

**INSTITUTIONAL SUPPORT SERVICES AND FRESHMEN'S SMOOTH TRANSITION
INTO FEDERAL UNIVERSITIES IN SOUTH-SOUTH GEOPOLITICAL ZONE**

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ABSTRACT

The study assessed institutional support services and freshmen's smooth transition into federal universities in south-south geopolitical zone. This study adopted a correlational research design. The study was conducted in the South-South Geopolitical Zone of Nigeria. The population of the study consisted of all the year one students who transited into six Federal Universities in South-South geopolitical zone, Nigeria. The sample size for the study was 2,742 first-year students drawn from the six federal universities in the South-South geopolitical zone of Nigeria. To arrive at this sample size of 2,742, the researcher adopted a multi stage sampling technique. The researcher developed instrument titled "Institutional support services and freshmen's smooth Transition Questionnaire (ISSFSTQ) was used to collect data for the study. Face validity was employed to determine the validity of the research instrument. Internal consistency reliability was conducted for the instrument. The data collected from the trial test was analyzed using Cronbach alpha' to determine the internal consistency reliability of the instrument at 0.80 and a reliability coefficient of 0.82 was obtained for the whole instrument. The data collected for the study was analyzed using linear regression statistics. To answer the research question, the R and R² values were used, while F-value was used to test the null hypotheses. All the hypotheses were tested at .05 level of significance. The study showed that institutional clubs significantly predict freshmen's transition into Nigerian Federal Universities in the South-South geopolitical zone it also indicated that institutional information support significantly predicts freshmen's transition into Nigerian Federal Universities in the South-South geopolitical zone. It was concluded that institutional support services plays a vital role in shaping freshmen's successful transition into Nigerian Federal Universities. One of the recommendations made was that parents should provide emotional encouragement and prepare their children for the realities of university life.

KEYWORDS: Institutional Support Services, freshmen's Smooth Transition, Federal Universities and South-South Geopolitical Zone.

INTRODUCTION

Transition from secondary school into federal university can be overwhelming for many new students. They could face challenges such as adapting to new teaching methods, building social networks, and managing independence. Without proper support services, these challenges

can lead to stress, isolation, or even withdrawal from school. Institutional support acts as a safety net, helping freshmen find their place in the academic community.

Institutional clubs service are student groups formed within the university to promote social interaction, leadership development, and personal growth. These clubs include academic groups, cultural associations, religious bodies, sports groups, debate societies, and volunteer organizations. According to Nwachukwu and Ede (2021), freshmen, joining clubs could help them make friends, reduce loneliness, and adapt to the social environment of the university. This is because Clubs create a sense of community where students can share ideas, learn new skills, and express themselves freely. Participation in such groups could help freshmen build confidence, communication skills, and teamwork abilities, which are useful for academic and future career success. Institutional clubs also provide informal support where older students guide new students on how to cope with academic stress, manage time, and understand university culture. This social support could help freshmen settle faster, find their identity within the university, and stay motivated to complete their studies. Institutional clubs, therefore, play a silent but important role in ensuring a smooth transition into university life.

Access to accurate and timely information is essential for freshmen transitioning into Nigerian Federal Universities. When school administrators prioritize information dissemination, students are better equipped to make informed decisions and navigate the complexities of their new academic environment effectively. Orientation programmes services are instrumental in helping freshmen acclimatize to the Nigerian university system. These programmes serve as an introduction to the academic, cultural, and social expectations of the university. School administrators who design orientation programmes that address the unique needs of freshmen normally provide them with a solid foundation for success. For instance, sessions on adapting to different teaching styles, understanding local grading systems, and building relationships with faculty and peers can significantly ease the transition process. Conversely, a lack of tailored orientation programmes can leave students feeling unprepared and overwhelmed (Adesina, 2019).

STATEMENT OF PROBLEM

It appears that many freshmen face significant challenges during their transition into federal universities. These include difficulties in understanding the university curriculum, navigating bureaucratic processes, and adjusting to new social and cultural dynamics. The absence of targeted library use support service, staff support services, information, and institutional clubs services often exacerbates these challenges, leaving students feeling isolated and overwhelmed. Furthermore, the inadequate or poorly organized orientation programmes, poor communication channels, and the lack of mentorship opportunities seems to hinder their ability to integrate fully into the university system. These issues not only affect their academic performance but also impact their overall well-being and future career prospects.

RESEARCH OBJECTIVE

Specifically, the study will seek to:

1. Determine the extent to which club services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.
2. Determine the extent to which informational support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

RESEARCH QUESTION

1. To what extent does club support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?
2. To what extent does informational support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?

RESEARCH HYPOTHESIS

1. Clubs support services does not significantly predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.
2. Informational support services does not significantly predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

CONCEPTUAL REVIEW

Transition into University

The concept of transition also has a psychological dimension. Psychologists explain that transition involves both "separation" and "incorporation" (Schlossberg, 2017). Separation refers to the detachment from old environments such as family or secondary school settings, while incorporation refers to becoming part of the new environment of the university. Both stages can create stress because they require significant personal change. For example, a student who has always lived at home may struggle with separation anxiety when they suddenly have to live in a hostel. At the same time, they may find it difficult to incorporate into the university culture if they perceive it as unfamiliar or hostile. Successful transition, therefore, requires emotional resilience, adaptability, and strong support systems.

Another aspect worth noting is that transition experiences are not uniform. Factors such as gender, socio-economic background, and prior educational experiences influence how smoothly a student adapts (Devlin et al., 2019). Students from well-resourced schools or wealthy families may find it easier to adjust because they already have access to academic resources and social capital. On the other hand, students from disadvantaged backgrounds may face multiple barriers, such as lack of digital literacy, financial hardship, or limited confidence. These inequalities mean that institutional support must be tailored and inclusive, ensuring that no group of students is left behind during the transition period.

Transition into university does not occur in a single moment but unfolds as a process across different stages. For many students, the first stage is the **anticipatory phase**, which begins even before admission. During this stage, students imagine what university life will be like, form expectations, and begin to prepare themselves mentally, socially, and academically (Briggs et al., 2019). Some students expect freedom and independence, while others worry about whether they will cope with new academic challenges. This phase is crucial because the expectations students carry into university can influence their satisfaction and adjustment. Unrealistic expectations may lead to disappointment and stress, while accurate expectations often support smoother adaptation (Schnettler et al., 2020). Universities can help shape this phase positively through accurate information sharing and pre-entry orientation programmes.

The next stage is the **arrival and adjustment period**, which usually covers the first few weeks or months of university. This is often the most difficult phase for freshmen. They are suddenly confronted with new responsibilities such as managing their finances, attending lectures

without strict supervision, living away from family, and navigating unfamiliar systems. This period is also marked by a strong need to make friends and build social networks, since loneliness and isolation can hinder adjustment (Wilcox et al., 2020). Students who quickly find supportive peers or mentors often adjust better both socially and academically. By contrast, those who struggle to connect with others may experience homesickness, anxiety, or even depression. This stage highlights the importance of institutional support systems such as peer mentoring, orientation programmes, and accessible counselling services.

Another critical stage in transition is the **academic integration phase**. University study differs significantly from secondary school learning. While secondary school often involves structured teaching, close supervision, and guided assessments, university education demands independence, critical thinking, and self-directed learning (Kift, Nelson, and Clarke, 2021). Freshmen are required to read more extensively, manage larger workloads, and use advanced technologies for research and assignments. They may also face challenges with academic writing, referencing, and understanding disciplinary conventions. Without adequate academic support, these challenges can lead to poor performance and attrition. Universities that provide learning support centres, writing clinics, and tutorial services are better able to help students bridge this gap. Academic integration is essential because success in studies often determines whether students persist or withdraw from university.

A fourth stage relates to the **personal and emotional adjustment** that accompanies university transition. For many young students, university is their first experience of independence. They must learn to cook, manage their time, and make decisions about relationships and lifestyles. This independence is empowering but also stressful, especially when students feel unprepared. Emotional adjustment is closely linked to resilience the ability to cope with stress and recover from setbacks (Reddy et al., 2018). Students who are resilient tend to adapt better, while those who struggle emotionally may resort to maladaptive behaviours such as substance abuse. Institutions therefore play a vital role by providing counselling, promoting mental health awareness, and encouraging healthy lifestyles.

Institutional clubs Services

Institutional clubs services are organized student groups within a university that are established to promote social interaction, academic growth, leadership development, recreation, and emotional well-being. These clubs are usually recognized by the university management and are guided by rules, constitutions, or staff advisers. Institutional clubs may include academic societies, cultural groups, religious fellowships, sports teams, debating societies, volunteer groups, entrepreneurial clubs, and professional associations (Nwachukwu and Ede, 2021). These clubs bring students together based on shared interests, values, talents, or goals. They provide an informal learning space outside the classroom where students can express themselves, develop their skills, and gain real-world experience. For many freshmen, joining a club is often their first step to making friends, networking, and feeling like they belong to the university community. The term “institutional club” in this context refers to any recognized student organization that operates within the university and contributes to personal, academic, or social development.

Freshmen experience a new level of independence and responsibility when they enter university. They no longer have close supervision from parents or teachers. This freedom can be exciting, but also confusing and lonely. Institutional clubs help fill this gap by providing a supportive environment where freshmen can meet older students and mentors who guide them on how to survive university life. These social connections help reduce homesickness, anxiety, and isolation among new students (Osei and Williams, 2021). In Nigerian universities, especially in

the South-South geopolitical zone, students come from different ethnic groups, languages, and cultures. Joining clubs helps them interact with people from other backgrounds, appreciate diversity, and build confidence. This contributes to a smoother transition from secondary school to university life.

Institutional clubs serve as a form of social support for Freshmen. Social support refers to the emotional and practical help that people receive from friends, family, or social groups. In universities, institutional clubs serve as an important source of social support for freshmen. Club activities such as meetings, group projects, sports events, drama performances, and worship gatherings create opportunities for students to interact, share experiences, and support one another. When a new student joins a club, they are often welcomed warmly, introduced to other members, and taught how the university system works. This reduces fear and helps them settle faster (Adewale and Nwosu, 2020). Social support is important because humans naturally need connection, acceptance, and a sense of belonging. Without these, students may feel lonely, depressed, or unmotivated to continue their studies.

Institutional clubs also provide emotional guidance. For example, religious clubs like the Nigerian Federation of Catholic Students (NFCS), Muslim Students Society of Nigeria (MSSN), and various campus fellowships offer spiritual counselling, prayer meetings, and motivational talks that help students cope with stress and academic difficulties (Ebong and Edet, 2019). Cultural clubs help students express their traditions through dance, language, and festivals. Sports clubs and fitness groups allow students to relieve stress, keep fit, and improve mental health through physical activities. These activities support the emotional well-being of students, which is important for a healthy transition into university life. According to Tinto (2017), feeling accepted and supported within the university increases a student's chances of staying in school and performing well academically. Club membership gives students a sense of identity and community, making it easier for them to adapt to the new social and academic environment.

Institutional clubs do not only support social needs; they also contribute to academic growth. Academic clubs include departmental associations, debate and literary societies, science clubs, business clubs, and research groups. These clubs organize seminars, tutorials, academic competitions, career talks, and peer mentoring programmes which help students improve their academic skills (Okoro and James, 2020). For example, a freshmen law student who joins the Law Students Association can learn legal writing, case analysis, and courtroom procedures from senior students and lecturers who serve as advisers. Similarly, engineering clubs may organize workshops on design software, robotics, or research projects. These experiences make learning practical and engaging.

Debate and literary societies improve public speaking, critical thinking, and writing abilities. Members learn how to argue logically, conduct research, and present their ideas confidently before an audience (Nwafor and Adedoyin, 2020). These skills are valuable in all fields of study and in future careers. Academic clubs also create mentorship opportunities where older students help freshmen understand difficult courses, prepare for exams, and adjust to university academic expectations. This mentorship helps reduce academic failure and increases confidence.

Institutional clubs also teach leadership and teamwork. When students hold positions like president, secretary, treasurer, or event coordinator, they learn how to plan events, manage people, solve problems, and communicate effectively. These leadership skills are part of what universities call "soft skills" or "21st-century skills" — abilities such as communication, teamwork, creativity, and problem-solving that are needed for success in work and life (Tella and Oyewole, 2020). Employers often prefer graduates who have been active in clubs because they have real-life

experience in managing responsibilities. Therefore, club involvement supports both academic success and career development.

Social integration is one of the most difficult challenges freshmen face when they first enter university. Social integration means the process of building relationships, participating in social life, and feeling like a genuine member of the university community (Thomas, 2020). In secondary school, many students are guided by parents and teachers, but in university, students have more freedom and must learn to handle life on their own. This sudden shift creates stress. Institutional clubs help freshmen navigate this change by creating opportunities to meet new people, make friends, and develop a support system. Clubs such as debate societies, religious fellowships, music groups, drama troupes, cultural associations, and departmental student unions create a platform where students feel accepted and understood (Nwachukwu and Ede, 2021).

Social belonging helps prevent loneliness, homesickness, and depression among new students. A student who joins a club usually meets older members who explain campus culture, academic expectations, and even safe places to stay or study on campus. These older members act like mentors. They help new students learn how to balance academics with social life. Research shows that freshmen who belong to university clubs are more confident, more open to collaboration, and more willing to ask for help when facing difficulties (Osei and Williams, 2021). In the South-South geopolitical zone, where students come from diverse ethnic and religious backgrounds, clubs create a peaceful environment for cultural exchange and understanding. This reduces discrimination, promotes unity, and encourages confidence among new students. Without institutional clubs, many freshmen would struggle to build meaningful friendships and would feel less connected to university life.

Freshmen often struggle emotionally because they are away from family for the first time. University life comes with pressure to perform well academically, adapt to new environments, and make independent decisions. Many students quietly battle anxiety, stress, low self-esteem, and even depression. Institutional clubs provide informal emotional support by creating a space where students can express themselves, share personal challenges, and receive encouragement (Ebong and Edet, 2019). Religious clubs, for example, often provide counselling, prayers, Bible studies, Qur'an classes, and moral teachings that bring hope and comfort during difficult times. These clubs help students find strength in faith and feel less alone.

Drama clubs, music groups, literary societies, and art clubs also support emotional wellbeing. They give students a creative outlet where they can express feelings through poems, music, acting, or storytelling. These activities help reduce academic pressure and build confidence. Sports clubs and fitness groups are also helpful. Physical exercise releases stress, improves sleep, and boosts mental health. Students who participate in sports report higher levels of happiness and reduced anxiety (Okoro and James, 2020). Institutional clubs therefore function as emotional cushions that protect students from psychological breakdown.

Studies show that when universities support clubs and allow them to function freely, there is a significant reduction in cases of student withdrawal, absenteeism, and emotional crisis (Adewale and Nwosu, 2020). In contrast, when clubs are discouraged or poorly funded, students lose safe spaces to share personal issues and find support. This makes adjustment harder for freshmen. Therefore, emotional support offered through institutional clubs is not only social in nature but also essential for mental health and academic stability.

Leadership is the ability to guide, motivate, organize, and influence others towards a goal. It is one of the most important skills needed in education, employment, and life. Institutional clubs are training grounds for leadership development. Through club activities, students learn how to organize meetings, plan events, manage finances, communicate publicly, and resolve conflicts.

These responsibilities help students build confidence and improve their decision-making abilities (Tella and Oyewole, 2020). Positions such as president, secretary, financial secretary, public relations officer, or event planner expose students to real challenges and solutions. They learn how to speak in public, manage time, and work with different personalities.

Freshmen do not start as leaders immediately, but club participation helps them grow. New members observe, learn from seniors, and gradually take up responsibilities. Over time, they gain courage to lead. Leadership skills learned in clubs are relevant beyond campus. Employers today are not only interested in grades but also in personal qualities such as teamwork, creativity, communication, ethics, and leadership (Nwafor and Adedoyin, 2020). Club activities develop exactly these qualities. Academic societies also expose students to seminars and conferences where they interact with professionals. This improves leadership and networking.

In universities in the South-South region, students from poor or rural backgrounds may feel intimidated when they first arrive on campus. Being part of a club helps them speak, ask questions, and develop confidence. This is important for smooth transition because a confident student adjusts faster, performs better academically, and engages more in campus activities (Osei and Williams, 2021). Institutional clubs therefore serve as leadership laboratories where students develop soft skills that classroom teaching alone cannot offer.

Even though institutional clubs are important for freshmen adjustment, several challenges limit their effectiveness in Nigerian universities. One major challenge is inadequate funding. Many clubs rely on small membership dues, and they receive little or no financial support from university authorities. Due to this, they struggle to organize meaningful programmes, purchase equipment, host training workshops, or invite speakers for academic seminars (Nwachukwu and Ede, 2021). Clubs such as drama groups may not have funds for costumes and stage props, while science clubs may lack laboratory materials for practical demonstrations. This makes club activities less attractive to freshmen and reduces participation.

The Concept of Informational Support Services

The concept of informational support services has become increasingly important in discussions about institutional support for freshmen students in universities. Informational support refers to the provision of relevant advice, guidance, suggestions, and knowledge that helps individuals understand and solve problems, make informed decisions, and successfully adjust to new environments (Feng and Figlio, 2021). It is one of the core dimensions of social support, along with emotional and instrumental support, but it plays a special role in academic settings because of the reliance on information in learning and decision-making processes. For freshmen entering Nigerian Federal Universities in the South-South geopolitical zone, informational support is crucial because they encounter a new academic system, unfamiliar institutional structures, and complex social and administrative environments that they must learn to navigate. Without access to timely and accurate information, many of them may feel lost, isolated, or incapable of adjusting to the demands of higher education.

Informational support services are typically provided through structured channels such as academic advising, orientation programs, guidance and counseling units, library and information services, digital platforms, and peer mentoring. However, it also happens informally through interactions with lecturers, peers, and staff who share knowledge about how to survive and succeed in the university. According to Alzougool (2021), informational support can be thought of as “the provision of data, facts, or advice that reduces uncertainty, clarifies expectations, and aids in coping with challenges.” This means that information is not only about giving instructions but also

about helping freshmen understand processes, develop strategies, and build confidence to handle issues independently.

In Nigerian Federal Universities, where institutional bureaucracies are often complex, informational support can serve as a bridge between students and the structures they must navigate. For instance, new students often struggle with registration procedures, course selection, examination guidelines, and access to academic resources. Proper informational support ensures that these students are not left behind or disadvantaged due to a lack of awareness or misunderstandings. Research by Eze and Ekemka (2020) highlights that a lack of adequate informational support during the first year of study leads to confusion, poor adjustment, and in some cases, withdrawal from school. This is because students who do not understand the requirements and processes of their institutions may experience unnecessary stress and academic setbacks.

Another important dimension of informational support services is that it empowers students to become independent learners. When institutions provide clear, accessible, and comprehensive information, students learn how to solve problems on their own and take responsibility for their learning journey. For example, when freshmen receive accurate information on how to use digital learning platforms, access e-libraries, or engage with online discussion forums, they gain the confidence to take charge of their learning process (Okonkwo and Opara, 2022). This is especially relevant in today's universities, where blended and online learning are becoming increasingly common. In the absence of informational support, many students particularly those from rural or disadvantaged backgrounds may struggle with technology adoption and digital literacy.

It is also important to stress that informational support services is not just about the quantity of information given but also about the quality and clarity of that information. Students often complain that university administrators and lecturers use complex, technical, or ambiguous language when communicating policies or academic requirements. This creates barriers rather than solutions. As observed by Mensah and Amponsah (2019), effective informational support must be student-centered, meaning that information should be provided in simple, accessible, and culturally relevant ways. This involves explaining institutional processes in clear terms, offering practical examples, and sometimes translating policies into local contexts that students can easily understand.

In addition, informational support services plays a preventive role in reducing avoidable problems among students. When freshmen are properly informed about issues such as academic integrity, plagiarism, examination rules, and disciplinary procedures, they are less likely to fall into trouble. Similarly, when they receive information about available support services such as counseling, health care, or financial aid, they are more likely to seek help before small challenges become overwhelming. A study by Adegboyega and Ogunyemi (2021) in Nigerian Federal Universities showed that students who reported receiving regular and structured informational support from their institutions were less likely to experience stress, confusion, or disciplinary issues compared to those who did not.

Informational support services also contributes to building a sense of belonging and inclusion among students. Freshmen who feel well-informed are more likely to feel that the university cares about their welfare and is invested in their success. Conversely, when information is withheld, delayed, or inconsistent, students may feel neglected or discriminated against. This is particularly critical in the South-South geopolitical zone of Nigeria, which is known for its cultural diversity, socioeconomic inequalities, and complex political context. For students from

marginalized or less-privileged backgrounds, informational support becomes a way of leveling the playing field and giving everyone equal opportunities to succeed.

From a theoretical perspective, informational support can be explained through the lens of social support theory, which emphasizes that information, like emotional or material assistance, helps individuals manage stress and improve performance (Cohen and Wills, 1985, as cited in modern studies such as Park et al., 2020). Informational support reduces uncertainty, which is one of the major causes of stress for freshmen in new environments. Uncertainty here means not knowing what to expect, how to behave, or how to make the right decisions. By reducing uncertainty, informational support makes the transition smoother and gives students a greater sense of control over their academic and social lives.

In practical terms, the modes of delivering informational support in universities have expanded in recent years. Traditional methods such as face-to-face orientation sessions, handbooks, and noticeboards are still in use. However, digital platforms such as institutional websites, email notifications, learning management systems, and social media are increasingly becoming major sources of informational support (Olowu and Alabi, 2021). For freshmen, who are often digital natives, these online platforms offer quick and accessible means of obtaining information. Yet, it is important to recognize that not all students have equal digital access, especially in Nigeria where infrastructure and connectivity challenges persist. Therefore, institutions must combine both digital and physical approaches to ensure inclusivity in providing informational support.

Informational support services play a vital role in shaping how freshmen navigate the academic, social, and personal challenges of entering university. While emotional and social support provide encouragement and belonging, informational support focuses on the provision of relevant knowledge, advice, and guidance that enable students to make informed decisions. For freshmen in Nigerian Federal Universities, particularly in the South-South geopolitical zone, access to clear and accurate information is often the difference between a smooth transition and one filled with confusion, anxiety, and frustration. Universities are complex institutions with multiple layers of rules, offices, processes, and resources, and without proper information, students may feel lost within the system. This form of support, therefore, directly affects the confidence, academic success, and general adjustment of freshmen (Makrooni, 2019).

Informational support services can come in many forms, ranging from academic advice to practical guidance on institutional processes. For instance, course registration is one of the first hurdles students face upon admission. Without proper guidance, freshmen may make errors such as registering for wrong courses or missing important deadlines. In such cases, institutional support services such as academic advisors, orientation manuals, and online platforms provide essential information. These resources help students understand which courses to take, how to meet prerequisites, and how to avoid common mistakes. When universities fail to provide these resources, many students find themselves disadvantaged compared to their peers who might have prior exposure to similar systems (Eze, 2021). In this way, informational support is not just about academic knowledge but also about institutional literacy, that is, knowing how to “work the system.”

METHODOLOGY

This study adopted a correlational research design. The study was conducted in the South-South Geopolitical Zone of Nigeria. The population of the study consisted of all the year one students who transited into six Federal Universities in South-South geopolitical zone, Nigeria. The

sample size for the study was 2,742 first-year students drawn from the six federal universities in the South-South geopolitical zone of Nigeria. To arrive at this sample size of 2,742, the researcher adopted a multi stage sampling technique. The researcher developed instrument titled "Institutional support services and freshmen's smooth Transition Questionnaire (ISSFSTQ) was used to collect data for the study. Face validity was employed to determine the validity of the research instrument. Internal consistency reliability was conducted for the instrument. The data collected from the trial test was analyzed using Cronbach alpha' to determine the internal consistency reliability of the instrument at 0.80 and a reliability coefficient of 0.82 was obtained for the whole instrument. The data collected for the study was analyzed using linear regression statistics. To answer the research question, the R and R² values were used, while F-value was used to test the null hypotheses. All the hypotheses were tested at .05 level of significance.

Results and Discussions

Research Question 1: To what extent does club support services predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 1: Simple regression for the prediction of freshmen's transition into federal universities using club support services

Variable	R	R ²	Decision
Club support services	.590 ^a	.349	Low
Freshmen Transition			

a. Predictors: (Constant), Club support services

The result in Table 1 shows the value of the regression coefficient (R) and its corresponding R² of .590 and .349 respectively. The value of R² of .349 indicated that club support services predict up to 34.9 percent variation in freshmen transition into Nigerian Federal Universities in South-South Geopolitical Zone of Nigeria. This means that club support services predict freshmen transition to a low extent.

Research Question 2: To what extent does informational support predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 2: Simple regression for the prediction of freshmen's transition into federal universities using informational support

Variable	R	R ²	Decision
Informational Support	.718	.515	Moderate
Freshmen Transition			

a. Predictors: (Constant), Informational Support

The result in Table 2 shows the value of the regression coefficient (R) and its corresponding R² of .718 and .515 respectively. The value of R² of .515 indicated that information support predicts up to 51.5 percent variation in freshmen transition into Nigerian Federal Universities in South-South Geopolitical Zone of Nigeria. This means that information support predicts freshmen transition to a moderate extent.

Hypothesis Testing

Hypothesis 1: Club support services do not significantly predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 3: Regression analysis for the prediction of freshmen’s transition into federal universities using club support services

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12141.508	1	12141.508	1434.804*	.000 ^b
Residual	22695.447	2682	8.462		
Total	34836.955	2683			
Variables	B	Std. Error	β	t	Sig.
Constant	37.824	.240		157.773	.000
Institutional Club	-.733	.019	-.590	-37.879*	.000

*Significant at the .05 level of significance

The information in Table 3 shows that club support services is a significant predictor of freshmen transition into Federal Universities in South-South Nigeria (F= 1434.804; p= .000), and the prediction could be done using the equation:

$$Y = 37.824 - .590X$$

Where: Y = Freshmen transition

X = Institutional club support

Hypothesis 2: Information support does not significantly predict freshmen’s transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 4: Regression analysis for the prediction of freshmen’s transition into federal universities using information support

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	17956.844	1	17956.844	2853.077*	.000 ^b
Residual	16880.111	2682	6.294		
Total	34836.955	2683			
Variables	B	Std. Error	β	T	Sig.
Constant	13.271	.298		44.480	.000
Information Support	1.099	.021	.718	53.414*	.000

*Significant at the .05 level of significance

The information in Table 4 shows that information support is a significant predictor of freshmen transition into Federal Universities in South-South Nigeria (F= 2853.077; p= .000), and the prediction could be done using the equation:

$$Y = 13.271 + .718X$$

Where: Y = Freshmen transition

X = Information support

CONCLUSION

The study concluded that institutional support services. plays a vital role in shaping freshmen’s successful transition into Nigerian Federal Universities in the South-South geopolitical zone. Services such as orientation club activities, and informational support help new students adjust academically, socially, and emotionally to university life. Adequate institutional support reduces feelings of anxiety and disorientation commonly experienced by freshmen. It also enhances students’ sense of belonging and engagement within the university community. The

study showed that institutional clubs significantly predict freshmen's transition into Nigerian Federal Universities in the South-South geopolitical zone it also indicated that institutional information support significantly predicts freshmen's transition into Nigerian Federal Universities in the South-South geopolitical zone.

RECOMMENDATIONS

1. Parents should provide emotional encouragement and prepare their children for the realities of university life. They should also collaborate with institutions to understand available support services and guide their children to make use of them.
2. Policymakers should develop policies that promote inclusive transition programmes across universities. This includes standardized orientation guidelines, improved counselling structures, and frameworks that ensure consistent communication and mentorship support for freshmen nationwide.

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