

REPUBLIQUE DU CAMEROUN

*Paix - Travail - Patrie*

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UNIVERSITE DE YAOUNDE I

ECOLE NORMALE SUPERIEUR

D'ENSEIGNEMENT TECHNIQUE

D'EBOLOWA

DEPARTEMENT DE DE DIDACTIQUE

DES

DISCIPLINES, DES SCIENCES DE

L'EDUCATION, DE PEDAGOGIE ET DE

FORMATION BILINGUE

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REPUBLIC OF CAMEROUN

*Peace - Work - Fatherland*

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UNIVERSITY OF YAOUNDE I

HIGHER TECHNICAL TEACHER

TREINING COLLEGE OF

EBOLOWA

DEPARTMENT OF OF

DIDACTICS OF

DISCIPLINES, SCIENCES OF

EDUCATION, PEDAGOGY AND

BILINGUAL TRAINNING

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**Filière**

**Guidance Counsellor**

**THE EFFECTS OF ORIENTATION  
PROGRAMME ON THE ADJUSTEMENT OF  
SECONDARY SCHOOL STUDENTS IN  
EBOLOWA.**

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF A  
POSTGRADUATE DIPLOMA (DIPCO) IN GUIDANCE AND  
COUNSELLING

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**Année Académique : 2019 - 2020**



*This work is dedicated to Madame ELLA Florence*

## ACKNOWLEDGEMENTS

The realization of this work could not be done independently without the help of the following:

I am very thankful to my supervisor, Prof. Maureen Ebanga for her immense dedication, professional guidance, constructive critiques and tireless efforts towards the realization of this work;

My profound gratitude goes to the Head of Department, Pr. Bingono Emmanuel and all the lecturers of the Department of the Higher Teachers' Training College for impacting knowledge, discipline, and building a professional attitude in me throughout my studies in Ebolowa;

Special thanks go to all the students of Lycée Classique and their Counsellors for the time they sacrificed to fill the copies questionnaire and conduct the other necessary exercises that were required for the realization of this work;

Above all, I want to thank my Father Mr. Tambi Frambo Michel whose sacrifices, love, prayers, advice, financial and moral support inspired me throughout my years of training and during this research;

In a distinguished manner, I want to thank my darling Kamgo Wilson for the psychological, physical, emotional and financial support all through my training and specially in the realization of this work;

My special gratitude to Mr. Eba'a Adjomo Camille who assisted me to improve the quality of this piece of work;

I equally want to thank my statistician Meboua J. A for the great work done;

I also acknowledge the authors I exploited their books to do this study;

I do appreciate the emotional, physical and financial support manifested in the realization of this piece of work by my friends Mr Chouquette, Abomo Nicaise,

Lastly, to all my classmates and especially Miss Yollanda, Miss Babette, Oyono Abomo...for their love, support and encouragement and all those whose names have not been mentioned in this work, who helped me in one way or the other.

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### ABREVIATION

Academic orientation Programme (AOP).....	36
National Guidian and Counsellors' Day (NGCD).....	40

**Statistic Package for Social Science (SPSS).....46**

**ACRONYM**

**Realistic, Investigative, Artistic, Social, Enterprising, Conventional (RIASEC).....33**



## ABSTRACT

This study was meant to investigate the effects of orientation programme on the adjustment of Secondary school students of “Lycée Classique et Moderne” in Ebolowa. The main hypothesis for this study was to verify if there is a significant relationship between orientation programme and adjustment of students. This hypothesis was further broken down into three facets. This was done in order to examine whether there is a significant link with the adjustment (social adjustment, academic adjustment and personal) of students with the content of orientation program. The study employed the mixed method. The survey questionnaire was design for the students and the interview design for the counsellors. A self-constructed questionnaire was employed in this study with an interview for the counsellors. The sample size of 250 both male and female students were selected randomly from all the classes. The hypotheses were tested using the Pearson Product, Moment correlation Coefficient. The findings revealed that there is a significant relationship between freshman orientation and social adjustment of students ( $r=0.428$ ), there is a significant relationship between academic orientation and academic adjustment of students ( $r=0.534$ ), and that there is a significant relationship between career orientation and personal adjustment of students ( $r=0.200$ ) of “Lycée Classique et Moderne” in Ebolowa. With these findings, the study recommended that secondary schools policy makers, should review and strengthen orientation programmes targeted at helping students to adjust smoothly and quickly, as well, as plan each orientation programme by giving more time to counsellors for them to perfectly do their job. Train more Counselors to respect the ratio of 300 students per counselor as stipulated in the order n° 98/004 of April 14 1998, carry out an orientation programme in which students should be provided with reference materials and other souvenirs which can easilly capture their attention. Lastly, counsellors should be present during the admission/registration process of students.

## RESUME

L'objectif de cette étude était de ressortir l'impact du programme d'orientation sur l'adaptation des élèves du secondaire : cas du Lycée Classique et Moderne d'Ebolowa. La principale hypothèse étant de vérifier s'il existe une relation significative entre le programme d'orientation et l'adaptation des élèves du secondaire, celle-ci a été subdivisée en trois parties afin d'examiner s'il y a une corrélation significative entre l'adaptation sociale, scolaire et personnelle des sujets objets de cette étude. Sur le plan de l'enquête, nous avons utilisé la méthode mixte à savoir un questionnaire auto-construit pour les élèves et une interview pour les conseillers d'orientation dudit lycée. Partis sur la base de 250 élèves pour un échantillon de sexe confondu, sélectionné au hasard parmi les 3836 élèves répondant au critère d'âge déterminé, nous avons testé les hypothèses en utilisant le Coefficient de Moment de Pearson dont les résultats ont révélé qu'il existe une relation significative entre le programme d'orientation des nouveaux et leur adaptation sociale ( $r = 0,428$ ), entre leur orientation scolaire et leur adaptation scolaire ( $r = 0,534$ ) et une autre entre leur orientation professionnelle et leur adaptation personnelle au secondaire ( $r = 0,200$ ). Avec ces résultats, l'étude a recommandé que les établissements d'enseignements secondaires devraient revoir, reactualiser et renforcer le programme d'orientation visant à aider les élèves à s'adapter rapidement et en douceur. Ainsi, pendant les sessions de formation, les élèves devraient recevoir du matériel de référence et d'autres souvenirs afin de captiver leur attention, l'on devrait aussi former plus de conseillers d'orientation pour respecter le ratio de 300 élèves par conseiller d'orientation et enfin, ceux-ci devront être présents lors du processus d'admission et inscription des élèves.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### **Introduction**

This chapter lay the foundation of what will be discusse all through the student research. We will start by presenting the contextual background of the study, followed by the justification, the problem statement, objectives, research questions, research hypotheses, scope and delimitation, significance and lastly the operation definition of the terms.

#### **Contextual Background of the study**

America is known to have been the pioneer in practicing orientation since 1888 and since then other academic institutions and countries have developed, modified, and implemented strategies that are designed to increase student success (Gardner, 1986). As time goes on, it has been modified in various African Countries in general and in Cameroon in particular.

In Cameroon, it is an integrale part of the education programme since the 1980s with its programme titled “The Annual Progression Sheet of Counselling and Orientation Services”. An orientation session for both the new and old students is integrated in every school as part of a school year programme. It is often in form of, lessons, discussions, workshop or focus groupe done by Guidian Counselor in the school. The broad goals of such orientation programmes are typically to acquaint students with the administrative regulations and expected behavior of the school, introduce the students to curricular and cocurricular activities, help students design an academic profile and provide opportunities to meet the country realities there by enhancing success. But the general purpose underlying most orientation programmes, is to facilitate students’ successful integration into a new and unfamiliar academic and social setting above all, to facilitated students adjustment. From this perspective, orientation sessions may be one mechanism whereby educational institutions positively influence the anticipatory, socialization of both the incoming and the old students (Pascarella, Terenzini, Wolfle. 1986).

It is believe that, a well done orientation leads students to greater developmental independence and to more effective participation in education process. Defining orientation is difficult because the goals, techniques, and participants in the process vary from one academic institution to another. Orientation programme is taught to help students with

problems such as maladjustment in school and to enhance success. It should be noted that students who are assisted in orientation sessions would be more successful in adjusting within the institutional milieu. However, Upcraft and Farnsworth (1984) have provided a workable definition: "Orientation is therefore, any effort made by an institution to help students face the transition from their previous environment to another environment without any problem".

The different forms of orientation programme that may take place within the school milieu include, freshman, academic, and career orientation according to the annual progression sheet of counselling and orientation services in Cameroon.

Within this three context of study, the attitudes of students entering into high school is not only mediate by the way they perceive the school environment, but also the manner in which they interact within that milieu. The degree of experience with the educational environment may play an important role in the level of adjustment, perseverance, and success, or maladjustment, attrition, and failure will greatly be Influence by the content of orientation programmes (Crandall, 1978 and Al).

In the freshman context of the programme, the student has to be acquainted with the rules and regulations of the school, the educational system and the roles and services of a guidian counsellor. If effectively done, the student will be socially adjusted.

The academic orientation context found in the annual progression sheet of counselling orientation services, is carefully planned to help students transit into the high school life and provide them with a strong foundation in achieving their goals by helping them with the technics to boost their performance, achieve their academic goals. Globally, it is maintained that the first-years experiences at the hight school are pivotal for the academic, intellectual, social, as well as the emotional maturity of students (Davis,2013).

Regarding career orientation, it is believed that choosing a career is a very difficult decision for students and young adults, but most be coined out as early as possible reason. The career orientation process therefore focuses on helping students identify their personality traits, abilities, competence, information on employment and opportunities available in the country through professional direction, there by helping students to choose their series to study in accordance with their personality, competence and ability. Thus it's important for school

counsellors both at the secondary and tertiary level of education to assist students through their career path.

Incoming students are often considered as novice on campus and thus need assistance to easily transit socially and adjust in the school environment. Evidence shows that most of the students who face adjusting problems are those who are greatly influence by peers and also boycott orientation sessions.

The incoming students are frustrated and confused on how to go about on campus, how to call the teachers, how to seek for attention, take notes, confuses with the grading system and how to socialize. It is the counsellor's role to orientate and help especially the new comers. He has to psychologically prepare their minds on how to adapt, how to get information on campus and master the rules and regulations of the school. Also, due to the difficulties faced by some students, which may be of different order, such as family problems, psychological problems, emotional... some of them drop out of school due to low performance, bad conduct, influence of peers, maladjustment.

Related to these problems mention above, many high school students fail to complete their studies not because they aren't intelligent, rather due to maladjustment and the few who survive, do not attained the desirable performance which is habitually measure in terms of certificate (Jean 2010).

Several reasons has pushed students to carryout research on the effect of orientation programme on the adjustment of high school student. To know if these programmes are designed to help students transit smoothly from primary to high school by introducing them to the new environment, help in knowing the school educational system, acquaintance with the teaching style, the school norms and values, and becoming familiar with services on campus. Moreover, to know if the programme are designed to assist students on the choice of their career path, informed the students on jobs availability and professional training. Lastly, concerning academic orientation if they are design to initiate students on technics and strategies to performed well in school, help student achieved their academic goals and acquaint student with the role of every one in school.

With the content of orientation, students' success should enhanc, yet it is still not clear if the content of this schedule at high schools serve the purpose of which it has been designed that is, adjustment in the learning environment. It is for this reason that the student researchers

saw the need to carry out a study on the impact of orientation programme on the adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa”; So as to lay more emphasis to high schools orientation and services.

Tinto identified several factors which causes student departure from school which include academic problems, adjustment issues, inability to clearly set academic goals and career goals, lack of commitment, and poor integration within the school milieu.

Rendon (1995) indicated that a critical factor influencing students’ decisions to remain focus and encouraged until the attainment of their credentials is making the successful transition through high school orientation and the utilization of academic advising programmes thereby making positive connections with peers and the school personnel during their first years in that particular school.

Ali and Hassan (2014) argued that, for most students, transition to high school classrooms requires an adjustment of academic habits and expectations. This is due to the fact that first year students find out that high school is characterized by larger classes, lots of work, teachers use different teaching styles, as well as the frequency of written work are higher. It is important for these students to respond to these new demands by studying hard, change their study habits and re-arrange their priorities.

Similarly, Ismail have shown that entering to high school, students face different psychological problems which need to be addressed through a provision of extensive social support or social adjustment aspects (Ismail, 2013). These social adjustment aspects include helping students in making friends, participating in cocurricular activities such as cultural activities, team sport.... Eventually, these social and academic aspects play a significant role towards the students’ academic achievement at high school (Al-Khatib, 2012). These experiences, in and out of the classroom environment, serve as a foundation from which the rest of the students’ high school experiences are built (Murphy, 2015).

According to Knott and Daher (1978), Adjustment requires adapting to a new environment, decision-making and self-discipline skill acquisition, meeting new academic demands, clarifying sexual values and their expression, resolving separation and loss, and initiating new relationships. Coons (1970), on the other hand, considers the process to involve five similar areas such as, resolving the parent-child relationship, solidifying a sexual identity,

formulating a personal value system, developing the capacity for true intimacy, and choosing a life's work.

Baker and Siryk (1986) describe the process of adjustment in terms of broader facets such as, academic adjustment, social adjustment, personal and emotional adjustment, and goal commitment-institutional attachment. The degree to which students are able to cope with their environment and all the changes associated to it ,may have long term effects on the student's entire high school experience, academically. (Knott k Daher,1978).

Schmidt and Sedlacek (1972) report that student satisfaction varied depending upon what the students found to be a difficult adjustment in the school. Those who are far away from home and friends are those who face difficulting adjusting. The most dissatisfied students were those indicating a difficulty in choosing a major field or career (Schmidt k Sedlacek. 1972). According to Baker and Siryk (1984) the transition is as important as it is difficult since "... the way in which one adjusts during the first year of high school is predictive of significant life events later in the university career". As one would expect, the literature suggests less maladjusted students are more likely to withdraw from school than well-adjusted students (Baker and Al).

Upcraft and Farnsworth (1984) report that four goals of orientation programs exist. First, and foremost, orientation programme should help students with their academic adjustment in the school environment. By so doing, both the student and the institution will benefit by maximum academic achievement and retention. Secondly, orientation programmes and services should aid students in their personal adjustment, so that personal development may be maximized. Thirdly, orientation programmes and services should help the families of students understand what their sons, daughters, are about to experience. Finally, orientation programmes and services should help the institution learn more about its entering students.

Visibly, there has been so much interest by researchers worldwide on the effects of orientation programmes on students' academic performance. The present study is just another effort to add more to the little that has been done in Cameroon especially in the South Region of Cameroon precisely Ebolowa which is the call of focus.

### **Justification of the study**

A student's first years expirences in high school is often described as life-changing and transformative which means that, at entrance into high school , the students is full of

ambitions, he or she is very anxious about life on campus and it is one of the most tumultuous (confused) periods of adjustment in adulthood. Orientation programmes are therefore conceived to help students overcome this period of difficult adjustment. It is designed to facilitate students' transition to high school life, ease their integration and help achieving their academic goals, yet some students still face difficulties in adjusting.

One will still find some students coming to school at past eight o'clock, their uniform not conform to the school rules and regulations, gambling behind classes, smoking cigarette, some out of the classes during lectures, others asking the counsellor if orientation is part of the end of year examination programme, to an extent some students do not even know who are counsellors and what are their role in the school environment. Teachers report to the school on students taking drugs, physical violence against them, threats and disrespect.

It is for this reason that the student researchers took interest in finding out what are the causes of maladjustment problem in high school. because of the less hours given to counsellors that is "55minutes" per class in a week or it is because of the less effectiveness of counsellors posted on the field, as in the study carried out in "Lycée Classique et Moderne of Ebolowa". Six counsellors for over 2836 students to handle the content of the annual progression sheet of counseling and orientation services used since June 2013 which is becoming a routine to students and their counsellors or it is the approach and strategies used by counsellors which is not appropriate with the service of guidance and counselling to capture students attention, maybe the misuse of counsellors in the field.

The intention on researching on this topic is to sensitize the general public and the various academic institutions in particular that, orientation programmes are very necessary for students and should be given a premium for it. This means priority should be given to such programmes. It is because most of the students approach the high school life with a lot of anxiety, fear and therefore can easily be influenced by peers negatively, their minds need to be prepared for what awaits them to avoid the above mentioned effects. Thus, the school administration should enhance a smooth transition of students into the school milieu by introducing them to the various services in school, facilitating easy learning, social and personal adjustment. In order for this to be implemented, the counsellor also has a great role to play in the life of students in high school.

The student research mainly investigated the effects of orientation programmes on the adjustment of students of "Lycée Classique et Moderne" in Ebolowa. Existing studies have



mainly assessed the influence of orientation on the academic performance of students. Finally, carrying out this study is one of the conditions to satisfy graduation requirements for training in scientific research in the Department of Didactics of Disciplines, Science of Education, Pedagogy and Bilingual Training of the Higher Teachers Technical Training College of the University of Yaounde I in Ebolowa.

### **Problem Statement**

The contents and importance of orientation practices are criticized by many scholars, because there is little or no information about evaluating the role it plays on the adjustment of high school students. Meanwhile nowadays, the challenges high school students face are many, that is drugs consumption, gambling, negative influences from peers, the impact of social media. Though some high schools do offer the same orientation programme and services which is effective since June 2013, the questions are; does this programme play the role it is supposed to or does the content of this programme is designed according to realities of nowadays.

### **Objective of the study**

#### **General objective**

The main objective of this study was to examine the effects of orientation programmes on the adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa.

#### **Specific Objectives**

The study sought to;

- Investigate the effects of freshman orientation on social adjustment of students of “Lycée Classique et Moderne” in Ebolowa. Examine the extent to which academic orientation affects academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa.
- Examine the effects of career orientation on personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

## **Research Questions**

### **General research question**

What is the effects of orientation programme on the adjustment of students of “Lycée Classique et Moderne” in Ebolowa?

### **Specific Research Questions**

- To what extent does freshman orientation affect social adjustment of students of “Lycée Classique et Moderne” in Ebolowa?
- To what extent does academic orientation affect academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa?
- To what extent does career orientation affect personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa?

## **Research Hypotheses**

### **Main Hypothesis**

**Ho.** There is no relationship between orientation programme and the adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

**Ha.** There is a relationship between orientation programme and the adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

### **Specific Hypothesis**

#### **Hypothesis 1:**

**Ho.** There is no relationship between freshman orientation and social adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

**Ha.** There is a relationship between freshman orientation and social adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

#### **Hypothesis 2:**

**Ho.** There is no relationship between academic orientation and academic adjustments of students of “Lycée Classique et Moderne” in Ebolowa.

**Ha.** There is a relationship between academic orientation and academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

### **Hypothesis 3:**

**Ho.** There is no relationship between career orientation and personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

**Ha.** There is a relationship between career orientation and personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

### **Scope and Delimitation of study**

This study focused on the effects of orientation programme on the adjustment of secondary school students in Ebolowa. It would have been ideal to stretch the scope of this study to cover more high schools in the South region of Cameroon but for minimum resources available, the scope of this work was delimited geographically just to “Lycée Classique et Moderne” in Ebolowa.

The study was also delimited to students aged 12 to 16 years old because, at this stage of development called latency stage according to Freud, the sexual impulsiveness is developing (sexual identity); energy is reoriented toward school work (he is more focus); hobbies and friendship are important (the sense of loyalty). Most of the child's energy is channeled into developing new skills; acquiring knowledge and play become largely confined to other children of the same gender. Eric Erikson also reports that at these various stages, the young adolescent will re-examine his identity and try to find out exactly who he or she is and for this reason two identities are involved: the sexual and the occupational. Children between these ages need to reintegrate one self, of what one wants to do or be, and of one's appropriate sex role. In helping students attend such satisfaction in school the counsellors' need to interfere for a well adjustment and integration process to avoid negative influencing from peers and friends.

As concerns the theoretical scope, the W-Curve Model of Zeller and Mosier (1993) centered on the various phases students go through in adapting to different cultures. In other words, the various phases students go through in adapting to a different milieu. Tinto's theory of adjustment (1993) which centered on the academic and social integration of students in high

school, Lastly, John Holland's theory (1997) of six personality types (RIASEC) which focus on making career choices with respect to aptitude, ability, competence and interest.

Conceptually, the large nature of the term orientation made it impossible to research on all aspect of orientation, as such the research was limited to certain aspect of orientation (freshman orientation, academic orientation and career orientation) that influence the adjustment of secondary school students. Thesame term adjustment was also limited to academic adjustment, social adjustment and personal adjustment.

With regards to the methodological scope, data collection was by questionnaire for all students aged 12 to 16 years old and interview to the six counselors of "Lycée Classique et Moderne" in Ebolowa.

### **Significance of the study**

From the above stated objectives, this study will be conveying the following significance:

- It would provide an in-depth knowledge to school counsellors on orientation strategies and how these strategies affect the adjustment of students.
- Also, the study would give educators the opportunity to get to know their students better and solve their worries.
- It would give students a good direction on how to go about choosing a field of study that will match their personalities.
- It would go a long way in making our policy makers to recognize the need for training more orientation counsellors for our students in all levels of education.
- Implementation of the recommendation which will be derived from the study would enable students to develop some skills early enough through vocational and technical training to enable them contribute to economy development.
- It would also enable parents realize that the choice of field of study is a personal affair which if not properly handled, their children will regret in future.

In this regard, parents will be aware that their role in students' field of study choice should only be limited to the provision of a conducive environment for their children to explore rather than dictating on which field of study path to take.

## **Operational definition of terms**

### **Orientation;**

As concerns to this study, orientation is an effort made by an institution to help students transit properly in high school environment and to facilitate their integration. Prior to the beginning of classes, students are given an overview of the complete realm of secondary school life, from academics to social activities, through a period of days referred to as orientation. Therefore, academics as well as cocurricular activities should be presented. During orientation, students should be made aware of opportunities to be socially integrated into the high school culture.

### **Freshman orientation;**

As concerns to this study, it is any programme carried out by an institution to welcome and introduce both the new and the old students to the school environment. It is also a way for counsellors to meet their students, introduce them to the educational system, to the school norms and values and become familiar with campus services. This programme is an important aspect in a high school educational setting because it assists students to easily adjust in their environment.

### **Academic Orientation;**

As concern to our study, It is seen as the way someone think about approaching his/her studies and learning activities aimed at engaging students as well as assisting them in their assimilation to the college classroom and campus environment. That is, it refers to the assistance given to students so as to meet their academic expectations.

### **Career orientation;**

According to our study, it is also known as career counselling. It is the assistance given to students to choose their various fields of studies pertaining to their aptitudes, abilities, inform students on job market, and to manage their career.

### **Adjustment;**

According to our study, it is a process by which students cope or adapt to a given environment. Sufian (2004) defined adjustment as an individual's ability to fulfill his

psychological needs and his self-acceptance as well as enjoying life without any types of conflicts, accepting social activities and participation in social activities.

**Academic Adjustment;**

According to this study, it refers to the way students adapt to their environment with respect to different learning styles, big classrooms, teachers, rating system

**Social Adjustment;**

According to this study, it is the way students interact with their fellow counterparts as well as engaging themselves in cocurricular activities on campus.

**Personal Adjustment;**

With respect to this study, it is the manner in which students adjust in their personal lives such as separation, anxiety, independence and phobia.

## CHAPTER TWO

### REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

#### **Introduction**

This chapter presents the literature on previous studies which have been carried out concerning orientation and students' adjustment in the school. The first thing we shall discuss in this chapter is, theories examining orientation and adjustment process, followed by the conceptual review, then the empirical review and lastly the partial conclusion of this chapter.

#### **Conceptual framework**

##### **Concept of orientation**

The first educational orientation program was created at Boston higher institutions in 1888 (Gass, Garvey & Sugerman, 2003); however, the utilization of freshman orientation programs did not become popular until the 1970s and 1980s (Boundreau & Kromrey, 1994). During this time, researchers became interested in the effectiveness of such programs. A 1980s study found greater retention rates for freshmen orientation participants, when compared to non-participants (Schwitzer, and Al).

Orientation is one of the common intervention strategies used by institutions to promote retention and increase student's engagement (Brawer, 1996). Studies reveal that students who attend orientation classes have made better initial adjustment in school and have been less likely to withdraw from school (Goodrich Pierson. 1959 and al). Orientation should inform students regarding the educational system, the school rules and regulation, choosing a major school, registration procedures, grading system; academic survival techniques such as study skills, test taking, handling psychological stress, and evaluating local academic competition; and locating key academic resources. Still, the combination of being on their own for a certain periode and being especially subject to the influence of their peers is an important consideration when planning orientation programs and services for entering students (Moore, Peterson, Wirag, 1984). Dannels (1986) explains that orientation can address and therefore reduce student transition and adjustment difficulties in three ways: firstly by providing students with an introduction to high school realities resources that can

help students in resolving problems they may encounter; secondly by attempting to ensure that students are content with their academic choices before classes begin properly and thirdly by administering an inventory measuring the student's needs for support services. Once identified, the students in greatest need of services could be directed to these resources. Orientation programs have been found to affect students' attitudes in the following ways: more realistic expectations of academic demands (Cole k Ivey, 1967) and the environment in general resulting in greater satisfaction and better adjustment (Robinson, 1970); a general increase in positive feelings toward college life and learning (Reiter, 1964); greater interest in the extracurriculum (Chandler, 1972); a more clear understanding of the student role and its responsibilities (Rising, 1967). Kramer and Washburn's (1983) study revealed that students' overall perceived needs significantly decreased as they went through the orientation process. In this study, orientation is a program that is carried out to help new students adjust in their environment of study. In regard to orientation programming, Kramer and Washburn (1983) assert that, efforts should be made to balance the orientation program with activities that promote peer association, foster affiliation with the school milieu and provide direction in personal adjustment to campus life. Perhaps, the orientation sessions may be unique in that, it is the only course in the curriculum whose content derives from, and begins with the high school student whereas orientation has to start in primary education according to the 1994 orientation text, rather with an external corpus of knowledge that reflects the academic interests of discipline based researchers and scholars. As one student anonymously wrote in an evaluation of the freshman discussion saying that this was the only course that was about him (Cuseo, Williams, and Wu, 1990). A counselor and a researcher characterizes his students' experience in the freshman orientation session with the expression, "We have met the content and it is in us" (Rice 1992). Another common theme that cuts across all course topics in the orientation session is an emphasis on the development of highly transferrable skills and competencies. In contrast, traditional education courses focus largely on the acquisition of a circumscribed and prescribed body of knowledge; any transferable skill development which happens to occur is usually tacit or incidental to discipline-specific content coverage. It might be argued that the session serves a "meta-curricular" function, transcending content and traversing disciplines by focusing on the development of learning strategies and life skills that have cross-disciplinary applicability.



Furthermore, since the sessions is not tightly tied to a tradition-bound and politically guarded academic discipline, it has the flexibility to adapt to emerging higher educational issues and contemporary student needs. It is refreshing to see how readily the session has been able to incorporate contemporary issues into its existing framework (e.g., diversity, critical thinking, values development, and volunteerism). It seems as if a "module" approach has been adopted in orientation session which allow the course to add and delete topics in response to institutional priorities and the campus-specific needs of students. Consistent with this contention are national survey results on the content and form of orientation class, which have led its principal investigators to adopt the term, "flexible fixture," as a collective descriptor for capturing the counselor's adaptability and growing popularity (Barefoot, 1993).

The orientation experience is certainly more than the curriculum. Programmes should contain special topics to meet these needs and should capitalize on peer group support and influence to reinforce whatever learning is planned (Moore, Peterson, & Wirag, 1984). As far as orientation programs and its effects on students' adjustment is concerned, there is not enough literature review especially in the Cameroonian context. But there are some few related researches carried out in other countries such as Ghana, South coria, USA, Australia.

### **Concept of freshman orientation**

Feldman and Newcomb (1969) note that, freshmen have little idea about scheduling of classes, the large number of organisations and activities, and other areas that need adjustment. Freshmen are unprepared for the wealth of competition for their time and the abundance of choices of curricular and cocurricular activities. Patterson and Longworth (1966) have described the freshman as coming to college "with unspoken and unformed questions about self and the world, questions that schools and parents assiduously never asked them to ask". Freshmen enter the community with an enthusiasm that is often replaced by disappointment (Baker and Al). Incoming Students to the college environment variously report experiencing depression and nervousness (Henggeler. Sallis, and Al), mild to severe stress (Schwitzer and Robbins, 1986). Anxiety and somatic discomfort and other forms of psychological distress (Schwitzer and Robbins, 1986). Even small, everyday tasks can contribute to the adjustment process. Knott and Daher (1978) recount the case of a freshman student who, when asked to endorse the first check he cashed, wrote on the back, "I heartily

endorse this check!" The literature generally considers freshman adjustment as a multifaceted process (Coons. 1970; Feldman and Newcomb. 1969).

Many institutions provide orientation programmes for incoming students, the old students as well as parents so that each party will be able to develop a more comprehensive understanding of the collegiate environment in which students now find themselves. Orientation programs may be as simple as a one session welcome/student success session; more elaborate to include a welcoming campus tour, a student and parents success and an advising session; or a robust comprehensive experience student development program that includes a student success course for credit. In order to reduce high attrition rates and thereby improving student success outcomes at the average community college, stakeholders must shift the focus from deficits with the incoming student and more clearly identify inadequate supports and services offered by the institution (Zwerling, 1980). A major transition such as moving from basic education to the higher education is difficult and includes establishing a new basis for relationships with parents, forming new friendships, intensifying intimacy and sexuality with peers, adjusting to new and more demanding academic work assignments, and generally relocating oneself in a new and strenuous environment (Baker and Siryk. 1984; Chickering, 1969; Erikson, 1968; Whitely, 1982). Therefore, freshman orientation programmed for new students of "Lycée Classique et Moderne" in Ebolowa will help and facilitate a smooth transition from one area to another school environment.

### **Concept of academic orientation**

Freshman year is characterised by the students' vulnerability when it comes to good academic planning. In this regard, they are rather unsophisticated, unaware of the variety resources available to them. Initially they place a great deal of trust in their advisors, a trust that warrants quality programs and services. Students expect academic advising relationship to be characterized by both caring and competence; advisors are expected to be available, knowledgeable, and accurate (Gardner, 1995). The goals for academic advising for students include; become familiar with academic life, become acquainted with secondary school expectations, and staff, learn to adjust to class schedule, understand high school and major requirements, (that is, general education, the teaching style, the various series etc), become familiar with campus resources and set expectations and responsibilities. As students advance in their undergraduate studies, their advising needs change. Students begin to follow

their individualized academic interests, thus advising will need to be more personalized at this point.

Engaging students, providing an early intervention, and promoting student development may be very helpful incoming students on campus. Studies report that academic support programs are essential in helping students to persist and increase retention rates (Reyes, 1997). Academic advising and career counseling can be integral components of a comprehensive student retention program. Students who are experiencing academic challenges must be given the opportunity to work more closely with their instructors before and/or after class, and they also need to have access to tutorial support services. It is also critically important for institutions to provide an assimilation process by which students can learn how to adapt easily to the environment, learn to cope with social change, and learn how to navigate the high school bureaucracy. It is through an effective orientation program and the development of first year experience programs that institutions help students make this transition. Such student development programs have been found to increase academic achievement, student satisfaction, and student retention (Barefoot, B.O., 2005; and Al).

### **Concept of career orientation**

The practice of using career development courses in high school to assist students with educational and career planning has a surprisingly long and robust history. Professional orientation and career guidance represent an organized system of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional activity, with the goal of achieving a professional identity, in accordance with personal traits and the labour market demand for specific occupations. Professional orientation is a concept that has been used since the twenties, when first counselling centres were established. During the seventies, the term career guidance and counselling started to emerge and be used simultaneously. The wider, non-professional public understood the concept of professional orientation narrowly as “helping the individual make decisions about the choice of occupation and educational paths”.

In its original expert layout, this concept covers the individual’s lifetime cycle and all kinds of professional support and activities that he\she needs for making well-founded decisions about his\her career and activities that contribute to his\her personal development and the society in which he\she lives and thrives. In countries with a tradition of professional

orientation, the term “educational and professional guidance and counselling” is also used for “an organized activity that helps the individual realize his competencies and trains him to plan the appropriate steps to develop essential skills that will lead to personal, educational, economic, and social advancement for the individual, family, society and nation” (International Association for Educational and Vocational Guidance, 2001). The same declaration emphasizes that it is a continuing process, and not a onetime intervention, the goal of which is to avoid or shorten periods of unemployment, create equal possibilities for all, and contribute to the wider and sustainable economic development.

Professional orientation, in countries where it is institutionally well established, is regarded as systematic social and professional support to the development of human resources, in accordance with the developmental policy and plans of the country. The concept of career guidance and counselling surpasses the initial choice of school and profession, and includes the matching of the individual’s professional and private roles, job and leisure, and mental health. It directly leads towards the goals of this systematic activity, and emphasizes not only on the benefit for the individual, but also its strong social component.

### **Activities of career guidance and counselling**

Career guidance and counselling includes the creation of information on labour market, educational options, as well as employment options and their accessibility for the interested parties, at any moment. Also, it includes the presumption that individuals can receive professional help in defining areas in which they can realize their aspirations, interests, competencies, personal traits, qualifications and abilities, and to connect them to available training and employment options. In accordance with this definition of career guidance and counselling, the activities of career guidance and counselling can be classified in six categories:

**Career information:** it is all information necessary for planning, achieving, and maintaining employment and volunteering. It also includes information on occupations, skills, career pathways (pathways in career realization), trends, situation at the labour market, educational programmes and options, educational institutions (of all kinds – formal, non-formal), government and nongovernmental programmes, services, job and perspectives. This information is regarded as the foundation of career guidance;

**Career education** is received in school and it is administered by professors, pedagogues, and counselors or psychologists. This education helps individuals understand their motives, values, and the way in which they can contribute to the society they live in. It gives them the knowledge of the labour market, skills that enable them to make choices in the field of education, work and life, and it also teaches them how to plan their career and prepare for work. That is, career education promotes understanding of the world of work through school programmes, and in different forms. Activities that include career informing and career counselling can be integrated into subject and teaching areas in school or they can be realized as special group activities for students. Unlike career counselling, career education promotes understanding of the world of work through school curricula that can be realized in different forms within the teaching process. There can be different forms of career informing and career counselling that are directly integrated into subject areas by teachers, or acquiring specific skills needed for employment, organized as a special segment of the educational work, that is also included into the school curriculum. Special employment skills can include the skills of career management, transfer from school to work, etc. These school activities support the goals of career guidance and counselling;

**Career guidance:** it helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not. The forms of career counselling are often themselves conditioned by the need for employment, as well as the number and types of barriers that need to be overcome in order to find the right employment or develop career.

Three levels of activity within career management are commonly distinguished, and these are initial career planning, learning based on the work process, and networking activities. Initial career planning includes initial interests and competencies assessment, participation in career and work experience research, development of an initial curriculum vitae CV or professional resume, and development of initial employment plan. Work based learning includes direct on-job training and recognized work experience, a wide area of training for different fields of work, on-job mentoring work. Networking activities include actions that encourage employers and workers' unions to participate in career counselling activities, introducing students to work options and conditions, helping connect learning in school with learning within the very work process, connecting students, parents, employers and employment services, providing help for graduates in finding adequate job or additional training within the work process and monitoring individual's progress. Career development

suggests establishing certain career goals and deciding what criteria may be desirable in attaining the set goals. As individuals set career goals, they have better opportunities to become more efficient in their jobs.

### **Concept of adjustment**

Adjustment is a behavioral process by which humans maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. It includes a process of altering one's behavior to reach a harmonious relationship with the environment (Sarson & Sarson, 2002). According to Knott and Daher (1978), adjustment requires adapting to an environment, decision-making and self-discipline skill acquisition, meeting academic demands, clarifying sexual values and their expression, resolving separation and loss, and initiating new relationships.

Coons (1970), on the other hand, considers the process to involve five similar areas: resolving the parent-child relationship, solidifying a sexual identity, formulating a personal value system, developing the capacity for true intimacy, and choosing a life's work. Baker and Siryk (1986) describe the process in terms of broader facets: academic adjustment, social adjustment, personal adjustment, and goal commitment-institutional attachment. The degree to which students are able to cope with their environment and all the changes associated with it may have a long-term effects on the student's entire college experience, academically and otherwise (Knott k Daher, 1978). Schmidt and Sedlacek (1972) report that student satisfaction varied depending upon what the students found to be a difficult adjustment in college. The most dissatisfied students were those indicating a difficulty in choosing a major field or career (Schmidt k Sedlacek. 1972). According to Baker and Siryk (1984) the transition is as important as it is difficult since the way in which one adjusts during the first year of college is predictive of significant life events later in the college career. As one would expect, the literature suggests less well-adjusted students are more likely to withdraw from school than well-adjusted students (Baker, McNeil, k Siryk, 1985; Baker k Siryk. 1984, 1986; Nelson. Scott, k Bryan, 1984; Scherer k Wygant, 1982).

Du Bois (1956) looks at adjustment as a process broken down into five phases: the spectator (characterized by psychological detachment from the new experience); the adaptive phase (characterized by active involvement in the problem of adjustment to the life of the host

country); the coming to terms phase (when the adaptive issues raised for the individual during the preceding phase are brought into an equilibrium); the predeparture phase (shortly before the individual leaves the host country); and the readjustment phase ( a series of readjustments upon return to his home country).

Despite the majority of the population entering college, a large percentage drops out before graduation is always witnessed most especially from first year students (Hamilton & Hamilton, 2006). One possible reason for the high dropout rates is maladjustment problem. A recent study revealed that 15.6% of undergraduates screened were diagnosed with either depressive symptoms or an anxiety disorder (Eisenberg, Gollust, Golberstein, and Hefner, 2007). In a recent study of the American Freshman, over 200,000 freshmen at 279 students across the nation participated in a study looking at how students were adjusting to college. This yearly survey started in 1985 and revealed the all-time low mental health ratings for students in 2010 (Sieben, 2011). As compared to their peers, 51.9% of students said that they had above average mental health and 29.1% said that they felt frequently overwhelmed.

Orientation programs have been found to affect students' attitudes in the following ways: more realistic expectations of academic demands (Cole & Ivey, 1967) and the environment in general resulting in greater satisfaction and better adjustment (Robinson, 1970); a general increase in positive feelings toward college life and learning (Reiter, 1964); greater interest in the extra-curriculum (Chandler, 1972); a more clear understanding of the student role and its responsibilities (Rising, 1967). Kramer and Washburn's (1983) study revealed that students overall perceived needs significantly decreased as they went through the orientation process. Bean (1985) states, 'Any programs that increase a student's academic performance, sense of social fit, and personal loyalty to an institution would also be expected to reduce attrition'. Studies reveal that students who attend orientation have made better initial adjustment to the educational milieu and have been less likely to withdraw from school during their freshmen year (Goodrich & Pierson, 1959; Pascarella, Terenzini & Wolfe, 1986). Goodrich and Pierson (1959) report that, many non-orientation participants as orientation attenders withdrew from the Michigan State institutions during the early months of the school year. Informal reports from orientation participants emphasized aid in the students' initial adjustment to the high school by clarifying academic strengths and weaknesses so that more appropriate curricular plans could be made, by familiarizing students with some of the physical facilities, personnel, student services, and particularly by reducing some of the fear

and confusion that frequently arise in the minds of students as they consider entering a large and non familiar environment (Goodrich k Pierson, 1959).

### **Concept of social adjustment**

This form of adjustment relates to a student's success in handling the various interpersonal relationships and social situations found on campus (Schultz, 2008). This process includes several components: making friends, inclusion in campus life and social networking. It includes those experiences that help to connect students to the tertiary environment and aid in their psychosocial development and that contribute to their overall satisfaction in their new environment. All of these components are very demanding and require the investment of time and energy for first year students (Almog, 2011). Under this concept, it seeks to explain how new students get along with life on campus and participating in extra-curricular activities.

Adjusting to high school involves the complementary processes of desocialization and socialization (Pascarella and Terenzini 1991). Desocialization entails the changing or discarding of selected values, beliefs and traits one brings to the new environment in response to the primary school experience. Pascarella and Terenzini (1991) explained socialisation as the process of being exposed to and taking on some of the new values, attitudes beliefs and perspectives to which one is exposed at school. Upon entry into high school. Students are confronted with personal and interpersonal challenges that include the need to establish new relationships, develop study skills and modify existing relationships with parents and their families (Parker et al. 2004; Tinto 1996). Pascarella and Terenzini (1991) reported that students who are pre-occupied with friends from home struggle to adjust. They also observed that students who maintain compatible relationships with their families are more likely to do well at high school.

Similarly, Winter and Yaffe's (2000) study found that good relations with parents help both male and female students to adjust to high school. However, female students were more vulnerable to family problems than males. Therefore, students need to renegotiate existing relationships with their parents and families to adjust well into high school life. Students who received social support adjusted easily. A study by Enochs and Renk (2006) suggests that males adjust faster than females. In addition, the study revealed that females rely on social support more than their male



counterparts to adjust to high school life. In addition, peer support and peer networks were critical in a person's adjustment into high school life (Tao et al. 2000).

### **Concept academic adjustment**

Students achieve academic adjustment through reaching a state of satisfaction with their performance and friendships with peers, lecturers and the environment as a whole. It involves those experiences that students have on a campus that supports academic development, encourages cognitive development, and enhances their academic motivation to pursue academic tasks in a meaningful way (Al-khatib and al, 2012). Academic adjustment in this study will determine how satisfied students are in their academic performance, acquaint with classmates, how to adapt to teaching styles and classes. Moore, Peterson, and Wirag (1984) assert that making a satisfactory academic adjustment is high on the list of immediate needs for most students (Chickering, 1969 and Al). Kramer and Washburn (1983) report that students consistently ranked and perceived academic and career planning needs as most important both before and after orientation.

Pascarella and Terenzini (1991) argued that for most students, the transition to the four walls of secondary school requires an adjustment of academic habits and expectations. Students find that at high school competition is more acute, classes are larger (for students who left their villages for town), there is a lot of work, teachers use different teaching styles, and frequency of written work are higher and standards are higher. It is imperative that the students respond to the demands by studying harder, change their study habits and rearrange their priorities

(Ngwenya 2004; Pascarella and Terenzini 1991). Also, Beder's (1997) study found that students had difficulty adjusting to the different styles of teaching. This is consistent with Adler et al.'s (2008) asserted that adjustment in school is critical for academic success. The researchers argue that poor adjustment correlates with poor academic performance, low graduation rates and poor success later in life. It is therefore intriguing that most high school graduates have academic and social difficulties that delay their adaptation to the educational environment. Burgess and al. (2009) reported that failure to meet the wider challenges faced by students during the transition from primary to secondary education impacts on learning outcomes. In South Africa, limitation in English was found to be significant among the

historically disadvantage black students had and impacted negatively on their learning (Ngwenya 2004).

### **Concept of personal adjustment**

Personal adjustment refers to the psychological distress and somatic symptoms associated with the adjustment process students can present. Scherer and Wygant (1982) report freshmen concerns that involved feeling a part of the high school and having to prove themselves to peers, family, and that specific community. Proving oneself to peers often resulted in excessive efforts, use of drugs, alcohol, sexual activities, and fear leading to non-assertiveness and the compromising of values. Questioning self-ability coupled with the problem of trying to prove oneself to the family and to the school led to frustration and feelings of hopelessness and indifference that were sometimes manifested by vandalism (Scherer k Wygant, 1982).

Levin (1967) explains that common reactions to living away from home usually lead to mild depression although in some instances it may be severe. In many cases, the feelings of depression and anxiety are not conscious and may be masked by symptoms such as fatigue, insomnia, overeating, hyperactivity, psychosomatic disorders, frequent colds, or other illnesses. With some students, the feelings of depression and anxiety are fully conscious but the student incorrectly attributes them to other problems such as difficulty in mastering certain subject or in completing academic assignments. While students wanted to be treated as adults, they needed the structure that rules provide, since their behavior often indicated an unwillingness or inability to make decisions based on weighing the consequences (Scherer k Wygant, 1982). This is related to the present study in that; incoming students face a lot of challenges transitioning to high school. The feeling of separation from family members, friends, fear of being semi- independence, anxiety etc. For students to easily adjust in their personal lives, it will be very important to direct them to the school counselling center where they can have a one on one discussion with the counsellor. This will go a long way to help students deal with their personal problems, psychological issues... as far as high school life is concern.

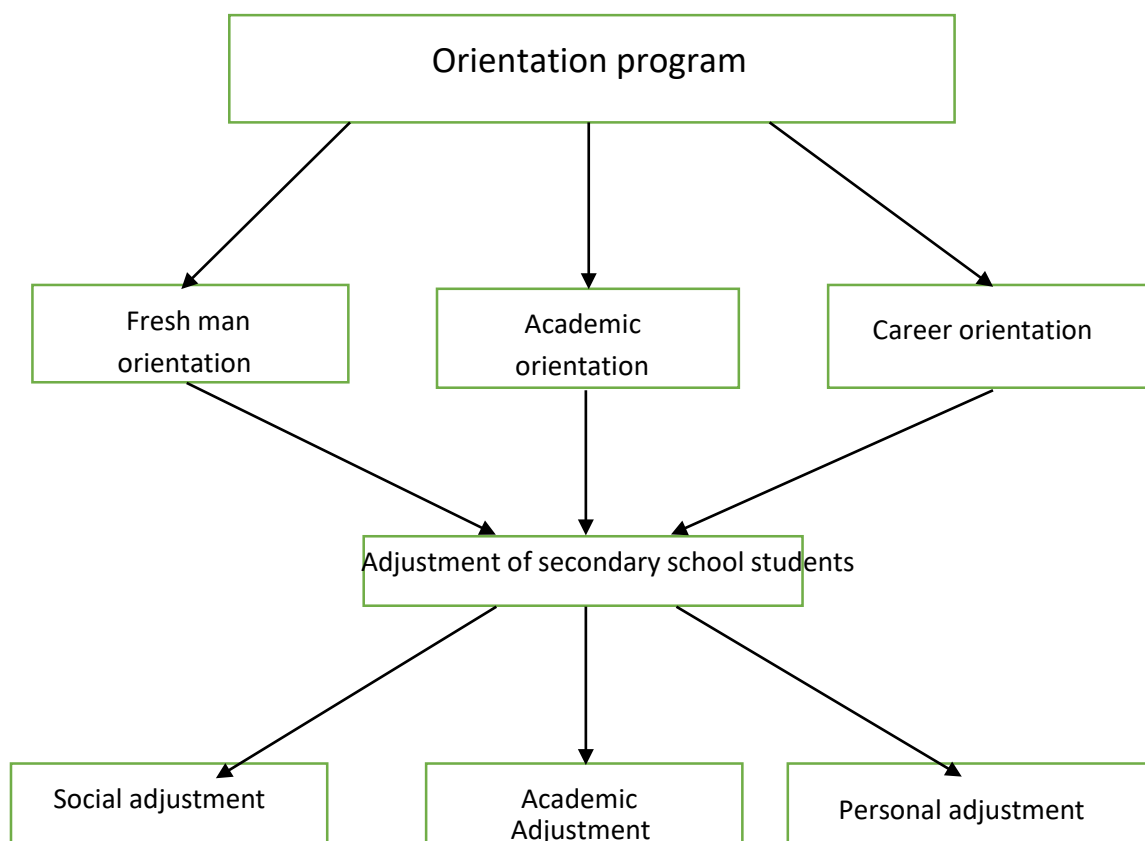
Adjustment at high school has increasingly become recognized as vital to the overall success of students (Friedlander and al. 2007). Students, therefore, require adaptive behaviors in areas such as time management, effective study skills, the capacity to complete the various

cycles and become graduates and the ability to see transition as a normative shift and not a crisis (Birnie-Lefcovitch 2000). The students need to learn to balance many choices they have with their academic responsibilities. Also, they need to learn to negotiate dating in an era of sexually transmitted infections such as HIV, changes in daily routines, homesickness and the lack of externally imposed structure on their lives (Pascarella and Terenzini 1991). Other research scholars confirm that the experience of attending high school is complex and pregnant with challenges that impinge on their adjustment. Watton (2001) reports that the transition and adjustment time between high school and university is influenced by high school experiences, living arrangements, origin and orientation activities. Students who stay off-campus with their families and those from urban areas find the adjustment easier to make than entering students from rural areas.

Contrary to conventional wisdom, a study carried out by a South African student found out that, adjustment did not function as a pure mediator on academic performance as the dependable variable (Petersen et al. 2009), instead psychological variables better explained the students' adjustment to the school milieu than academic performance. From the foregoing, it is clear that first year at high school is a critical stage at which students either form their beliefs and patterns of behavior in terms of higher education or decide to drop from school (Beder 1997).

### **Relationship between the research variables**

The independent variable is orientation program and the dependent variable is students' adjustment. Below is a figure that shows the linkage between the two variables.



**Figure 1: Relationship between independent and dependent variables.**

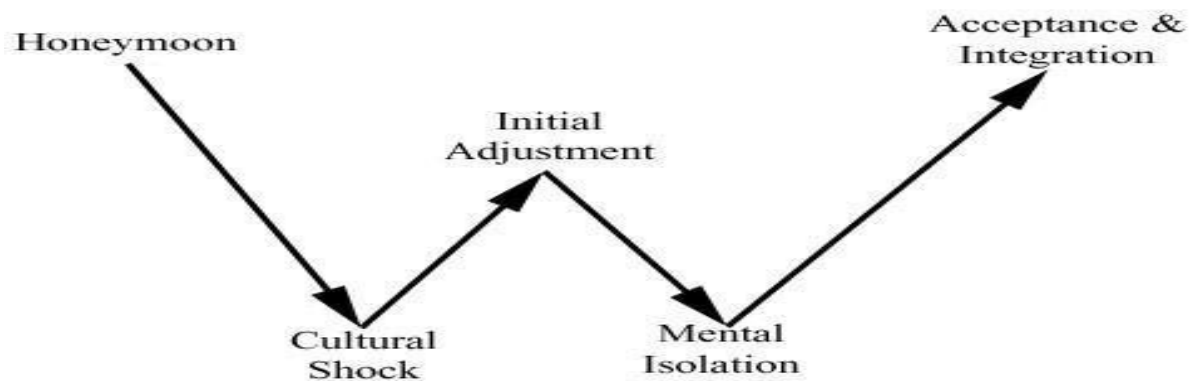
From the above figure 3, it is observed that the independent variable is further broken down to three sub-variables which are fresh-man orientation, academic orientation and career orientation. Similarly, the dependent variable is also broken down to three subvariables which are social adjustment, academic adjustment and personal adjustment.

### **Theoretical review**

**The theory of adjustment students by Tinto (1993);** this theory states how interactions take place over time, within an institution; it can affect departure behavior or adjustment. This theory implies that, the way students interact in their school milieu, will determine the adjustment process. The W-Curve of Zeller and Mosier (1993), is a predictable pattern of stages which occurs when a person experiences culture shock. The theory of personality types of Holland (1997) specifies a theoretical connection between personality and the environment he or she found his/her self. All of the above mentioned theories were brought forth to facilitate the understanding of the relationship between the independent variable (orientation programs) and the dependent variable (students' adjustment)

## The W-Curve of Zeller and Mosier (1993)

The W-Curve is a predictable pattern of stages that occurs when a person experiences culture shock. This is based upon research done with students studying abroad. Zeller and Mosier (1993) found that the W-Curve could also be applied to incoming students living in rural areas to town and to students coming from different schools and the phases they go through in adapting to a new culture or new milieu. It's normal to have the ups and downs of the W-Curve, and knowing about this may help make the transition easier. At the first signs of culture shock, some students may think this means they have made a mistake about going to college or that they have chosen the wrong school. If they see that this is just part of the journey that everyone goes through, they may be better able to take it all in stride.



**Figure 2: The W-Curve Model showing the process of students' adjustment to their learning environments (Zeller and Mosier, 1993)**

**The Honeymoon:** The Honeymoon starts with the student arrival on campus. It usually begins once a student has chosen and been accepted to college and builds as students attend orientation program, get their assignments, and begin planning for school to start. Although they may also experience some nervousness, the overall feeling is generally one of excitement and positive anticipation. According to Zeller and Mosier, "As students arrive on campus, generally is a strong sense of welcoming from the campus community. Other students quickly become friends, returning students become mentors, and staff and administration available to assist them through a variety of first-week programs. The initial sense of freedom students feel often is exhilarating. For traditional-aged students, « moving away from parental oversight and taking responsibility for one's own lifestyle creates a

strong positive feeling. » It is common for students to begin to have some feelings of homesickness mixed in with all of the fun and energy at the beginning.

**Cultural Shock:** As the newness of the new milieu culture begins to wear off, students begin to deal with the reality of the many adjustments they are experiencing. Students are adapting to having roommates, sharing a room, sharing bathrooms, and lots of neighbors. Elsewhere on campus, they are growing accustomed to eating in a cafeteria, and the diversity that comes with meeting people from different backgrounds and cultures. The process of making friends is fun, but can also be draining. On the academic side of college life, Zeller and Mosier (1993) argue that the unfamiliar territory of the college classroom also creates dissonance. Large lecture classes, unclear guidelines for note taking and studying, and unfamiliar... grading system together to produce potential adjustment difficulties. Outside of the classroom, students may struggle with things that seemed simple at home. "Routine tasks that were taken for granted become problematic chores. Where to go shopping, get a haircut, or receive medical attention can create feelings of frustration" (Zeller and Mosier, 1993). Homesickness may increase and some students may try to deal with this by maintaining strong ties to their home community, often going home on weekends and staying in constant contact with friends from home, and possibly even continuing a romantic relationship. They may have a lot of pictures and other memorabilia in their rooms.

Developmental life cycle tasks are also continuing such as becoming self-sufficient, establishing identity, and accepting responsibility for their actions. The authors summarized that the college freshman has many personal issues to deal with in addition to focusing on the critical issue of academics: reworking relationships with parents, establishing interdependence with peers, dealing with separation and its resultant anxiety and dealing with conflicting values. Attempting to synthesize these personal challenges into some formal structure requires a great investment of energy. It is important to understand that this is a period of great potentially positive change, but it is also a period of more intense personal conflict and anxiety (Zeller and Mosier, 1993).

**Initial Adjustment:** As initial adjustments are made, students experience an upswing as they have successfully managed many of the issues that have come their way. Simply overcoming the culture shock stage brings about a sense of well-being. They fall into a routine as they gain confidence in their ability to handle the academic and social environment of college. They feel they have regained some sense of control and normalcy in their lives.

Conflicts and challenges may still continue to come and go, but students are now feeling more in the swing of things.

**Mental Isolation:** According to Zeller and Mosier (1993) although the physical environment has become more familiar, new students will relapse into a sense of isolation as they make comparisons between their new culture and their more familiar home culture. Strong feelings of homesickness begin to surface, as students move through a second culture shock in adjusting to the environment. This is a time of feeling caught between two worlds. The college environment is still not as comfortable as home used to be, and home is now not as familiar as it once was. Students may have a sense of not completely belonging in either place.

With all of the activities occurring when coming to college, students may not realize how much they miss home until they have been away for quite a while. And even then, going home to visit can still leave them feeling homesick for a home environment that no longer seems to exist. It can be shocking to find that changes have happened at home, too, and not having been in on these changes on a day-to-day basis can be upsetting. Zeller and Mosier posit that the initial euphoria of the entrance into high school dissolves as the realities of school life surface. Not all teachers and the administrative staff are friendly and helpful, not all living-group peers are potential friends, and everything is not as great as publicity brochures and admissions staff may have indicated. Questions of doubt regarding the decision to attend the institution may surface. Questions regarding major career and academic potential may surface as the realities of and test scores take over. As the tension and stress mount, students may retreat to a safer, more secure home culture environment. They may feel their beliefs and values systems being challenged, and they may not be able to adapt or integrate the values of the new cultures milieu. The historical base remaining from the home culture continues to be alluring, as does a desire to strengthen connections with high school friends. Students must seek resolution to this second cultural shock, move from their feelings of isolation, and join their school reality cultures. This requires integrating the values and beliefs of their home culture with their environment culture (Zeller and Mosier, 1993).

**Acceptance, Integration, and Connectedness:** As students become more involved in campus opportunities, gain some history with new friends and get to know some school rules and staff members, they begin to feel a true connection to the campus community. They

begin to have a more balanced and realistic view of the high school, seeing and integrating the good experiences with the challenges. “They begin to think that, generally, it’s a pretty good place to be. The new environment becomes the students’ home. The original home culture becomes somehow foreign. There is less dependence on parents and former peers,” (Zeller and Mosier). It may be shocking for a parent to hear their college son or daughter refer to college as “home.” A true sense of acceptance, integration, and connectedness occurs when a student has successfully adapted to their new world.

### **The Theory of adjustment of students by Tinto (1993)**

This model states how interactions over time, within an institution, can affect departure behavior or adjustment. Tinto (1993), believed that people come to higher education with many diverse characteristics, such as family background, socioeconomic status, academic preparedness, along with their own personal abilities and personality. He posited that these factors affect the level of commitment students have towards their educational goals as well as their commitment to the institution. Tinto (1993), further stated that increased integration, both academically and socially, of the student would serve the purpose of increasing commitment to learning thereby reducing the dropout rate. According to Strahn-Koller (2012), student affairs professionals help students by monitoring their academic performance and making referrals to counsellors, academic advisors, and tutors. Furthermore, they help create supportive social and educational environments in which students are valued and full members of their academic communities (Long, 2012). The frequency and perceived worth of interaction with administrative staff, especially outside the classroom, is one of the predictors of voluntary departure (that is, poor interactions leads to more voluntary departures). This means that students are most likely to stay in the institutions that involve them as valued members of the tertiary environment community (Tinto, 1993).

Tinto (1993), proposed three stages that students move through, from school to a tertiary environment namely separation, transition and incorporation or adjustment. Sharma (2012), reports that Tinto’s (1993), work is informed by social anthropologist Arnold Van Gennep’s study of rites of passage. It notes that as an individual moves from one stage to another, certain rites of passage occur which are marked with socially significant events.



These events provide perceptible evidence of an individual's assimilation into a social setting. He describes stages of separation, transition, and incorporation through which individuals pass in order to establish membership in traditional societies. Students need to first separate or disassociate themselves with their past lives and then transition to a tertiary setting becoming familiar with its norms and patterns. Finally, they adopt the institutions environment as their own and adopt its customs and ritual (Longwell-Grice & Longwell Grice, 2008).

Tinto (1993) further stated that higher education students who failed to integrate into the social and academic system of an institution would likely leave the institution. According to Kwai (2009), this may be due to lack of social support and an inability to form connections with their peers. In addition, interacting with the staff in and out of the classrooms (in office hours, before and after class) is considered a key component of students' social integration because teachers and counsellors are socializing agents who convey institutional norms and values to students.

According to Tinto (1993), students undergo a series of stages during their passage at a college (or other institutions of learning). Three stages of adjustment have been identified: separation, transition and adjustment (which he first called incorporation). The stages of adjustment of students are as follows, adapted from Tinto (1993).

**Separation:** the Separation stage is characterized by a decline in interactions with past associates and a change in behavior. Students distance themselves from membership in past communities, homes, schools and work places. They are required to make mental and physical breaks from the previous communities. Tinto (1993), suggested that students who do not disassociate from their own cultures do not benefit from the full rewards of membership in the college community and are at risk of departure. Students may go through a process of questioning the values of previous communities in order to adopt values perceived as appropriate to the school environment. Because many secondary students attend school away from home, healthy adjustment to separation is essential for maximizing the educational and social benefits of the experience (Thurber & Walton, 2012). Although this can be quite traumatic for students, most are eventually able to move to the second stage, that of transition.

**Transition:** in the Transition stage, students acquire the necessary knowledge and skills to interact with members of the group. This stage is a bridge between the old and the new.

Students may not yet be fully integrated into their new milieu environment. According to Tinto (1993), they may be searching for a connection with their new and old settings (norms, values, relationships). Students are torn between their old environment and the new one, they may feel they no longer belong in their old environments but have yet to find their place in the new one. When the differences between the old and new are extreme, adjustment is more difficult. The orientation services and counselors should help students make the academic and social transitions through early contact with students and community building within the institution. If a student is to progress through the stages, there needs to be separation from the previous environment (Long, 2012).

**Adjustment/incorporation-** the final stage entails students' adjustment and involvement in the social and academic communities and activities of the institution. New interaction patterns are established with other students, lecturing and administrative staff, thereby avoiding the risk of dropping out. Ultimately students enjoy success with the new situations they encounter. Tinto (1993), further indicated that financial concerns are important as they are one of the few characteristics that have a long-term indirect effect on the individual student's decision to drop out.

The ability to successfully move through these phases may be dependent on the differences between a student's past norms and behavior patterns and those that are accepted in the new environment. Students from families, communities and schools with very different norms and behaviors from those in the secondary environment may have difficulty adjusting to the new environment. To be accepted some students may reject culturally-unique aspects of their past lives in order to continue in their new environment (Kwai, 2009). According to Schultz (2008), students who become successfully connected with their social and academic environment, while staying committed to their educational goals, are more likely to adjust well at an institution and complete their tertiary education. Tinto (1993), suggests that the way in which students cope with the challenges encountered in high school may contribute towards adjusting to university. As stress increase, their ability to cope can be challenged, a process that is implicated in the probability of students leaving school (Maroney, 2010). Students who adopt denial or disengagement as measures of coping with the challenges experienced are at risk of dropping out, whereas those who employ active coping strategies have a lower risk of dropout (Longwell-Grice & Longwell Grice, 2008; Ray, Braxton & Sullivan, 1999).

### **The Theory of personality types of Holland (1997)**

Holland's typological theory (Holland, 1997) specifies a theoretical connection between personality and environment that makes it possible to use the same RIASEC classification system for both persons and fields of study or occupations. Many inventories and career assessment tools use the typology to enable individuals to categorize their interests and personal characteristics in terms of combinations of the six types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional. These six types are briefly defined in the figure below:



**Figure 3: Holland's six personality types (1997)**

According to RIASEC theory, if a person and an environment have the same or similar codes, for example, if an investigative person is found in an Investigative environment, then the person will likely be satisfied and persist in that environment (Holland, 1997).

This satisfaction will result from individuals being able to express their personality in an environment that is supportive and includes other persons who have the same or similar personality traits. It should be noted that neither people nor environments are exclusively one type but rather combinations of all six types. Their dominant type is an approximation of an ideal, modal type. The profile of the six types can be described in terms of the degree of differentiation (flat or uneven profile), consistency (level of similarity of interests or characteristics on the RIASEC hexagon for the first two letters of a three-letter Holland code), or identity (stability characteristics of the type). Each of these factors moderates

predictions about the behavior related to the congruence level between a person and an environment. Persons and environments are typically described proportionally in terms of the most highly weighted three of the six Holland types, e.g., Lawyer, ESI; Accounting, CEI. The school environments of campuses, fields of study, work positions, and occupations can also be classified using the RIASEC system (Gottfredson and Holland, 1996). Holland's early efforts with the National Merit Scholarship Corporation (NMSC) and the American College Testing Programme enabled him to look at school and academic disciplines as environments. It is important to note that RIASEC theory had its roots in education and later focused on occupations. Every aspect of the theory can be applied to different kinds of environments. Gottfredson and Richards (1999) traced the history of Holland's efforts to classify educational and occupational environments. Those who study or provide services in school, students need to understand the importance of Holland's RIASEC theory. For example, Day and Rounds (1998) reported that the RIASEC typology was used similarly by ethnically diverse groups of U.S. students to organize information about their interests and options. This means that varied cultural subgroups in the United States have a sufficiently common social and educational experience that RIASEC theory and related practical applications can be applied to almost everyone. Moreover recently, Tracey and Darcy (2002) found that college students whose schema for organizing information about interests and occupations differed from Holland's RIASEC structure had less career certainty and more career indecision. This finding suggests that the RIASEC hexagon may have a normative benefit regarding the classification of occupations and fields of study.

When properly applied to students in secondary school during orientation session, this may help many students to properly understand themselves, that is, their competence and what they can do so as to match it with the major they will choose as series. This will go a long way to help place students at the appropriate fields of study corresponding to their career aspirations so as to avoid maladjustment and feeling of frustration and hopelessness.

## **EMPIRICAL REVIEW**

Wangeri, and al (2012) carried out a study on the transitional challenges facing students in Kenyan Public institutions. The challenges were investigated in terms of autonomy, social

adjustment, compatibility among classmates, the feeding habits, and access to support services and adjustment to academic programs. Hurvighust's developmental tasks theory informed the study. The study was done in Kenyatta institution, a public educational center. Six schools were randomly selected from fourteen from which twenty students were randomly selected from different departments to a sample of 120 students. Further, officers from key high school offices dealing with student's services and welfare were selected for interview. The results indicate that majority of students found the transition challenges in all the areas investigated. In relation to autonomy 13.33 % had high autonomy while 86.67% has average autonomy. With regard to social compatibility only 6.6% showed high compatibility and 73.33% average while 20% showed low compatibility respectfully. Data on compatibility with classmates revealed that only 6.6% were compatible, 40% average and 53.33 % low compatibility. On access to support services 20% had high access, 66.70% average while 13.33% showed low access to support services. For the feeding habits only 3.3% indicated good feeding habits while 96.6% reported poor feeding habits. Data regarding adjustment to show that 3.3% reported high adjustment, 93.33% average adjustment and 3.33 reporting low adjustment. The findings further indicated some differentials in the challenges in relation to gender as well rural and urban orientation of the students. The study recommends a need for an effective orientation programme for all students to prepare them for high school entry. In addition, welfare and service providing offices accommodation, career guidance, mentoring, chaplaincy and dean of students are important in providing useful information to help first year students settle faster in the new environment and make appropriate decisions regarding their academic and social life in the school.

Kukatlapalli (2016) researched on the adjustment experiences of Indian international students in New Zealand. A review of literature on the experiences of international students reveals their mostly adverse experiences in academic and social lives during their stay in a host country. At the same time, despite facing challenging experiences, international student numbers are rapidly increasing worldwide every year. A mixed methods research approach was employed in this study. A survey questionnaire was used to collect data in the initial quantitative phase, and in the later phase, interviews were conducted for qualitative data collection. Both male and female Indian international students participated in this study. They were studying undergraduate or postgraduate courses at different school in New

Zealand, and belonged to different age groups and religions. Most of them have been studying outside India for the first time in their lives. The findings of this study revealed that Indian students have adequate levels of language proficiency; they adjusted well to their academic life; enjoyed their learning experiences in New Zealand; and minimized their psychological issues through utilizing social media facilities. These findings differ from those of the other generic research on Asian students.

But apart from these positive aspects, the findings also point to a few concerns about their initial adjustment to a new academic system and new social environment in New Zealand, arising from a lack of proper understanding and information. This study therefore suggests a model for better cross-cultural understanding of both the prospective students and the higher education as a possible means to minimize the initial difficulties of these students.

Davis (2016) carried out a study on the impact of orientation programming on student success outcomes at a rural community college. This quantitative study examined student orientation program at a rural community college in Appalachia and its impact on term-to-term retention for credential seeking students. Academic and other non academic information for all first-time, full-time status incoming students in the Fall 2010 were collected and compared between those students who participated in the Academic Orientation Program (AOP) and those who did not. Data utilized to measure student success outcomes were cumulative grade point average, total credit hours earned, the number of credentials earned, as well as term-to-term persistence and retention rates for both groups over a two-full academic year period. Independent samples T-tests were performed as well as linear regressions, both of which resulted in positive findings that showed the overall positive impact of the AOP on student success.

Womujuni (2007) investigated on the challenges international students face in adjusting to their new status as graduate students: an exploratory case study. This exploratory case study is to examine the challenges international graduate students encounter in adjusting to their new status as graduate students. Six research questions framed this study: What difficulties do international students face in their years in high school? What adjustments do they need to make in their years in graduate school? What challenges do continuing international high school students face? In what ways are perspectives of continuing international graduate students similar to perspectives of beginning international graduate students? What support

resources do international graduate students say are helpful? What Psychological support resources are needed, but missing?

The relevant literature addresses academic, social, psychological, cultural, financial, and housing adjustment challenges. The data for this research were collected by interviewing and surveying international graduate students at PSU. Data were analyzed using standard methods of qualitative data analysis. Consistent with the results from other research, this study reveals the following adjustment challenges: unsatisfactory accommodation; inadequate financial resources; lack of culturally specific programs that are intentional, flexible and accessible; unfamiliarity with the new educational system; limited English proficiency; undeveloped infrastructure for on-going orientation; insufficient health services information; and unavailability of international student mentoring programs. The findings of this study have the potential to inform both researchers and practitioners as institutions attempt to create sufficient international student support services.

Posey and al carried out a study on the impact of an outdoor orientation program on participants' level of transference, resilience, wellbeing and transition to college. Pre-and post-test instruments were administered during a four-day college outdoor orientation program, as well as an open-ended series of questions.

Vlamiš and al (2007) studied on the effects of an adventure orientation programme on the student development behaviors of incoming students at Hartwick College in Oneonta, New York. Student development was measured by a condensed version of the Student Development Task Inventory-2 (CSDTI-2; Gass, and AL). Data analysis showed overall positive significant gains for adventure orientation program participants on certain measures of developmental tasks (i.e., developing autonomy, developing purpose) and subtasks (i.e., emotional autonomy, instrumental autonomy, appropriate educational plans). Changes in this study differed from those found by Gass (1986) and Hansen (1982) at their respective institutions. The different outcomes highlight that adventure orientation courses' variability in curricular design may have a strong impact on student developmental task and subtask outcomes. This finding demonstrates the importance of selecting program activities and processing techniques based on a program's intent, objectives, philosophy, experiences, and focus.

Roxanna and al (2000) investigated the academic and social issues of adjustment to American culture and higher education for undergraduate international students at the institution of Tennessee. The survey study was conducted in order to determine which demographic, social, and academic factors might impede or facilitate adjustment to American high educational life. Fifty- four percent of the students came from South and East Asia; 23% from Western Europe and Canada; 13% from Central and East Europe; 10% from Central and South America. Thirty-six percent of the respondents felt confident with their English writing and reading skills. Thirty-three percent of the total 9 indicated that they did not have any problems participating in class discussion and conversations in English. This study suggested that students from Europe and Canada adjusted better and had fewer problems and difficulties than did Asian and African students. It also found that Central Europeans appeared to have even fewer difficulties and problems than those who were from Western Europe and Canada.

Dee and Henkin (1999) studied the challenges to adjustment to college life in the United States by Korean students at one Midwestern research institution. Fifty- two students participated in the study and completed a 47-item, self-report inventory. The majority of the respondents (58%) were male. Forty-one percent were aged 27-31. Others were 26 or less (33%). A large majority (79%) indicated that they did not have contact with other ethnic groups while growing up. Sixty-two of the respondents had never traveled abroad before coming to study in the United States. On the adjustment challenges, language was reported to be the most difficult problem encountered by respondents (61%). Others (18%) suggested that financial difficulties were most problematic. Adjustment to American culture was identified by 14% of the respondents as their most difficult adjustment problem. Initial periods of homesickness were extensive for many students. Fifty-one percent 51% confirmed that they were homesick for the first three months or more of their stay. A large number of respondents (31 %) were unhappy, initially, when they arrived in the United States. The majority of the students (64%) indicated that they currently or occasionally experience homesickness. Sixty-six percent 66% of the respondents reported extensive social interaction with other Koreans. Only 11% indicated extensive social interaction with American students. The majority (67%) had no contact with American families in the community. The study found that gender, age, academic major, and previous exposure to foreign cultures were important variables in terms of Korean student adjustment.



### **Summary of the chapter**

To conclude, studies have been carried out on the impact of orientation programming on the academic performance of undergraduate students, the effects of orientation program and the adjustments of students and locus control, in various parts of the world but not in Cameroon. Thus, the student researcher deemed it necessary to investigate what obtains in Cameroon as far as the effects of orientation programmes and the adjustment of students is concerned.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **Introduction**

This chapter focuses on the methodology implored in this study. The very first part of this chapter starts with the presentation of the research design, the area of study, the population of the study, as well as the sample and sampling techniques. This is closely followed by description of the pilot study and the procedure for data collection. The technique for data analysis, ethical issues of this research and restatement of hypothesis are equally included in this chapter.

#### **Area of study**

This study was carried out in high school precisely that of “Lycée Classique et Moderne” in Ebolowa. Created in 1973 with the name “Lycée Mixte d’Ebolowa”. It was transformed to “Lycée Classique et Modern d’Ebolowa” in 1986.

Found in the South region of Cameroon at Ebolowa, with the campus located in Mekalat Yevol at the entrance of the town coming from Yaounde in the administrative circonscription of Ebolowa II. The school is of general education with a population of about 2836 students, 113 administrative staff, teachers with 6 counsellors and all levels starting from form one to uppersixth. The classrooms are divided as follows; 4 classes of form one, 4 classes of form two, 6 classes of form three, 6 classes of form four, 6 classes of five, 8 classes of lower sixth and 6 classes of upper sixth. Made of both the first and second cycles. The school enroll new students each years in all classes but for the form one students it is by common entrance examens that one can get in. orientation services is been done by six counsellors for over two thousand eight hundred and thirty six (2836) students guide by the annual progression sheet of counseling and orientation programme.

The school welcome students coming from diverse backgrounds with different mindset about high experience or life, have different academic goals and expectations. The student research choose this area based on the fact that we did two months intership and it was equally base on the types of problems students came up with at the orientation service mostly

was intergration issues and it was easy for us to collect data since we were close to the students.

The school was choosen because is just from receiving an award as the First best school practicing orientation in the South Region during the National Guidian and Counselor Day (NGCD) on the 18<sup>th</sup> of October 2019 yet students face difficulties in adjusting socially, academical and personally also because of it large number of students. Yet it still need to review its orientation services and strategies.

### **Research design**

This study employed the mixed method (the survey questionnaire design quantitative for the students and the intreview design qualitative for the counsselors) survey research design because it brought out information about a large population by studying a selected segment of the population within a short space of time and also because it enable one to have a precise opinion of the situation. The findings were extrapolated to reflect the entire population of the study. This design was appropriate in that, it gave a chance for the student researcher to work with the representative sample (“Lycée Classique et Moderne” in Ebolowa students and thier various counselors) of the larger population of interest. The study used a quantitative and qualitative approach which involved the collection of data from students and thier counselors using questionnaires and interview.

### **Population of the study**

The population of this study comprised of students both males and females and the counselors of the school. The total population comprised of all the students aged 12 to 16 years of the selected classes. The target population was composed of the students of the selected classes and the conselors to work with. The accessible population was made up of the students aged 12 to 16 years. The table below summarizes the population in this study.

**Table 1: Population distribution of the study**

<b>Classes</b>	<b>Target population</b>	<b>Accessible population</b>
Form One	257	100
Form Two	317	133

Form Three	388	250
Form Four	400	250
Form Five	414	45
Lower Sixth	547	57
Upper Sixth	399	117
Total	2836	952

### **The Sample Size**

Since the student researcher could not work with all the students in the selected schools and in all the classes chosen, the student researcher with the view to eliminate bias from the sample as much as possible ensured that the sampling type was representative. The sampling size for the study was 250 drawn proportionately from the different classes I worked with. Below is the table that shows the sample size of the study. 15% of the accessible population was used to get the sample size for the study.

**Table 2: Sample size distribution of the study**

<b>Classes</b>	<b>Accessible population</b>	<b>Sample size</b>
Form One	100	42
Form Two	133	57
Form Three	250	51
Form Four	250	26
Form Five	45	24
Lower Sixth	57	31
Upper Sixth	117	19
Total	952	250

## **The Sampling Technique**

The stratified and random sampling techniques were used to draw respondents from the different classes. This involved making sure the sample size of each stratum (class) was proportionate to the population size of the stratum when viewed against the entire population. This means that each stratum had the same sample fraction. This was to ensure that all students aged 12 to 16 years in the entire school had a chance of being selected in the study. All the classes were used in selecting students aged 12 and 16 years. After getting the required numbers for each class, random sampling was again used to get the students since the student researcher did not know them personally.

## **Instrumentation**

The research instrument was named Orientation Programs and the Adjustment of Secondary Students Questionnaire. The items in the questionnaire were carefully self-developed by the student researcher. It had three main parts: the first being the demographic information of the respondents, the second part involved the sub independent variable broken down to three and the third part was made up of the sub dependent variable broken down to three as well.

The introductory part of the instrument contained the main objective and justification of the study as well as it introduced the purpose of the research to the respondents. It also clarified any doubt or mistrust the respondents may develop about the study by assuring them of anonymity and confidentiality. Finally, it gave instructions for the questionnaire and spelled out clearly, issues related to ethics. It also entailed the respondents to tick for each item. That is the instructions they should follow in filling the questionnaire.

Demographic information as part of the questionnaire demands for the personal data of respondents. It included items of age, gender and class.

With the part on the independent variable, the three sub variables each had five items constructed following the literature review. Freshman orientation had five items with its corresponding social adjustment having three items. Academic orientation also had five items and its corresponding academic adjustment also having three items. The career orientation section equally had five items and its personal adjustment with three items as well. These made a total of fifteen items for independent variable section and nine items for the dependent variable section. The entire instrument had 24 items all together constructed

on a four-point Likert-scale where respondents were expected to choose the response that best fit their views and opinions.

### **Validation of instrument**

The validation of this instrument was seen from the validity and the reliability. For validating, the instrument underwent content, face and construct validity while internal consistency as well as the split half reliability where also checked.

### **Validity**

Validity of an instrument refers to the extent to which an instrument measures what it suppose to measure (Oso & Onen, 2005). The aim of choosing the questionnaire was because it is most valid in survey designed studies since it can enable the researcher to obtain data on facts, interest, feelings, and opinion from a sampled population. The validity of the instrument used in this study was looked from the three types: construct validity, face validity and content validity.

### **Content Validity**

This was to ensure that the items in the questionnaire actually reflected the objectives of the study. To do this, the instrument was given to an expert and my supervisor to determine its content validity. Some errors were identified and rectified

### **Face validity**

For the student researcher to obtain a validated questionnaire, the questionnaire was reviewed and vetted by the supervisor after its development to evaluate the relevance of each item in the questionnaire to the objectives of the study. That is, to ensure face validity of the instrument, the student researcher after constructing the instrument, presented it to the supervisor who after examining for appropriateness of the items, advised that a statistician should crosscheck for clarity. After the corrections were made, the student researcher took it to a statistician, as requested by the supervisor. The statistician adjusted the items to ease coding. With these, the instrument was considered to have attained face validity.

### **Construct Validity**

This was concerned with the extent to which theoretical constructs were empirically defined. To do this, relevant literature was read and the student researcher talked to experts who looked at the items in the instrument and validated.

## Reliability of instrument

Reliability is a measure of consistency of scores obtained. That is, the reliability of a research instrument takes into account the degree of consistency with which an instrument measures what it was supposed to measure. The Cronbach's coefficient alpha method was used to determine internal consistency of the items. The formula is indicated below.

KR20 reliability coefficient ( $\alpha$ ) = 
$$KR_{20} = \frac{k}{k-1} \left( 1 - \frac{\sum_{i=1}^k p_i q_i}{s_x^2} \right)$$
 in which K = number of items

On the test,  $P_i$  is the proportion scoring 1 on item and  $s_x^2$  is the variance of the observed total test scores.

## Pilot study

Pilot testing plays a role in the context of surveys and it is essential to ensure that the survey tool functions well before the final administration of the instrument. From this perspective therefore, a pilot study of this questionnaire was carried out to ensure its reliability. The main aim of this pilot study was to assess whether the items will be understood by the students and that they were within their comprehension. Also, to assess whether or not the instrument was designed in a manner that will elicit the required information from the participants as this process allows weaknesses in the instrument to be identified and removed to obtain a quality one. They all had the same characteristics in line with what was considered for the sample of the study. Certain ambiguous items were identified from their responses and thus revised.

## Administration of instrument

First and foremost, the student researcher personally went to department of Guidance and Counseling to collect a research permit signed by the Departmental Head (see Appendix D). Next, the student researcher took the research permit and went to the school that were concerned with the study and showed it to the Principal who then gave an authorization for the study to be carried out within the said institutions.

After given an authorization by the principal of the school, I proceeded to meet some personalities like the counsellors and the head of service for admission and records where I got information on how orientation programs are being structured for students and statistics of students concerned by the study.

I therefore went to the counsellors services where I had an interview session with them in respect to orientation and students' adjustment on campus. I wanted to know how orientation sessions are been plan and the type of problems students often bring up to them and during orientation sessions how is been done. From our discussion, they are six (6) counsellors posted of over one to six years of services for about 3836 students for the 2019- 2020 academic year. They have firty-five minutes per class and each counsellor had six classes starting from form one to upper sixth at least. The interview reported that, they all divided the work equally following the Annual Counseling and Orientation Services Sheet for a better follow up that more often, the types of problems reported to them are mostly that of violence,elaboration of time tables,school phobia, liars, tidiness, pilfering, fraudulent, students abuse, agressiveness, uncooperativeness by other during cocurricular issues and the way they handle the issues mostly it is with advises and some times, they use teste or call upon the parents for further investigation and for proper solutions. Concerning teaching technics, more often it is every body that has it teaching strategie which not been taught to them during thiers years in training school, so it is some how difdicult due to the lack an harmonized teaching strategy which is been taugh to them years when posted by inspectors who are more often not on the field with the students.

From the counselor's office, I went to the head of service for admission and records where I got the statistics of all students in all the entire school and the students chosen for this study.

In the classes chosen for the study, a stratified random sampling technic was then used to get the respondents for the study. When selected, the questionnaire was given out to the respondents to answer and doubts were clarified where any of them did not understand anything in the course of the activity. Respondents were given time enough to answer. The questionnaires were then collected at the end of the exercise, decoded and handed to the statistician for analysis and interpretation of the findings.

### **Techniques for data analyses**

After the collection of data, a statistician assisted with the electronic entering of data from the questionnaires using the Statistical Package for Social Sciences (SPSS) version 20. Data was analyzed using descriptive and inferential statistics. Descriptive statistics was used to present the distribution of respondents, to summarize and describe data using tables and



graphs. The mean and the standard deviation were used to calculate and represent data. The inferential analysis which was used to test the hypotheses of the study was the Pearson correlation Moment coefficient and that to compare the means of the different cohorts was the paired sample test.

### **Pearson correlation coefficient(r)**

The formula for Pearson correlation coefficient is:

$$r = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

Where r = Pearson coefficient

d = Observed mean – Expected mean (*fo* – *fe*)

$\Sigma$  = Sum of

**Decision Rule:** For each hypothesis tested, a decision is taken. Results are between -1 and 1. A result of -1 means that there is a perfect negative correlation between the two values, while a result of 1 means that there is a perfect positive correlation between the two variables. As such, the null hypothesis is rejected and the alternate hypothesis accepted. A result of 0 means that there is no linear relationship between the two variables, in which case the null hypothesis is retained and the alternate rejected. The closer the value of r gets to zero, the greater the variation the data points are around the line of best fit.

**Degree of relationship:** Below is the interpretation given between the variables when the results are obtained.

- High correlation: .5 to 1.0 or -0.5 to -1.0
- Medium correlation: .3 to .5 or -0.3 to -0.5
- Low correlation: .1 to .3 or -0.1 to -0.3

### **Ethical Considerations**

The student researcher took into consideration ethical issues such as; informed consent of participants, privacy of the respondents, confidentiality, and anonymity with regards to the respondents. A research permit was demanded from the Head of Department of guidance and counseling before going to the field. This permit helped in identifying the student researcher as a student of Higher Teacher Training College of the University of Yaounde I

in Ebolowa whom the school has sent out officially to conduct this study (see appendix I). This was aimed at gaining access and cooperation of the school authorities.

The following were considered while in the field;

**Informed Consent:** Once with the students, I introduced myself and informed the students on any potential harm or benefit they stand to get from participating in the study. I also informed the research participants about the procedures of the study which they were asked to participate in void of force.

**Confidentiality:** the student researcher was very confidential in that only herself and the statistician had access to the raw information that was collected from the field.

**Appropriateness of items:** the student researcher equally ensured that her research instruments do not pose any psychological harm to respondents. This psychological harm or torture was indicated by the use of abusive words on the respondents.

#### **Relationship between research variables**

This study was made up of two research variables the independent variable which is orientation program and the dependent which is the adjustment of Secondary school students. There is a relationship between the independent variable and the dependent variable. This is so because the adjustment of secondary school students will depend on the nature and type of orientation received on entry into high school.

The variables are as follows:

Independent variable is Orientation program which is broken down to freshman orientation, academic orientation and career orientation.

The dependent variable is adjustment of secondary school students which broken down to social adjustment, personal adjustment and academic adjustment. Below is a table that shows the relationship of the variables as used in this study:

**Table 3: Operationalization of research variables**

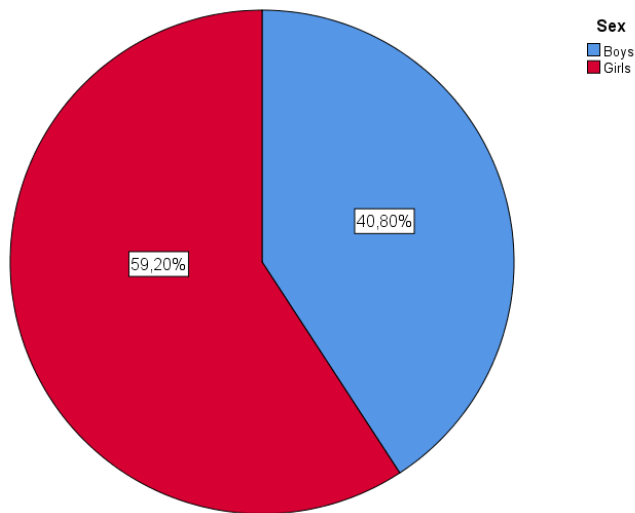
Hypotheses	Independent variables	Indicators	Dependent variables	Indicators	Modalities	Scale of measurement	Data analysis techniques Test
Hypothesis 1: <b>Ho.</b> There is no relationship between freshman orientation and the social adjustments of students of “Lycée Classique et Moderne” in Ebolowa	Freshman orientation	Understanding high school environment Choosing majors Allocation resource Resolution encountered problem Understand activities	Social adjustment	Sexual identity and true intimacy Association with High school values Better high school adaptation	Four-point Likert scale	Nominal scale	Pearson Moment correlation coefficient
Hypothesis 2: <b>Ho.</b> There is no relationship between academic orientation and the academic adjustments of students of “Lycée Classique et Moderne” in Ebolowa	Academic orientation	Series selection Content with academic choices Familiarity with academic life Understand major requirements Enlightened on test taking	Academic adjustment	Acquaintance with mates and teachers Meet up academic demands Satisfaction with life on campus	Four-point Likert scale	Nominal scale	Pearson Moment correlation coefficient
Hypothesis 3 <b>Ho.</b> There is no relationship between career orientation and the personal adjustments of “Lycée Classique et Moderne” in Ebolowa	Career orientation	Define interest and competence Development of survival skills Understanding of self Career path information Connection with available training	Personal adjustment	Frustration and hopelessness Anxious and difficulties faces Acquisition of selfdiscipline skills	Four-point Likert scale	Nominal scale	Pearson Moment correlation coefficient

# CHAPTER FOUR

## PRESENTATION OF FINDINGS

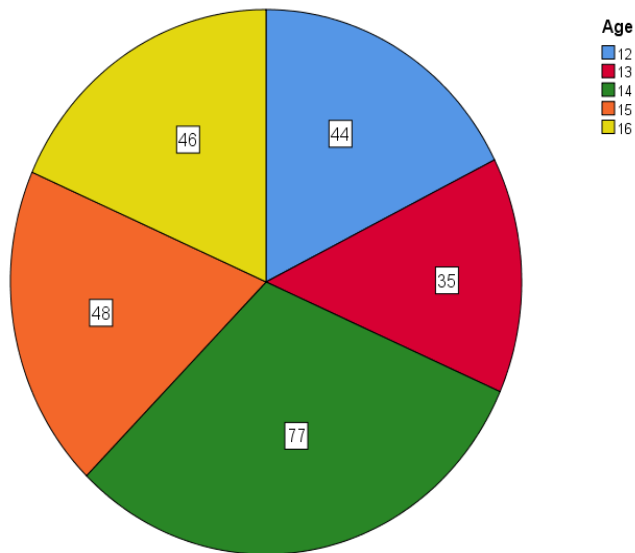
### Introduction

This chapter presents data collected and analyzed on orientation programs and the adjustment of students of “Lycée Classique et Moderne” in Ebolowa in the South Region of Cameroon. This section of the study had to do with presentation and analysis of the findings. The first part of this chapter showed the demographic information of respondents on different pie charts, the descriptive presentation of findings on frequency tables and finally proceeded by hypothesis testing at the 0.05 level of significance and end with a summary of the findings.



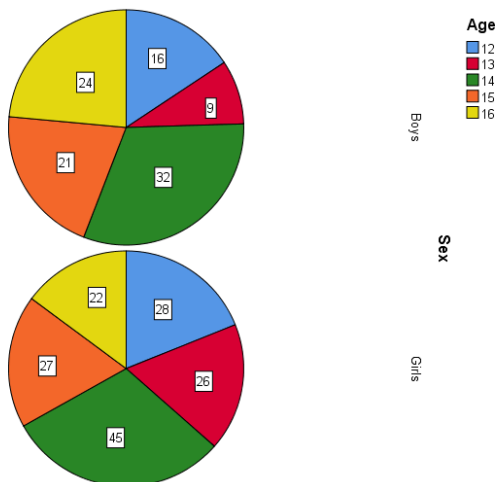
**Figure 4: Pie chart on gender distribution of respondents**

The Figure 4 above represented by the pie chart shows that 40.80% of the respondents were male while 59.20% were female.



**Figure 5: Pie chart on age distribution of respondents**

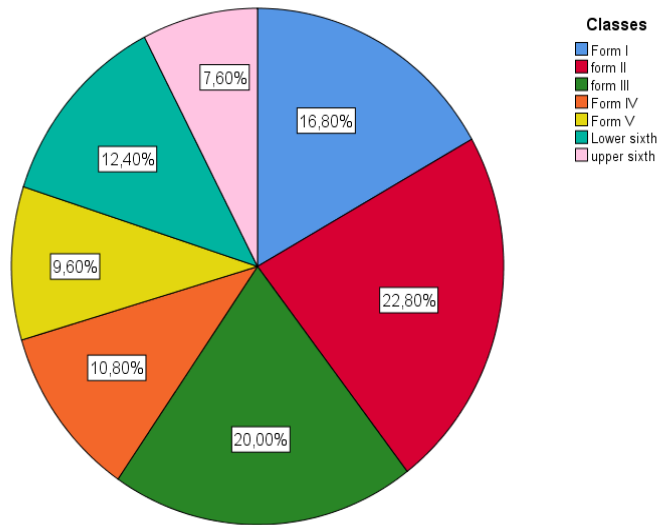
From the figure represented by the pie chart above, 44 respondents are of 12years, 35 respondents are of 13 years, 77 respondents are of 14years, 48 respondents are of 15years and 46 respondents are of 16years.



**Figure 6: Pie chart on age distribution according to genre**

From the figure represented by the pie chart above, 16 male respondents are of 12years, 9 male respondents are of 13years, 32 male respondents are of 14years, 21 male respondents are of 15years and 24 male respondent are of 16years. The second figure represented by the pie chart above, 28 female respondents are of 12years, 26 female respondents are of 13years, 45 female

respondents are of 14years, 27 female respondents are of 15 years old and finally 22 female respondents are of 16years.



**Figure 7: Pie chart on class distribution of respondents**

The figure represented by the pie chart, 16,80% are form one students, 22.80% are form two students, 20% are form tree students, 10.80 % are form four students 9.60% are form five students , 12.40% are lower sixth students and finally 7,60% are upper sixth students.

**Answers to research questions**

**Research question I:** To what extent does freshman orientation affects the social adjustment of students of “Lycée Classique et Moderne” in Ebolowa?

**Table 4: Distribution showing responses on freshman orientation**

Freshman orientation	Strongly Agreed (SA)	Agreed (A)	Disagreed (D)	Strongly Disagreed (SD)
Q1) Freshman orientation enable me develop a more comprehensive understanding of the school environment	78	124	44	4

Q2) It has help me develop a strong relation with my classmates and teachers	20	52	130	48
Q3) It has help me in allocating key academic and school resources	24	150	52	20
Q4) It has helped me in resolving problems I encountered on campus	21	128	93	8
Q5) Made me understand the curricular and extracurricular activities	12	52	138	48

With regards to research question I, majority of the respondents agreed that freshman orientation has enable develop a more comprehensive understanding of the college environment, majority of the respondents also strongly agreed while minority of the respondents disagreed and few of them strongly disagreed.

Again, minority of the respondents strongly disagreed that It has help them develop a strong relation with my classmates and teachers, majority of the respondents fairly agreed as well while some of the respondents strongly agreed and few of them strongly disagreed.

Also, minority of the respondents disagreed that helped them in allocating key academic and school resources, majority of the respondents also agreed while most of the respondents strongly agreed and few of them strongly disagreed.

More so, minority of the respondents disagreed that orientation helped in resolving problems they encountered on campus, majority of the respondents fairly agreed while some of the respondents strongly agreed and few of them strongly disagreed.

Lastly, minority of the respondents disagreed that it made them understand the abundant choice of curricular and extracurricular activities, majority of the respondents fairly agreed as well while some of the respondents strongly agreed and few of them strongly disagreed.

**Table 5: Distribution showing responses in social adjustment**

<b>Social adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Freshman orientation has solidified my sexual identity and develop the capacity for true intimacy in me	36	106	72	36
Q2) Freshman orientation helped me dissociate with my values and beliefs and association with those in school	24	110	92	24
Q3) It has helped me adapt to the school environment and impacted a feeling of greater satisfaction	57	121	68	4

From the table presented above, minority of the respondents disagreed that freshman orientation has solidified their sexual identity and develop the capacity for true intimacy in them, majority of the respondents agreed while some of the respondents strongly agreed and minority of them strongly disagreed.

Again, minority of the respondents disagreed that freshman orientation helped them dissociate with their values and beliefs and associate with those of the school, majority of the respondents also agreed while some of the respondents strongly agreed and minority of them strongly disagreed.

Lastly, some of the respondents disagreed that it helped them to better adapt to the school environment and impacted a feeling of greater satisfaction, majority of the respondents agreed while some of the respondents strongly agreed and few of the respondents strongly disagreed.

**Verification of hypothesis**

**Verification of hypothesis I**

**Ho.** There is no relationship between freshman orientation and the social adjustments of Secondary School students

**Table 6: Correlations for hypothesis I**

	<b>Freshman orientation and social adjustment</b>
Pearson correlation	0.428



Asymototic significant (2-tailed)	0.428
Number (N) of valid cases	250

After testing the second research hypothesis, table 7 shows the correlation between the two variables. From the table, the significance (2-tailed) is read at 0.000, and the Pearson Moment Correlation index is 0.428. The p-value = 0, 00. Which is significantly less than the alpha level = 0.05, shows that the null hypothesis is rejected and alternate accepted. This means therefore that there is a significant relationship between freshmsn orientation and social adjustment of students of “Lycée Classique et Moderne” in Ebolowa The Pearson index shows that the correlation is positive and moderate in strength.

**Research Question II:** To what extent does academic orientation affect academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa?

**Table 7: Distribution showing responses in academic orientation**

<b>Academic Orientation</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Has academic orientation has enlightened you in series selection according to your personnality	72	126	48	2
Q2) It has made content with academic choices and helped me planning academic goals	44	113	69	24
Q3) It has made me become familair with academic life on campus	48	105	73	24
Q4) It has made me understand major requirements	52	108	66	24
Q5) It has enlightened me with test taking, seqencing and study skills	28	148	64	16

From research question II, some of the respondents strongly agreed that academic orientation has enlightened them in series selection according to their personnality majority of the

respondents also agreed while minority of the respondents disagreed and few of the respondents strongly disagreed.

Again, minority of the respondents disagreed that academic orientation made them happy with academic choices and help them planned academic goals, majority of the respondents also agreed while some of the respondents strongly agreed and minority of the respondents strongly disagreed.

More so, minority of the respondents disagreed that academic orientation made them become familiar with academic life on campus, majority of them agreed as well while some respondents strongly agreed and minority of the respondents strongly disagreed.

Furthermore, some of the respondents disagreed that academic orientation made them understand major requirements, majority of them agreed as well while some of the respondents strongly disagreed and minority of them strongly disagreed as well.

Lastly, minority of the respondents disagreed that they are enlightened with test taking, sequencing and study skills, majority of the respondents also agreed while some of the respondents strongly agreed and few of the respondents strongly disagreed as well.

**Table 8: Distribution showing responses in academic adjustment**

<b>Academic adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) I am very acquainted with my classmate, teachers, administrative staff and the teaching style	12	64	121	53
Q3) Academic orientation made me get along with life on campus as I can meet up with academic demands	8	73	121	48
Q4) It has change my studing habits and rearranged my priorities as well as you are very satisfied with you life on campus	20	80	114	36

The table presented shows that, some of the respondents strongly disagreed that they are very acquainted with their classmates, lecturers and teaching styles, majority of the respondents also disagreed while some of the respondents disagreed and few of them strongly agreed.

Again, minority of the respondents agreed that academic orientation had made them get along with life on campus as they can meet up with new academic demands, majority of them also disagreed while some of the respondents strongly disagreed and few of them strongly agreed as well.

Lastly, few of the respondents strongly agreed that they have changed their study habits and rearranged their priorities as well as very satisfied with their life on campus, majority of the respondents disagreed as well while some of the respondents strongly disagreed and minority of the respondents agreed as well.

### **Verification of hypothesis II**

**Ho.** There is no relationship between academic orientation and the academic adjustments of students of “Lycée Classique et Moderne” in Ebolowa

**Table 9: Correlations for hypothesis II**

	<b>Academic orientation and Academic adjustment</b>
<b>Pearson correlation</b>	<b>0.004</b>
<b>Asymptotic significance</b>	<b>0.000</b>
<b>N° of valid cases</b>	<b>250</b>

After testing the second research hypothesis, table 10 shows the correlation between the two variables. From the table, the significance (2-tailed) is read at 0.000, and the Pearson Moment Correlation index is 0.004. The p-value = 1 which is significantly less than the alpha level = 0.05, shows that the null hypothesis is rejected and alternate accepted. This therefore means that there is a significant relationship between academic orientation and academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa. The Pearson index shows that the correlation is positive and moderate in strength

**Research question III:** To what extent does career orientation affect personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa?

**Table 10: Distribution showing responses in career orientation**

<b>Career Orientation</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) career orientation has helped you define your interest, competences, personal traits and abilities	60	130	20	40
Q2) It has helped you plan appropriate steps to develop skills for survival	48	133	61	8
Q3) Career orientation has helped you understand yourself and helped you in making informed decisions	48	128	61	13
Q4) It has provided you with information on career path and employment	65	97	68	20
Q5) It has helped you connect with available training and employment options	32	98	104	16

From research question III, some of the respondents strongly agreed that it helped them define their interest, competences, personal traits and abilities, majority of the respondents also agreed while minority of the respondents disagreed and few of them strongly disagreed.

Also, minority of the respondents disagreed that it helped them plan appropriate steps to develop skills for survival, majority of them fairly agreed as well while some of the respondents strongly agreed and few of the respondents strongly disagreed.

Again, minority of the respondents disagreed that it helped them understand themselves and helped in making informed decisions, majority of them agreed while some of them strongly agreed and few of the respondents also strongly disagreed.

More so, some of the respondents strongly agreed that it provided them with information on career paths and employment options, some of them also disagreed while most of the respondents agreed and few of them strongly disagreed as well.

Lastly, few of the respondents strongly disagreed that it connected them with available training and employment options, some of them also strongly agreed while majority of the respondents agreed and few of them strongly agreed.

**Table 11: Distribution showing responses in personal adjustment**

<b>Personal adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Do you feel frustrated, hopeless and indifferent in school	97	81	40	32
Q2) Are you always anxious when you are on campus	48	97	69	36
Q3) Has career orientation helped instill self- discipline and skill acquisition	12	64	122	52

The table presented shows that, few of the respondents strongly disagreed that they feel frustrated, hopeless and indifferent in school, minority of them also strongly agreed while some of the respondents disagreed and few of them also strong agreed.

Also, few of the respondents strongly agreed that they are always anxious when they are on campus; some of them also strongly disagreed while majority of the respondents disagreed and minority of them also agreed.

Lastly, some of the respondents strongly agreed that Career orientation helped instill self-discipline and skill acquisition, majority of them also agreed while some of the respondents disagreed and few of them strongly disagreed as well.

Verification of hypothesis III

Ho. There is no relationship between career orientation and the personal adjustments of secondary school students.

**Table 12: Correlations for hypothesis III**

	<b>Career orientation and persnal adjustment</b>
Pearson correlation	0.200

Asymptotic significant (2-tailed)	0.001
N valid cases	250

After testing the third research hypothesis, table 17 shows the correlation between the two variables. From the table, the significance (2-tailed) is read at 0.001, and the Pearson Moment Correlation index is 0.200. The p-value = 0.01 which is significantly less than the alpha level = 0.05, shows that the null hypothesis is rejected and alternate accepted. This means therefore that there is a significant relationship between career orientation and personal adjustment of secondary school students. The Pearson index shows that the correlation is positive and weak in strength.

**Table 13: Summary of findings**

<b>Hypotheses</b>	<b>p-value</b>	<b>Pearson correlation index</b>	<b>Decision</b>
There is a relationship between freshman orientation and the social adjustment of students of “Lycée Classique et Moderne” in Ebolowa	0.000	0.428	H01 is rejected and Ha1 retained
There is a relationship between academic orientation and the academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa	0.000	0.534	H02 is rejected and Ha2 retained
There is a relationship between career orientation and personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa	0.001	0.200	H03 is rejected and Ha3 retained

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

From the presentation of the findings in chapter four, this chapter gives a general discussion of the findings of this study. It outlines the findings, followed by a general conclusion, implications of the study, thereafter recommendations, suggestions for further research, and lastly the limitations of the study.

#### Discussion of findings

##### **The effects of freshman orientation on the social adjustment of secondary school students**

The research question which stated, “to what extent does freshman orientation affect social adjustment of secondary students of “Lycée Classique et Moderne” in Ebolowa ?”. Based on the findings, freshman orientation affects social adjustment of secondary school students positively to a greater extent. The results revealed that the content of freshman orientation in the annual sheet of counseling and orientation program helped them to be socially adjusted to their school environment. This is evident to the fact that majority of them agreed, some strongly agreed, minority disagreed and few of them strongly disagreed. Based on the findings, the result presented in chapter four revealed that the null hypothesis was rejected while the alternative adopted. Therefore, the null hypothesis which stated that there is no significant relationship between freshman orientation and social adjustment of secondary school students was rejected at 0.5 alpha level. After the verification of this hypothesis, the test revealed that there is a significant relationship between freshman orientation and social adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa ( $r=0.428$ ) The Pearson index shows that the correlation is positive and moderate in strength.

In line with this, Goodrich k Pierson and al in thier studies revealed that students who attend orientation make better initial adjustment and have been less likely to withdraw from school, adopted altitudes that fit the school regulations and rules all throught thier high school exprience. It equally corresponds with the assertion of Kukatlapalli (2016) that, students adjusted well to their academic, career and social life as well as enjoyed their learning experiences in school. From the findings above, it is also similar with the findings I got from the field in that, students who attended orientation session were socially adjusted in the school environment. This therefore means that

freshman orientation play an important role on social adjustment of students of “Lycée Classique et Moderne” in Ebolowa.

### **The effects of academic orientation on the academic adjustment of new students**

This research question was “to what extent does academic orientation affect academic adjustment of secondary students of “Lycée Classique et Moderne” in Ebolowa? From the results gotten, it revealed that to a greater extent, academic orientation positively affects academic adjustment of secondary students of “Lycée Classique et Moderne” in Ebolowa age 12 to 16 years old. This is evident to the fact that majority of them agreed and few disagreed that academic orientation helped to meet their academic demands and expectation, so they were academically adjusted. Based on the findings, the result presented in chapter four revealed that the null hypothesis was rejected and the alternative accepted. Therefore, the null hypothesis which stated that there is no significant relationship between academic orientation and academic adjustment of new students was rejected at 0.5 alpha level. After the verification of this hypothesis, the test revealed that there is a significant relationship between academic orientation and academic adjustment of students of “Lycée Classique et Moderne” in Ebolowa ( $r=0.534$ ) The Pearson index shows that the correlation is positive and moderate in strength.

Consistent with this finding is Reyes (1997) opinion which state that, academic support programmes are essential in helping students to persist and increase retention rates and that it is through an effective orientation program and help students make this transition. Such orientation programs according to Barefoot (2009) and Gaff (1997) have been found to increase academic achievement, student satisfaction, and student retention within the school. It also corresponds with the work of Mudhovozi (2012) whose study revealed that academic orientation boast academic performance in school. This therefore means that the content of academic orientation sessions is essential to help students achieve their academic goals of “Lycée Classique et Moderne” in Ebolowa.

### **The effects of career orientation on the personal adjustment of new students**

This research question stated “to what extent does career orientation affect personal adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa age 12 to 16 years old?” With the results revealed that, some of them agreed to the fact that career orientation helped them to adjust personally. This therefore means that, to a lesser extent career orientation positively affects personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa. This is due



to the fact that most of them disagreed to the fact that career orientation helped them to adjust personally. Based on the findings, the result presented in chapter four revealed that the null hypothesis was rejected while the alternative adopted. Therefore, the null hypothesis which stated that there is no significant relationship between career orientation and personal adjustment of students was rejected at 0.5 alpha level. After the verification of this hypothesis, the test revealed that there is a significant relationship between career orientation and personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa ( $r=0.200$ ) The Pearson index shows that the correlation is positive and weak in strength.

To march with this finding are the findings of Kukatlapalli (2016) and Davis (2016) who also found that orientation programs greatly influenced the way students adjusted in school. From the findings above, it is also similar with the findings I got from the field in that, students who attended orientation classes were personally adjusted in the studing environment though most of them were ignorant of the fact that career orientation program in school is offered by the counselors.

## **Conclusions**

The current study sought to investigate the effect of orientation programme on the adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa. Based on the findings of this research, it was concluded that, the content of orientation programme that of the Annual Orientation Sheet of Counseling and Orientation Services in Cameroon has an influence on the adjustment of secondary school students of “Lycée Classique et Moderne” in Ebolowa. With regards to the findings of this study, it revealed there is a relationship between freshman orientation and social adjustment of students, there is a relationship between academic orientation and academic adjustment of students, and there is a relationship between career orientation and personal adjustment of students of “Lycée Classique et Moderne” in Ebolowa. It is noted that, the manner in which a student adjusts during the first years is important as it affects the way in which the remaining exprience will be persive. Generally, adjustment is a multifaceted process and so, students have many areas in life that require transition and integration. The student must redefine themselves academically, socially, and personally. How one approaches the high school life may vary as function of individual perceptions.

The facilitation of a smooth transition from primary school to college is generally considered one of the primary objectives of orientation programme. Research has indicated that the attainment of this goal is possible (Goodrich and Pierson, 1959: Pascarella, Terenzini, and Wolfle, 1986). In

regard to orientation programming, Kramer and Washburn (1983) assert, efforts should be made to balance the orientation programme with activities that promote peer association, foster affiliation with the school, and provide direction in personal adjustment to campus life. The study points to the importance of orientation programmes and also to understand adjustment problems among students in relation to specific challenges that they face. The problem was not situated on the content of orientation programme, rather on the ratio of counsellors affected in the school, for example, 2836 students for just 6 counselors reason why the correlation moderate and to an extent is weak that means to a greater extent they do their job but is not enough to impact students behavior to a greater extent. Also, the time allocated per week for counselors to do their job is not enough to impact the students to a greater extent and the teaching strategy which is not the best, since during their training they are not been taught specific on technics by counsellors for orientation sessions. Cameroon Annual Sheet Programme of Counselling and Orientation Service should be updated because it is has been for long since 2013 and it is becoming a routine to students and counselors. Programme more hours for counselors to seriously impact the students adjustment process in school and formed more counsellors to easily achieve their goals. Educational policy makers should therefore revised the actual orientation programmes by taking into consideration nowadays realities, as well as derive interesting strategies to capture students attention and ameliorate weaknesses to make all students be a part of the programme.

### **Implications to counselling psychology**

Following the findings that this study generated, it is hoped that this study will contribute to an increased awareness of adjustment problems faced by students. The following implications were made:

- Thus, the study offers insights which can help school management, school counsellors, academic staff and student support services intervene in the process of helping students to quickly adjust to the school's academic and social demands. It is imperative for high schools to integrate students successfully into the institution to enable them realize their full academic potential.
- School counsellors should endeavor that career orientation is done at the level of admission\registration process so as to place students in their respective fields of studies before continuing the process all through the academic year.
- The students should be helped to re-arrange their priorities in life in order to adjust easily.

- School should strengthen and/or revive student orientation programs and found strategies to capture their attention.

### **Recommendations**

Following the findings that were gotten in this study, the following recommendations were made:

To the school administration :

- Demand the training of more counsellors to the ministry in charged to form and train counsellors and adopted strategies to make sure that all those who are train and posted to work should effectively do their work. So as to positively impact students and reduce the high rate of adjustment problem.
- Respect the ratio of student per counsellor which is 300 students per counsellor in accordance with the specification of Guidance and Counsellors
- They should review and strengthen the programme targeted at helping students adjust smoothly and quickly. Counsellors in the Student Support Services should help students to discover the order of their wishes as self-awareness is the key to success.
- Since participation orientation program has positive impact on the students' adjustment, the school authorities should increase the counsellors time per week and impose the sessions to be obligatory for all student and even program it during examination
- Orientation program should be done in a way that all the activities should be geared towards helping students to maximize their academic attainment and lay more emphasis on first cycle students more so to the incoming student so that if the basic are well implanted the rest will move on smoothly.
- Students should be provided with reference materials and other souvenirs at orientation programs to facilitate assimilation and comprehension of topics discussed as the students can also refer to these materials when need arises.
- Giant screens and other technological innovations should be introduced during orientations as many students don't get to hear and follow up what happens in the hall during the program and this will capture more of their interest

### **To students**

- Students need to be equipped with adaptive behaviors in areas such as time management, effective study skills, the capacity to complete courses and the ability to see transition as a normative shift and not a crisis for them to realize their academic potentials.
- Students should make sure they attend orientation programs and attentively follow up during the process as it is for their own good.

### **Limitations of study**

- A number of shortcomings were encountered in the realization of this study. The first involved the fact that qualitative research would have also been suitable in this study because the characteristics of qualitative research are that it describes and analysis peoples' individual and collective social actions, believes, thoughts, and perceptions.
- Another limitation was related to the fact that this study had been carried out only in the "Lycée Classique et Moderne" in Ebolowa. With the adjustment of students in school being a nationwide problem, this research would be more interesting if it was done in many other schools in Cameroon.
- Also, one limitation was the fact that teachers and the administrative staff were not included in the research sample. As principal persons who deal with students, their opinions would have been necessary to gain deep understanding on the adjustment problems that are faced in the school milieu.
- Lastly, since the sample size used in this study was small, it makes it difficult for the findings to be generalized to situations of students in other schools in Cameroon.

### **Suggestions for Further Research**

- The size of the sample was small to make any generalization beyond the sample itself. However, to broaden the applicability of the findings, this study can serve as a pilot for future studies with samples and in other schools within the nation. However, the goal of a phenomenological study is in-depth exploration of a phenomenon and uniqueness of perceptions rather than generalizability of the findings.
- Future study should focus on coping strategies, the study skills and academic performance of students.

- Also, further study on orientation programs on the adjustment of students should include a wider geographical coverage.
- To add, further studies should be carried out on the impact of orientation programming on the academic performance of undergraduates.
- The above points not with standing, research should investigate factors that influence the adjustment of secondary school students as well as university students.
- Lastly, further studies on this topic should include parents, administrators, and teachers. This will give a clear understanding of orientation programmes on the adjustment of students.

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## **APPENDIX**

## APPENDIX I

### Questionnaire

I am AGBOR FRAMBO Christiana (18W315), a student from the Department of Didactics of Disciplines, Science of Education, Pedagogy and Bilingual Training in Higher Teachers' Technical Training College in Ebolowa under the University of Yaounde I. I am here to carry out an exercise which is aimed at assessing the effects of orientation programmes on the adjustment of secondary school students of "Lycée Classique et Moderne" in Ebolowa.

This survey is purely for research purposes and thus any information you disclose here will be highly confidential. I therefore plead that all responses be concise, objective and honest so as to serve the purpose for which are designed. You are not required to write your name. Thanks in advance for your collaboration.

#### **A: Demographic Information**

Please answer the following general questions about yourself. Remember the information you provide will be anonymous and will only be used in aggregate form along with those from other students.

Mark "X" in the boxes provided for your answer and state appropriate answers in the space provide.

1- Gender.....

2- Age .....

3- class .....

**PART B**

**INSTRUCTIONS:** Answer all the questions on page 2 by placing an “X” in the box that best represents your view. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

<b>Freshman orientation</b>	<b>Strongly Agreed (SA)</b>	<b>Agreed (A)</b>	<b>Disagreed (D)</b>	<b>Strongly Disagreed (SD)</b>
Q1) Freshman orientation enable me develop a more comprehensive understanding of the school environment				
Q2) It has help me develop a strong relation with my classmates and teachers				
Q3) It has help me in allocating key academic and school resources				
Q4) It has helped me in resolving problems I encountered on campus				
Q5) Made me understand the curricular and extracurricular activities				

<b>Academic Orientation</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Has academic orientation has enlightened you in series selection according to your personnality				

Q2) It has made content with academic choices and helped me planning academic goals				
Q3) It has made me become familiar with academic life on campus				
Q4) It has made me understand major requirements				
Q5) It has enlightened me with test taking, sequencing and study skills				

<b>Career Orientation</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) career orientation has helped you define your interest, competences, personal traits and abilities				
Q2) It has helped you plan appropriate steps to steps to develop skill for survival				
Q3) Career orientation has help you understand yourself and helped you in making informed decisions				
Q4) It has provided you with information on career path and employment				
Q5) It has helped you connect with available training and employment options				

<b>Social adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Freshman orientation has solidified my sexual identity and develop the capacity for true intimacy in me				

Q2) Freshman orientation helped me dissociate with my values and beliefs and association with those in school				
Q3) It has helped me adapt to the school environment and impacted a feeling of greater satisfaction				

<b>Academic adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) I am very acquainted with my classmate, teachers, administrative staff and the teaching style				
Q3) Academic orientation made me get along with life on campus as I can meet up with academic demands				
Q4) It has change my studing habits and rearranged my priorities as well as you are very satisfied with you life on campus				

<b>Personal adjustment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Q1) Do you feel frustrated, hopeless and indifferent in school				
Q2) Are you always anxious when you are on campus				
Q3) Has career orientation helped instill self-displine and skill acquisition				

**THANK YOU!**