

A Study to Assess Undergraduate University Students' Academic Adjustment

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Abstract

New university students face many problems that hinder their progress within academic adjustment. Further examination exposed that first-year university students are more likely to dropout during their first- semester. The purpose of the study was to assess the undergraduate university students' academic adjustment. This study was descriptive in nature. The academic adjustment scale was divided into four subscales; academic adjustment, social adjustment, personal-emotional adjustment and institutional adjustment. The sample was taken convenient. The size of sample was 500 first year university students. Five hundred students (Male = 164 & Female = 338) were selected from four public sector universities of Lahore. The questionnaire was adapted and modified. The nine point Liket type scale was used to collect data to assess the undergraduate university students' academic adjustment. It revealed that the university students are adjusted well academically. Among the scale of academic adjustment, students are comparatively academically adjusted well. The students of Govt. College University of Lahore are well adjusted as compared to students of other universities of Lahore.

Keywords: Academic adjustment, undergraduate university students, assessment

Introduction

Adjustment is a multi-dimensional psychological procedure of struggling for settlement linking the personality and the new surroundings (Hannigan, 1990; Ramsey, 2007) to create harmony between the individual and surrounding conditions also depends on the individual in question. The person must have urge and determination to change his or her view

about surroundings, including behavior, feeling and beliefs about the culture (Wang, 2009). People who achieve positive adjustment are successful in settling themselves to the new environment (Hannigan, 1990; Ramsay, 2007). Social support, length of stay, supposed unfairness or discrimination, establishes associations by means of peers as well as nostalgia be the majority important factors affecting the adjustment of students (Raujo, 2011). In the

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changeover to institutions of higher education, students' educational, community as well as environmental modifications is conceivably the three the majority significant domain to judge. The earliest day of institution of higher education have been defined while serious time at the same time as it makes available groundwork for consequent existence of education as well as determination (Domingo, Reason, & Terenzini, 2006).

Presence in a university for the first time can be a stressful occurrence for many college or university freshmen (Dyson & Renk, 2006). Majority Acado et al., (2000), discovered that, educational demands enhance and new social relations are recognized when students connect higher level of institution. Students are over and over again uncertain of their abilities to get together these demands. They need to be assisted to build up coping skills, which will facilitate them, conquer the challenges they come across at the university (Egerton University Student Handbook, 2006/2007). Student maintenance has developed into a demanding difficulty for the academic society: for that reason, successful curriculums for undergraduate preservation must be implemented in organize to increase the maintenance of capable students.

Institutions must work towards providing students with a significant knowledge atmosphere, so that these students will become associated to the organization by developing a sense of belonging within the undergraduate student. Therefore, every attempt must be completed to maintain students at the same time as they are on university grounds (Linda, 2003).

Academic presentation have be recognized as a main factor of maintenance along with qualification (Boulter, 2002; Nonis & Wright, 2003; Pedrini & Pedrini, 1978), have mentioned in the direction of at the same time as the solitary the majority illuminating pointer with the purpose of undergraduate be cope by way of educational stresses of the institution of higher education in addition to be therefore probable toward accommodate (Pascarella & Terezini, 1991). Current plentiful indication in the direction of designate with the purpose of modification during goes round is input contributing factor of university presentation (Dahmus, 1992; Prillerman, Myers, & Smedley, 1989; Sennett, 2003; Strahan, 2003). With institution of higher education students, affecting ability be appreciate on the way to survive absolutely associated by means of the superiority of community communications (Lopes, 2004;

Croucher, Muirhead, Seymour, & Sohanpal, 2004) efficiently performed less than anxiety (Baumeister, Heatherton, & Tice, 1994).

Solitary motivation intended for the far above the ground drop-rates might be the difficulty as well as stressors connected by means of establishment institution of higher education years. First-year institution of higher education student understanding a spacious assortment of troubles with the intention of possibly will be put in to unfortunate further education college modification as well as, eventually, Departure institution of higher education. These consist of nostalgia in addition to friend sickness (Paul & Brier, 2001), despair, emotional interruption, forgetfulness (Fisher & Hood, 1987), a intelligence of separation (Brooks & Dubois, 1995), a go down in educational grade (Levitz & Nithoel, 1989), in addition to improved interpersonal disagreement (Fisher & Hood, 1987). Drop-out amount is described in the direction of survive sophisticated between extraordinary incoming undergraduates, by means of superior drop-out rates happening inside the foremost day of institution of higher education as well as amongst students of a

small socio-economic status (Alon, 2005, Letseka, 2007, Walpole, 2003).

Likewise, Mathiasen determined so as to far above the ground educate grade as well as examination score sustained a sturdier projecting association toward university GPA than do learn skill, inspiration, as well as sure character individuality. Investigate have suggested that self-efficacy is significant to not no more than the educational as well as community modification of student other than on the way to their in general wellness along with individual alteration as well (DeWitz & Walsh, 2002; Gore, 2006; Solberg & Villareal, 1998).

The impact of coping on university adjustment was also supported by Park & Adler (2003) who investigated the hard work of coping styles on 139 university incoming medical students from the University of California. Their study reported that students' coping styles was associated to students' psychological welfare, and escape-avoidance coping was connected to lower levels of psychological comfort, while both positive reassessment and playful difficulty solving were slightly interrelated to higher levels of psychological comfort. According to Haslam, Whelan and

Bastian (2009) establish the individuality behavior i.e. Friendliness, carefulness along with frankness is appreciably connected by means of personal healthy individual. Above and beyond that, the researchers indicate with the purpose of every one the personality be completely connected by means of personal well being expect intended for individual characteristic i.e. neuroticism. The respondent during the revise contain 180 emotional undergraduates, whom 132 be women in addition to 46 men. The standard period of the respondent was 22 years elderly.

For numerous, this changeover is not a straightforward single. Study contain exposed with the intention of 20% to 25% of 1st year student do not absolute a 2nd year of instruction (Hamilton & Hamilton, 2006) in addition to supplementary 20% to 30% might go away institution of higher education succeeding days (Grayson, & Grayson, 2003). In single revise, it is affirmed so as to of the 2.8 million students with the intention of come interested in a superior stage of education, 1.6 million will disappear their earliest organization earlier than they accommodate. Of the 1.6 million with the purpose of go away their original association; 1.2 million determinations run off in addition to on no account

conventional a grade. The sources in addition believed with the purpose of for the reason to facilitate 75% of student who fall out of university perform consequently inside their primary two years, it be significant with the purpose of they regulate consequently throughout their original year (Boulter, 2002).

The objectives of the study were to:

- Assess academic adjustment among the first year students in the different universities of Lahore.
- Identify the role of different variables (gender, age, mothers' qualification, fathers' qualification, examination system, departments, and residential and day scholars) on undergraduate university student' academic adjustment.

Hypotheses of the Study

The following Null hypotheses were tested in this research:

H₀₁: There is no significant effect of different universities on academic adjustment scores of undergraduate students.

H₀₂: There is no significant mean difference between academic adjustment scores of male and female undergraduate university students.

H₀₃: There is no significant effect of age on academic adjustment scores of undergraduate university students.

H₀₄: There is no significant effect of mothers' qualification on academic adjustment scores of undergraduate university students.

H₀₅: There is no significant effect of fathers' qualification on academic adjustment scores of undergraduate university students.

H₀₆: There is no significant effect of semester on academic adjustment scores among undergraduate university students.

H₀₇: There is no significant mean difference between academic adjustment scores of residential and day scholar undergraduate university students.

H₀₈: There is no significant effect of different department on academic adjustment scores among undergraduate university students.

Research methodology

The study was descriptive in nature and survey technique was used to collect the data. With four subscales, an adapted and modified questionnaire consisted of sixty seven close ended items was used as research instrument, which was translated into Urdu. The number of items in subscale social adjustment was 20, number of items in subscale academic adjustment was 24,

number of items in subscale personal-emotional adjustment was 15, and number of items in subscale institutional attachment was 15. The Cronbach's Alpha reliability of the academic adjustment scale was .721. For this purpose 600 subjects were contacted and they were requested to fill the instruments. Among those 500 students of different departments of 4 public sector universities filled the questionnaire. Data analysis was done by using statistical package for social science software (SPSS), T-test and one way ANOVA was calculated to test all the null hypotheses.

Results

The following revealed as a result of data analysis:

- There is significant mean difference between academic adjustment score of residential and day scholar undergraduate university students.
- There is no significant mean difference between academic adjustment scores of male and female undergraduate University students.
- There is significant effect of different universities on academic adjustment scores of undergraduate students. The maximum mean difference exists between students of government college university and

students of Lahore college for women university, and the minimum mean difference exists between students of university of the Punjab and students of government college university

- There is no significant effect of age on academic adjustment scores of undergraduate university students is accepted.
- There is no significant effect of mothers' qualification on academic adjustment scores of undergraduate university students.
- There is no significant effect of fathers' qualification on academic adjustment scores of undergraduate university students.
- There is no significant effect of semester on academic adjustment scores among undergraduate university students is accepted.
- There is no significant effect of different departments on academic adjustment scores among undergraduate university students. The maximum mean difference exists between students of department of business and students of department of zoology. The minimum difference exist students of department of

zoology and students of department of social work.

Conclusion

The university students are adjusted well academically. Among the scale of academic adjustment, students are comparatively academically adjusted well. It is also concluded that age, gender, mothers' and fathers' qualification, examination system and departments have a great effect on academic adjustment of undergraduate university students. Findings of this study revealed that residential students showed better academic adjustment in the university. The students of Govt. College University of Lahore are well adjusted as compared to students of other universities.

Discussion

The purpose of the present study was to assess the undergraduate university students' academic adjustment. The result of the data analysis fails to support this hypothesis that there is significant effect of different universities on academic adjustment scores of undergraduate students. The maximum mean difference exists between students of Government College University of Lahore and students of Lahore College for Women University, and the

minimum mean difference exists between students of university of the Punjab and students of Government College University of Lahore. The results showed that there is significant mean difference between academic adjustment score of residential and day scholar undergraduate university students. The result of the data analysis supports this hypothesis that there is no significant effect of age on academic adjustment scores of undergraduate university students is accepted. The results also showed that there is no significant effect of mothers' qualification on academic adjustment scores of undergraduate university students and there is no significant effect of fathers' qualification on academic adjustment scores of undergraduate university students. The result of data analysis supports this hypothesis that there is no significant effect of semesters on academic adjustment scores among undergraduate university students. The data analysis does not support this hypothesis that there is no significant effect of different departments on academic adjustment scores among undergraduate university students. The maximum mean difference exists between students of department of business and students of department of zoology. The minimum

difference exist students of department of zoology and students of department of social work.

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