%)
	Social	117(38.1%)	101(32.9%)	111(36.2%)	107(34.9%)	109(35.5%)	109(35.5%)
Religion	Orthodox	68(22.1%)	103(33.6%)	75(24.4%)	96(31.3%)	92(30.0%)	79(25.7%)
	Muslim	52(16.9%)	40(13.0%)	43(14.0%)	49(16.0%)	36(11.7%)	56(18.2%)
	Protestant	15(4.9%)	20(6.5%)	19(6.2%)	16(5.2%)	13(4.2%)	22(7.2%)
	Others	6(2.0%)	3(1.0%)	5(1.6%)	4(1.3%)	2(0.7%)	7(2.3%)
Ethnicity	Oromo	25(34.9%)	15(38.8%)	28(9.1%)	12(3.9%)	16(5.2%)	24(7.8%)
	Amhara	97(2.9%)	136(6.2%)	101(32.9%)	132(43.0%)	115(37.5%)	118(38.4%)
	Tigre	13(3.9%)	8(0.7%)	10(3.3%)	11(3.6%)	9(2.9%)	12(3.9%)

	Others	6(4.2%)	7(8.5%)	3(1.0%)	10(3.3%)	3(1.0%)	10(3.3%)
Marital status of students	Married	11(27.4%)	12(29.0%)	16(5.2%)	7(2.3%)	13(4.2%)	10(3.3%)
	Single	129(17.9%)	153(23.5%)	125(40.7%)	157(51.1%)	129(42.0%)	153(49.8%)
	Divorced	1(0.7%)	1(1.6%)	1(0.3%)	1(0.3%)	1(0.3%)	1(0.3%)
Marital status of student's family	Living together	107(37.1%)	119(38.8%)	103(33.6%)	123(40.1%)	116(37.8%)	110(35.8%)
	Separated	9(8.8%)	9(6.2%)	16(5.2%)	12(3.9%)	12(3.9%)	16(5.2%)
	Divorced	12(34.9%)	2(0.7%)	6(2.0%)	8(2.6%)	4(1.3%)	10(3.3%)
	One parent died	13(11.1%)	26(8.5%)	17(5.5%)	22(7.2%)	11(3.6%)	28(9.1%)
How far is the student's home from campus	<=450	84(27.4%)	89(29.0%)	70(22.8%)	103(33.6%)	87(28.3%)	86(28.0%)
	451-900	55(17.9%)	72(23.5%)	71(23.1%)	56(18.2%)	55(17.9%)	72(23.5%)
	>=901	2(0.7%)	5(1.6%)	1(0.3%)	6(2.0%)	1(0.3%)	6(2.0%)
Getting psychological support	Never	114(37.1%)	141(45.9%)	123(40.1%)	132(43.0%)	113(36.8%)	142(46.3%)
	Sometimes	27(8.8%)	25(8.1%)	19(6.2%)	33(10.7%)	30(11.1%)	22(7.2%)
Getting counseling about study method	Never	107(34.9%)	129(11.7%)	116(37.8%)	120(39.1%)	109(35.5%)	127(41.4%)
	Sometimes	34(11.1%)	36(11.7%)	26(8.5%)	44(14.3%)	34(11.1%)	36(11.7%)
	Usually	0(0.00%)	1(0.3%)	0(0.00%)	1(0.3%)	0(0.00%)	1(0.3%)
Monthly pocket money	<=1500	137(1.3%)	135(1.3%)	129(42.0%)	143(46.6%)	132(43.0%)	140(45.6%)
	>=1500	4(44.0%)	31(44.0%)	13(4.2%)	22(7.2%)	11(3.6%)	24(7.8%)
Entrance exam result	<=430	32(10.4%)	45(14.7%)	36(11.7%)	41(13.4%)	56	21(.....
	431-460	40(13.0%)	48(15.6%)	41(13.4%)	47(15.3%)	64.....	24....
	461-480	35(11.4%)	40(13.0%)	31(10.1%)	44(14.3%)	48.....	27....
	>480	34(11.1%)	33(10.7%)	34....	33.....	46.....	21....

#### 4.5. Binary logistic regression of adjustment with variables

According to Binary regression, the variables that have a p-value less than 0.25 for overall adjustment were age, sex, department, religion, ethnicity, parental marital status, monthly pocket money, and entrance exam result. A p-value less than 0.25 for academic adjustment was age, ethnicity, parental marital status, psychological support, monthly pocket money, and entrance exam result. A p-value less than 0.25 for social adjustment was religion, department, ethnicity, parental marital status, and monthly pocket money. A p-value less than 0.25 for personal emotional adjustment was sex, department, ethnicity, living distance, and psychological support. For institutional adjustment were department, ethnicity, parental marital status, living home kilometer, psychological support, and entrance exam result. Those variables were entered into multiple logistic regressions as their dependent variable.

Table 5: Binary logistic regression of adjustment problems with overall and academic adjustment, Addis Ababa, Ethiopia, 2024

variables		Overall adjustment		Academic adjustment	
		COR (95%CI)	P- value	COR (95%CI)	P-value
<b>Age</b>	18-20	1		1	
	21-24	0.457(0.244,0.857)	0.15	0.621(0.324,1.191)	0.152
<b>Sex</b>	M	1		1	
	F	2.323(1.195,4.514)	0.013	1.217(0.693,2.136)	0.494
<b>Department</b>	Natural	3.791(2.260,6.360)	0	1.019(1.403,4.035)	0.892
	Social	1		1	
<b>Religion</b>	Orthodox	1		1	
	Muslim	4.550(0.556,37.238)	0.158	0.569(0.138,2.348)	0.435
	Protestant	5.382(0.646,44.846)	0.12	0.938(0.220,4.000)	0.931

<b>Ethnicity</b>	Others	2.370(0.257,21.902)	0.447	0.421(0.091,1.959)	0.27
	Oromo	7.46(0.361,1.544)	0.43	0.704(0.360,1.380)	0.307
	Amhara	1		1	
	Tigre	0.696(0.260,1.862)	0.471	1.038(0.421,2.559)	0.935
	Others	1.088(0.345,3.433)	0.885	4.282(0.929,19.751)	0.062
<b>Marital status of the student's family</b>	Living together	1		1	
	Separated	0.280(0.139,0.567)	0	0.619(0.272,1.137)	0.189
	Divorced	0.542(0.203,1.449)	0.222	1.056(0.375,2.973)	0.918
	One parent died	0.048(0.006,0.406)	0.005	0.136(0.016,0.429)	0.007
	Sometimes	0.843(0.456,1.560)	0.587	1.980(1.082,3.623)	0.027
<b>Monthly pocket money</b>	<=1500	1		1	
	>=1501	0.149(0.0670,3.333)	0	0.285(0.121,0.676)	0.004
<b>Entrance exam result</b>	<=430	1		1	
	431-460	1.007(0.514,1.970)	0.985	1.590(0.810,3.122)	0.178
	461-480	0.661(0.338,1.334)	0.228	0.740(0.391,1.401)	0.356
	>480	0.837(0.422,1.658)	0.609	1.090(0.5612,1.117)	0.8

**Table 6: Binary logistic regression of social, personal-emotional and institutional adjustment problems with variables, Addis Ababa, Ethiopia, 2024**

variables	Social adjustment		Personal emotional adjustment		Institutional adjustment		
	COR(95%CI)	P-value	COR(95%CI)	P-value	COR(95%CI)	P-value	
<b>Sex</b>	Male	1		1		1	
	Female	0.999(0.569,1.753)	0.996	1.902(1.076,3.361)	0.027	0.819(0.465,1.442)	0.489
<b>Department</b>	Natural	3.137(1.831,5.376)	0.000	1.941(1.165,3.234)	0.11	1.618(0.978,2.676)	0.061
	Social	1		1		1	
<b>Ethnicity</b>	Oromo	0.428(0.214,0.854)	0.016	0.328(0.159,0.677)	0.003	1.462(0.739,2.893)	0.276
	Amhara	1		1		1	
	Tigre	0.439(0.175,1.100)	0.079	0.842(0.344,2.509)	0.706	1.299(0.527,3.201)	0.569
	Others	0.748(0.271,2.553)	0.103	2.551(0.684,9.509)	0.163	3.249(0.872,12.106)	0.079
<b>Marital status of student's family</b>	Living together	1		1		1	
	Separated	0.556(0.272,1.137)	0.108	0.923(0.485,1.830)	0.818	0.373(0.177,0.784)	0.009
	Divorced	1.056(0.375,2.973)	0.918	0.580(0.217,1.544)	0.275	0.524(0.188,1.457)	0.215
	One parent died	0.083(0.016,0.429)	0.03	1.030(0.300,3.537)	0.962	0.982(0.2543,800)	0.979
<b>How far is students home from campus</b>	<=450	1		1		1	
	451-900	0.424(0.080,2.244)	0.313	0.245(0.029,2.082)	0.198	0.165(0.019,1.397)	0.098
	>=901	0.524(0.098,2.801)	0.450	0.131(0.015,1.124)	0.064	0.218(0.026,1.865)	0.164
<b>Getting psychological support</b>	Never	1		1		1	
	Sometimes	1.336(0.735,2.428)	0.342	0.618(0.334,1.144)	0.125	1.714(0.938,3.132)	0.080
	Usually	0.000(0.00,,)	1.000	0.000(0.00,,)	1.000	0.000(0.00,,)	1.000
<b>Monthly pocket money</b>	<=1500	1		1		1	
	>=1501	0.127(0.044,0.370)	0.000	0.655(0.317,1.354)	0.253	0.486(0.229,1.031)	0.486
<b>Entrance exam result</b>	<=430	1		1		1	
	431-460	1.449(0.749,2.802)	0.270	1.173(0.609,2.260)	0.633	1.959(1.008,3.805)	0.307
	461-480	1.236(0.654,2.337)	0.514	1.181(0.625,2.232)	0.608	2.212(1.157,4.229)	0.172
	>480	1.177(0.609,2.277)	0.627	1.462(0.753,2.840)	0.262	1.356(0.698,2.634)	0.505

#### 4.6 Multiple logistic regression of adjustment disorders with variables

In the statistical method, the variables with important association with overall adjustment problem were sex, department (AOR=2.935, 95% CI: 1.246,6.916 and AOR=4.496, 95% CI: 2.419,8.356), parental marital status, and monthly pocket money (AOR=0.078,95% CI: 0.008,0.780 and AOR=0.137, 95% CI: 0.053,0.352) respectively. Variables which have an important association with academic adjustment were parental marital status, psychological support, monthly pocket money, and ethnicity (AOR=0.107, 95% CI: 0.018, 0.639, AOR=2.321, 95% CI: 1.163, 4.630, AOR=0.254,95%CI:0.102,0.635 and AOR=0.8090,95%CI 1.191,54.927) respectively. Variables which have important association with social adjustment were department, parental marital status, monthly pocket money, and Ethnicity (AOR=2.3095%CI:1.678,5.117, AOR=0.110,95%CI:0.018,0.666, AOR=0.129,95%CI:0.042,0.392, and AOR=0.225,95%CI:0.093,0.549) respectively. Variables which have an important association with personal emotional adjustment were sex and department (AOR= 1.911,95%CI:1.015,3.598, AOR=2.517, 95% CI: 1.435, 4.416) respectively. Variables that have an important association with institutional adjustment were parental marital status and entrance exam result (AOR=0.343, 95% CI: 0.154, 0.764; AOR=2.259, 95% CI: 1.148, 4.442), respectively.

**Table 7: Multiple logistic regression of overall adjustment problem with variables, Addis Ababa, Ethiopia, 2024.**

variables	Overall adjustment		
	AOR (95% CI)	P- value	
Age	18-20	1	
	21-24	0.525(0.236,1.171)	0.115
Sex	Male	1	
	Female	2.395(1.246,6.916)	0.014
Department	Natural	4.496(2.419,8.356)	0
	Social	1	
Religion	Orthodox	1	
	Muslim	3.002(0.322,28.025)	0.335
	Protestant	4.035(0.420,38.772)	0.227
	Others	2.696(0.250,29.047)	0.414
Marital status of the student's family	Living together	1	
	Separated	0.541(0.237,1.235)	0.144
	Divorced	1.103(0.327,3.714)	0.874
	One parent died	0.078(0.008,0.780)	0.03
Monthly pocket money	<=1500	1	
	>=1501	0.137(0.053,0.352)	0
Entrance exam result	<=430	1	
	431-460	1.339(0.584,3.066)	0.49
	461-480	0.852(0.377,1.929)	0.701
	>480	0.983(0.429,2.281)	0.968

**Table 8: Multiple logistic regression of academic and social adjustment problem with variables, Addis Ababa, Ethiopia, 2024.**

variables	Academic adjustment		Social adjustment	
	AOR	P-value	AOR	P-value
Age	18-20	1		
	21-24	0.792(0.383,1.638)	0.53	
Sex	Male			
	Female			
Department	Natural		2.930(1.678,5.117)	0
	Social		1	
Religion	Orthodox		1	
	Muslim		3.365(0.591,19.162)	0.172
	Protestant		1.376(2.36,8.042)	0.723
	Others		4.897(0.773,30.999)	0.092

<b>Ethnicity</b>	Oromo	0.619(0.303,1.262)	0.187	0.225(0.093,0.549)	0.001
	Amhara	1		1	
	Tigre	0.987(0.373,2.613)	0.979	0.460(0.160,1.321)	0.149
	Others	8.090(1.191,54.927)	0.032	0.967(0.239,3.911)	0.962
<b>Marital status of the student's family</b>	Living together	1		1	
	Separated	0.842(0.374,1.896)	0.678	0.854(0.372,1.959)	0.709
	Divorced	1.084(0.344,3.415)	0.89	1.733(0.522,5.750)	0.369
	One parent died	0.107(0.018,0.639)	0.014	0.110(0.018,0.666)	0.016
<b>Monthly pocket money</b>	<=1500	0.254(0.102,0.635)	0.003	1	
	>=1501			0.129(0.042,0.398)	0
<b>Entrance exam result</b>	<=430	1			
	431-460	1.522(0.719,3.223)	0.272		
	461-480	0.849(0.426,1.693)	0.643		
	>480	1.340(0.648,2.772)	0.43		

**Table 9: Multiple logistic regression of Personal-emotional and institutional adjustment problem with variables, Addis Ababa, Ethiopia, 2024.**

variables	Personal adjustment		emotional		Institutional adjustment	
	AOR	P-value	AOR	P-value	AOR	P-value
<b>Age</b>	18-20					
	21-24					
<b>Sex</b>	Male	1				
	Female	1.911(1.015,3.598)	0.045			
<b>Department</b>	Natural	2.517(1.435,4.416)	0.001	1.369(0.795,2.357)	0.258	
	Social	1		1		
<b>Ethnicity</b>	Oromo	0.344(0.162,0.730)	0.005	1.550(0.753,3.192)	0.234	
	Amhara	1		1		
	Tigre	1.089(0.414,2.861)	0.863	1.062(0.402,2.809)	0.903	
	Others	1.076(0.174,6.640)	0.937	1.113(0.180,6.894)	0.908	
<b>Marital status</b>	Married	1				
<b>Marital status of the student's family</b>	Living together			1		
	Separated			0.343(0.154,0.764)	0.009	
	Divorced			0.345(0.116,1.033)	0.057	
	One parent died			0.972(0.232,4.078)	0.969	

<b>How far is the student's home from campus</b>	<=450	1		1	
	451-900	0.210(0.012,3.656)	0.285	0.242(0.014,4.139)	0.327
	>=901	0.106(0.006,1.870)	0.125	0.280(0.016,4.892)	0.383
<b>Getting psychological support</b>	Never	1		1	
	Sometimes	0.658(0.339,1.275)	0.215	1.856(0.952,3.619)	0.069
<b>Entrance exam result</b>	<=430			1	
	431-460			1.879(0.924,3.823)	0.082
	461-480			2.259(1.148,4.442)	0.018
	>480			1.345(0.669,2.706)	0.406

## CHAPTER FIVE

### DISCUSSION

The aim of this cross-sectional study were to assess the prevalence of adjustment problems and associated factors among university students in Addis Ababa University, the main campus. The general prevalence of adjustment problems among first-year regular students was 64.8%. This study clearly indicates that the adjustment problem is changing into a priority among first-year regular university students.

In this study, the overall prevalence of adjustment problems among first-year students at Addis Ababa University is 64.8%. this is higher compared to the 42.5 % reported in a previous study conducted at Dilla University (Getu et al., 2018). This difference in prevalence rate could be explained by several factors. One likely reason is the difference in institutional settings. Students in Addis Ababa, studying in the capital city, may face more intense academic, social, and economic pressures than their counterparts at Dilla University, contributing to higher adjustment difficulties. In addition, socio-demographic variations, such as students' diverse cultural backgrounds and the lifestyle in Addis Ababa, may further complicate the adjustment process. These factors are less prominent in regional universities like Dilla, where the social environment may be relatively uniform and less competitive. Methodological variations (for example, the sample size difference, in which it was 633 in the research done at Dilla University) and data collection approaches might also contribute to the contrasting results.

The prevalence of adjustment problems in this study is considerably higher than the 30.1% reported at Madda Walabu University, using the same instrument in Addis Ababa University, main campus (Mohammed, 2015). This might again be explained by the distinct Socio-environmental and academic contexts between the two universities. Students in Addis Ababa are

exposed to the pressures of urban life, including high living costs, transportation challenges, and academic competition, which can intensify adjustment difficulties. Although the majority of the students in this study were originally from Addis Ababa, the shift from high school to university life appears to present significant emotional, social, and academic challenges, possibly contributing to the higher prevalence. In contrast, the lower prevalence reported at Madaa Walabu University could be influenced by its smaller town setting, which might offer students more social cohesion, fewer environmental stressors, and perhaps a more gradual academic transition.

The prevalence of the recent study is slightly higher than the study done in Jordan University, which was 36.8%, which is lower than this study, 64.8% (Aderi et al., 2013). This difference might be from the study area difference and the varying developmental activities with less emphasis on institutional attachment of students in our study setting compared to a later setting.

The prevalence of adjustment problems was 199 (64.8%), which is higher than the prevalence study using the same instrument conducted in Malaysia, which is 26% (Abdullah et al., 2009). The reason for the increased prevalence in our study could be due to fewer available psychological and academic counseling services in our study settings. Regarding sub-scale 134(43.6%), respondents had academic adjustment. This is also high compared to study findings in Malaysia, which is 26% (Abdullah et al., 2009). This difference might be due to a lack of psychological and academic counseling in our study setting. Personal emotional adjustment problem was 142(46.3%), which is a higher report compared to the study finding in Malaysia, that is 42.8% (Abdullah et al., 2009). This difference may be from unlearned and cultural influences in expressing personal-emotional feelings in our study setting. Institutional adjustment

problem 143(46.6%) is also high compared to the report finding in Malaysia, 14.8% (Abdullah et al., 2009).

In this study, female students were more likely to report higher adjustment problems than their male counterparts. This finding is in line with previous research by Misganaw and Mulualem (2020), who indicated that female students often experience greater emotional stress due to social and academic pressures. Similarly, Abay and Asrat (2018) found that female students in Ethiopian universities are more vulnerable to challenges such as homesickness and safety concerns, which can exacerbate adjustment difficulties. However, contrasting results were reported by Basha and Zeleke (2019), who found no significant gender differences in adjustment issues, suggesting that institutional support and environment may mediate this relationship. Natural science students were 4.495 and 2.517 times at high risk than Social science students to develop overall adjustment problems and personal emotional problems, respectively. Oromo students were 77.5% and 65.6% less likely to develop social adjustment and personal emotional adjustment, respectively.

This study identified sex, department, ethnicity, and monthly pocket money as key factors influencing students' social adjustment. Female students were more likely to adjust socially than males, which aligns with previous research suggesting that women are generally more involved in support networks and social interactions (Tesfaye et al., 2021). Students in natural science departments also reported better social adjustment, likely due to the collaborative nature of their coursework, which promotes peer interaction (Bekele & Mulugeta, 2020). Additionally, Oromo students were found to have lower social adjustment compared to Amhara students, likely due to ethnic and cultural challenges that hinder social integration, a finding supported by Lemma (2017).

Financial support, particularly monthly pocket money, was another significant factor. Students receiving more than 1500 birr monthly were more socially adjusted, supporting the idea that financial stability allows students to engage in social activities and manage academic stress more effectively (Kebede et al., 2020). Overall, these findings highlight the role of gender, department, ethnicity, and financial resources in students' ability to socially adjust to university life, with implications for fostering inclusive environments that support diverse student populations.

The current study found that a lack of adequate pocket money is significantly associated with adjustment problems among first-year students. Students who reported receiving insufficient financial support from their families were more likely to experience academic stress, social withdrawal, and emotional distress. This aligns with findings by Eisenberg et al. (2007), who emphasized that financial strain is a critical risk factor for mental health issues and reduced academic engagement among college students. In the Ethiopian context, Abay and Asrat (2018) found that students from low-income families often struggle to meet basic needs such as transportation, meals, and learning materials, leading to poorer adjustment. Similarly, Misganaw and Mulualem (2020) observed that students with limited pocket money tend to isolate themselves from social and extracurricular activities due to the inability to afford participation, which further limits their social integration. Students who had monthly pocket money less than or equal to 1500 are 86.3%, 74.6%, and 87.1% highly likely to develop overall adjustment, academic adjustment, and social adjustment, respectively.

## **Limitations of the Research**

Despite the efforts made to ensure the validity and reliability of this study, several limitations must be acknowledged: The study used a cross-sectional design, which captures data at a single point in time. This limits the ability to establish cause-and-effect relationships between adjustment problems and their associated factors. Data were collected through self-administered questionnaires, which may be subject to social desirability bias or inaccurate self-perception by respondents. The study focused solely on first-year undergraduate students at Addis Ababa University. As such, the findings may not be generalizable to other universities or to students in different academic years or regions. The study relied entirely on quantitative methods, which limited the depth of understanding regarding the personal experiences and contextual factors influencing student adjustment. Although efforts were made to include a representative sample, some students chose not to participate, which could have influenced the results. Due to limited time and resources, the sample size and scope of data collection were restricted, which may have impacted the comprehensiveness of the findings.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATION

#### **6.1 Conclusion**

Nearly two-thirds of study participants have an adjustment problem. The prevalence of adjustment problems was found to be high. In general, this study demonstrated increased understanding of adjustment phenomena among university students in Ethiopia, and it has added to our knowledge about the factors that affect the adjustment problem among university students.

From this perspective, the researcher concludes that sex, department, parental marital status, and monthly pocket money were found to be major issues for the overall adjustment problem.

In this study, there was no significant difference observed in adjustment problems between different age groups, religion, marital status, distance of the home hometown from the University.

#### **6.2 Recommendation**

Based on the findings of this study, the following recommendations were forwarded:

- AAU ought to strengthen psychosocial support systems through counseling and the provision of safe spaces to discuss personal, academic, and emotional challenges.
- Comprehensive orientation programs should be designed to introduce students to academic policies and also to equip them with coping strategies, stress management techniques, and campus navigation skills.

- Peer mentorship programs must be designed and facilitated. Connecting first-year students with senior Mentors can ease adjustment difficulties, and get exposed to the capital city's environment, facing separation from family for the first time.
- As evidenced by this study, the association between limited pocket money and adjustment problems highlights the need for institutions to consider expanding financial aid schemes and creating awareness about available social support services
- Further studies should explore adjustment problems, including psychological, social, and academic adjustment trajectories throughout students' university life in association with other factors, for example, substance use problems. Qualitative research could deepen the understanding of individual experiences behind the quantitative findings.
- Despite all the problems and challenges, students still keep on moving ahead. It would be very informative if researchers include coping strategies of students when further studying.

## REFERENCES

- Abay, G., & Asrat, D. (2018). Adjustment problems and coping strategies among first-year university students in Ethiopia. *Ethiopian Journal of Education and Sciences*, 13(1), 55–68.
- 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.
- Adem, E., Jemal, E., & Ekulinet, M. (2018). Adjustment problem among first-year university students in Ethiopia. *Journal of Psychiatry*, 21(5).
- Aderi, 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. <https://doi.org/10.5539/ies.v6n2p172>
- Alshammari, S. A., Alhassan, A. M., Alotaibi, M. K., Alfaris, E. A., Alsulaiman, A. A., & Almutairi, A. F. (2020). Prevalence and factors associated with adjustment disorder among first-year medical students in Riyadh, Saudi Arabia: A cross-sectional study. *BMC Medical Education*, 20(1), 1–9. <https://doi.org/10.1186/s12909-020-02137-5>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

- Anbesaw, T., Beyene, A., & Kefale, J. (2022). Adjustment problem and associated factors among first-year undergraduates at Wollo University, Ethiopia. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.946417>
- Baker, R. W., & Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology*, 31(2), 179–189. <https://doi.org/10.1037/0022-0167.31.2.179>
- Baker, R. W., & Siryk, B. (1989). *Student adaptation to college questionnaire manual*. Western Psychological Services.
- Basha, T., & Zeleke, W. (2019). The prevalence and associated factors of adjustment problems among university students: The case of Dilla University. *Ethiopian Journal of Social Sciences*, 7(2), 30–45.
- Bekele, D., & Mulugeta, A. (2020). Academic department and student adjustment: A comparative study among university students. *Ethiopian Journal of Higher Education*, 9(1), 34–47.
- Bishop, D. I., Hansen, A. M., Keil, A. J., & Phoenix, I. V. (2019). Parental attachment and adjustment to college: The mediating role of avoidant coping. *The Journal of Genetic Psychology*, 180(1), 31–44. <https://doi.org/10.1080/00221325.2019.1577797>
- Bishop, J. (2019). Attachment styles and college adjustment: The mediating role of social integration. *Journal of College Student Development*, 60(3), 345–360. <https://doi.org/10.1353/csd.2019.0031>
- Boland, R., Verduin, M. L., & Ruiz, P. (Eds.). (2021). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (12th ed.). Wolters Kluwer.

- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531. <https://doi.org/10.1037/0003-066X.32.7.513>
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Sage Publications.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., pp. 793–828). John Wiley & Sons.
- Carta, M. G., Balestrieri, M., Murru, A., & Hardoy, M. C. (2009). Adjustment problems: Epidemiology, diagnosis and treatment. *Clinical Practice and Epidemiology in Mental Health*, 5(1), 1–8. <https://doi.org/10.1186/1745-0179-5-1>
- Daniels, V. Z., Davids, E. L., & Roman, N. V. (2018). The role of family structure and parenting in first-year university adjustment. *South African Journal of Psychology*, 49(3), 446–459. <https://doi.org/10.1177/0081246318805267>
- Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. *American Journal of Orthopsychiatry*, 77(4), 534–542. <https://doi.org/10.1037/0002-9432.77.4.534>
- Fakuade, D. (2016). Academic adjustment and stress among first-year students in Nigerian universities. *Journal of African Education*, 21(3), 68–79.
- Fauziah, N. (2013). Adjustment problems among first-year students in an Indonesian university. *Procedia - Social and Behavioral Sciences*, 90, 387–395. <https://doi.org/10.1016/j.sbspro.2013.07.106>

- Filak, V. F., & Nicolini, K. M. (2018). Motivational predictors of academic adjustment and performance in college students. *Journal of College Student Retention: Research, Theory & Practice*, 20(4), 471–485. <https://doi.org/10.1177/1521025116666081>
- Getu, B., Asmare, B., Yihunbelay, D., & Wondale, G. (2018). Prevalence of adjustment problem and its predictors among first-year undergraduate students in an Ethiopian university. *Psychiatry Journal*, 2018, 1–7. <https://doi.org/10.1155/2018/8343018>
- Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: A longitudinal study of retention. *Journal of Counseling & Development*, 72(3), 281–288. <https://doi.org/10.1002/j.1556-6676.1994.tb00935.x>
- Gerensea, H., Seid, A., Lemma, G., & Malloy, P. (2019). Prevalence and factors associated with adjustment problems among first-year students in St. Paul's Hospital Millennium Medical College, Addis Ababa, Ethiopia. *BMC Psychology*, 7(1), 1–10. <https://doi.org/10.1186/s40359-019-0334-8>
- Glaesmer, H., Romppel, M., Brähler, E., Hinz, A., & Maercker, A. (2015). Adjustment problems as proposed for ICD-11: Dimensionality and symptom differentiation. *Psychiatry Research*, 229(1–2), 940–948. <https://doi.org/10.1016/j.psychres.2015.07.064>
- Hazard, L., & Carter, S. (2018). *Your freshman is off to college: A month-by-month guide to the first year*. Rowman & Littlefield.
- Jemal, J. (2011). Assessing major adjustment problems of freshman students in Jimma University. *Ethiopian Journal of Education and Sciences*, 7(2), 1–14. <https://doi.org/10.4314/ejesc.v7i2.85603>

- Kebede, T., Alemu, A., & Getachew, Y. (2020). The impact of financial support on university students' academic and social adjustment. *International Journal of Education and Research*, 8(5), 101–115.
- Kishore, K., Parveen, R., & Dutta, K. (2016). Financial stress as a predictor of academic performance among university students in Africa. *International Journal of Educational Research*, 12(1), 71–79.
- Lemma, T. (2017). *Cultural and social integration factors affecting adjustment among Ethiopian university students*. Addis Ababa University.
- Maercker, A., Forstmeier, S., Pielmaier, L., Spangenberg, L., Brähler, E., & Glaesmer, H. (2012). Adjustment problems: Prevalence in a representative nationwide survey in Germany. *Social Psychiatry and Psychiatric Epidemiology*, 47, 1745–1752. <https://doi.org/10.1007/s00127-011-0462-3>
- Misganaw, G., & Muluaem, T. (2020). Exploring psychosocial adjustment of university students in Ethiopia: Implications for student support services. *International Journal of Psychology and Educational Studies*, 7(2), 23–31
- Mkhize, N., & Kapp, P. (2020). Social support and adjustment problems in first-year South African students. *Journal of Psychology in Africa*, 12(3), 234–245.
- Mohammed, A. (2015). Prevalence of adjustment problems among university students at Madawalabu University. *Ethiopian Journal of Education and Sciences*, 8(2), 45–53.

- Nyamayaro, C. S., & Saravanan, P. C. (2013). The relationship between adjustment and negative emotional states among first-year medical students. *Asian Journal of Social Sciences and Humanities*, 2(3), 273–280.
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.
- Parker, J. D. A., Hogan, M. J., Eastabrook, J. M., Oke, A., & Wood, L. M. (2006). Emotional intelligence and student retention: Predicting the successful transition from high school to university. *Personality and Individual Differences*, 41(7), 1329–1336. <https://doi.org/10.1016/j.paid.2006.04.022>
- Pascarella, E. T., & Terenzini, P. T. (1983). Predicting voluntary freshman year persistence/withdrawal behavior in a residential university: A path analytic validation of Tinto's model. *Journal of Educational Psychology*, 75(2), 215–226. <https://doi.org/10.1037/0022-0663.75.2.215>
- Primrose, C. N., & Saravanan, C. (2013). The relationship between adjustment and negative emotional state among first-year medical students. *Asian Journal of Social Sciences and Humanities*, 2(3), 273–280.
- Räisänen, H., Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., & Salmela-Aro, K. (2020). First-year university students' academic emotions and academic achievement. *Learning and Instruction*, 66, 101300.
- Saleem, S., & Mahmood, Z. (2013). Adjustment problems among university freshmen: A case study of Government College University Faisalabad-Pakistan. *International Journal of Humanities and Social Science Invention*, 2(4), 1–5.

- Schutze, B., & Bartyn, A. (2020). Transitioning from high school to university: The role of expectations and academic skills for first-year students' academic performance. *Journal of Further and Higher Education*, 1-14.
- Smith, L., & Lee, K. (2020). Secure attachment and resilience in first-year college students. *Journal of College Counseling*, 23(2), 120–134. <https://doi.org/10.1002/jocc.12159>
- Tinto, V. (1975). *Dropout from higher education: A theoretical synthesis of recent research*. *Review of Educational Research*, 45(1), 89–125. <https://doi.org/10.3102/00346543045001089>
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.
- Tinto, V. (1996). Reconstructing the first year of college. *Planning for Higher Education*, 25(1), 1–6.
- Van Rooij, E. C. M., Jansen, E. P. W. A., & van de Grift, W. J. C. M. (2018). First year university students' academic success: The importance of academic adjustment. *European Journal of Psychology of Education*, 33(4), 749–767. <https://doi.org/10.1007/s10212-017-0347-8>
- Vansteenkiste, M., Aelterman, N., De Muynck, G.-J., Haerens, L., Patall, E. A., & Reeve, J. (2020). Fostering personal meaning and motivation through need-supportive educational contexts: Self-Determination Theory. *Educational Psychologist*, 55(3), 210–231. <https://doi.org/10.1080/00461520.2020.1789707>

Virginia, A. R., & Pedro. (2015). *Kaplan and Sadock's Synopsis of Psychiatry (11th ed.)*.  
Wolters Kluwer.

World Health Organization. (2017). ICD-11 Beta Draft. <https://icd.who.int/dev11/lm/en>

Yaseen, Y. A. (2017). Adjustment problems: Prevalence, sociodemographic risk factors, and its subtypes in outpatient psychiatric clinic. *Asian Journal of Psychiatry*, 28, 82–85.  
<https://doi.org/>

# ANNEX

Addis Ababa University

College of education and behavioral studies

Counseling psychology program

The aim of this questionnaire is to assess the prevalence of adjustment problems and its associated factors. So you are kindly requested to give as a genuine information. This questionnaire didn't have a right or wrong answer so you are expected to write only what you feel.

## **Consent**

Your participation in this study is completely voluntary. The information you provide will be used solely for academic purposes and will be kept strictly confidential. Your responses will be recorded anonymously, and no identifying information will be collected or linked to your answers. You have the right to withdraw at any time without any negative consequences. By ticking the box below, you confirm that you have understood the purpose of the study and agree to participate.

I have read and understood the above information and voluntarily agree to participate in this study.

Thank you for your cooperation!!!!

## ANNEX I: QUESTIONNAIERS (ENGLISH VERSION)

### Part I: Socio-demographic characteristics

S. No		
01	How old are you?	Age in years-----
02	Sex	1. Male 2. female
03	What is your religion?	1. Orthodox 2. Muslim 3. Protestant 4. catholic 5.others
04	What is your marital status	1.Single 2. Married and living together 3. Married but not living together 4. Divorced 5. Widowed 6. Others_____
05	What is your ethnicity?	1. Amhara 2. Oromo 3. Tigre 4. Gurage 5. Others -----

06	With whom you are living now?	-1.dorm 2.non dorm
07	Origin	1.urban 2. rural
08	Monthly pocket money in birr	
09	Entrance exam result	

**Part II: Adjustment disorder assessment of first-year undergraduate students**

**Self-administered questionnaire- SACQ**

**Instruction:**

The following are questions to address academic, social, institutional, and general adjustments of first-year university students. The answers are scaled in 5 levels, which are strongly disagree, disagree, neutral, agree, and strongly agree. Please select the item applied to you by marking 'X' on the most accurate one that applies to you. Thank you.

NO	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<b>Academic adjustment</b>						
1	I have been keeping up to date on my academic work.					
2	I know why I am in University and what I want out of it.					
3	I am finding academic work at AAU difficult.					
4	I have not been functioning well during					

	examination.					
5	I am not satisfied with the level at which I am performing academically.					
6	I'm not working as hard as I should at my course work.					
7	My academic goals and purposes are well defined.					
8	I'm not smart enough for the academic work I am expected to be doing now.					
9	Getting a University degree is very important to me.					
10	I haven't been very efficient in the use of study time lately.					
11	I enjoy writing papers for courses.					
12	I really haven't had much motivation for studying lately.					
13	Lately I have been having doubts regarding the value of a University education.					
14	I am not satisfied with the number and variety of courses available at AAU.					
15	Recently I have had trouble concentrating when I try to study.					
16	I'm not doing well enough academically for the amount of work one put in.					
17	I'm not satisfied with the quality of courses available at AAU.					
18	I'm not attending classes regularly.					
19	I am not enjoying my academic work at					

	University.					
20	I am having a lot of trouble getting started on homework assignments.					
21	I'm satisfied with my program of courses for this semester.					
22	Most of the things I am interested in are not related to any of my courses work at AAU.					
23	I 'm not very satisfied with the lecturers now.					
24	I'm not satisfied with my academic situation at AAU.					
<b>Social adjustment</b>						
25	I feel that I am not fit in well as part of AAU environment.					
26	I am meeting as many people, and making as many friends, as I would like at AAU.					
27	I am very involved with social activities in my University.					
28	I am not adjusting well to my university.					
29	I have had informal, personal contacts with AAU lecturers.					
30	I have several close social ties at AAU					
31	Lonesomeness for home is a source of difficulty for me now.					
32	I am not been enjoy living in a University dormitory.					
33	I am not satisfied with the extracurricular activities available at AAU.					

34	I am not getting along very well with my roommates					
35	I feel that I have no enough social skill to get along well in the University setting.					
36	I am having difficulty feeling at ease with other people at AAU.					
37	I'm not satisfied with the extent to which I am participating in social activities at AAU.					
38	I haven't been mixing too well with the opposite sex lately.					
39	I have been feeling lonely a lot at AAU lately.					
40	I feel I am very different from other students at AAU, in ways that I don't like					
41	On balance, I would rather be home than here.					
42	I've some good friends at AAU with whom I can talk about any problems I may have.					
43	I'm not satisfied with my social life at AAU.					
<b>Personal emotional adjustment</b>						
44	I have been feeling tense or nervous lately.					
45	Lately I have been feeling blue and moody a lot.					
46	I have felt tired much of the time lately					
47	Being on my own, taking responsibility for myself has not been easy					
48	I haven't been able to control my emotions very well lately.					
49	My appetite has been poor lately.					
50	I have been having a lot of headache lately.					
51	I have a lot of thought lately to whether I should					

	ask for help from the University counseling center, or from a psychotherapist outside of AAU.					
52	I have gained or lost too much weight recently.					
53	I have been angry too easily lately.					
54	I haven't been studying very well.					
55	Sometimes my thinking gets muddled up too easily.					
56	I have been feeling in good health lately.					
57	I'm experiencing lot of difficulty coping with the stress imposed upon me in university.					
<b>Institutional adjustment</b>						
58	I am pleased now about my decision to go to university.					
59	I am pleased now about my decision to attend AAU in particular.					
60	I wish I were at another University rather than AAU.					
61	I expected to stay at AAU for a bachelor's degree.					
62	I worry a lot about my college expenses.					
63	Lately I have been a lot of thought transferring to another University.					
64	Lately I have been a lot of thought about dropping out of university permanently					
65	I have considerable thought to taking time off from university and finishing later.					

<b>General adjustment</b>						
66	I feel I have good control over my life situations at AAU.					
67	I feel confident that I will be able to deal in a satisfactory manner here at AAU.					