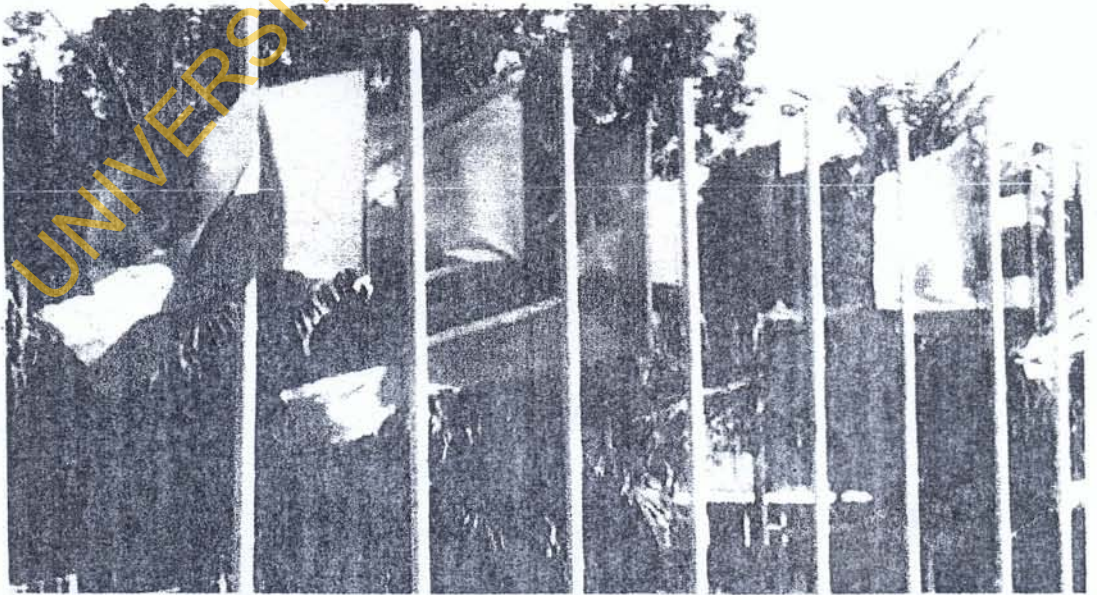


# **EAST AFRICAN JOURNAL OF EDUCATIONAL RESEARCH AND POLICY (EAJERP)**

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## Editorial Comment

In this issue, the first paper deals with the missing cog in the chain of debate of 'Higher education for sustainable development': Understanding the contexts and the roles of strategic leaders in Africa, the next paper dwells on university education and the needs of the labour market: bridging the gap between knowledge acquisition and application, whereas the third paper discussed a quest to upgrade first generation universities in Nigeria to produce Innovative and ICT-ready health educators, this was followed by a paper on the relationship between pre-service teachers' attitude, self-concept, Mathematics mental ability and knowledge of Agricultural Economics in selected Nigerian Colleges of Education. Other papers include Transforming University Knowledge Production towards the Promotion of Inclusive Development in Nigeria, the effectiveness of new inventions in ICT for higher education teaching and learning in Nigeria and dispositional and situational factors predicting psychological adjustment among fresh students (*Jambites*) in Universities.

Furthermore, there were works on the following areas in the current of the journal: Assessment of state of entrepreneurship education for science and technology students in Nigerian universities: Implications for self-reliance, demographic predictors of lecturers' attitude to retirement in a state university in Nigeria, Bridging the Is-Should Gap in Private Universities' Management in South-Western Nigeria, e-learning as an enhancement for higher education sustainability in Nigeria and fostering academic knowledge transfer to industry: A key to sustainable development in Nigeria.

All these well-researched articles were which were presented at the 8<sup>th</sup> Annual Conference of HERPNET were submitted seasoned and upcoming scholars with diverse interests in Higher Education and on how the African Higher Education sector can become a vehicle of human capital development for the African Region. The papers were equally peer-reviewed by highly reputed researchers of diverse background and interests in Higher Education which, therefore, makes this 9th edition of the journal a must read for African and international scholars in Higher education.

## Editors



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## DISPOSITIONAL AND SITUATIONAL FACTORS PREDICTING PSYCHOLOGICAL ADJUSTMENT AMONG FRESH STUDENTS (JAMBITES) IN UNIVERSITIES

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### **Abstract**

Psychological adjustment of new students to universities has become an increasing concern to stakeholders (parents, management, teachers, and the students). A major reason is that those who are unable to adjust effectively can get involved in prostitution and cultism- two major problems that are major concern to university administrators in Nigeria. This necessitated the investigation of the influence of dispositional and situational factors on psychological adjustment of 'jambites' (freshmen). The study involved a sample size of 250 selected from fresh students in the University of Ibadan. The two hypotheses tested with multiple regression statistics were confirmed. Both personality and family background are significant predictors of psychological adjustment among jambites ( $R^2=0.94$ ;  $p<.05$ ,  $R^2=0.16$ ;  $p<.05$  respectively). It was concluded that all the personality traits contained in the Big five (McCrae & Costa, 1997) are significant predictors of psychological adjustment. Similarly, family background issues are major influences in students' psychological adjustment when they get into the university. The need to do family background and personality profile for newly admitted students was suggested in order to identify those who require assistance for effective adjustment in the university.

**Keywords:** Personality, family background, psychological well-being, Jambites

### **Introduction**

Psychological adjustment is the emotional and spiritual resilience that allows one to enjoy life and to cope in an environment. In the



university environment, especially among newly admitted students that are popularly referred to as jambites, adjustment is a major concern to parents, staff and management of the institution. Part of the overall health of an individual concerns the emotional and social wellbeing that enable the person to successfully manage his/her life in any social setting. It is a positive sense of wellbeing and an underlying belief in one's own and other's dignity and worth. It may include an individual's ability to balance emotions and have control over them, being comfortable with whom they are, coping with feelings and building up resilience and being able to meet the demands of life. In order to accomplish the psychological well-being that adjustment represents, it becomes important to consider the personality and family background of jambites. The variables are expected to define a student who may be coming to the university where he or she would be responsible for any action taken.

Psychological adjustment is described as a built-in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individuals in the society recognise a person as well-adjusted (Pathak, 1990). For instance, the newly admitted student to the university is a product of both dispositional and situational influences. These are described in the family background and personality factors that are considered in the present study. The role they play in the life of jambites (freshmen in universities in western countries) may provide good insight to adjustment challenges and their management.

Family background can be conceptualised as the social evaluation of a primary social group consisting of parents and their offspring, the principal function of which is provision for its members, one's children, as distinguished from husband or wife, a group of persons related by blood; a group descended from a common, all the persons living together in one household (Salkind, 2009). Specifically, the indices for defining family background in this study include parental socio-economic status, education, religion, occupation and family type.

On the other hand, personality traits as dispositional factors concern the relatively permanent characteristics that are enduring which distinguish one person from others, especially in social settings (McAdams, 1995). Such settings include the



university. Every individual has a makeup that is quite distinct in certain degree from another. This has implications for describing who a person is, and who he/ she is not, and what kind of behaviour can be expected. The behaviour an individual exhibits could be partly explained by personality characteristics or factors. Personality has always been known to provide reasonable explanation for a person's actions and attitudes (McCrae & Costa, 1990). Personality factors are broad dimensions in which an individual could fit into, or which could describe the behaviour of an individual. This brought about the classification of personality to different type. In recent time, 'the Big five' personality originally described by Goldberg (1990) and later popularised by Costa & McCrae (1997) has become a ready emphasis in discussing personality factors. They are assumed to provide a broad explanation that covers the entire personality description.

It is important to note that the five-factor structure of personality has been generalised across cultures and rating formats (self, peer, observer and stranger ratings). The personality factors contained in the Big Five are: (1) extraversion, which represents the tendency to be sociable, assertive, expressive and active; (2) agreeableness, representing the tendency to be likable, nurturing, adaptable, and cooperative; (3) conscientiousness, referring to the traits of achievement, organization, task-focus, and dependability; (4) Neuroticism/emotional stability, which is the tendency to be secure, emotionally adjusted and calm; and (5) openness to experience, which is the disposition to be imaginative, broad-minded, non-conforming and autonomous.

Extraversion implies an energetic approach to the social and material world and includes traits such as sociability, activity, assertiveness, and positive emotionality. Agreeableness contrasts a pro-social and communal orientation toward others with antagonism and includes traits such as altruism, tender-mindedness, trust, and modesty. Conscientiousness describes socially prescribed impulse control that facilitates task-and goal-directed behaviour, such as thinking before acting, delaying gratification, following norms and rules, and planning, organising, and prioritising tasks. Emotional stability describes even-temperedness as described in neuroticism. With negative emotionality, the individual is readily experience feeling anxious, nervous, sad, and tense. Openness to experience (versus



closed-mindedness) describes the breadth, depth, originality, and complexity of an individual's mental and experiential life (bolded personality traits added for emphasis; italics in original). These five factors have stood up so well to research that most psychologists today accept them as a dynamic and organized set of characteristics possessed by a person that uniquely influence his or her cognition, motivation, and behaviours in various situations.

Helping first-year students to cope and succeed academically has become a major concern more than ever before for university administrators and faculty. On the average according to the U.S National Centre for Higher Education Management Systems (NCHEMS, 2007), only 73.6% of university freshmen return for their second year. Although academic success in universities requires some pre-existing capabilities; these abilities do not always differentiate high-achieving students from low-achieving students but their respective psychological adjustment matters.

Considering the above evidence, it would be interesting to examine how much of the variance in first-year students' psychological adjustment is explained by personality factors and family background as dispositional and situational factors respectively.

This necessitates the following research questions to be answered in this study:

- Will personality factors (extraversion, agreeableness, openness, neuroticism and conscientiousness) influence psychological adjustment among jambites in University of Ibadan?
- To what extent can family background (parental education, occupation, religion, family type, family size, family income, and ethnicity) influence the level of psychological adjustment among jambites in University of Ibadan?

The development of the five factor model of personality usually called the "Big Five" by Cattell (1990). Goldberg (1990) stated that the five factors were derived from factor analyses of a large number of self and peer reports on personality relevant adjectives and questionnaire items. The Big five consist of: extraversion, agreeableness, conscientiousness, neuroticism and openness to



experience. Extraversion, which is sometimes called surgency which describes an individual as a social, confident, enthusiastic, extraverted, energetic, dominant, outspoken, forceful, ambitious, gregarious, social presence and assertive.

Agreeableness, which is also likeability, describes an individual as being agreeable, friendly, affectionate, trusting, helpful, praising, altruistic, sympathetic, diplomatic, cooperative, and warm. Individual in this category may not be critical in their consideration of alternatives as they are easily influenced by their environment. Conscientiousness sometimes called prudence tries to describe an individual as hardworking, preserving, trusted, dependable, achieving, controlled, organizing, precise, responsible, conforming individuals who are high on these traits are perhaps the most well guided.

Neuroticism, which could be likened to adjustment or emotional stability on these traits, describe individuals as the extent to which the student has good composure that makes him/her demonstrate clear understanding of situation, ambiguity and able to handle situations with stable emotion. Openness to experience describes an individual in terms of inquiring, wide interest, intellect, imaginative, witty and logical, and broad mindedness to receive ideas.

There are some important characteristics of the five factors; first the factors are dimensions, not types, so people vary continuously on them, with most people falling in between the extremes. Second, the factors are stable over a 45-year period beginning in young childhood (Soldz and Vaillant, 1999). Also, the factors are considered universal, having been recovered in languages as diverse as German and Chinese (McCrae & Costa, 1997). Finally, knowing one's placement on the factors is useful for insight and improvement through therapy (Costa & McCrae, 1992). The theory provides a functional framework for the present study. For instance, a student that is high on extraversion will tend to be more sociable, thereby wanting to behave in a manner that is consistent with his peers and this could influence psychological adjustment of students. Similarly, those who enjoy high level of emotional stability may be able to cope with university experiences by being less anxious and frightened. Hence, those who are more stable and sociable may report higher level of psychological adjustment than others.



Another theory that guides this study is the social learning theory by Bandura (1977). It emphasized that behaviour is learnt and could also be unlearned depending on the kind of reinforcement it receives. On the other hand, behaviour that is associated with positive reward or reinforcement is more likely to be repeated while those behaviours associated with punishment or aversive responses are less likely to be repeated. Thus, psychological adjustment could be influenced by what a student has learnt from parents who have university experience. Also, the occupation and family type of parents may expose the student to prior information about life in the university environment which can help in the student's psychological adjustment.

Results from prior studies on a large national sample of adolescents living with same-sex couples, revealed no significant difference with a matched group of adolescents living with opposite-sex parents on school and personal adjustment, (Chan, et al, 2008). Regardless of family type, adolescents were more likely to show favourable adjustment when they perceived more caring from adults and when parents described close relationships with them. Thus, it has been reported by Chan et al (2008) that it was the quality of adolescent – parent relationship rather than the structural features of families that significantly associate with adolescent psychological adjustment (Golombok, 1999).

These results are important both for their relevance to theories of development (Golombok and Tasker, 1994) and for their potential bearing on policies regarding care for adolescents. It is possible therefore, that family type, parental education, and other situational variables may play key roles in students' adjustment as freshmen in the university.

Consistent with the findings of earlier studies, it was found that adolescent self-esteem did not vary as a function of family type. In addition, no difference was found as a function of family in type and measures of personal and social adjustment. The clarity of results from this array of assessments strengthens the confidence that adolescents living with same-sex parents were functioning well in many domains, both at home and at school. In part, it has so often been raised as a topic of potential interest with regard to the offspring of same-sex parents (Baumrind, 1995; Tasker and Golombok, 2007). It shows that



family type may not be major factor that influence adjustment of young adults.

Although family type was not related to most adolescent outcomes in previous studies, teenagers' adjustment was clearly linked with the qualities of relationships within the family. These results were consistent with expectations based on earlier work with adolescents in the population at large same-sex (Khaleque and Rohner, 2002; Steinberg & Silk, 2002). It is therefore proposed that family type could be a significant factor in jambites' adjustment in the university as freshmen.

In another study, it was found that regardless of family type, when parents reported more satisfying parents – adolescent relationships, adolescents reported significantly less trouble at school and greater feelings of connectedness at school. Thus, as expected, students' adjustment may be linked with family type (both parents living together). An unexpected aspect of existing results was the finding that adolescents' feelings of connectedness at school varied as a function of family type and personality differences. Adolescents living with both parents reported feeling more connected to school. In as much a school connectedness among adolescents has been associated with fewer problem behaviours and greater emotional well-being (Resnick et al, 1997), this finding suggests that adolescents with both parents might be expected to show more favourable adjustment. It can be hypothesized in this study that jambites' family type would significantly predict their psychological adjustment.

Low conscientiousness trait has been linked to anti-social behaviour simply because it correlated negatively with social adjustment and emotional intelligence. Also, Fujita (2004) and Goldberg (1990) found that conscientiousness factor of the Big five with psychotic trait dimension of Eysenck Personality Questionnaire (EPQ) have a link in predicting psychological adjustment (Eysenck, 1952, 1964, 1967; Eysenck and Eysenck 1976, 1985). On the Big five factor in the work place, Bernadine (1977) noted a strong correlation between super ego strength (closely related to self-discipline) and high psycho-social adjustment among sales men.

Murphy and Lees (1994) found conscientiousness to be closely linked to integrity and honesty, while Viswesvaran and Schmidt (1993) reported that workers scoring high on



conscientiousness trait have been found less likely to engage in a host of counterproductive behaviour. According to Judge, Martocchio and Thorsen (1997) in their investigation of the big five factor personality and employees absenteeism, found agreeableness and openness to experience as negatively predicting employee absence (-32, -05, -4) among 89 University employees. Similarly, Colbert, Mount, Harter, Witt & Barrick, (2004) found that work place deviance was more likely to be endorsed when perception of the workplace is negative and emotional stability of employees with high neuroticism, openness to experience or agreeableness are low, they show direct relationship with unethical dimensions.

Ojo (2002) reported that of the big five personality, agreeableness and extroversion were not prominent in determining bounded rationality among managers. Instead, the influence of bounded rationality was within the domains of neuroticism, openness to experience and conscientiousness. Longitudinal studies of family income such as the Panel Study of Income Dynamics' have revealed that, while many families with children move into and out of poverty over time, others remain poor for long periods of time (Duncan and Rodgers, 1988). The former group of families experiences intermittent economic hardship, whereas the latter group experiences persistent economic hardship (Huston, 1991). This is an indication that occupation of parents can play significant role in the psychological adjustment of students. Despite this, most studies of poverty's effects on children have been cross-sectional. For this reason, it has not yet been possible in most cases to study the effects of persistent versus intermittent economic hardship on children's development (Featherman, Spennner, & Tsunematsu, 2008). Persistent poverty may exert a particularly strong negative influence on children's adjustment in school, especially as freshmen (jambites).

Cross-sectional research on the impact of chronic and acute life stresses suggests that their effects on children's development are likely to be cumulative. For example, Patterson, Vaden, and Kupersmidt (2007) found that the more chronic family adversities children experienced (e.g, low family income, parents' divorce), the more likely they were to experience difficulties in peer relationships.



Shaw and Emery (1988) reported that multiple life stressors had cumulative effects on child behaviour problems. Such cumulative effects have also been reported (Rutter & Garmezy, 2003). Although it seems likely that the effects of persistent economic hardship on children are more negative than those of intermittent or no economic stress, little information has been available to evaluate this hypothesis.

McLoyd (1990) described a model in which conditions of poverty increase parents' psychological distress, which diminishes parents' capacity for sensitive, involved parenting, which in turn leads to impaired socio-emotional functioning among children. Living in poverty may expose parents to a multitude of stressful life events and conditions (e.g. marital discord, family illness, criminal victimization, and inadequate housing) over which they have little or no control. Under conditions of poverty and concomitant psychological distress, parents are more likely to use harsh discipline and physical punishment and less likely to be supportively and affectionately involved with their children (Gecas, 2009; McLoyd, 2008).

Harsh discipline appears to be a powerful mediator between parental psychological difficulties and child adjustment problems (Patterson, 2009). Lempers and Desrosier, (1989) found that the effect of family economic hardship on adolescent depression and delinquency was mediated by inconsistent parental discipline. Kupersmidt, DeRosier, Patterson, & Griesler (1990) cross-sectional research confirmed the role of parental involvement as a mediating variable between family background and child outcomes. Related findings have also been reported by Duncan et al. (1994) and McLeod and Shanahan (1993).

Bolger et al (2009) found that in addition to family involvement in child care and discipline in the home, parents also play a more direct role in preparing their children for success in school (Ladd, Profilet, & Hart, 2000). Baker and Stevenson (1986) found that parents' management of their children's school careers had direct consequences for their educational achievement.

## **Hypotheses**

Two hypotheses were tested in the study. They are:

- (a) Dispositional factors of extraversion, emotional stability, consciousness, agreeableness, and openness to



- experience would significantly predict psychological adjustment among jambites
- (b) Situational factors of parents' occupation, family type, and religion will significantly predict psychological adjustment among jambites.

### **Methodology**

This study used an exploratory cross-sectional design (survey) in University of Ibadan.

A sample size of 250 was systematically drawn from the University of Ibadan 100 level students.

The structured questionnaires comprised of scales with items measuring personality and family background of the participants and demographic information such as parental/guardian educational qualification, occupation, religion, gender, age, level of study, marital status, and family type..

The next section of the questionnaire consists of Big-five personality inventory (BFI) scale that was jointly developed by John and Srivastava (1999) Department of Psychology, University of California. The inventory contains 10 items measuring openness to experience, conscientiousness, extraversion, neuroticism and agreeableness on a 5-point rating scale that ranged from strongly disagree to strongly agree.

Extraversion was assessed with items 1R, 6, ("R" denotes reverse-scored items). Agreeableness: 2, & 7R. Conscientiousness: 3R & 8. Neuroticism: 4R & 9. Openness: 5R & 10. This Big-five personality inventory (BFI)'s reliability and convergent validity coefficient was used for the full scale and each sub-scale's reliability is reported as follow: The reliability were reported independently such that; extraversion trait = .87, agreeableness = .74, conscientiousness = .84, neuroticism = .88 and openness to experience = .79. The scoring procedure of this scale indicates that "the higher the score above the global mean score on each subscale, the higher such individual on that particular personality factor and vice-versa.

The purposive method of data collection was adopted. The exercise was supervised by a final year student. An introduction letter that described the purpose of the study, confidentiality of responses and voluntary nature of the survey was collected from the department of Psychology, University of Ibadan to aid the process. In addition, the informed consent was obtained as



indicated on the first page of the questionnaire. The questionnaire administration took one week to distribute and retrieve.

The data was analysed by using SPSS 17.0. The demographic information involved frequency distribution while the hypotheses were tested by using simple multiple regression statistic.

## Results

### Hypothesis One

The first hypothesis which stated that personality factors (extraversion, agreeableness, openness to experience, neuroticism and conscientiousness) will significantly predict psychological adjustment among jambites was tested with multiple regression. Result is presented in the table below:

Table 1: Summary result of Regression tests predicting Personality on Psychological Adjustment among Jambites

Dependent Variable	Predictors	B	T	P	R	R <sup>2</sup>	F	p
Psychol. Adjustment	Neuroticism	-.266	-9.273	<.05	.973	.946	684.7	<.05
	Extraversion	.286	8.843	<.05				
	Openness	-.157	4.901	<.05				
	Agreeableness	.199	7.880	<.05				
	Conscientiousness	.367	17.36	<.05				

Results above indicate that extraversion, agreeableness, openness to experience, neuroticism and conscientiousness jointly predicted psychological adjustment among jambites at [F(5, 194) = 684.7; p<.05]. All the dimensions of personality traits accounted for 94.6% of the variance in psychological adjustment behaviour among jambites. Furthermore, extraversion, agreeableness, openness to experience, neuroticism and conscientiousness independently predicted psychological adjustment behaviour among jambites at ( $\beta = -.226$ ,  $t = -9.273$ ,  $p < .05$ ), ( $\beta = .286$ ,  $t = 8.843$ ,  $p < .05$ ), ( $\beta = -.157$ ,  $t = -4.901$ ,  $p < .05$ ),



( $\beta = .199$ ,  $t = 7.880$ ,  $p < .05$ ) and ( $\beta = .367$ ,  $t = 17.367$ ,  $p < .05$ ) respectively. The hypothesis was therefore confirmed.

### Hypothesis Two

The second hypothesis which proposed that family background (parental education, parental occupation, religion, family type, marital status) will independently and jointly predict psychological adjustment among jambites in University of Ibadan was tested by using multiple regression. The result and its interpretation are presented in table 2.

Table 2: Summary result of multiple regression showing the influence of family background on psychological adjustment behaviour among jambites

Dep. Var.	Predictors	B	T	P	R	R <sup>2</sup>	F	P
Psychol. Adjustment	Mothers education	-0.90	1.345	>.05	.409	.168	6.476	<.05
	Fathers education	-.232	3.504	<.05				
	Occupation	.182	2.701	<.05				
	Family type	.094	1.410	>.05				
	Marital status	.149	2.259	<.05				
	Religion	.129	1.949	>.05				

Results above showed parental education, parental occupation, religion, family type, marital status as jointly predicting psychological adjustment among jambites [ $F(6, 193) = 6.476$ ,  $p < .05$ ]. The situational variables accounted for about 16.8% of the variance in psychological adjustment among jambites in University of Ibadan. However, only father's education, occupation and marital status independently predicted psychological adjustment significantly ( $\beta = -.232$ ,  $t = 3.504$ ,  $p < .05$ ),



( $\beta = .182$ ,  $t = 2.701$ ,  $p < .05$ ) and ( $\beta = .149$ ,  $t = 2.259$ ,  $p < .05$ ). The hypothesis was therefore partially accepted.

## **Discussion**

The first hypothesis which stated that personality factors (extraversion, agreeableness, openness, neuroticism and conscientiousness) will significantly predict psychological adjustment among jambites in University of Ibadan was confirmed. Results showed that all dimensions of personality traits significantly predicted psychological adjustment. There has been strong association between personality and psychological adjustments from past literature. For instance, factors like interpersonal characteristics were found to measure social vulnerability that includes mood state and arousal level. Colbert, Mount, Harter, Witt & Barrick, (2004) found that when emotional stability of employees with high neuroticism, openness to experience or agreeableness are low, they show direct relationship with unethical dimensions. Clinical observation suggests that unstable introverts are the most prone to psychological imbalance (low adjustment). Psychiatry service of the John Hopkins Aid Service (JHAS, 2008) reported that of all the patients admitted for psychological distress, about 60% of the patients presented a blend of introversion and emotional instability, 25% with a blend of extroversion and stability, while 14% has a blend of extroversion and instability and 1% are stable introverts. More than any study, McCrae & Costa (1997) identified the five factors as adequately providing explanation for human behaviors and performance in social settings, including university settings. That the present study found all the five factors as significant predictors of psychological adjustment is justified by McCrae & Costa's position that the five personality factors provide good explanation for individuals' tendencies and behaviours, which include their coping styles. These studies are corroborated by the present findings that involved university students. However, Ojo (2002) concluded that of the big five personality, the factors of agreeableness and extroversion were not prominent in determining psychological stability among managers. The position did not hold in the present findings. The difference may be due to the difference in participants' characteristics and probably cultural differences.



Similarly, Murphy and Lees (1994) had found conscientiousness to be closely linked to integrity and honesty, while Visovevaran and Schmidt (1993) reported that workers scoring high on conscientiousness trait correlate have been found less likely to engage in a host of counterproductive behaviour. According to Judge, Martocchio and Thorsen (1997) in their investigation of the big five factor personality and employees absenteeism, found agreeableness and openness to experience as negatively predicting employee absence (-32, -05, -4) among 89 University employees. Similarly, Colbert, Mount, Harter, Witt & Barrick, (2004) found that work place deviance was more likely to be endorsed when perception of the workplace is negative and emotional stability of employees with high neuroticism, openness to experience or agreeableness are low, they show direct relationship with unethical dimensions. It shows that the five factors adequately account for psychological adjustment among the students as freshmen. This finding is further justified by the near 95% of the variance explained by the factors in psychological adjustment of jambites as freshmen in the university.

Hypothesis two which stated that family background (parental education, parental occupation, religion, family type, marital status) will significantly predict psychological adjustment was confirmed. Results showed a joint prediction of adjustment by the family background factors. However, only father's education, occupation and marital status significantly predicted psychological adjustment among jambites. The plausibility of this result lies in the fact that the family is the first unit of support and socialisation for any individual, thus family dysfunction is very likely to translate into adjustment problems in the larger society. Shaw and Emery (1988) reported that family stressors had cumulative effects on child behaviour problems. Such cumulative effects have also been reported by (Rutter & Garmezy, 1983). Although it seems likely that the effects of persistent economic hardship on children are more negative than those of intermittent or no economic stress, little information has been available to evaluate this hypothesis. Peterson et al. (2001) had found parental education was a significant predictor of psychological adjustment behaviour among adolescents. They reported that more educated parents possess higher psychological beliefs which are imparted unto their children, and are less likely to be influenced by people



around them in social settings. This finding is intuitively appealing, and is in line with the present study. Henshaw & Maverick (2009) have also shown that having a good job ameliorates psychological distress as a good number of stressors can be sorted through financial assistance, including students' potential adjustment problems in school.

Also, having a companion has been affirmed to be a good source of positive psychological adjustment (Wood, Rhodes, & Whelan, 2009; Headey, Veenhoven, & Wearing, 2001). The popular slogan 'a problem shared, is half solved' is applicable in expatiating upon this result. Couples who are happily married usually express less psychological and emotional distress due to influence of the significant social support present in their lives. This has been known to often translate to their children's ability to cope.

### **Conclusion**

It can therefore be concluded that both dispositional and situational factors are important in the psychological adjustment of jambites. In other words, understanding personality characteristics contained in the dispositional traits and family background are very important in explaining the psychological adjustment of jambites in the university. A major implication of the findings is that students' adoption of counterproductive behaviours as coping strategies can be explained by their family background and personality.

### **Recommendation**

The present study has shown that it is necessary to have profile of students when newly admitted to the university. The profile will help to understand their family background and personality dimensions in order to plan result-oriented counselling services for those identified to be somewhat deficient in both variables. Such knowledge would help in the intervention plan that can help to minimise their involvement in anti-social behaviours like prostitution among females and cultism among male students. Both behaviours arise due to students' dysfunctional coping style in their bid to adjust to life in the university. As it were, prostitution and cultism have become major challenges that confront university administration in Nigeria. Yet, perpetrators get involved as strategies to cope with demands from the school environment.



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