

The Adjustment Levels of First and Second Year Undergraduate Students and Influencing Factors

Üniversite 1. ve 2. Sınıf Öğrencilerinin Uyum ve Etkileyen Faktörler

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ABSTRACT

This survey study was conducted to examine the adjustment levels of undergraduate students the influencing factors. The population of this descriptive study consisted of 789 first and second year students studying in Artuklu University Health College and Health Services Vocational College. The average age of the students was 19.90±1.53 years and 71.5% of them were female and 28.5% were male. It was also revealed that 32.9% of the students had difficulty in adjusting themselves to the university, 26.0% of them suffered loneliness at university, but 56.7% of them enjoyed their university life. The findings showed that 56.4% of the students considered the to be incompetent in their professional field of study while 62.9% of the students reported that the academic staffs had poor communication with them. A statistically significant difference was found between the opinions of the students who had difficulty in adjusting to the life at university and the students' department, age, the level of satisfaction with their department, the adequacy of the equipment in the classrooms, the quality of the equipment in the classroom, enjoying the life at the university, experiencing loneliness, whether they have a sufficient communication with the academic staffs and whether the academic staffs are competent in their field of study.

Keywords: Adjustment, Mardin, University, University Life

ÖZ

Bu araştırma üniversite öğrencilerinin üniversiteye uyumunu ve bu uyumu etkileyen faktörlerin incelenmesi amacıyla yapılmıştır. Tanımlayıcı tipte olan araştırmanın evrenini Mardin Artuklu Üniversitesi Sağlık Yüksekokulu ve Sağlık Hizmetleri Meslek Yüksekokulu birinci ve ikinci sınıflarında okuyan 789 öğrenci oluşturmuştur. Öğrencilerin yaş ortalaması 19,90±1,53 yıl olup, %71,5'i kız, %28,5'i erkektir. Öğrencilerin %32,9'u üniversiteye uyum sağlamakta güçlük çekmekte, %26,0'ı üniversitede kendisini yalnız hissetmekte, %56,7'si üniversite yaşamını sevmektedir. Bulgulara göre öğrencilerin %56,4'ü öğretim elemanlarının mesleki bilgilerini, %62,9'u öğretim elemanlarının öğrenciyle iletişimini yeterli bulmamaktadır. Üniversite yaşamına uyum sağlamakta güçlük çektiğini söyleyen öğrencilerle okuduğu bölüm, yaş, bölümünden memnun olma hali, sınıfların araç gereç donanımlarının yeterliliği, üniversite yaşamını sevmeye, üniversitede kendini yalnız hissetme, bölümdeki öğretim elemanlarıyla iletişimlerinin yeterli olup olmaması ile öğretim elemanlarının mesleki bilgilerinin yeterli olup olmaması arasında istatistiksel anlamlılık bulunmuştur. Öğrencilerin üçte bir gibi bir bölümünün üniversiteye uyum sorunu yaşadığı tespit edilmiş olup çok az bir kısmının herhangi bir sorunla karşılaştığında uzman yardımına başvurduğu ortaya çıkmıştır.

Anahtar Kelimeler: Uyum, Mardin, Üniversite, Üniversite Yaşamı

This study was carried out in accordance with the rules of research and publication ethics. Ethical statement This is a cross-sectional study of all procedures conformed to the tenets of the Declaration of Helsinki, and the study was approved by the Mardin Artuklu University institutional ethical review board (Date: 28.03.2017 and numbered 2017 / 01-1) and institution permit.

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INTRODUCTION

The term “adaptation” is a biological concept often referring to dealing with the organism in terms of its interaction with the environment. Every change in human life brings forth an adaptation process. In this respect, this term refers to adaptation to the natural environment and the organisms that do not conform to the natural environment lose their lives. Psychologically, the adaptation process involves efforts to overcome the obstacles that occur during the fulfillment of the organism's needs.¹

Studying at university is a widely appreciated and craved period for many young people. Students who start university for the first time find themselves in a new environment and adaptation process that can be considered eccentric to them.² Vocational courses, different network of friendships and relationships with the academicians are among the new experiences of university life in a setting of freedom and autonomy that is highly different from that of high school life.² Those students who start studying at university in a different city suddenly find themselves in a different place, culture, as well as a new academic and social environment. This new period of life usually differs in terms of educational experiences, social and interpersonal relationships compared to the past. These freshman students have to undertake all their individual responsibilities to live on in this new social environment with which they are unfamiliar. Those students have to adapt and adjust to this unfamiliar environment where their family and close friends' support are interrupted by utilizing their own potential skills at the maximum level and continue to lead their new lives.³

It is important that the students adapt well to the new experiences, thereby succeeding in academic fields of study, developing and learning new skills. On the other hand, it is also a decisive variable in terms of the individual

happiness and psychological health of the students.⁴

While young people whose friend groups and family values are similar in the adjustment process do not have a conflict, in cases where the values and thoughts of both groups differ, the youth may experience a strong conflict between their family and friends. In this respect, the level of self-esteem and general adjustment of the young people can be negatively affected.⁵

In general, the challenges encountered during the university life include leaving the family, entering into a new academic and social environment, financial hardships, loneliness, interpersonal conflicts, difficulty in adapting to changes, lack of personal autonomy and health problems.⁵

The long-term effects of the problems experienced by the freshman students at the university negatively affect the adaptation process, possibly resulting in school drop-out among some students. Concerns such as missing the family and friends, depression, mental disturbances, increased interpersonal conflict, loneliness, and academic failure are among the most frequently reported problems. There is abundant evidence about the stressfulness of this process for many individuals. The level of adjustment is often associated with coping with stress, academic motivation and academic performance. These problems become evident especially among the students who leave home to attend university. Moreover, not only the stress caused by university life, but also separation from parents, siblings and friends are among the factors that increase the individual's stress levels.⁶

Besides functioning as research and development centres, universities are important public institutions that provides the workforce needed by the country's economy. In this perspective, higher

education institutions are directly related to the country's development and prosperity. It has been widely recognized that the most effective elements in the development of any country are the trio of provision of raw materials, capital and manpower and these elements must be used efficiently. It is an undeniable fact that the universities contribute immeasurably to the developmental process of the country by means of educating qualified people. It is a well-known fact that there is a great need for qualified manpower. For these reasons, universities undertaking the responsibility of raising qualified manpower, should provide support for identifying and eliminating the students' problems and seek solutions for their personal development as well as providing them with knowledge, skills, ambition and good

habits. In this sense, it is important for university students to participate in orientation activities in dealing with the situations that are problematic and thus cause maladjustment.⁷ Orientation services will help the students get accustomed to the university life and solve problems that they may encounter in the beginning. These programs also allow the students to participate more effectively and efficiently in educational activities.⁸

This study was aimed to examine the adjustment levels of the 1st and 2nd year freshman students of the vocational health college and vocational health services college to the university life and the factors affecting this as well as to evaluate the results and to describe the expectations of the students in this subject.

MATERIAL AND METHODS

The population of this descriptive study consisted of 789 first and second year students studying in 2016-2017 academic year in Health College and Health Services Vocational College in Mardin Artuklu University. It was aimed to include the whole population without using any sample selection method. Since some of the students just didn't agree to participate and were absent at the time of the study, a total of 601 students were included in the study. The responsivity rate was 76.1%.

The study data were collected between 28th March, 2017 and 28th April, 2017 with the help of a group of nursing students in the 4th year through a questionnaire based on literature review and prepared by the researchers. The questionnaire form consisted of 24 questions with two sections. In the first section there were 14 questions about the students "socio-demographic characteristics and in the second there were 10 questions about the students" adjustment to the university life. In the study, the adjustment status of the

students to the university was determined as dependent variable while other influencing factors such as parental education level, parents' occupation, reason for choosing the department, enjoying university life were considered as independent variable (etc.).

After obtaining the necessary permission from ethics committee and institution for the study, the questionnaires were administered to the participants by face-to-face interview method.

The obtained data was transferred to SPSS statistical package program and descriptive statistics and chi-square test were used analyse the data.

Ethics Aspects of the Research

In order to conduct the research, The Ethics Committee Permit was obtained from Mardin Artuklu University Non-Interventional Research Ethics Committee (Date: 28.03.2017 and numbered 2017/01-1) and written permission from Artuklu University School of Health, which is the institution of the research, is acquired. The participants were informed about the

research before the application and their verbal consent was obtained.

Research Limitations

This research is done only with health students is the restriction of this research.

RESULTS AND DISCUSSION

35.4% of the students included in the survey were studying at Health College and 64.6% of them at Health Services Vocational College at the time of the study. 18.6% of the students were studying in the department of midwifery, 16.8% in nursing, 11.0% in medical Laboratory, 8.1% in child development, 19.1% in medical promotion and marketing and 12.1% in elderly care. 48,1% of the students were in the first year and 51.9% were in the second year. The average age was 19.90 ± 1.53 years and 71.5% of the students were female while 28.5% of them were male. 93.3% of the students were single while 5,4% were married. 1.3% were divorced. 38.4% of the students graduated from conventional high school, 33.9% from vocational high school, 25.6% from Anatolian high school, 1.3% from science high school and 0,8% from foreign language intensive high school (see Table 1). 50.4% of the students included in the study stayed in the dormitory. 66.5% of them did not smoke cigarettes or drink alcohol. 71.2% of them had health insurance. The income level of 54.6% of the students' families was equal to the expenses, and the mothers of 46.9% of them were illiterate. 92.1% of their mothers were housewife. The fathers of 28.8% of them graduated from primary school and the fathers of 41.6% of them were unemployed (see Table 1).

Table 1. Socio-Demographic Characteristics of the Study Sample

Socio-Demographic Characteristics		N	%
College	Health college	213	35,4
	Health services vocational college	388	64,6
Year	1 st	289	48,1
	2 nd	312	51,9
Gender	Female	430	71,5
Marital Status	Male	171	28,5
	Single	561	93,3
Educational status	Married	32	5,3
	Divorced	8	1,4
	Regular High School	231	38,4
Residence	Vocational High School	204	33,9
	Anatolian High School	154	25,6
	Science High School	8	1,3
	Foreign Language Intensive High School	4	0,7
	Together with family	170	28,3
	Hostel/ Dormitory	303	50,4
	Own house	128	21,3
Status of Smoking/ drinking alcohol	I smoke	131	21,8
	I drink alcohol	16	2,7
	I both smoke and drink alcohol	54	9,0
Health insurance	I neither smoke nor drink alcohol	400	66,5
	Yes	428	71,2
	No	173	28,8
Income level	Less income than expense	213	35,4
	Equal income and expenses	328	54,6
	More income than expense	60	10,0
Total		601	100,0

69.7% of the students stated that they did not receive any training about their department before attending the university. 33.0% of the students stated that they sought for help from their family while 30.8% of them from their friends and 13.6% of them from a specialist in the subject when they encountered any problems. However, 22.6% of them did not mind the problem and seek for any help (see Table 2). 67.1% of the students

were of the opinion that it was not difficult to adapt to the life at university. While 84.7% of the students reported that the university should offer more social activities to the students, 84.4% of the students stated that the university should offer more cultural activities. 26.0% of the students stated that they felt lonely at the university while 56.7% of them enjoyed university life (see Table 2).

Table 2. Adjustment Status Of The Students To The University Life

Adjustment status of the students to the university life (n:601)		n	%
Status of receiving previous training on the department prior to university	Yes	182	30,3
	No	419	69,7
Resources for seeking help when encountered with any problem	Friends	185	30,8
	Family	192	33,0
	Specialist	82	13,6
	seeking for help	136	22,6
Having difficulty in adapting to university life	Yes	198	32,9
	No	403	67,1
I enjoy the life at university	Yes	341	56,7
	No	260	43,3
I feel alone at the university	Yes	156	26,0
	No	445	74,0
The university should promote the social life and facilities at the campus	Yes	509	84,7
	No	92	15,3
The university should promote the cultural life at the campus	Yes	507	84,4
	No	94	15,6
High costs of rental houses and dormitories	Yes	342	56,9
	No	259	43,1
Having difficulty in obtaining necessary course materials from the stationery or bookshops	Yes	118	19,6
	No	483	80,4
Having difficulty in paying school fees	Yes	117	19,5
	No	484	80,5
Poor and inadequate transportation	Yes	292	48,6
	No	309	51,4
High costs of wearing and food stuff	Yes	250	41,6
	No	351	58,4
The classrooms are physically well-equipped	Yes	180	30,0
	No	421	70,0
The classrooms are equipped with all the necessary technology	Yes	115	19,1
	No	486	80,9
There is an adequate communication between the students and the academicians	Yes	223	37,1
	No	378	62,9
The academicians and the lecturers are proficient in their field of study	Yes	262	43,6
	No	339	56,4
The buildings have enough green areas and a large garden	Yes	68	11,3
	No	533	88,7
The services at the cafeteria/ canteen are always available	Yes	122	20,3
	No	479	79,7
The social activities are adequate	Yes	66	11,0
	No	535	89,0
The university library is adequate and available at service	Yes	68	11,3
	No	533	88,7
The hygiene and cleaning service are adequate.	Yes	240	39,9
	No	361	60,1
Total		601	100,0

10.9% of the students did regular exercise, 24.1% of them spent their free time reading books, newspapers, magazines, 28.1% visiting friends, 3,9% attending artistic events, 9.1% watching television, and 23.9% doing nothing in their free time (see Table 3). 31.8% of the students participated in sports activities in their spare time while 68.2% did not do such activities. 35.3% of the students worked part-time. 65.2% of the students participated in cultural activities and excursions while 34.8% did not participate (see Table 3).

Table 3. Distribution of the Students According to Socio-Cultural Activities

Distribution of the students according to socio-cultural activities (n:601)		Sayı	%
Leisure time after school	I regularly exercise	65	10,9
	I read books, newspapers, magazines etc.	144	24,1
	I visit my friends /hang out with my friends	173	28,1
	I take part in artistic activities	23	3,9
	I watch TV	54	9,1
	I do nothing at all	142	23,9
	Sportive activities	Yes	191
	No	410	68,2
Willingness to work part-time	Yes	212	35,3
	No	389	64,7
Participation in cultural activities and school trips	Yes	392	65,2
	No	209	34,8
Total		601	100,0

It was found that 40.6% of the students opted to study in their department just because their exam scores were enough whereas 21.5% of them stated that they would not have a problem finding a good job. 20.1% of the students reported that they preferred to have their ideal

profession by the direction of family, friends and teachers. 44.6% of the students were partially satisfied with their department, while 32.1% of them were satisfied but 23.3% of them not satisfied (see Table 4).

Table 4. The State of Choice of Profession and Satisfaction Levels of the University Students

Choice of profession and satisfaction levels (n:601)	n	%
Satisfaction with the department		
Satisfied	193	32,1
Partially satisfied	268	44,6
Dissatisfied	140	23,3
The reason of choosing the department		
My ambition	107	17,8
Request of family, friends or teachers	121	20,1
Choosing based on the exam score	244	40,6
No problem in finding a job	129	21,5
Total	601	100,0

A statistically significant relationship was found between the students who reported to have difficulty in adjusting to the university life and their department, age, satisfaction with the department, the adequacy of the equipment of the classrooms, the quality of communication between the academicians and the students in the department and their proficiency levels in their field of study. ($p < 0.05$) (see Table 5). There was no statistical relationship between other factors and having difficulty in adapting to the university life.

Table 5. Factors Associated to the Adaptation to the University Life

Experiencing difficulty in adapting to the university life	Yes		No		Total		P	χ^2
Department	N	%	N	%	N	%		
Midwifery	28	25,0	84	75,0	112	100,0		
Nursing	45	44,6	56	55,4	101	100,0		
Medical laboratory	19	28,8	47	71,2	66	100,0	14,911	0,021
Child development	16	33,3	32	66,7	48	100,0		
Paramedics	31	27,0	84	73,0	115	100,0		
Medical promotion and marketing	36	41,9	50	58,1	86	100,0		
Elderly care	23	31,5	50	68,5	73	100,0		
Age								
17	6	75,0	2	25,0	8	100,0		
18	38	37,3	64	62,7	102	100,0		
19	49	30,2	113	69,8	162	100,0	12,751	0,047
20	52	33,1	105	66,9	157	100,0		
21	29	39,7	44	60,3	73	100,0		
22	9	23,1	30	76,9	39	100,0		
23	15	25,0	45	75,0	60	100,0		
Satisfaction with the department								
Satisfied	46	23,8	147	76,2	193	100,0		
Partially satisfied	97	36,2	171	63,8	268	100,0	11,080	0,004
Dissatisfied	55	39,3	85	60,7	140	100,0		
Enjoying university life								
Yes	75	22,0	266	78,0	341	100,0	42,790	0,000
No	123	47,3	137	52,7	260	100,0		
Feeling lonely at university								
Yes	93	59,6	63	40,4	156	100,0		
No	105	23,6	340	76,4	445	100,0	67838	0,000
The adequacy of the equipment in classrooms								
Yes	46	40,0	69	60,0	115	100,0	3,204	0,048
No	152	31,3	334	68,7	486	100,0		
The state of communication between the academic staff and the students								
Adequate	55	24,7	168	75,3	223	100,0	11,007	0,001
Inadequate	143	37,8	235	62,2	378	100,0		
Proficiency levels of the academic staff								
Adequate	76	29,0	186	71,0	262	100,0		
Inadequate	122	36,0	217	64,0	339	100,0	3,260	0,043

The university students encounter a completely different ambience at the university, experiencing several new changes in all aspects of their lives. From the beginning of this novel period, they may undergone a series of academic, psychological, sociocultural, economic,

medical, communicative, employment and leisure time problems since they leave their family and friends, become more open to external influences and start to make their own free choices more clearly. Many adaptation problems and problems related to time evaluation may arise. In this study, it

has been aimed to identify the adjustment problems and the contributing factors, to evaluate the results and reveal the expectations of students from the services on this subject along with the ways the students can cope with these situations in the case of Artuklu University. In the case of Artuklu University, it is aimed to determine the students' adaptation to the university, to examine the factors affecting this adaptation,

The abuse of any addictive substance can be an important problem among the students during the adjustment process. In this study, 21.8% of the students were found to smoke while 2.7% of them were found to drink alcohol. (see Table 1). In a study conducted on the students studying in the faculty of medicine, 9th September University, 27.3% of the students were found to smoke while 47.9% of the students were found to drink alcohol.⁹ In a study conducted in Ege University between 2006-2008, the rate of smoking in the last year was found to be 43.3% while the rate of drinking alcohol was found to be 52.5%.¹⁰ In another study conducted among the university students, the rate of smoking was found to be 29.1% while the rate of alcohol was found to be 55.6%.¹¹ The findings of the study are lower than other results in terms of substance use. Therefore, this can be associated with the fact that the students are studying in the departments related to health and freshman at university (only studying in 1st and 2nd year) receiving training in a more conservative and conventional region in terms of tradition, moral and religion.

More than half of the students (50.4%) in the study were staying in the dormitory or hostel (see Table 1). This rate also means that our students. In a similar study on the subject, 53.2% of the students were staying at the dormitory.¹² This finding is compatible with the literature in terms of place of residence.

40.6% of the students reported that they opted to study at their department in the university just because they had enough exam scores to attend this university. 21.5% of the students stated that they chose to study

in their department to find a good job when they graduated while 20.1% of them stated that they preferred to have the ideal profession at the request of family, friends and teachers (see Table 4). In a study related to the subject, significant differences were found in terms of the type of university in which the students studied while preferring a department. It has been shown that those students studying at private universities emphasized individual factors such as interest and capability in the profession, eligibility for their personality and future goals, having enough scores to attend the department and offering individual development in the academic field much more than others. In other words, it can be suggested that those students studying at private universities tend to study for their own interests, abilities, values, personality traits, goals, etc. However, it is remarkable that those students studying at public universities tend to prefer the departments where the entrance exam scores are sufficient to attend university.

Considering that the entrance scores of the departments in public universities are higher than those of the same departments in some private universities, especially the students who are financially unable to meet the expenses of the private university tend to prefer the departments where their scores are sufficient instead of the departments they want to study especially in order not to study for the exam again or to be eliminated. It can be suggested that the students studying at public universities base their choices on systematic reasons. Since the entrance scores of departments in some private universities are lower than that of public universities, some students who can study at a private university can also consider whether they are eligible for their qualifications when choosing the department they study at.¹³ Our findings are consistent with other studies because the study was conducted in a public university. However, this result is important in that it will help us direct the future of the youth throughout our country. The fact that choosing a job consciously especially in health sector where the focus is on human

life according to one's own interests, abilities, values and personality traits will enable these professions to be practiced lovingly, thus reducing problems.

33.0% of the students stated that they asked for help from their family. This was followed by 30.8% from peers, and 13.6% from a specialist related to the subject when they faced any problems. However, 22.6% of them did not do anything to overcome their problems (see Table 2). The results of a similar study conducted on the students studying at Erciyes University, it was found that the students tried to solve or eliminate their problems by doing research themselves when challenged with any problems. This was followed by asking for help from their friends, their families, doing nothing about the problem and seeking help from a specialist on the subject or calm down just by weeping. In addition, it is seen that the rate of the students asking for help from a specialist when they encounter any problems was very low and the number of those who are in contact with the Psychological Counseling and Guidance Services Unit of the university is very few.² The findings of both studies are striking that the students do not receive enough expert assistance to better cope with their problems and to find out alternative solutions.

32.9% of the students stated that they had difficulty in adapting to the university life (see Table 2). In a similar study conducted in Bandırma (2010) on the subject, 19.1% of the students stated that they had adaptation problems.³ Our findings show that the students have more adaptation problems, and this may be related to the fact that the university has been recently established and the factors that arise from this.

48.6% of students were not satisfied with transportation to the university. 30.0% of the students reported that they were not satisfied with the physical conditions of the classes and 20.0% of them not also with the equipment of the classes. 88.7% of the students stated that they were not satisfied with the size of the garden and green areas.79.7% of them didn't like the school's

canteen / cafeteria services while 88,7% didn't like the library services. It was also revealed that 89.0% of the students were not satisfied with the social activities while 60.1% of them were not satisfied with the cleaning services. (see Table 2). In a study conducted among the students at Hacettepe University, it was found that the students were not satisfied with the various services provided by the university.¹⁴ Our findings were also compatible with the literature in this respect. According to the results of another study conducted by Erdogan et al. (2005) among the students at Gazi University, the majority of the students regarded the cleaning services provided by the university / faculty as sufficient while another vast majority of them stated that social facilities are insufficient. 47.0% of the students expressed their satisfaction with the garden and green areas while 10.9% considered the social activity areas inadequate. In the same study, the students also reported that they had problems in participating in socio-cultural activities and meeting their stationery needs financially.¹ Based on the results of the study, it can be argued that our universities could not meet the expectations of their students in this sense.

56.4% of the students were not satisfied with the proficiency of the academic staffs while 62.9% of them were not satisfied with the academic staffs' communication with them (see Table 2). In a survey aiming to identify the communication problems arising from the lecturers conducted in a public university, the results were classified into two categories as the problems arising from the lecturers and the students' reservations about communicating with the lecturers. The former included "the state of faculty members being open to criticism", "the inconsistency of faculty members in and out of the classroom", "the state of the lecturers being attentive to the students", "the attitudes of the assistant researchers towards the students", "the state of academic staff's presentation skills" and "the level of egocentrism among the academic staff".The latter included "reservations about

communicating with the academic staff", "the academic staff's expressing their political and religious views", "the socioeconomic status gap between them" and "being anxious about getting low grades".¹⁵ These findings show that it is possible to transform the universities into effective learning and teaching public institutions by improving all kinds of communication means and in-depth analysis of the problems experienced.

44.6% of the students stated that they were partially satisfied with their department they preferred While 32.1% of them were satisfied with their department, 23.3% were not satisfied at all (see Table 4). It has been observed that 68.5% of the students in a study conducted in Erzurum Atatürk University were satisfied with the department they preferred while 18.4% of them were unsatisfied.¹⁶ In a study performed by Beydağ et al. (2008) among the students of the Health College, the students were found to be partially satisfied with their current lessons.¹⁷ The findings of this study were similar to those of Beydağ et al. (2008).

The rate of satisfaction among the students of our university was lower than those of Atatürk University. It can be argued that this difference was due to the factors affecting department choice.

A statistically significant difference was found between the opinions of those students (n=198) who reported having difficulty in adjusting to the university life and the variables including age, satisfaction with the department, the adequacy of classroom equipment, loving university life, feeling alone at the university, whether the communication with the academic staff in the department is sufficient and proficiency level of the academic staff ($p<0.05$). There was no statistical correlation between other factors and difficulty in adapting to the university life ($p>0.05$) (see Table 5). In a similar study conducted in Bandırma related to the subject, there was a statistically significant difference between the students' adaptation to the university life and their parental education level, father's job, the reason for choosing the department, the status of loving university

life, the feeling of being alone in the university, having problems with their opposite sex and the state of having problems in participating in social and cultural activities ($p<0.05$).³ In our study, no statistically significant difference was found between other independent variables and having difficulty in adapting to the university life ($p>0.05$). In terms of factors affecting the adaptation to the university life, it was found that there was a correlation between the status of loving university life and feeling alone, which is supported by the findings of the study and the literature. Considering the expectations of individuals who did not like university life, the individuals who feel lonely may experience problems in adapting to the university due to insufficient interpersonal relations and poor social contacts.

The results of the study has shown that one third of the university students have adaptation problems. Again, one of the striking results is that the students prefer to attend their departments according to their exam scores rather than their personal interests, capabilities and eligibility, which affects their adaptation negatively. Another important finding is that the students refrain from resorting to expert help in the event of a problem at university. In addition, it is an important finding that the physical conditions considered as part of a habitus are insufficient and the students' dissatisfaction levels are high. In literature, it is clearly seen that the sources of help the university students resort to tackle these problems differ a great deal. In a relevant study, it was found that young people were reluctant to get help from professionals, but they were found to be open to professional help if they were informed about professional assistance, felt emotionally ready to disclose their feelings to professionals, and trusted them. When the studies conducted on stress and coping with stress are analyzed, it is revealed that young people are directed towards non-professional help resources instead of getting psychological help from a mental health expert while struggling with distressing situations.¹⁸ It is important to provide

guidance and psychological counseling services to the students in order for them to better cope with problems, to find out

alternative solutions and to reduce adaptation problems.

CONCLUSION AND RECOMMENDATIONS

Consequently, it may be recommended that the universities conduct interrogative surveys, organize serious and well-built orientation programs, and include faculty members in these programs at regular intervals in order to determine the factors and students' satisfaction that will affect the students' problems and adaptation

within the institution. In addition, informative activities to be carried out on campus on psychological counseling and guidance services offered at universities can enable more students benefit from these services as well as use them more effectively.

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