



Adjustment of Students to the Tertiary Landscape: The Dynamic Influence of Psychosocial Education

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The study examined the influence of psychosocial education on students' adjustment to the tertiary landscape. Two research questions guided the study. A cross-sectional survey design was adopted for the study.

Methodology: A total of 381 participants responded to a self-developed questionnaire after a careful review of literature. Both stratified and proportionate sampling procedures were employed in the study. A self-crafted questionnaire was distributed for data collection after it had been piloted to obtain Cronbach's alpha reliability coefficient of 0.89. Data was analyzed using percentages.

Results: The findings of the study revealed that participating in psychosocial education and utilizing the suggestions made by professionals positively aided students in adjusting to the university atmosphere.

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Conclusion: It is concluded that tertiary students should be urged to continuously avail themselves to psychosocial education and put into practice the suggestions and recommendations received from professionals since it has an extreme and rigorous influence on their adjustment.

Keywords: Adjustment; tertiary landscape; influence; psychosocial education; university culture.

1. INTRODUCTION

Students face the intimidating task of acclimating to the university environment as they deal with challenging situations in their pursuit for knowledge and academic skills [1]. These tasks include dealing with the insistence from necessitating academic work, social issues, and demands from family and friends. Kumaraswamy, cited in Robino and Foster [1], observed that students' academic responsibilities frequently contribute to stress. The expectation of producing satisfactory academic performance throughout the course of study adds to the already existing burden on students to the point where some may struggle to cope. Other factors that may have an impact on students include family instability, conflict, abuse, financial difficulties, and managing emotional and relationship issues. These situations may also add to their seemingly never-ending list of trials.

Furthermore, students' adjustment to school life on campus adds to the weight of the load that they must carry. These psychosocial issues may influence students' attitudes toward life in general, as well as how they achieve their academic objectives. Research studies by Hudd, Dumlao, Erdmann-Sager, Murray, Phan, & Soukas, [2]; Robino & Foster, [1] have well effectuated that psychosocial issues, not limited to those mentioned above, negatively interfere with students' power to adjust to a college or university environment. Robino and Foster [1] posited that "typical life changes occurring during college, such as the transition from high school, which often results in homesickness, isolation, and loneliness," tower over the rest of the difficulties that students face. Students must adjust to the responsibilities of independent living as a result of the power shift and begin to take ownership of balancing their time between school, work, and recreation [1]. Students must quickly adapt cognitive and psychosocial skills for not only living with their peers but also cooperating with lecturers [3]. Students who previously received assistance from their parents or guidance to meet some of their needs may be forced to shoulder the burden on their own. Some people may have to take full responsibility

for meeting both their physical and emotional needs. This could result in adjustment difficulties, unhappiness, and emotional disorders.

Additionally, Hudd et al. [2], as cited in Robino and Foster [1], stated that because of these responsibilities and life changes, half of college students report high levels of stress, which is frequently associated with symptoms of anxiety and depression. Some may want to drop out of school, while others may resort to unhealthy methods of control, such as drug abuse or developing avoidance techniques (defence mechanisms). This puts universities and colleges under pressure to find ways to address emotional and psychosocial imbalances while also retaining students until graduation. Krumrei-Mancuso et al. [4] hypothesized that if students discontinue their education, it may reflect a failure on the part of the institution to support students' progress or respond to students' needs.

Knitzer and Lefkowitz [5] stated that schools are supposed to be a source of positive socialization for students, but when students are exposed to a variety of situations in the school setting, it can lead to psychosocial and health issues. According to a study conducted by Famakinwa et al. [6], a greater number of students experience psychosocial challenges during school hours among their peers, which range from suicidal ideation, bullying, and substance abuse to sexual harassment in school. Krumrei-Mancuso et al. [4] went on to say that colleges and universities spend a lot of money on retention services (e.g., preparation courses, orientation, advising interventions, tutorial programs, and counselling) in the hopes of keeping students after they graduate. As a result, institutions will suffer greatly if they are unable to assist students in finding their balance in school. Unfortunately, students who drop out of university or college due to unresolved psychosocial issues may find it even more difficult to deal with any future challenges.

However, when optimal institutional outcomes occur and students' needs are met, there is a good academic climate to which students adjust. Understanding the significance of creating and

maintaining academic atmosphere that supports and promotes students' emotional and psychosocial needs is critical to both the institution's and students' success. As previously stated, disparities in various forms among students present a psychosocial challenge that students must address. A study of the psychosocial problems encountered by distance education students at a Ghanaian university reveals that "teaching modules, ineffective tutorials, academic, administrative, and socioeconomic problems" are at the root of students' psychosocial difficulties [7]. The findings also revealed that 27.9% of students reported severe levels of psychosocial problems, with the surprising revelation that "level 400 university students reported the highest level of psychosocial problems" [7]. Level 100 students reported the most psychosocial problems, while level 200 students reported the least.

According to Robino and Foster [1], increased academic demands and other responsibilities place a strain on students, making them more vulnerable to psychosocial problems. A qualitative study of 26 foreign students at the Catholic University of Ghana found that 14 of them found campus life to be unpleasant [8]. All of these evidences suggest that students can easily encounter psychosocial problems that affect their adjustment to the university environment. Helping students anticipate the changes and decisions they will face will encourage them to consider what is most important to them. That is what the researchers sought to discover, and it is against this backdrop that an empirical study was carried out to examine the influence of psychosocial education on adjustment of students to university culture.

1.1 Psychosocial Education and Adjustment

In this study, psychosocial education refers to student-centered seminars provided by universities to equip students with the necessary skills to deal with potential challenges. It aims to identify stressors within and outside of students that have the potential to throw them off balance. The program also suggests practical assistance for students to successfully mitigate the negative effects of potential future obstacles. According to Jutai and Day [9], "psychosocial refers to both internal and external factors that influence the psychological adjustment of individuals with disabilities". The researchers went on to say that

it is concerned with the challenges that people face in their social environments. This is an individual's external dimension, whereas the core dimensions of psychological well-being are independence, personal control (locus of control), and self-efficacy. According to them, psychosocial issues result from a combination of a person's internal and external characteristics. External factors are influenced by the social atmosphere, whereas internal factors are determined solely by the individual. Extrapolating, a psychosocially "unhealthy" student may be struggling with issues related to the university culture or may be dealing with internal pressures. Such a struggling student could be helped by troubleshooting the problem from his or her university environment or previous experiences. If a first-year university student or any other student is having difficulty adjusting to the university environment, those with the professional mandate must assess the situation holistically before making any recommendations. After all, the definition states unequivocally that psychosocial problems can be caused by both internal and external factors. It may be beneficial to the research to question this definition of the concept. It is safe to say that the definition of the concept is somewhat limited in scope, in that it appears to convey the idea that only people with "disabilities" have psychosocial issues.

Woodward [10], on the other hand, adds a functional aspect to the definition in order to better elucidate the scope of understanding. According to the researcher, the "psychosocial approach" examines individuals "in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and ability to function." One could argue that this version of the definition captures the essence of the concept. It must, however, be clearly established that this is the researchers' observation following a thorough review of the literature. They have no effect on the structure or direction of the other definitions. New knowledge may be added to the concept through further research. However, it should be noted in the definition that the researchers do not focus on people with disabilities, which could be pathological in nature. Instead, the emphasis is on "physical and mental wellness, as well as their ability to function" [10]. This implies that the focus of assisting students who are having difficulty adjusting to university life should be on their "physical and mental wellness and ability to function" [10].

If the student does not have a stable mental state or is not in good physical condition, it may affect how he or she adjusts to the university environment. That gap in the definition may have led Robino and Foster [1] to argue that counsellors and those assisting students with psychosocial issues should lean toward the "wellness" paradigm. Wellness, according to the researchers, "provides a strengths-based and holistic perspective of counselling that promotes balance, self-responsibility, and a positive view of humanity." Counsellors who use a wellness approach encourage their students to pursue a healthy lifestyle based on their strengths in these wellness dimensions, as well as to hold themselves accountable for their choices and actions. This could imply that psychosocial education is most effective when counsellors focus on the strengths of students who have psychosocial issues and offer assistance in rediscovering their locus of control and accepting responsibility for the consequences of their actions. In their academic pursuits, students must be "balanced, self-responsible, positive, and grounded" [1]. That is the goal of this research. That is, to comprehend how psychosocial education can assist students in regaining their equilibrium in the university setting. As used in this study, psychosocial education refers to the thoughtful instructions and practical suggestions that the university provides to help students deal with adjustment difficulties.

Academic adjustment, according to Cazan and Stan [11], is one of the ongoing challenges of university pedagogy. Academic adjustment is an integrating construct that is difficult to define [12]. Academic adjustment entails successfully understanding what lecturers and tutors expect academically from students, developing effective study skills, adjusting to the school's academic demands, and not feeling intimidated by lecturers. Thus, adjustment is viewed as a dynamic and interactive process that occurs between the person and the environment and is aimed at achieving a fit between the two [13,14]. Several empirical studies have been conducted to investigate how study skills affect students' adjustment in the university setting.

Awabil [15] examined the effects of study and self-reward skills on students' study behaviour in Ghanaian public universities. He reported, using a sample size of 60 in a quasi-experiment, that research participants who received study skills counselling improved their study behaviour. In a

similar study, Bonaccio and Reeve [16] discovered that both male and female participants in the experimental group improved their study behaviour more than their counterparts in the control group. The findings of Quist, Nyarko-Sampson, and Essuman [17] revealed that there were no significant differences in male and female study habits. Furthermore, there were no significant differences in the study habits of students in secondary school forms 1 and 3, and they emphasized the importance of engaging senior high school students in psychosocial education so that they may cultivate good and effective study habits.

Hassanbeigi et al. [18] investigated the relationship between various study skills and academic performance of university students. The study involved 179 male and female junior and senior medical and dental students.

The instrument was the "Study Skills Assessment Questionnaire" from Houston University's counselling services. Ten psychologists and faculty members from Shahid Sadoughi University of Medical Sciences approved the content validity of this questionnaire. The Kruskal-Wallis test was used to collect and analyze data. The results established that the study skills scores of university students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than students with a GPA of less than 15 in all of the 7 skills of time management and procrastination ($P < .01$), concentration and memory ($P < .01$), study aids and note taking ($P < .02$), test strategies and test anxiety ($P < .01$), organizing and processing information ($P < .01$), motivation and attitude ($P < .04$), and reading and selecting the main idea ($P < .0001$). The researchers concluded that teaching study skills to university students can play an important role in improving students' academic performance.

Cazan and Stan [11] investigated the connections among academic adjustment, self-directed learning, and learning engagement. The Academic Adjustment Questionnaire, the Utrecht Work Engagement Scale, and the Self-Rating Scale of Self-Directed Learning were used by the researchers. The Pearson correlation coefficients between the study's dimensions were significant. According to the findings, self-directed learning and learning engagement can accurately predict academic adjustment at the university level. A student's ability to become a self-directed

learner implies that they have developed metacognitive skills, the ability to monitor and evaluate their own learning strategies, and the ability to manage their interpersonal relationships. A successful student is a self-directed learner.

VanRooij, Jansen, and van de Grift [19] investigated how intrinsic motivation, academic self-efficacy, self-regulated study behaviour, and satisfaction with the chosen degree program influenced academic adjustment in university, and how these variables and adjustment affected three important indicators of student success: Grade Point Average (GPA), number of credits attained (ECTS), and intention to persist. The study included 243 Dutch first-year university students. According to structural equation modelling, intrinsic motivation, self-regulated study behaviour, and degree program satisfaction all influence academic adjustment, accounting for 72% of the variance in adjustment. GPA and credits were not directly influenced by motivational and behavioural variables, but rather through academic adjustment. Furthermore, only satisfaction with the degree program predicted persistence. These findings highlight the significance of academic adjustment in predicting university GPA and credits, as well as the critical role of satisfaction with the degree program in predicting the intention to continue. The development of self-regulated study skills, the most important contributor to academic adjustment, could be integrated into the first-year program at universities. Furthermore, given the importance of student satisfaction with the program, communication and collaboration between secondary schools and universities should be improved to assist students in selecting a university degree program that matches their abilities, interests, and values. Psychosocial education is an important factor to consider in the adjustment of university students. It remains to be seen, as part of the current study's focus, whether the current study's findings will reflect the influence of psychosocial education on students' adjustment to the university culture.

1.2 Statement of the Problem

Most studies on this concept in Ghana have focused on identifying psychosocial problems students face without taking into account psychosocial education and its influence on students' adjustment to tertiary campuses. In a

study of distance education students at the University of Ghana, Atindanbila and Azasu [7] discovered that students at all levels of study exhibited signs of psychosocial difficulties. They also discovered that level 400 students had the highest level of psychosocial problems compared to the other levels. Adesti [20] studied senior high school students' bio-psychosocial problems and academic performance in Tema, Ghana. The findings revealed that school-related problems significantly predicted poor academic performance, with female students having more problems than males. In addition, Quist, Nyarko-Sampson, and Essuman [17] found no significant difference in the study habits of form one and form three students in a study of 500 senior high school students from the central region, Ghana. According to the study, these students were likely to carry their unresolved psychosocial issues from senior high schools to universities in Ghana. As a result, it is imperative to conclude that these students do require psychosocial education.

Awabil [15] used a sample of 60 students for a study on the effects of psychosocial education on the study behaviour of students at the University of Education, Winneba (UEW) and the University of Cape Coast (UCC). He posited that psychosocial education was more effective in improving all five dimensions of study behaviour: time management, concentration, consultation, note-taking, reading, and library use. The focus of the study was not on students' adjustment to campus. This study, however, focuses on how psychosocial education influence students' adjustment to the tertiary landscape. A study conducted on foreign students' adjustment in the early days of their university education at Catholic University College in Ghana revealed that international students face some social, academic, and economic challenges in their early days on campus, but university authorities have not put adequate measures in place to improve international students' adjustment on campus [8]. Another study, Hudd, Dumlao, Erdmann-Sager, Murray, Phan, and Soukas [2], cited in Robino and Foster [1], found that new responsibilities and life adjustments cause half of students to report high levels of stress, which is frequently associated with anxiety and depression symptoms. Clearly, psychosocial problems disrupt students' adjustment to the university culture; however, no research on the influence of psychosocial education on students' adjustment to the university culture has been conducted. This study, aims to fill this lacuna.

1.3 Purpose of the Study

The primary goals of this study were to determine whether students practiced and implemented suggestions from professionals during psychosocial education. In addition, the study investigated how psychosocial education influenced students' adjustment to the university culture.

1.4 Research Questions

These research questions guided the study:

1. Do students practice and implement suggestions by professionals during psychosocial education?
2. How does psychosocial education influence students' adjustment to the university culture?

2. METHODS

2.1 Research Design

The study employed a cross-sectional survey design. In a cross-sectional research design the entire population or a subset may be chosen, and data collected from these individuals to help answer research questions. The term "cross-sectional" according to Olsen and George [21] refers to the fact that the information gathered about the variables of study (psychosocial education and adjustment) only represents one aspect of the continuum. According to Yin [22], a cross-sectional research design investigates a contemporary phenomenon within its real-life context. The choice of this research design was based on Johnson and Christensen [23] assertion that a cross-sectional survey collects data to make inferences about a population of interest (university students) at a single point in time. A cross-sectional survey design also allows for quick data collection from respondents.

2.2 Population

The study's population comprised students from Kwame Nkrumah University of Science and Technology, where the research was carried out. The study's accessible population included all undergraduate and graduate students from six colleges, totalling 44,548 people (KNUST Quality Assurance Unit, 2019). Males and females from Ghana and other countries were among the students.

2.3 Sample and Sampling Procedure

For this study, the researchers used stratified sampling to select 381 participants. For a study with such a population, a sample size of 381 was appropriate [24]. The participants of the study were 381. A stratified sampling method was initially used at the university under study, which has six colleges and schools in total. The 6 colleges and schools were classified as strata. Sub-strata (faculties) were then identified under each college. Each college was given a proportionate sample. As a result, the appropriate number of respondents from each college was determined by dividing the total number of students in each college by the total number of students in all six colleges, multiplied by the sample size of three hundred and eighty (381). The researchers used some basic probability sampling techniques in the sample selection process to get the right sample for the study. The researchers had to ensure that the sample selection was free from biases by following the fundamental principle of probability sampling known as the Equal Probability of Selection Method (EPSEM) [25]. According to the author, a sample is representative if it reproduces the important characteristics of the population. Otherwise, generalization to the population is at best dangerous [25]. He maintained that, stratified sampling is very desirable because it ensures that the sample is representative of the population. The simple random method was used to select one faculty from each college. The researchers then used the lottery method (cutting papers and writing "Yes" and "No" on each, thoroughly mixing the papers, and placing them in a container) to select the participants. The participants were asked to select one of the papers from the container. Students who selected "Yes" were included in the research. Students who were willing to participate in the study but chose a "No" paper were thanked for their support of the research. A self crafted questionnaire was distributed for data collection after it had been piloted to obtain a cronbach's alpha reliability coefficient of 0.89.

3. RESULTS

The primary goals of this study were to determine whether students practised and implemented suggestions from professionals during psychosocial education. Again, how does psychosocial education influence students' adjustment to the tertiary landscape?

Table 1. Population distribution and sample size by the colleges

Colleges	Population	Sample
Humanities and social sciences	11,210	97
Health sciences	7,500	64
Sciences	8,062	69
Agriculture and natural resources	4,547	39
Arts and built environment	6,597	56
Engineering	6,632	56
Total	44,548	381

To answer the research questions, four sub-questions were developed. Tables 2, 3, 4, and 5 present the findings.

Table 2. Students' knowledge about organisation of psychosocial education

Responses	Frequency	Percent
Yes	340	89.0
Not sure	20	5.0
No	21	6.0
Total	381	100.0

Source: Fieldwork, 2019

Table 2 elicited from research participants their knowledge about organisation of *psychosocial education* by the counselling unit. The majority of respondents (340), or 89 percent of the total sample size, said they were aware of the organisation of such event. Only a few of the respondents (20) representing (5 percent) were uncertain whether or not the counselling centre organised *psychosocial education* on campus. There were 21 respondents (6 percent) who stated that the counselling centre does not organize study skills seminars for students on campus.

Table 3. Students attendance to psychosocial education

Responses	Frequency	Percent
Always	261	68.0
Never	98	26.0
Sometimes	22	6.0
Total	381	100.0

Source: Fieldwork, 2019

In Table 3, respondents were asked whether or not they have been attending *psychosocial education*. Two hundred and sixty one (261) respondents said they always attend the

counselling centre's *psychosocial education*. Only 6 percent of the respondents said they occasionally attend *psychosocial education*. There were 98 respondents, representing 26 percent, who had never attended any *psychosocial education* on campus.

Table 4. Students practice and implementing of suggestions from psychosocial education

Responses	Frequency	Percent
Yes	282	74
No	99	26
Total	381	100.0

Source: Fieldwork, 2019

Table 4 shows that the majority of the respondents (282) practice and implement suggestions made by professionals during *psychosocial education*. However, 99 respondents, representing 26 percent, did not practice and implement the recommendations.

Table 5. How suggestions from psychosocial education influenced students' adjustment on campus

Responses	Frequency	Percent
Strongly Agree	48	13
Agree	244	64
Never	44	11
Disagree	22	6
Strongly Disagree	23	6
Total	381	100.0

Source: Fieldwork, 2019

Table 5 shows results of how suggestions from *psychosocial education* influenced students' adjustment to campus. Two hundred and forty four (244) research respondents 64 percent agreed that putting the suggestions they received from *psychosocial education* to use gave them a huge boost. Furthermore, 48 respondents strongly agreed because it helped them enjoy life on campus as a result of implementing *psychosocial education* recommendations. Nonetheless, 89 of the respondents representing 23 percent strongly disagreed, disagreed, or did not see how the suggestions from *psychosocial education* contributed to their adjustment on campus.

4. DISCUSSION

The survey results revealed that the majority of respondents were aware of the *psychosocial education* programs available to students. This could imply that the provision designed to help

students get the most out of their studies has gotten a lot of attention. Probably, various methods of communicating with students, such as notice boards, flyers, text messages, or class representatives, are used. It would be interesting to learn how the university promotes these programs. However, knowing about the seminar is one thing; using the provision is quite another. To delve deeper, the researchers asked respondents if they had received psychosocial education.

According to the findings of the study, the majority of respondents took part in the university's psychosocial education program. The study also investigated whether the majority of research participants followed the advice of psychosocial educators. The discovery backs up the findings of Atindanbila and Azasu's study [7]. Students reported severe levels of psychosocial problems as a result of ineffective tutorials and other academic-related issues, according to their findings. Because the majority of students attended and implemented the recommendations, it was assumed that the university's psychosocial education was valued. This could lead to less academic stress, which could explain why the majority of students attend the seminar. The discovery could also shed light on their feelings about their studies and campus life. When a student struggles to grasp the meaning of what is being taught, studies can become burdensome, boring, or even a nightmare.

However, if a student understands what is being taught and can relate to the information, studying can become a pleasurable experience. This explains why the majority of respondents stated that they are well adjusted to and enjoy life as students on campus. That is, they benefit greatly from implementing the suggestions they receive from psychosocial education, which allows them to fully engage in fruitful activities on campus. This finding is consistent with Awabil's [15] findings that students who receive study skills counselling improve significantly in their study habits. Similarly, the findings support Cazan and Stan's [11] conclusion that self-directed learning and learning engagement can accurately predict academic performance adjustment at the university level. This finding, however, contradicts the findings of Ackah and Kuranchie [8], who claimed that the majority of respondents did not adjust well in their first weeks on campus. The respondents explain this adversity by stating that the Catholic University College does not provide special orientation for international

students. The current study's findings also reflect the spirit that motivates the student involvement theory [26]. It asserts that a highly involved student is one who, for example, devotes a significant amount of time to studying, spends a significant amount of time on campus, actively participates in student organizations, and interacts frequently with faculty members and other students.

Most respondents believed psychosocial education was beneficial in assisting them to participate fully in student activities. Perhaps, psychosocial education opens up many benefits for students who actively participate in both academic and social activities on campus. The programs may also recommend practical steps for students to take in order to strike a balance between academic and social responsibilities, thereby reducing the stress associated with an imbalance. This finding backs up the findings of Robino and Foster's study [1]. They discovered that when students are given the right motivation and encouragement, they adjust to the responsibilities of independent living and begin to take ownership of balancing their time between school, work, and recreation [1]. The findings of this study show that psychosocial education provides students with the motivation and encouragement they need to avoid being thrown off balance by the pressures of adjusting to a new environment and eventually "throwing in the towel," which is a sign of failure.

Despite the positive outcomes of psychosocial education, a significant number of respondents also indicated that, their ability to adjust to campus life was unrelated to the psychosocial education they received. Are these students simply unaware of the shocks that come with adjusting to a new environment? It is possible that these students have an unknown source(s) that helps them survive the turbulence that comes with adjusting to university life. However, it appears that questioning the data is beneficial for a healthy debate. These questions also serve as the foundation for future research into the phenomenon. In any case, researchers can only question, interpret, and debate what the data appear to offer and cannot go beyond that.

5. CONCLUSION

According to the findings of the study, the majority of university students participated in psychosocial education, and after the seminar, they implemented the suggestions in their lives,

which increased their desire to stay on campus and happily pursue their programs. Attending psychosocial education programs and implementing professional suggestions and recommendations helped students adjust positively to the university culture, which contributed greatly to a happy stay on campus. Based on the study's findings, the following recommendations were made: Students should continue to attend psychosocial education programs in their schools to learn more and put suggestions and recommendations they receive from psychosocial educators into practice.

6. PRACTICAL IMPLICATIONS

A major implication of the study's findings is that professionals must regularly organize psychosocial education for their students in order for the students to master study skills, which are necessary for success in their quest for knowledge. This is due to the fact that study skills teach students how to study effectively, remember what they have learned, and manage their time. Another implication of this study is that, in addition to the usual orientation for newly admitted students, professionals should organize guidance programs for their students on a regular basis. This is due to the fact that students who were unable to benefit from the orientation program due to returning to school after the program will be able to benefit from other guidance programs that will be organized later in the course of their stay on campus.

CONSENT

The researchers met with and sought permission from gatekeepers (those with relative authority over the research respondents, such as department heads and lecturers) to discuss the study's purpose with them and to allow their students to participate in the study. Aside from these key individuals, research participants were consulted and informed about the purpose of the study as well as their willingness to respond to the questionnaire. They were also taught that they had the absolute right to withdraw from the research process at any time, with no consequences. Participants in the study were given consent forms to sign. The consent form also included sections on confidentiality and anonymity.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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