

Physical and Psychological adaptation at Campus Environments

¹Dr. Vijayalakshmi N. S & ²Dr. A. H. Sequeira

¹Faculty, Post Graduate Department of Economics, University College Mangalore, Hampankatta, Mangalore (India)

²Professor and Dean Faculty Welfare, School of Management, N.I.T.K surathkal, Mangalore (India)

ARTICLE DETAILS

Article History

Published Online: 12 June 2018

Keywords

Physical, Psychological, Adjustment, Students perceptions, expectancies

Corresponding Author

Email: [nandalike17\[at\]gmail.com](mailto:nandalike17[at]gmail.com)

ABSTRACT

A sound mind in a healthy body – this phrase articulates the interconnectedness of the psyche and physic. It is necessary to observe that every student has peculiar strengths and different needs. Thus it remains resourceful to acknowledge the campus environments that serve as perpetual entities of adaptation to students mentally and physically.

1. Introduction

Physical – Psychological Adjustment versus Physical – Psychological Adaptation

Physical – Psychological Adjustment

Physical factors influence adjustment of students to college (Adler et al., 2008). At college, the psyche on social adjustment of students (Hersh & Hussong, 2006) relies on college adjustment that deters health (Adler et al., 2008). Poor adjustment to college life mediates the relationship between drinking motives and alcohol consequences (LaBrie, et al., 2012). This couples with physical aggression impacting social and psychological adjustments (Kawabata et al., 2012) and any poor adjustment to college life mediates the relationship between drinking motives (LaBrie et al., 2012) having its association of acculturation alongside psycho social adjustment and weight status among students (Chang & Halgunseth, 2015).

Students perceptions of institutional climate vary across years impacting psychological and behavioral adjustment (Way et al., 2007). The ethnocultural person–environment fit has its different level of college adjustment (Hutz et al., 2007) as it's often the psychological and behavioral adjustment that deters students perception of campus climate (Way et al., 2007). The students role is sought to be maximized when perfectionism is linked with college adjustment (Chang et al., 2011). The domain specific approach of optimism and pessimism impacts college adjustment and educational outcome expectancies (Chang et al., 2011). Students initial poor adjustment at institution can be guarded by emotional management and emotional self-efficacy (Nightingale et al., 2013) where negative emotions (Nyamayaro & Saravanan, 2013) self-esteem (Pasha & Munaf, 2013) along with psychological capital (PsyCap) and proactive behaviours influences new comer's adjustment to college (Klemme Larson et al., 2013). Students who have better cognitive abilities and socio-emotional adjustment charge over-representation in college academic major (Chen et al., 2013) and students who have similar types of enhanced cognitive abilities have better socio-emotional adjustment (Chen et al., 2013). The social cognitive career theory and theories of environment fit that

predict adjustment of engineering students to be varying by ethnicity (Lent et al., 2013) manoeuvres callous-unemotional traits and behaviours (Ciucci et al., 2014) to seek out coping (Cristina & Dias, 2014) and emotional maturity (Sinha, 2014) towards psychological need satisfaction from early to late adolescence as a predictor of adjustment in institution (Ratelle & Duchesne, 2014). After all it is planfulness among college students that impacts psychological adjustment (Yang & Chang, 2016).

Physical – Psychological Adaptation

Students adaptation to college measures mental health variables, satisfactions, interpersonal orientations, and assessments of the learning environments (Rooijen, 1986). Based on social adaptation theory, the task and habit situation are vital elements of attitude and behavior making a personality, social support and emotional intelligence determining personal and emotional adaptation in universities or institutions environment (Tomás et al., 2014). This also leverages ahead on college freshmen's self-efficacy, effort regulation and perceived stress on students' adaptation to college (Seong, 2014). In short, student experience three styles of adaptation - A person-focused approach on patterns of wellbeing - positive and connected, unconnected and finally the style of adaptation of stressed (Russell et al., 2010) that overall perspires the threshold over adaptation.

2. Structural Components of students Physical – Psychological Adaptation

Age

Age is an unchangeable attribute of an individual with a personal human face characteristic (Thornton et al., 2016). On health grounds, college-age young adults are among those who consume the greatest amount of sugar-sweetened beverages, with half reporting daily consumption (Byrd-Bredbenner et al., 2012). Thus age influences health and its priorities. As for safety, the perception of safety significantly varied across student age groups on campus (Patton & Gregory, 2014). Campuses are at-risk environments because they are heavily

populated with individuals in the most at-risk age group for sexual and physical relationship violence. (Yazedjian et al., 2009).

On the emotional front, age is a centre for association of interest (Swenson et al., 2008) Age influences how people treat. Appropriate behaviors are associated with age groups where same age group has similar interests impacting individual behaviors (Panizzon & Levins, 1997). Age influences levels of both aggression and depression (Laible et al., 2000) among college students where life experiences that varied by age; impacted education (Ardelt, 2010).

Gender

Health behaviors of students differed by gender (Stock et al., 2001) influencing eating disorders among students impacting health where the erratic eating disorder is observed in females than male students (Sciacca et al., 1991). An increase in real safety while enhancing women's freedom and mobility on and near campus as sexual assault exists on campus (Day, 1995). Campus safety among male and female college students and issues on self-reported campus victimization (Jennings et al., 2007) also reflect on transgender issues on a college campus (Beemyn et al., 2005). With respect to expenditures per household for health, there is an observed gender difference (Rout, 2010) signifying that cardiovascular fitness in females is poor due to obesity among undergraduates. The eating disorder which is higher among undergraduate women students (Villarreal et al., 2011) reveals that gender is a significant predictor of students food choices on a college campus (Boek et al., 2012). However formal food and nutrition education impacts dietary behaviour among female young adults (Kanabur & Reddy, 2014).

The social-cognitive theory provides a valuable framework for studying student academic confidence that varies by gender (Litzler et al., 2014). Psychopathic personality traits risky sexual behavior, impacts psychological adjustment among college women (Fulton et al., 2014) as a psychological difference by gender varied among college students living in a hostel and living in the home (Manickam, 2014). Lastly, though stress and its coping strategies differ among college students by gender (Lee & Padilla, 2014); self-esteem and gender was negatively correlated with anxiety among college students (Mustafa et al., 2015).

Disability

Physically disabled students faced physical abuse at university (McQuiller Williams & Porter, 2014) and on campuses (Findley et al., 2015). It is noted that disability magnifies by the sexual orientation of the students (Harley et al., 2002). This is followed by poor health & hyperactivity increasing the odds of having a disability about two to three times, while poor close perceived friendship & academic competencies predicted disability of same magnitude (Vaz et al., 2015) with oral health conditions and behaviours of disabled and non-disabled students differing vastly (Vichayanrat & Kositpumivate, 2014). In this regard a prominent step could be the university staff who must have adequate awareness on disabilities of students in

postsecondary educational institutions (Wehman, 2001) as they are the most revered people, disabled students can rely on campuses. Personal characteristics play an important role in higher education among students with disabilities (Swart & Greyling, 2011) especially to that of one's attitude that makes immense difference to students with disabilities (Rodríguez Martín & Álvarez Arregui, 2013). It was found that non-disabled peer had negative thoughts about disabled students in campus (Fichten et al., 1988) highlighted by theory of planned behaviour of intentions on non-disabled students to play with disabled students (Obrusnikova et al., 2011) with of only recent positive attitude developing towards disabled students (Sanchez et al., 2011). So more importantly, its attitude toward the sexuality of persons with a physical disability showing better adaptability (Hasson-Ohayon et al., 2014). This could be attributed to the self-determination of physically disabled students contributing to positive educational outcomes for students with disabilities (Wehmeyer, 1997).

Further psychologically, disabled students are mostly depressed (Elliott et al., 1988) with non-disclosure of disability possessed by negative attitude amongst wider non-disabled student body (Miller et al., 2009) coupled in low self-efficacy (Jenson et al., 2010) enhancing stress making them more vulnerable to adverse psychological wellbeing (Koca-Atabey et al., 2011). This nugget the interpersonal theory that physically disabled students are more inclined towards suicide (Khazem et al., 2015). However social support systems which come to rescue of disabled students in this regard provide better ways of coping with disability and college adjustment (Okoye, 2010 ; Murray et al., 2013). After all, it is the coping strategy, that eases of their psychosocial adaptation to disability (Livneh & Wilson, 2003) and strategies for building a belief in ability and self-esteem (Hearn et al., 2014) can be of immense help.

Academic year

The flourishing and substance use have an effect on students involvement or engagement in the first year of entering college (Low, 2011) rendering that health behavior impacts academic performance of first-year student (Deliens et al., 2013). The body weight also correlates to academic performance in first-year university students (Deliens et al., 2013) where any indication of chronic illness among first-year students has an indefinite bearing on students academic performance (Herts et al., 2014). From a health perspective, social context for sexual behavior among college students of first years also varied (Uecker, 2015). Psychological distress of students increased over four years of education at university campus (Sher & Wood, 1970).

More observable, first-year students have high levels of stress (Al-Daghri et al., 2014) and test anxiety that creates psychological distress dampening academic motivation among first-year students (Rajiah et al., 2014). Further self-perception, beliefs control over events (feeling of mastery), believe human nature, trust in people feeling of alienation (David & Nită, 2014) pressures up identity diffusion and identity distress envisaging identify coping among first-year students (Sica et al., 2014). Psychological capital determines adaptive to stress among first-year students (Wen & Lin, 2013). The personality type variables

(Adeniyi et al., 2014) coupled with loneliness (Wohn & Larose, 2014) and self-perception, trust, mastery and alienation impacts adjustment of first-year students to university (David & Nită, 2014). However much-needed optimism and self-efficacy has a slow maneuvering on transition and adjustment of first-year students (Mergler & Boman, 2014; Nikfal Azar & Reshadatjoo, 2014). Lastly, though the behavioral perceptions of students experience persist in terms of bullying at high school; it is carried forward at college having an endurance on motivation (Goodboy et al., 2016) between college students and older adults (Buchanan et al., 2015).

Academic Major

Cognitive predictors impact academic acquisitions in academic majors towards academic success (Stan, 2013). Students who have better cognitive abilities and socio-emotional adjustment impact over-representation in college and academic major (Chen et al., 2013). The emotion experienced in the classroom has been shown to influence subject-level academic major satisfaction and loyalty to the institution (White, 2013). Emotional maturity and decision making styles do differ among women students of engineering and non-engineering majors (Punithavathi, 2013). Psycho communication disorder impacts academic major performance (Touri et al., 2014) where students academic drift of student faculty interaction with academic major has its footprints on academic self-concept of students (Kim & Sax, 2014). An observed academic misconduct too has a bearing on academic performance which varies by academic majors (Freire, 2014). Further expected earnings and perceived ability with heterogeneous tastes impact academic major choice (Wiswall & Zafar, 2014) making the role of industry attitude of perceived social status, and salary expectations impacting career prospect and industry commitment (Penny Wan et al., 2014).

Religion

There is an interrelationship between spirituality religiosity and health (Tomasso et al., 2011) where delving towards spirituality reduces stress among students of Indian institute of technology bombay (Yadav & Khanna, 2014) with parent's religious involvement influencing psychological health, family functioning and development of their children (Kong & Chan, 2014). The purpose in life is also said to mediate the relationship between religiosity and happiness (Aghababaei & Błachnio, 2014). Spirituality influenced the quality of life of undergraduate students impacting cognitive and psychosocial development (Lau et al., 2015). Thus there is a relationship between religion and spirituality and students who are religious have better mental health (Ahmadi & Shahmohammadi, 2015) with observed positive psychosocial functioning in adolescents and young adults (Sanders et al., 2015). Spirituality among students helps to combat anxiety (ecl et al., 2015) and it tethered that students resiliency can be predicted by spirituality (Mehrinejad et al., 2015).

Religious belief aspects and customs with religiousness (Ahmadi & Shahmohammadi, 2015) enhances quality of life with religious awareness (Parniyan et al., 2016) required especially among students of minority race, low socioeconomic status

students at first academic year (Zhao et al., 2015). Of late, prayers, the aspect mostly ignored by students at higher education at large could help in restoring the mental wellbeing (Shaikh et al., 2015). Religion also helps to combat depression and homesickness among college students (Longo & Kim-spoon, 2013) which is higher among first generation students than non-first generation students (Ferrari et al., 2015). In brief, spirituality undoubtedly impacts mental health (Karimipour & Md.Sawar, 2015) with its extended hand of attitude towards the external environment with nature at its green side (Nunn et al., 2016) and religiousness soaring high on psychological outcomes with subjective wellbeing impacting life satisfaction (Aghababaei et al., 2016).

Caste

Race and ethnic diversity impacts campus safety (Stotzer & Hossellman, 2012). The perceptions and experiences of women student on safety in campus differed by race where most often they witnessed chilly climate (Kelly & Torres, 2006). This is fuelled by hate crimes on campus (Stotzer & Hossellman, 2012) along with alcohol and other drug use among sexual minority college students (Manning et al., 2012) creating incivility and hostility on campus especially towards students of race by drugged and alcoholic students (Woodford et al., 2012). Further social life correlates gender to casual sexual activity (Lyons et al., 2015) with ethnicity having its toll even on weight status among students (Chang & Halgunseth, 2015) reveals that dietary practises of students varied by racial and ethnic differences in the home food environment (Ranjit et al., 2015). Added to this stress impacts self-esteem resulting in eating disorder among students of race adversely affecting their health (Claudat et al., 2016).

Further race and ethnicity impacts stress leading to depression among minority students of race (Arbona & Jimenez, 2014) especially of current times where campus life is moving to online and online racial discrimination culminating online stress and has a significantly more negative view of campus racial climate (Tynes et al., 2013). Socio-cultural competence impacts the development and delivery of socio-emotional learning among students of race (Garner et al., 2014) where social networking sites impact students acculturation stress and psychological well-being among student of race (Park et al., 2014). The psychological and experiences at campus climate affects students academic and social integration on campus especially of sexual minority students (Woodford & Kulick, 2014). This is reflected on Bean and Eaton's psychological model of retention where stress influences students persistence of race in campus (Johnson et al., 2014). Hence social cognitive and self-construal factors influence wellbeing of students of race at college (Ezeofor & Lent, 2014) though at times self-efficacy of underrepresented students is low (Enriquez et al., 2014) focusing that counselling programs should aim at mental health status of minority students (Smith et al., 2014). In brief, ethnicity impacts psychosocial adjustment (Chang & Halgunseth, 2015) where ethnic identity in ethnic group association results in discrimination impacting depressive symptoms (Brittian et al., 2015). Social exclusion thus enhances the ability to manage others emotions (Cheung & Gardner, 2015) where self-

perceived feeling of marginalisation by students of race on campus (Wilson et al., 2015) are very much dependent on cognitive factors that predict academic motivation among students of race (Piña-Watson et al., 2015).

Generation Status

Psychology differs among generations (Lub et al., 2016) with family achievement guilt impacting the mental well-being of college students (Covarrubias et al., 2014). Social cognitive career theory states that self-efficacy outcome expectations, barriers, and goals can help with career and academic decision-making meeting the needs of first generation college students (Gibbons & Shoffner, 2004) resulting in lower self-efficacy of first generation students (Gibbons & Borders, 2010) adversely impacting their academic performance and college adjustment (Ramos-Sánchez & Nichols, 2007). Self-efficacy also impacts academic success among ethnically diverse students of minority race of the first generation (Majer, 2009) where social academic self-efficacy differs among first and non-first generation students of higher education (Finch, 2016). Further self-efficacy, coping efficacy impacts underrepresented first generation low-income college students persistence towards graduation (Tate et al., 2015). Students at campuses face a lack of social support influencing depression impacting life satisfaction of first generation college students (Jenkins et al., 2013).

First generation students also witness higher bullying, violence and suicidal behaviors than the third generation (Pottie et al., 2014) impacting self-esteem and locus of control that differs among first generation and continuing generation (Aspelmeier et al., 2012). This builds up the stress which varies by the generation of students where the second generation is able to counter balance stress effectively (Shields, 2002). Hence stressors and supports differ among first generation and non-first generation students (Dumais et al., 2013). To this, the great source of help could arrive at the campus is through counseling. Counseling impacts retention of first generation college students (Pham & Keenan, 2011) by enhancing the sense of belonging (Stebbleton et al., 2014) especially facilitating first generation female college students transition into higher education environment which is challenged with the process of forming self-identity (O'Shea, 2014). Counselling thereby gives a sense of direction to first generation students who are often stranded by time constraints and inadequate guidance (Hailu & Ku, 2014). Thus behavioural typology of first-time first generation students (Bahr, 2010) reflect that social cognitive factors impact academic and student life satisfaction varies among first and non-first generation students (Garriott et al., 2015).

College Expense

Student loans impact suicide where engineering student Rajani's suicide urgently address issues of equity in our educational system where student loans and lack of repayment impacts suicide (kanitkar, 2004). Early resources result in psychological adjustment influencing college adjustment

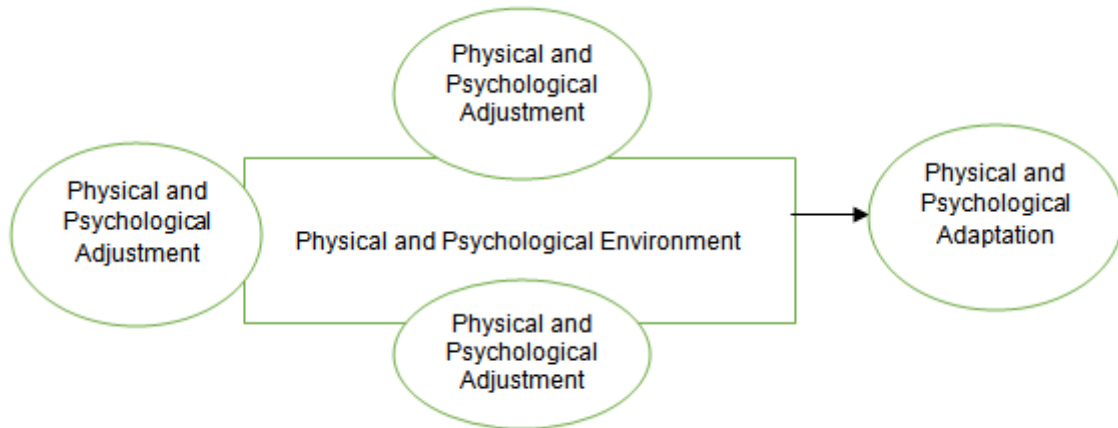
(Zamostny et al., 1993). The financial difficulties bereave psychological wellbeing among university staff as well. (Winefield et al., 2003). Though a solution persists where seminar participation can change college students financial knowledge attitudes and behaviors (Borden et al., 2008); sensation-seeking and risk-taking add on more to problematic financial behaviors of college students (Worthy et al., 2010). The financial behavior on financial wellbeing of college students (Gutter & Copur, 2011) creates tendencies of loan aversion among students (Johnson et al., 2011) as it is known that students financial attitude vary over time among college students (Norvilitis, 2014). Moreover with financial knowledge contributing subjective risk tolerance among college students (Ramudzuli & Muzindutsi, 2015); the correlations between materialism, spending tendencies, and debt are prominently significant among college students (Naruetharadhol et al., 2015).

3. Socioeconomic status of the family by parent's education, occupation, and income

Socio-economic status impacts health in developing countries (Bollen et al., 2001). Socio-economic differences in eating-related attitudes behaviors and environments impact health (Utter et al., 2011) especially among students who find it difficult to adjust to dietary practices at distant location institute campuses. A much-noted feature here is the parenting styles that impacts substance use like alcohol and drugs among students (Luk et al., 2015) causing adverse health hazards. Parental attachment and psychological separation impacted undergraduate students adjustment to college (Schwartz & Buboltz, 2004) with family support providing an emotional outlet for reducing stress among students (Barnett, 2004) impacting individual coping style among undergraduate students adjustment to college (David & Leichtentritt, 1999).

Parental attitude impacts students decision-making skills (Doğan & Kazak, 2010) with perceived parenting style and the five-factor model of personality affecting first-year student adjustment to college severely (Schnuck, 2011). This could be due to the accumulated past of parental behavior of harsh punishment on children resulting in the holocaust of behavioral problems in children (Manrique Millones et al., 2014). Further perceptions of class status impact socioeconomic status (Zang, 2012) where parents socio-economic status impacts childhood intelligence, adult personality traits, social status and mental well-being (Cheng & Furnham, 2014) with stressful life events also leaving an extended hand on college students (Yan et al., 2014). Hence amongst all, the autonomy support from teacher's peers, fathers and mothers act as psychological mediators influencing self-determined motivation predicting basic competencies of students (Moreno et al., 2015). In short, parental levels of education are significant predictors of anxiety and depression among college students (Ozer, 2015) with the mental health status of students being heavily dependent on socio-economic status (Yarnold, 2016).

A Conceptual Framework on Physical – Psychological Adaptation of students



From the conceptual framework above, it remains evident that physical and psychological adjustment tender from the physical psychological environment that enables physical and psychological adaptation of students with diverse needs in the long run.

4. Conclusion on Physical – Psychological Adaptation

“A sound mind in a sound body” – this phrase indicates the interconnectedness between the physical entity of a human being and the psychological persistence in it. The student life at

beginning of adolescent age ventures out into a new arena of exploration where socialisation boosts up the psychological forefront. It could add up to the multiplicity of adventures at campus or destitute into emotional metamorphosis that could endanger students’ persistence and commitment to undergraduate education. Thus a perfect approach that helps a student to balance on mental being with his outward physicality at the campus is worth a check of introspection.

References

- Adeniyi, W. O., Adediran, V. O., & Okewole, J. O. (2014). “Personality Types, Demographic Variables and Academic Adjustment of Fresh Undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria.” *Journal of Educational and Social Research*, 4(6), 493–502. <https://doi.org/10.5901/jesr.2014.v4n6p493>
- Aghababaei, N., & Blachnio, A. (2014). “Purpose in life mediates the relationship between religiosity and happiness: evidence from Poland.” *Mental Health, Religion & Culture*, 17(8), 827–831. <https://doi.org/10.1080/13674676.2014.928850>.
- Aghababaei, N., Sohrabi, F., Eskandari, H., Borjali, A., Farokhi, N., & Chen, Z. J. (2016). “Predicting subjective well-being by religious and scientific attitudes with hope, purpose in life, and death anxiety as mediators.” *Personality and Individual Differences*, 90(February), 93–98. <http://doi.org/10.1016/j.paid.2015.10.046>.
- Ahmadi, A., & Shahmohammadi, N. (2015). “Studying the Relationship between Mental Health, Spirituality and Religion in Female Students of Tehran Azad University: South Branch.” *Procedia - Social and Behavioral Sciences*, 205(May), 236–241. <http://doi.org/10.1016/j.sbspro.2015.09.065>
- Al-Daghri, N. M., Al-Othman, A., Albanyan, A., Al-Attas, O. S., Alokail, M. S., Sabico, S., & Chrousos, G. P. (2014). “Perceived stress scores among Saudi students entering universities: A prospective study during the first year of university life.” *International Journal of Environmental Research and Public Health*, 11(4), 3972–3981. <https://doi.org/10.3390/ijerph110403972>.
- Arbona, C., & Jimenez, C. (2014). “Minority stress, ethnic identity, and depression among Latino/a college students.” *Journal of Counseling Psychology*, 61(1), 162–168. <https://doi.org/10.1037/a0034914>
- Ardelt, M. (2010). “Are Older Adults Wiser Than College Students? A Comparison of Two Age Cohorts.” *Journal of Adult Development*, 17(4), 193–207. <https://doi.org/10.1007/s10804-009-9088-5>
- Aspelmeier, J. E., Love, M. M., McGill, L. a., Elliott, A. N., & Pierce, T. W. (2012). “Self-Esteem, Locus of Control, College Adjustment, and GPA Among First- and Continuing-Generation Students: A Moderator Model of Generational Status.” *Research in Higher Education*, 53(7), 755–781. <https://doi.org/10.1007/s11162-011-9252-1>
- Bahr, P. R. (2010). “The Bird’s Eye View of Community Colleges: A Behavioral Typology of First-Time Students Based on Cluster Analytic Classification.” *Research in Higher Education*, 51(8), 724–749. <https://doi.org/10.1007/s11162-010-9180-5>
- Barnett*, Ronald. “Learning for an unknown future.” *Higher Education Research & Development* 23, no. 3 (2004): 247–260.
- Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (2005). “Transgender issues on college campuses.” *New Directions for Student Services*, 2005(111), 49–60. <https://doi.org/10.1002/ss.173>
- Boek, S., Bianco-Simeral, S., Chan, K., & Goto, K. (2012). “Gender and Race are Significant Determinants of Students’ Food Choices on a College Campus.” *Journal of Nutrition Education and Behavior*, 44(4), 372–378. <https://doi.org/10.1016/j.jneb.2011.12.007>
- Bollen, K. A., Glanville, J. L., & Stecklov, G. (2001). “Socioeconomic status and class in studies of fertility and

- health in developing countries." *Annual review of sociology*, 27(1), 153-185.
14. Borden, L. M., Lee, S. a., Serido, J., & Collins, D. (2008). "Changing college students' financial knowledge, attitudes, and behavior through seminar participation." *Journal of Family and Economic Issues*, 29(1), 23–40. <https://doi.org/10.1007/s10834-007-9087-2>
 15. Brittan, A., Umaña-taylor, A. J., Kim, S. Y., Armenta, B. E., Lee, R. M., Schwartz, S. J., ... Hudson, M. L. (2015). "Do dimensions of ethnic identity mediate the association between perceived ethnic group discrimination and depressive symptoms?" *Cultural Diversity and Ethnic Minority Psychology*, 21(March 2016), 41–53. <https://doi.org/10.1037/a0037531>
 16. Buchanan, J. A., Lai, D., & Ebel, D. (2015). "Differences in perception of gerotranscendence behaviors between college students and community-dwelling older adults." *Journal of Aging Studies*, 34(March 2016), 1–9.
 17. Byrd-Bredbenner, C., Johnson, M., Quick, V. M., Walsh, J., Greene, G. W., Hoerr, S., ... Horacek, T. M. (2012). "Sweet and salty. An assessment of the snacks and beverages sold in vending machines on US post-secondary institution campuses." *Appetite*, 58(3), 1143–1151. <https://doi.org/10.1016/j.appet.2012.02.055>
 18. Chang, E. C., Lin, N. J., Herringshaw, A. J., Sanna, L. J., Fabian, C. G., Perera, M. J., & Marchenko, V. V. (2011). "Understanding the link between perfectionism and adjustment in college students: Examining the role of maximizing." *Personality and Individual Differences*, 50(7), 1074–1078. <https://doi.org/10.1016/j.paid.2011.01.027>
 19. Chang, Y., & Halgunseth, L. C. (2015). "Early Adolescent's Psychosocial Adjustment and Weight Status Change: The Moderating Roles of Gender, Ethnicity, and Acculturation." *Journal of Youth and Adolescence*, 44(4), 870–886. <https://doi.org/10.1007/s10964-014-0162-3>
 20. Chen, C., Chen, C., Moyzis, R. K., He, Q., Lei, X., Li, J., Dong, Q. (2013). "Genotypes over-represented among college students are linked to better cognitive abilities and socioemotional adjustment." *Culture and Brain*, 1(1), 47–63. <http://doi.org/10.1007/s40167-013-0003-3>
 21. Cheng, H., & Furnham, A. (2014). "The associations between parental socio-economic conditions, childhood intelligence, adult personality traits, social status and mental well-being." *Social indicators research*, 117(2), 653-664.
 22. Cheung, E. O., & Gardner, W. L. (2015). "The way I make you feel: Social exclusion enhances the ability to manage others' emotions." *Journal of Experimental Social Psychology*, 60, 59–75. <https://doi.org/10.1016/j.jesp.2015.05.003>
 23. Ciucci, E., Baroncelli, A., Franchi, M., Golmaryami, F. N., & Frick, P. J. (2014). "The association between callous-unemotional traits and behavioral and academic adjustment in children: Further validation of the inventory of callous-unemotional traits." *Journal of Psychopathology and Behavioral Assessment*, 36(2), 189–200. <https://doi.org/10.1007/s10862-013-9384-z>
 24. Claudat, K., White, E. K., & Warren, C. S. (2016). "Acculturative Stress, Self-Esteem, and Eating Pathology in Latina and Asian American Female College Students." *Journal of Clinical Psychology*, 72(1), 88–100. <https://doi.org/10.1002/jclp.22234>
 25. Covarrubias, R., Romero, A., & Trivelli, M. (2014). "Family Achievement Guilt and Mental Well-being of College Students." *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-014-0003-8>
 26. Cristina, A., & Dias, G. (2014). "College adjustment and coping in Brazilian college students : A review of literature Adaptação Acadêmica e Coping em Estudantes Universitários Brasileiros : Revista Brasileira" *De Orientacao Professional*, 15(2), 177–186.
 27. David, A. B.-, & Leichtentritt, R. (1999). "Ethiopean and Israeli Students' Adjustment to College: The effect of the Family, Social Support and Individual Coping Styles." *Journal of Comparative Family Studies*, 30(2), 297–313. Retrieved from <http://www.jstor.org/stable/41603631>
 28. David, L. T., & Nită, G. L. (2014). "Adjustment to First Year of College – Relations among Self-perception, Trust, Mastery and Alienation." *Procedia - Social and Behavioral Sciences*, 127, 139–143. <https://doi.org/10.1016/j.sbspro.2014.03.228>
 29. Day, K. (1995). "Assault Prevention as a Social Control : Women and Sexual assault Prevention on Urban College Campuses." *Journal of Environmental Psychology*, 15, 261–281.
 30. Deliens, T., Clarys, P., De Bourdeaudhuij, I., & Deforche, B. (2013). "Weight, socio-demographics, and health behaviour related correlates of academic performance in first year university students." *Nutrition Journal*, 12(1), 162. <https://doi.org/10.1186/1475-2891-12-162>
 31. Doğan, T., & Kazak, M. (2010). "The investigation of the relationship between students' decision making skills and parental attitudes." *Procedia-Social and Behavioral Sciences*, 2(2), 2556-2560.
 32. Dumais, S. a., Rizzuto, T. E., Cleary, J., & Dowden, L. (2013). "Stressors and Supports for Adult Online Learners: Comparing First- and Continuing-Generation College Students." *American Journal of Distance Education*, 27(2), 100–110. <https://doi.org/10.1080/08923647.2013.783265>
 33. Ecl, C., Dh, I., Cc, M., Lc, C., Am, S., & Ec, C. (2015). "Anxiety and spirituality in university students : a cross-sectional study." *Revista Brasileira De Enfermagem*, 68(3), 444–449. <http://doi.org/10.1590/0034-7167.2015680318i>
 34. Elliott, T. R., Frank, R. G., & Brownlee-Duffeck, M. (1988). "Clinical inferences about depression and physical disability." *Professional Psychology: Research and Practice*, 19(2), 206–210. <https://doi.org/http://dx.doi.org/10.1037/0735-7028.19.2.206>
 35. Enriquez, A. G., Pong, W., Ozer, N. M., Ha, id M., & Jiang, H. (2014). "Developing a summer engineering program for improving the preparation and self-efficacy of underrepresented students" *Developing a Summer Engineering Program for Improving the Preparation. In 121st ASEE Annual Conference and Exposition* (pp. 1–24).
 36. Ezeofor, I., & Lent, R. W. (2014). "Social cognitive and self-construal predictors of well-being among African college students in the US." *Journal of Vocational Behavior*, 85(3), 413–421. <https://doi.org/10.1016/j.jvb.2014.09.003>
 37. Ferrari, J. R., Drexler, T., & Skarr, J. (2015). "Finding a Spiritual Home : A Pilot Study on the Effects of a Spirituality Retreat and Loneliness among Urban Homeless Adults," (February), 210–216.
 38. Fichten, C. S., & Amsel, R. (1988). "Thoughts concerning interaction between college students who have a physical disability and their non- disabled peers." *Rehabilitation Counseling Bulletin*, 32(1), 22–40.
 39. Finch, A. R. (2016). "Social Identity and Social / Academic Self-Efficacy Among First-Generation (Versus Non-First-Generation) College Students, (February)".
 40. Findley, P. A., Plummer, S.-B., & McMahon, S. (2015). "Exploring the Experiences of Abuse of College Students With Disabilities." *Journal of Interpersonal Violence*, 0886260515581906-. <https://doi.org/10.1177/0886260515581906>
 41. Freire, C. (2014). "Academic Misconduct Among Portuguese Economics and Business Undergraduate Students- A Comparative Analysis with Other Major Students." *Journal of Academic Ethics*, 12(1), 43–63. <https://doi.org/10.1007/s10805-013-9199-2>

42. Fulton, J. J., Marcus, D. K., & Zeigler-Hill, V. (2014). "Psychopathic Personality Traits, Risky Sexual Behavior, and Psychological Adjustment Among College-Age Women." *Journal of Social and Clinical Psychology*, 33(2), 143–168. <https://doi.org/10.1521/jscp.2014.33.2.143>
43. Garner, P. W., Mahatmya, D., Brown, E. L., & Vesely, C. K. (2014). "Promoting Desirable Outcomes Among Culturally and Ethnically Diverse Children in Social Emotional Learning Programs: A Multilevel Heuristic Model." *Educational Psychology Review*, 26(1), 165–189. <https://doi.org/10.1007/s10648-014-9253-7>
44. Garriott, P. O., Hudyma, A., Keene, C., & Santiago, D. (2015). "Social cognitive predictors of first- and non-first-generation college students' academic and life satisfaction." *Journal of Counseling Psychology*, 62(2), 253–263. <https://doi.org/10.1037/cou0000066>
45. Gibbons, M. M., & Borders, L. D. (2010). "Prospective First-Generation College Students: A Social-Cognitive Perspective." *The Career Development Quarterly*, 58(3), 194–208. <https://doi.org/10.1002/j.2161-0045.2010.tb00186.x>
46. Gibbons, M. M., & Shoffner, M. F. (2004). "Prospective First-Generation College Students : Meeting Their. ASCA, "8(1), 91–97.
47. Goodboy, A. K., Martin, M. M., & Goldman, Z. W. (2016). "Students' Experiences of Bullying in High School and Their Adjustment and Motivation During the First Semester of College." *Western Journal of Communication*, 80(1), 60–78. <https://doi.org/10.1080/10570314.2015.1078494>
48. Gutter, M., & Copur, Z. (2011). "Financial Behaviors and Financial Well-Being of College Students: Evidence from a National Survey." *Journal of Family and Economic Issues*, 32(4), 699–714. <https://doi.org/10.1007/s10834-011-9255-2>
49. Hailu, T. E., & Ku, H. (2014). "The Adaptation of the Horn of Africa" *Immigrant Students in Higher Education*, 19, 1–19.
50. Harley, D. A., Nowak, T. M., Gassaway, L. J., & Savage, T. A. (2002). "Lesbian, gay, bisexual, and transgender college students with disabilities: A look at multiple cultural minorities." *Psychology in the Schools*, 39(5), 525–538. <https://doi.org/10.1002/pits.10052>
51. Hasson-Ohayon, I., Hertz, I., Vilchinsky, N., & Kravetz, S. (2014). "Attitudes toward the sexuality of persons with physical versus psychiatric disabilities." *Rehabilitation Psychology*, 59(2), 236–41. <https://doi.org/10.1037/a0035916>
52. Hersh, M. a., & Hussong, A. M. (2006). "High school drinker typologies predict alcohol involvement and psychosocial adjustment during acclimation to college." *Journal of Youth and Adolescence*, 35(5), 741–754. <https://doi.org/10.1007/s10964-006-9067-0>
53. Herts, K. L., Wallis, E., & Maslow, G. (2014). "College Freshmen with Chronic Illness: A Comparison With Healthy First-Year Students." *Journal of College Student Development*, 55(5), 475–480. <https://doi.org/10.1353/csd.2014.0052>
54. Hutz, A., Martin, W. E., & Beitel, M. (2007). "Ethnocultural person–environment fit and college adjustment: Some implications for college counselors." *Journal of College Counseling*, 10, 130–141
55. Jenkins, S. R., Belanger, A., Connally, M. L., Boals, A., & Durón, K. M. (2013). "First-generation undergraduate students' social support, depression, and life satisfaction." *Journal of College Counseling*, 16(2), 129–142. <https://doi.org/10.1002/j.2161-1882.2013.00032.x>
56. Jennings, W. G., Gover, A. R., & Pudrzynska, D. (2007). "Are Institutions of Higher Learning Safe? A Descriptive Study of Campus Safety Issues and Self-Reported Campus Victimization among Male and Female College Students." *Journal of Criminal Justice Education*, 18(2), 191–208. <https://doi.org/10.1080/10511250701383327>
57. Jenson, R. J., Petri, A. N., Day, A. D., Truman, K. Z., & Duffy, K. (2010). "Perceptions of Self-Efficacy among STEM Students with Disabilities." *Journal of Postsecondary Education and Disability*, 24(4), 269–283.
58. Johnson, D. R., Wasserman, T. H., Yildirim, N., & Yonai, B. a. (2014). "Examining the Effects of Stress and Campus Climate on the Persistence of Students of Color and White Students: An Application of Bean and Eaton's Psychological Model of Retention." *Research in Higher Education*, 55(1), 75–100. <https://doi.org/10.1007/s11162-013-9304-9>
59. Kanabur, V., & Reddy, R. P. L. (2014). "A Study on Influence of Formal Food and Nutrition Education on Dietary Behaviour among Female Young Adults" *The International Journal of Humanities and social Studies*, 2(4), 24–27.
60. Kanitkar, A. (2004). "Student Loans and Suicide." *Economic & Political Weekly*, (september 4), 3980.
61. Karimipour, M., & Md.Sawar, S. S. (2015). "Scrutinizing the Effect of Spirituality on Huffaz students Mental Health In Itqan Institute." *Research Journal of Social Science and Management*, 5(7), 92–
62. Kawabata, Y., Tseng, W. L., Murray-Close, D., & Crick, N. R. (2012). "Developmental trajectories of chinese children's relational and physical aggression: Associations with social-psychological adjustment problems." *Journal of Abnormal Child Psychology*, 40(7), 1087–1097. <https://doi.org/10.1007/s10802-012-9633-8>
63. Kelly, B. T., & Torres, A. (2006). "Campus safety: Perceptions and experiences of women students." *Journal of College Student Development*, 47(1), 20–36. <https://doi.org/10.1016/j.palaeo.2005.11.042>
64. Khazem, L. R., Jahn*, D. R., Cukrowicz, K. C., & Anestis, M. D. (2015). "Physical Disability and the Interpersonal Theory of Suicide." *Death Studies*, 39(10), 641–646. <https://doi.org/10.1080/07481187.2015.1047061>
65. Kim, Y. K., & Sax, L. J. (2014). "The Effects of Student–Faculty Interaction on Academic Self-Concept: Does Academic Major Matter?" *Research in Higher Education*, 55(8), 780–809. <https://doi.org/10.1007/s11162-014-9335-x>
66. Klemme Larson, R. E., Bell, A. a., & Larson, R. E. K. (2013). "Newcomer Adjustment Among Recent College Graduates: An Integrative Literature Review." *Human Resource Development Review*, 12(3), 284–307. <https://doi.org/10.1177/1534484313475869>
67. Koca-Atabey, M., Karanci, a N., Dirik, G., & Aydemir, D. (2011). "Psychological wellbeing of Turkish university students with physical impairments: an evaluation within the stress-vulnerability paradigm." *International Journal of Psychology : Journal International de Psychologie*, 46(2), 106–18. <https://doi.org/10.1080/00207594.2010.513413>
68. Kong, H., & Chan, J. W. K. Y. Y. (2014). "Parents' Religious Involvement, Family Socialization and Development of Their Children in a Chinese Sample." *Social Indicators Research*, 117, 987–1010. <http://doi.org/10.1007/s11205-013-0371-2>
69. LaBrie, J. W., Ehret, P. J., Hummer, J. F., & Prenovost, K. (2012). "Poor adjustment to college life mediates the relationship between drinking motives and alcohol consequences: A look at college adjustment, drinking motives, and drinking outcomes." *Addictive Behaviors*, 37(4), 379–386. <https://doi.org/10.1016/j.addbeh.2011.11.018>
70. Laible, D. J., Carlo, G., & Raffaelli, M. (2000). "The differential relations of parent and peer attachment to adolescent adjustment." *Journal of Youth and Adolescence*, 29(1), 45–59. <https://doi.org/10.1023/A>
71. Lau, W. W. F., Hui, C. H., Lam, J., Lau, E. Y. Y., & Cheung, S.-F. (2015). "The relationship between spirituality and quality of life among university students: An autoregressive

- cross-lagged panel analysis." *Higher Education*, 69(6), 977–990. <http://doi.org/10.1007/s10734-014-9817-y>
72. Lee, D. S., & Padilla, A. M. (2014). "Acculturative Stress and Coping: Gender Differences Among Korean and Korean American University Students". *Journal of College Student Development*, 55(3), 243–262. <https://doi.org/10.1353/csd.2014.0025>
73. Lent, R. W., Miller, M. J., Smith, P. E., Watford, B. a., Lim, R. H., Hui, K., Williams, K. (2013). "Social cognitive predictors of adjustment to engineering majors across gender and race/ethnicity." *Journal of Vocational Behavior*, 83(1), 22–30. <https://doi.org/10.1016/j.jvb.2013.02.006>
74. Litzler, E., Samuelson, C. C., & Lorah, J. a. (2014). "Breaking it Down: Engineering Student STEM Confidence at the Intersection of Race/Ethnicity and Gender." *Research in Higher Education*, 55(8), 810–832. <https://doi.org/10.1007/s11162-014-9333-z>
75. Livneh, H., & Wilson, L. M. (2003). "Coping Strategies as Predictors and Mediators of Disability-Related Variables and Psychosocial Adaptation: An Exploratory Investigation." *Rehabilitation Counseling Bulletin*, 46(4), 194–208. <https://doi.org/10.1177/003435520304600401>
76. Longo, G. S., & Kim-Spoon, J. (2013). "Homesickness in college students: The role of religion in combating depression." *Mental Health, Religion & Culture*, 16(5), 489–500.
77. Low, K. G. (2011). "Flourishing, substance use, and engagement in students entering college: a preliminary study." *Journal of American College Health : J of ACH*, 59(6), 555–561. <https://doi.org/10.1080/07448481.2011.563432>
78. Lub, X. D., Bal, P. M., Blomme, R. J., & Schalk, R. (2016). "One job, one deal...or not: do generations respond differently to psychological contract fulfillment?" *The International Journal of Human Resource Management*, 27(6), 653–680. <https://doi.org/10.1080/09585192.2015.1035304>
79. Lyons, H. A., Manning, W. D., Longmore, M. A., & Giordano, P. C. (2015). "Gender and Casual Sexual Activity From Adolescence to Emerging Adulthood: Social and Life Course Correlates." *The Journal of Sex Research*, 52(5), 543–557. <https://doi.org/10.1080/00224499.2014.906032>
80. Majer, J. M. (2009). "Self-efficacy and academic success among ethnically diverse first-generation community college students." *Journal of Diversity in Higher Education*, 2(4), 243–250. <https://doi.org/10.1037/a0017852>
81. Manning, P., Pring, L., & Glider, P. (2012). "Relevance of Campus Climate for Alcohol and Other Drug Use among LGBTQ Community College Students: A Statewide Qualitative Assessment." *Community College Journal of Research and Practice*, 36(7), 494–503. <https://doi.org/10.1080/10668926.2012.664088>
82. McQuiller Williams, L., & Porter, J. L. (2014). "A Comparison of Deaf College Students' and Hard of Hearing College Students' Experiences and Risk Factors of Psychological and Physical Abuse." *SAGE Open*, 4(1). <https://doi.org/10.1177/2158244013518930>
83. Mehrinejad, S. A., Rajabimoghadam, S., & Tarsafi, M. (2015). "The Relationship between Parenting Styles and Creativity and the Predictability of Creativity by Parenting Styles." *Procedia-Social and Behavioral Sciences*, 205, 56–60.
84. Mergler, G. A., & Boman, P. (2014). "Managing the transition : the role of optimism and self-efficacy for first-year Australian university students." *Australian Journal of Guidance and Counselling*, 24(1), 90–108.
85. Miller, S., Ross, S., & Cleland, J. (2009). "Medical students' attitudes towards disability and support for disability in medicine." *Medical Teacher*, 31(6), E272–E277. <https://doi.org/10.1080/01421590802516814>
86. Moreno, M., Besterfield-Sacre, M., Shuman, L. J., Wolfe, H., & Atman, C. J. (2000). "Self-assessed confidence in EC-2000 outcomes: a study of gender and ethnicity differences across institutions." In *30th Annual Frontiers in Education Conference. Building on A Century of Progress in Engineering Education. Conference Proceedings (IEEE Cat. No.00CH37135) (Vol. 1, pp. 23–28)*. <http://doi.org/10.1109/FIE.2000.897524>
87. Murray, C., Lombardi, A., Bender, F., & Gerdes, H. (2013). "Social support: Main and moderating effects on the relation between financial stress and adjustment among college students with disabilities." *Social Psychology of Education*, 16(2), 277–295. <https://doi.org/10.1007/s11218-012-9204-4>
88. Mustafa, S., Melonashi, E., Shkembi, F., Besimi, K., & Fanaj, N. (2015). "Anxiety and Self-esteem among University Students: Comparison between Albania and Kosovo." *Procedia - Social and Behavioral Sciences*, 205(May), 189–194. <https://doi.org/10.1016/j.sbspro.2015.09.057>
89. Naruetharadhol, P., Ketkaew, C., Kerdpech, P., Kaoplod, P., & Kannarat, R. (2015). "Prospective Human Capital: How Materialistic are Thai College Students? An Analysis of Spending Tendencies and Debts." *Procedia - Social and Behavioral Sciences*, 195(March), 258–267. <https://doi.org/10.1016/j.sbspro.2015.06.357>
90. Nightingale, S. M., Roberts, S., Tariq, V., Appleby, Y., Barnes, L., Harris, R. A., Qualter, P. (2013). "Trajectories of university adjustment in the United Kingdom: Emotion management and emotional self-efficacy protect against initial poor adjustment." *Learning and Individual Differences*, 27, 174–181. <https://doi.org/10.1016/j.lindif.2013.08.004>
91. Nikfal Azar, N., & Reshadatjoo, H. (2014). "Designing a model to improve first year student adjustment to university." *Management Science Letters*, 4(5), 1051–1058. <https://doi.org/10.5267/j.msl.2014.3.003>
92. Norvilitis, J. M. (2014). "Changes over Time in College Student Credit Card Attitudes and Debt: Evidence from One Campus." *Journal of Consumer Affairs*, 48(3), 634–647. <https://doi.org/10.1111/joca.12043>
93. Nunn, P. D., Mulgrew, K., Scott-Parker, B., Hine, D. W., Marks, A. D. G., Mahar, D., & Maebuta, J. (2016). "Spirituality and attitudes towards Nature in the Pacific Islands: insights for enabling climate-change adaptation." *Climatic Change*, 1–17. <http://doi.org/10.1007/s10584-016-1646-9>
94. Nyamayaro, P. C., & Saravanan, C. (2013). "The Relationship Between Adjustment and Negative." *Asian Journal of Social Sciences and Humanities*, 2(3), 270–278.
95. O'Shea, S. (2014). "Transitions and turning points: exploring how first-in-family female students story their transition to university and student identity formation." *International Journal of Qualitative Studies in Education*, 27(2), 135–158. <https://doi.org/10.1080/09518398.2013.771226>
96. Obrusnikova, I., Dillon, S. R., & Block, M. E. (2011). "Middle School Student Intentions to Play with Peers with Disabilities in Physical Education: Using the Theory of Planned Behavior." *Journal of Developmental and Physical Disabilities*, 23(2), 113–127. <https://doi.org/10.1007/s10882-010-9210-4>
97. Okoye, U. O. (2010). "Support systems and coping strategies available to physically challenged students in University of Nigeria , Nsukka." *Educational Research*, 1(December), 666–671.
98. Ozer, S. (2015). "Predictors of international students' psychological and sociocultural adjustment to the context of reception while studying at Aarhus University, Denmark." *Scandinavian Journal of Psychology*, 56(6), 717–725. <https://doi.org/10.1111/sjop.12258>

99. Panizzon, D., & Levins, L. (1997). "An analysis of the role of peers in supporting female students choices in science subjects." *Research in Science Education*, 27(2), 251–270. <https://doi.org/10.1007/BF02461320>
100. Park, N., Song, H., & Lee, K. M. (2014). "Social networking sites and other media use, acculturation stress, and psychological well-being among East Asian college students in the United States." *Computers in Human Behavior*, 36, 138–146. <https://doi.org/10.1016/j.chb.2014.03.037>
101. Pasha, H. S., & Munaf, S. (2013). "Relationship of Self-esteem and Adjustment in Traditional University Students." *Procedia - Social and Behavioral Sciences*, 84(1988), 999–1004. <https://doi.org/10.1016/j.sbspro.2013.06.688>
102. Patton, R. C., & Gregory, D. E. (2014). "Perceptions of safety by on-campus location, rurality, and type of security/police force: The case of the community college." *Journal of college student development*, 55(5), 451-460.
103. Penny Wan, Y. K., Wong, I. K. A., & Kong, W. H. (2014). "Student career prospect and industry commitment: The roles of industry attitude, perceived social status, and salary expectations." *Tourism Management*, 40, 1–14. <https://doi.org/10.1016/j.tourman.2013.05.004>
104. Pham, C., & Keenan, T. (2011). "Counseling and college matriculation : Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates?" *Journal of Applied Economics and Business Research*, 1(February), 12–24.
105. Piña-Watson, B., López, B., Ojeda, L., & Rodriguez, K. M. (2015). "Cultural and cognitive predictors of academic motivation among Mexican American adolescents: Caution against discounting the impact of cultural Processes." *Journal of Multicultural Counseling and Development*, 43(2), 109–121. <https://doi.org/10.1002/j.2161-1912.2015.00068.x>
106. Pottie, K., Dahal, G., Georgiades, K., Premji, K., & Hassan, G. (2014). "Do First Generation Immigrant Adolescents Face Higher Rates of Bullying, Violence and Suicidal Behaviours Than Do Third Generation and Native Born?" *Journal of Immigrant and Minority Health*, 17(5), 1557–1566. <https://doi.org/10.1007/s10903-014-0108-6>
107. Rajiah, K., Coumaravelou, S., & Ying, O. W. (2014). "Relationship of Test Anxiety , Psychological Distress and Academic Motivation among First Year Undergraduate Pharmacy Students." *International Journal of Applied Psychology*, 4(2), 68–72. <https://doi.org/10.5923/j.ijap.20140402.04>
108. Ramos-Sánchez, L., & Nichols, L. (2007). "Self-efficacy of first-generation and non-first-generation college students: The relationship with academic performance and college adjustment." *Journal of College Counseling*, 10(1), 6–18. <https://doi.org/10.1002/j.2161-1882.2007.tb00002.x>
109. Ramudzuli, P. M., & Muzindutsi, P.-F. (2015). "Financial knowledge and subjective financial risk tolerance among students at a South African university." *Risk Governance & Control: Financial Markets & Institutions*, 5(3), 180–185.
110. Ranjit, N., Evans, A. E., Springer, A. E., Hoelscher, D. M., & Kelder, S. H. (2015). "Racial and ethnic differences in the home food environment explain disparities in dietary practices of middle school children in Texas." *Journal of Nutrition Education and Behavior*, 47(1), 53–60. <https://doi.org/10.1016/j.jneb.2014.09.001>
111. Ratelle, C. F., & Duchesne, S. (2014). "Trajectories of Psychological Need Satisfaction From Early to Late Adolescence as a Predictor This study was supported by the Canada Research Chair Program , the Social Sciences." *Contemporary Educational Psychology*, 39, 388–400. <https://doi.org/10.1016/j.cedpsych.2014.09.003>
112. Rodríguez Martín, A., & Álvarez Arregui, E. (2013). "Development and validation of a scale to identify attitudes towards disability in Higher Education." *Psicothema*, 25(February), 370–6. <https://doi.org/10.7334/psicothema2013.41>
113. Rooijen, A. L. Van. (1986). "Advanced students adaptation to college." *Higher Education*, 15(3), 197–209.
114. Rout, H. S. (2010). "Gender and Household Health Expenditure in Odisha," *India. Journal of Health Management*, 12(4), 445–460. <https://doi.org/10.1177/097206341001200403>
115. Russell, J., Rosenthal, D., & Thomson, G. (2010). "The international student experience: Three styles of adaptation." *Higher Education*, 60(2), 235–249. <https://doi.org/10.1007/s10734-009-9297-7>
116. Sanders, P. W., Allen, G. E. K., Fischer, L., Richards, P. S., Morgan, D. T., & Potts, R. W. (2015). "Intrinsic Religiosity and Spirituality as Predictors of Mental Health and Positive Psychological Functioning in Latter-Day Saint Adolescents and Young Adults." *Journal of Religion and Health*, 54(3), 871–887. <http://doi.org/10.1007/s10943-015-0043-4>
117. Schnuck, J., & Handal, P. J. (2011). "Adjustment of college freshmen as predicted by both perceived parenting style and the five factor model of personality—Personality and adjustment." *Psychology*, 2(04), 275.
118. Schwartz, J. P., & Buboltz, W. C. (2004). "The relationship between attachment to parents and psychological separation in college students." *Journal of College Student Development*, 45(5), 566-577.
119. Sciacca, J. P., Melby, C. L., Hyner, G. C., Brown, a C., & Femea, P. L. (1991). "Body Mass Index and perceived weight status in young adults." *Journal of Community Health*, 16(January 1991), 159–168. <https://doi.org/10.1007/BF01323974>
120. Seong, C. (2014). "College Freshmen's Self-Efficacy, Effort Regulation, Perceived Stress and their Adaptation to College." *Asian Journal of Humanities and Social Sciences (AJHSS)*, 2(2), 107–117.
121. Shaikh, M. A., Kamal, A., & Naqvi, I. (2015). "Gender association of prayer for health - perspective from university students in Islamabad and Rawalpindi. JPMA." *The Journal of the Pakistan Medical Association*, 65(10), 1116–8. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26440845>
122. Sher, K., & Wood, P. (1970). "The course of psychological distress in college: A prospective high-risk study." *Journal of College Student Development*, 37(1), 42–51. Retrieved from <http://psycnet.apa.org/psycinfo/1996-94176-004>
123. Shields, N. (2002). "Anticipatory socialization, adjustment to university life, and perceived stress: Generational and sibling effects." *Social Psychology of Education*, 5(4), 365–392. <https://doi.org/http://dx.doi.org/10.1023/A:1020929822361>
124. Sica, L. S., Aleni Sestito, L., & Ragozini, G. (2014). "Identity Coping in the First Years of University: Identity Diffusion, Adjustment and Identity Distress." *Journal of Adult Development*, 21(3), 159–172. <https://doi.org/10.1007/s10804-014-9188-8>
125. Sinha, V. K. (2014). "A Study of Emotional Maturity and Adjustment of College Student." *Indian Journal of Applied Research*, (May), 594–595.
126. Smith, M. K., Vinson, E. L., Smith, J. a., Lewin, J. D., & Stetzer, M. R. (2014). "A Campus-Wide Study of STEM Courses: New Perspectives on Teaching Practices and Perceptions." *Cell Biology Education*, 13(4), 624–635. <https://doi.org/10.1187/cbe.14-06-0108>
127. Stan, M. M. (2013). "Cognitive Predictors of Academic Acquisitions in Mathematics at the Beginning of School." *Procedia - Social and Behavioral Sciences*, 78, 677–681. <https://doi.org/10.1016/j.sbspro.2013.04.374>

128. Stebleton, M. J., Soria, K. M., Huesman, R. L., & Torres, V. (2014). "Recent Immigrant Students at Research Universities: The Relationship Between Campus Climate and Sense of Belonging." *Journal of College Student Development*, 55(2), 196–202. <https://doi.org/10.1353/csd.2014.0019>
129. Stock, C., Wille, L., & Krämer, A. (2001). "Gender-specific health behaviors of German university students predict the interest in campus health promotion." *Health Promotion International*, 16(2), 145–154. <https://doi.org/10.1093/heapro/16.2.145>
130. Stotzer, R. L., & Hossellman, E. (2012). "Hate Crimes on Campus: Racial/Ethnic Diversity and Campus Safety." *Journal of Interpersonal Violence*, 27(4), 644–661. <https://doi.org/10.1177/0886260511423249>
131. Swart, E., & Greyling, E. (2011). "Participation in higher education: experiences of students with disabilities." *Acta Academica*, 43(4), 81–110.
132. Tate, K. a., Fouad, N. a., Marks, L. R., Young, G., Guzman, E., & Williams, E. G. (2015). "Underrepresented First-Generation, Low-Income College Students' Pursuit of a Graduate Education: Investigating the Influence of Self-Efficacy, Coping Efficacy, and Family Influence." *Journal of Career Assessment*, 23(3), 427–441. <https://doi.org/10.1177/1069072714547498>
133. Thornton, A. M., Bricheno, P., Iyer, P., Reid, I., Wankhede, G., & Green, R. (2016). "Title : Getting diverse students and staff to talk about integration on campus , and what they say when they do : A UK-India collaborative case study, (February). 27. 12(2), 447 – 463.
134. Tomás, R. A., Ferreira, J. A., Araújo, A. M., & Almeida, L. S. (2014). "Personal and emotional adaptation in University's environment: contribution of personality, social support and emotional intelligence." *Revista Portuguesa de Pedagogia*, 48(2), 87–107. https://doi.org/10.14195/1647-8614_48-2_5
135. Tomasso, C. D. S., Beltrame, I. L., & Lucchetti, G. (2011). "Knowledge and attitudes of nursing professors and students concerning the interface between spirituality, religiosity and health." *Revista Latino-Americana de Enfermagem*, 19(5), 1205–1213. <http://doi.org/10.1590/S0104-11692011000500019>
136. Touri, B., Talbi, M., Soubhi, F. Z., & Lima, L. (2014). "Psycho-communication Disorders among Moroccan University Hard Science Major Students." *Procedia - Social and Behavioral Sciences*, 116(April 2016), 5058–5062. <https://doi.org/10.1016/j.sbspro.2014.01.1073>
137. Tynes, B. M., Rose, C. a, & Markoe, S. L. (2013). "Extending campus life to the Internet: Social media, discrimination, and perceptions of racial climate." *Journal of Diversity in Higher Education*, 6(2), 102–114. <https://doi.org/http://dx.doi.org/10.1037/a0033267>
138. Uecker, J. E. (2015). "Social context and sexual intercourse among first-year students at selective colleges and universities in the United States." *Social Science Research*, 52, 59–71. <https://doi.org/10.1016/j.ssresearch.2015.01.005>
139. Utter, J., Denny, S., Crengle, S., Ameratunga, S., Clark, T., Maddison, R., & Percival, T. (2011). "Socio-economic differences in eating-related attitudes, behaviours and environments of adolescents." *Public health nutrition*, 14(04), 629-634.
140. Vaz, S., Cordier, R., Falkmer, M., Ciccarelli, M., Parsons, R., McAuliffe, T., & Falkmer, T. (2015). "Should schools expect poor physical and mental health, social adjustment, and participation outcomes in students with disability?" *PLoS ONE*, 10(5). <https://doi.org/10.1371/journal.pone.0126630>
141. Vichayanrat, T., & Kositpumivate, W. (2014). "Oral health conditions and behaviors among hearing impaired and normal hearing college students at Ratchasuda College, Nakhon Pathom, Thailand." *Southeast Asian Journal of Tropical Medicine and Public Health*, 45(5), 1228.
142. Villarroel, A. M., Penelo, E., Portell, M., & Raich, R. M. (2011). "Screening for eating disorders in undergraduate women: Norms and validity of the spanish version of the eating disorder examination questionnaire (EDE-Q)." *Journal of Psychopathology and Behavioral Assessment*, 33(1), 121–128. <https://doi.org/10.1007/s10862-009-9177-6>
143. Way, N., Reddy, R., & Rhodes, J. (2007). "Students' Perceptions of School Climate During the Middle School Years: Associations with Trajectories of Psychological and Behavioral Adjustment." *American Journal of Community Psychology*, 40(3–4), 194–213. <https://doi.org/10.1007/s10464-007-9143-y>
144. Wehman, P. (2001). "Postsecondary Education and Disability." *Journal of Vocational Rehabilitation*, 25(1), 1–98.
145. Wehmeyer, M. (1997). "Self-determination as an educational outcome: A definitional framework and implications for intervention." *Journal of Developmental and Physical Disabilities*, 9(3), 175–209. <https://doi.org/http://dx.doi.org/10.1023/A:1024981820074>
146. Wen, M. L.-Y., & Lin, D. Y.-C. (2013). "Does Psychological Capital Combat Learning and Adaptive Stress of College Freshmen." *Journal of Studies in Education*, 4(1), 25. <https://doi.org/10.5296/jse.v4i1.4684>
147. White, C. J. (2013). "Higher education emotions: a scale development exercise." *Higher Education Research & Development*, 32(2), 287–299. <https://doi.org/10.1080/07294360.2012.674496>
148. Wilson, C. P., Wilson, S. a., & Chamberlain, J. M. (2015). "Evaluating legitimacy and marginalization: Campus policing in the State of Rhode Island." *Cogent Social Sciences*, 1(1), 1006091. <https://doi.org/10.1080/23311886.2015.1006091>
149. Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). "Occupational stress in Australian university staff: Results from a national survey." *International Journal of Stress Management*, 10(1), 51–63. <https://doi.org/10.1037/1072-5245.10.1.51>
150. Wiswall, M., & Zafar, B. (2014). "Determinants of College Major Choice: Identifi...cation using an Information Experiment." *The Review of Economic Studies*, 82(2), 791–824. <https://doi.org/10.1093/restud/rdu044>
151. Wohn, D. Y., & Larose, R. (2014). "Effects of loneliness and differential usage of Facebook on college adjustment of first-year students." *Computers and Education*, 76, 158–167. <https://doi.org/10.1016/j.compedu.2014.03.018>
152. Woodford, M. R., & Kulick, A. (2014). "Academic and Social Integration on Campus Among Sexual Minority Students: The Impacts of Psychological and Experiential Campus Climate." *American Journal of Community Psychology*, 55(1–2), 13–24. <https://doi.org/10.1007/s10464-014-9683-x>
153. Woodford, M. R., Silverschanz, P., Swank, E., Scherrer, K. S., & Raiz, L. (2012). "Predictors of heterosexual college students' attitudes toward LGBT people. *Journal of LGBT Youth*" 9(4), 297–320. <https://doi.org/10.1080/19361653.2012.716697>
154. Worthy, S. L., Jonkman, J., & Blinn-Pike, L. (2010). "Sensation-Seeking, Risk-Taking, and Problematic Financial Behaviors of College Students." *Journal of Family and Economic Issues*, 31(2), 161–170. <https://doi.org/10.1007/s10834-010-9183-6>
155. Way, N., Reddy, R., & Rhodes, J. (2007). "Students' Perceptions of School Climate During the Middle School Years: Associations with Trajectories of Psychological and Behavioral Adjustment." *American Journal of Community Psychology*, 40(3–4), 194–213. <https://doi.org/10.1007/s10464-007-9143-y>
156. Wehman, P. (2001). "Postsecondary Education and Disability." *Journal of Vocational Rehabilitation*, 25(1), 1–98.

157. Wehmeyer, M. (1997). "Self-determination as an educational outcome: A definitional framework and implications for intervention." *Journal of Developmental and Physical Disabilities*, 9(3), 175–209. <https://doi.org/http://dx.doi.org/10.1023/A:1024981820074>
158. Wen, M. L.-Y., & Lin, D. Y.-C. (2013). "Does Psychological Capital Combat Learning and Adaptive Stress of College Freshmen." *Journal of Studies in Education*, 4(1), 25. <https://doi.org/10.5296/jse.v4i1.4684>
159. White, C. J. (2013). "Higher education emotions: a scale development exercise." *Higher Education Research & Development*, 32(2), 287–299. <https://doi.org/10.1080/07294360.2012.674496>
160. Wilson, C. P., Wilson, S. a., & Chamberlain, J. M. (2015). "Evaluating legitimacy and marginalization: Campus policing in the State of Rhode Island." *Cogent Social Sciences*, 1(1), 1006091. <https://doi.org/10.1080/23311886.2015.1006091>
161. Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). "Occupational stress in Australian university staff: Results from a national survey." *International Journal of Stress Management*, 10(1), 51–63. <https://doi.org/10.1037/1072-5245.10.1.51>
162. Wiswall, M., & Zafar, B. (2014). "Determinants of College Major Choice: Identification using an Information Experiment." *The Review of Economic Studies*, 82(2), 791–824. <https://doi.org/10.1093/restud/rdu044>
163. Wohn, D. Y., & Larose, R. (2014). "Effects of loneliness and differential usage of Facebook on college adjustment of first-year students." *Computers and Education*, 76, 158–167. <https://doi.org/10.1016/j.compedu.2014.03.018>
164. Woodford, M. R., & Kulick, A. (2014). "Academic and Social Integration on Campus Among Sexual Minority Students: The Impacts of Psychological and Experiential Campus Climate." *American Journal of Community Psychology*, 55(1–2), 13–24. <https://doi.org/10.1007/s10464-014-9683-x>
165. Woodford, M. R., Silverschanz, P., Swank, E., Scherrer, K. S., & Raiz, L. (2012). "Predictors of heterosexual college students' attitudes toward LGBT people. *Journal of LGBT Youth*" 9(4), 297–320. <https://doi.org/10.1080/19361653.2012.716697>
166. Worthy, S. L., Jonkman, J., & Blinn-Pike, L. (2010). "Sensation-Seeking, Risk-Taking, and Problematic Financial Behaviors of College Students." *Journal of Family and Economic Issues*, 31(2), 161–170. <https://doi.org/10.1007/s10834-010-9183-6>
167. Yadav, R., & Khanna, A. (2014). "Impact of Spirituality on Stress: With the Special Reference of Engineering Students of Indian Institute of Technology." *Research on Humanities and Social Science*, 4(25), 29–35.
168. Yang, H., & Chang, E. C. (2016). "Is the PGIS-II redundant with the Hope Scale?: Evidence for the utility of the PGIS-II in predicting psychological adjustment in adults." *Personality and Individual Differences*, 94(January), 124–129. <https://doi.org/10.1016/j.paid.2016.01.019>
169. Yarnold, P. (2016). "Pairwise Comparisons using UniODA vs . Not Log-Linear Model : Ethnic Group and Schooling in the 1980 Census Pairwise Comparisons using UniODA vs . Not Log-Linear Model : Ethnic Group and Schooling in the 1980 Census." *Optimal Data Analysis*, 5(May), 19–23.
170. Yazedjian, A., Toews, M. L., & Navarro, A. (2009). "Exploring Parental Factors, Adjustment, and Academic Achievement Among White and Hispanic College Students." *Journal of College Student Development*, 50(4), 458–467. <https://doi.org/10.1353/csd.0.0080>
171. Zamosny, K. P., Slyter, S. L., & Rios, P. (1993). "Narcissistic injury and its relationship to early trauma, early resources, and adjustment to college." *Journal of Counseling Psychology*, 40(4), 501–510. <https://doi.org/10.1037/0022-0167.40.4.501>
172. Zang, A. Y. (2012). "Evidence on the tradeoff between real manipulation and accrual manipulation." *The Accounting Review*, 87(2), 675–703.
173. Zhao, C.-M., Kuh, G. D., & Carini, R. M. (2005). "A Comparison of International Student and American Student Engagement in Effective Educational Practices." *The Journal of Higher Education*, 76(2), 209–231. <https://doi.org/10.1353/jhe.2005.0018>