

Influence of Selected Socio-demographic Variables on Academic Adjustment of University Students in Southwestern Nigeria

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ABSTRACT This study examined the nature of the university undergraduate students' academic adjustment problems and the influence of selected socio-demographic variables of peer status, gender, age and family background on the students' academic adjustment. A sample of 2106 students was selected by stratified random sampling technique from three purposively selected universities in Southwestern Nigeria. Academic Adjustment Inventory was used to gather information from the subjects. The data were analysed using simple percentages and analysis of variance (ANOVA). The results of the data analysis revealed the nature of the academic adjustment problems of the students. Their problems included inability to get suitable place to study (85%); difficulty in understanding the recommended textbooks (82%); enormity of the work given (e.g. assignments, homework and write-up) (85%) having to move from one lecture room to another (87%) and the strictness of the university (87%). Peer status while in secondary school had significant influence on the students' academic adjustment but age and family background did not have significant influence on the students' academic adjustment.