

**EXPERIENCES OF UNDERGRADUATE STUDENTS OF
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN
ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO
HIGHER EDUCATION**



Researcher:

FOUZIA AJMAL

Supervisor:

DR. SAMINA MALIK

Reg. No. 50-FSS/MSEDU/F08

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD**

2012



Accession No TH 9589

MS
378
FOE

- 1 - Higher Education
- 2 - College Education

DATA ENTERED

Amz/27/05/13

**EXPERIENCES OF UNDERGRADUATE STUDENTS OF
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN
ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO
HIGHER EDUCATION**



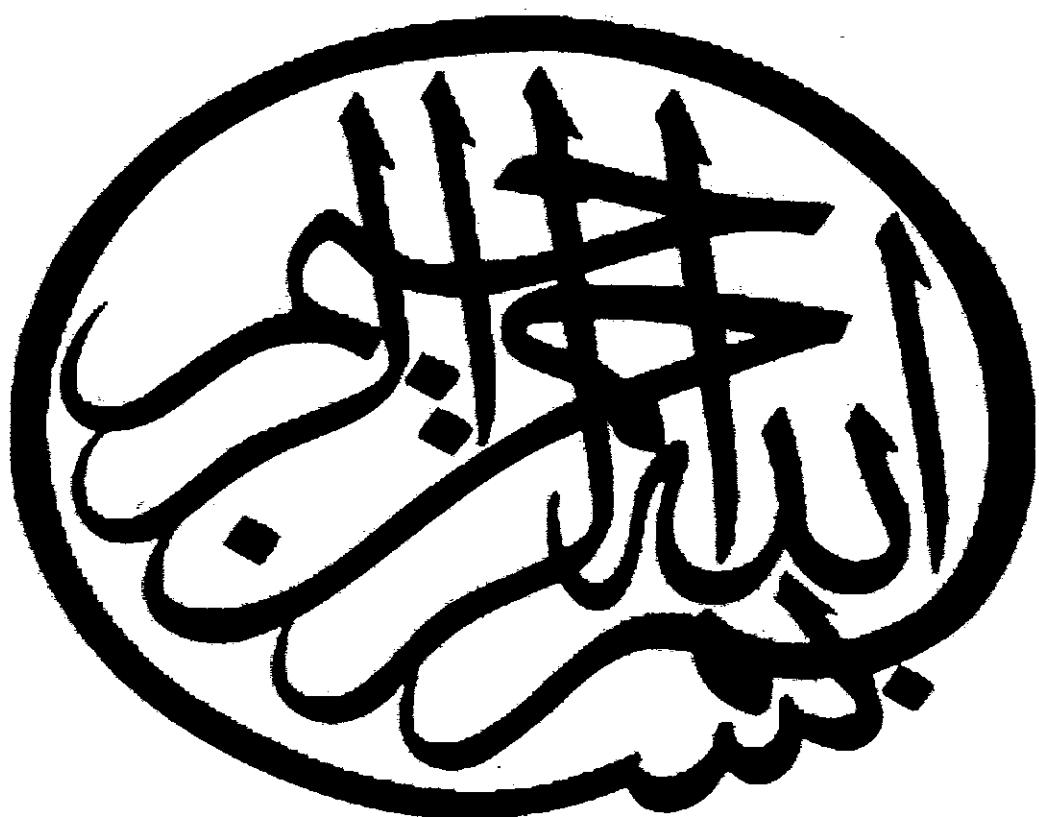
FOUZIA AJMAL

Reg. No. 50-FSS/MSEDU/F08

This thesis is submitted for the partial fulfillment of the requirements for degree of
MS Education at

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD**

2012



APPROVAL SHEET

“EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO HIGHER EDUCATION”

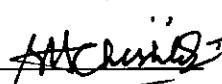
By

Fouzia Ajmal

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the requirements for the degree of MS Education.

Supervisor: 

(Dr. Samina Malik)

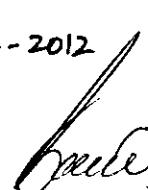
Internal Examiner: 

(Dr. Saeed ul Hassan Chishti)

External Examiner: 

(Dr. Aisha Akber)

Date: 25 -07 - 2012


Head

Department of Education

International Islamic University,

Islamabad-Pakistan


Dean

Faculty of Social Sciences

International Islamic University,

Islamabad-Pakistan

DEDICATION

I dedicate this to my only brother Amjad Amir Malik (Late) with a regret that could not complete this work as he wished. His memories made it possible for me to make it up to this point.

COPY RIGHTS

This document is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of the researcher. ©

DECLARATION

I hereby declare that 'EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO HIGHER EDUCATION' is my own research work. The sources consulted or referenced are acknowledged properly in-text and out-text. The research is entirely my personal effort done under the sincere guidance of the respectable supervisor. No portion of the work presented herein has been submitted against an application in any degree or qualification of the same or any other university or institute of learning.

Regd

FOUZIA AJMAL

Reg No: 50-FSS/MSEDU/F08

MS Education

Faculty of Social Sciences

CERTIFICATE

It is certified that Ms. Fouzia Ajmal Reg # 50- FSS/MSEDU/F08 has completed her thesis titled "**EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO HIGHER EDUCATION**" under my supervision. I am satisfied with the quality of student's research work and allow her to submit her thesis for further process as per IIUI rules and regulation.



Dr. Samina Malik

Research Supervisor

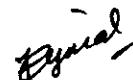
ACKNOWLEDGEMENTS

As I write this acknowledgment, I am still not sure how it should be done. I will never be able to mention all of the people who were critical in this process. I know where it started, and where it ended, but the path along the way is not so clear. Although there were many unfortunate events during this phase yet conversations, ideas, consolation, encouragement, and help have been given to me by so many people during this journey. How it is possible to say whose help was more important than another? At each moment, the support I received was exactly what I needed to take just one more step.

So, I offer a humble appreciation to the following people, knowing full well that there are so many more whose names I do not write: All thanks and praises to due to the Almighty: This work would not have reached completion if not for His Mercy and Blessings. My supervisor, Dr Samina Malik for her patience, motivation and for encouraging me to complete the research journey. Dr N.B.Jumani Dean Faculty of Social Sciences and Dr Khalid Hasan Bokhari for their valuable input and concern. Dr A.R.Sagher for not giving me time and not supporting me as it made me feel more enthusiastic

My colleagues Dr Shamsa Aziz, Ms Alina Raza , Ms Sehrish Niazi and all for their assistance and supporting me. The experts who validated my questionnaire, Mr. Mansoor from Faculty of Social Sciences for his cooperation in data collection, Mr. Ijaz Ahmed Gujjar (Federal College of Education) for analysis and interpretation of data, The participants who participated in the study and shared their experiences with me, to all my friends including Rafia Tahira, Samina Rafique, Saadia Dilshad and Saira Ijaz for their support.

This thesis would not have been possible without God placing people in my life who know more about my abilities than I can even begin to imagine. People that know how to balance love, support, and challenge. Thank you to my family, my mentors, my inspiration, and my foundation of support (my husband, my sister and goloo moloo bacha party) and to the ones who raised hands for praying for me and my success. May Allah (SWT) bless you always.



(Fouzia Ajmal)

ABSTRACT

Researcher: Fouzia Ajmal

Supervisor: Dr Samina Malik

The study was undertaken to have an insight into “experiences of undergraduate students of international Islamic university Islamabad in academic transition from higher-secondary to higher education”. The objectives of the study were to explore, to compare gender wise and department wise academic transitional experiences of undergraduate students of Faculty of Social Sciences during their first semester at International Islamic University Islamabad. The population of the study included all the students of Faculty of Social Sciences of International Islamic University Islamabad who got admission in BS in Semester Fall 2009 and 100 % of the population was taken as sample of the study.

It was a survey study. A questionnaire was developed to obtain the views about the required data which was validated and found reliable (Cronbach's alpha 0.932). Mean test was applied to identify academic transitional experiences, t-test was applied to see gender differences regarding academic transitional experiences and analysis of variance (ANOVA) was applied to see department wise differences regarding academic transitional experiences. Wherever ANOVA score found significant Post-Hoc was applied.

The data revealed that students felt difficulties in transitional experiences but maximum difficulties they faced regarding academic issues like there is much difference in college and universities. Students found satisfied with induction to discipline where they found satisfied with the content studied in the first semester. Both male and female undergraduate students felt orientation program at the departments useful, they did not feel difficulties regarding integration,

students felt difficulties regarding induction to discipline and felt difference between colleges and university studies. Both male and female undergraduate students felt challenges in transitional process and female students are having lesser difficulties in overall transitional experiences in universities as compared to male students. Students of history departments felt orientation program at department more useful and students of international relation felt that orientation program at the department is less effective, students of psychology departments felt problems of integration into university more and students of mass communication felt against them, students of history departments felt differences in discipline and students of mass communication felt against the views of history department and students of history department felt more difference between college and university studies and students of mass communication felt against the views of history department. The findings of the study made bases for recommending that orientation session may be more systematic and comprehensive to the new coming undergraduate students for their better adjustments. Further research may be conducted on academic transition experiences of students of others levels and may see other aspects.

TABLE OF CONTENTS

Title	Page No
Acknowledgements	ix
LIST OF TABLES	xvii
LIST OF FIGURES	xix
CHAPTER 1	1
INTRODUCTION	1
ACADEMIC TRANSITION OPERATIONAL DEFINITION	3
1.1 STATEMENT OF THE PROBLEM	3
1.2 OBJECTIVES OF THE STUDY	4
1.3 RESEARCH QUESTIONS	4
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 LIMITATIONS AND DELIMITATIONS OF THE STUDY	6
1.6 RESEARCH METHODOLOGY	7
1.6.1 Population of the study	7
1.6.2 Sample and Sampling Technique	7
1.6.3 Instrument of Research (Questionnaire)	8
1.6.4 Data Collection	8
1.6.5 Data Analysis	8
CHAPTER 2	
REVIEW OF RELATED LITERATURE	9

INTRODUCTION	9
Transition Theories	11
Theory and practice - the practitioner's view	12
Practical applications of transition psychology	13
Monitoring stress and change	13
Enabling factors in transitions	14
Inhibiting factors in transitions	15
Breaking out of transition crisis	16
Transition psychology: integrating theory and practice	17
University transition:	20
What is transition?	20
Intrapersonal Phases of Transition	27
Psychosocial Development and the Transition to University	28
The Institutional Perspective	29
Student Choices and Expectations	29
Related researches	34
School to College Transition	37
College to university transition	38
First year experience of University	39
CHAPTER 3	42
RESEARCH METHODOLOGY	42

3.1 Population of the study	42
3.2 Sample of the study	43
3.3 Research Instrument	44
3.4 improvement of the Questionnaire	44
3.5 Pilot testing	45
3.6 Reliability of the Questionnaire	45
3.7 Data collection	45
3.8 Ethical considerations	46
3.9 Data analysis	47
CHAPTER 4	48
PRESENTATION AND ANALYSIS OF DATA	48
CHAPTER 5	95
SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS	
5.1 SUMMARY	95
5.2. Findings	96
5.3 Conclusions	102
5.4 Discussion	106
5.5 Recommendations	107
FURTHER RESEARCHES	108
Bibliography	109
Annexure I (Questionnaire for expert opinion)	116

Annexure II (Questionnaire final version)	120
Annexure III (List of experts who validated questionnaire)	124

LIST OF TABLES

Title	Page No
Table 4.1 Mean dimension wise	49
Table 4.2 Department wise mean values	51
Table 4.3 Orientation program at the department	52
Table 4.4 Integration into university	53
Table 4.5 Induction to discipline	54
Table 4.6 Difference between college and university studies	55
Table 4.7 Academic Issues	56
Table 4.8 Most difficult challenges	57
Table 4.9 The most rewarding aspects	58
Table 4.10 Overall transitional experiences	59
Table 4.11 Combine responses of students about all aspects of transitional experiences	60
Table 4.12 Analysis of variance on orientation program at the departments	71
Table 4.12.1 The post Hoc multiple comparisons on orientation program at the department	71
Table 4.13 Analysis of variance on integration in to university	72
Table 4.13.1 Post Hoc multiple comparisons on integration to university	73
Table 4.14 Analysis of variance on induction to discipline	74
Table 4.15 Analysis of variance on difference between college and university studies	75

Table 4.15.1 Comparisons on difference between college and university studies	75
Table 4.16 Analysis of variance on academic issues	76
Table 4.16.1 Post Hoc multiple comparisons on academic issues	77
Table 4.17 Analysis of variance on most difficult challenges	78
Table 4.17.1 Post Hoc multiple comparisons on most difficult challenges	79
Table 4.18 Analysis of variance on most rewarding aspects	80
Table 4.18.1 Post Hoc multiple comparisons on most rewarding aspects	81
Table 4.19 Overall academic transitional experiences of undergraduate students	82
Table 4.19.1 Comparisons on academic transitional experience of students	82
Table 4.20 combine ANOVA statistics table	83

LIST OF FIGURES

Title	Page No
Figure 4.1 Means of male and female students about orientation program	63
Figure 4.2 Means Plot of male and female students about integration into university	64
Figure 4.3 Means Plot of male and female students about induction to discipline	65
Figure 4.4 Difference between college and university studies	66
Figure 4.5 Means Plot of male and female students about academic issues	67
Figure 4.6 Means Plot of male and female students about most difficult challenges	68
Figure 4.7 Means Plot of male and female students about most rewarding aspects	69
Figure 4.8 Means Plot of male and female students about overall transition experiences	70
Figure 4.9 Mean plots of orientation program at the department	85
Figure 4.10 Mean plots of integration into university	86
Figure 4.11 Mean plots of induction to discipline	87
Figure 4.12 Mean plots of difference between college and university studies	88
Figure 4.13 Mean plots of academic issues	89
Figure 4.14 Mean plots of most difficult challenges	89

Figure 4.15 Mean plots of most rewarding aspects

91

Figure 4.16 Mean plots of overall academic transitional experiences

92

CHAPTER 1

INTRODUCTION

Higher education is an educational level that follows the completion of a school providing a secondary education, such as a secondary school , higher secondary school or college. Higher education includes teaching, research and social services activities of universities; and within the realm of teaching, it includes both the undergraduate level and the graduate and postgraduate level. http://en.wikipedia.org/wiki/Higher_education

Transition has been defined as “the period of time during which something changes from one state or stage to another” (Collins English Dictionary, 2003)

In the transition from Intermediate to Higher Education, the individual faces different challenges and changes which create a barrier in the way to success as a university student. As far as the academic aspect of the transition phase is considered it refers to the previous learning experiences in the colleges and teaching/ learning methods employed before entering higher education. Students usually find it demanding and laborious to work in a way that fulfills the demands of the new context.

This transition can be Academic, Administrative, Geographic and Social. A student at a time during first semester goes through almost all of these to some extent. Managing to cope with this transition is the key to success in the university during first semester.

Parents, friends, college teachers and guidance counselors, academic advisors, and university orientation programs/first year seminars play a role in facilitating students' transition from Intermediate to Higher Education. All students, regardless of their personality or educational or cultural background, will experience a period of transition when they come to university especially for undergraduate studies. Successful students are those that can recognize and accept transition for what it is - a natural period of adjustment - and seek help and advice when necessary. First year at university is exciting and filled with possibilities but sometimes daunting and confusing. "Transitional Experiences" is the term which was used in this study to describe the students' experience of adjusting to university study and life during the first year of their undergraduate study at International Islamic University Islamabad. It also refers to the range of issues and emotions that students face during this transition process. Important to this success are the ways in which an institution understands the transition process, anticipates the range of problems that students encounter during this period of adjustment and provides targeted and timely support and guidance to those students who need it. Orientation marks the beginning of university studies easier and is designed to help students settle into life at university, thus making transition successful.

ACADEMIC TRANSITION OPERATIONAL DEFINITION

James and Hartley applied transition to the academia by defining academic transition as the process of moving from one set of circumstances into the academia (Laboone, 2006). It relates to the range of issues that students face during the various initial stages of their academic career at different levels (Haunold & Drew 2003).

1.1 STATEMENT OF THE PROBLEM

Transition is imperative and an important part of undergraduate studies as most of students come to universities from somewhat different setups. Although transition is imperative, it can, however, present many challenges for undergraduate students.

Mc Innes, James and Hartley postulate that much research should focus on what these challenges are and how students can be supported through this transition (Nash & Sacre, 2009).

In the transition from Intermediate to Higher Education, the individual faces different challenges and changes which create a barrier in the way to success as a university student. The problem arises when there is no identification of these barriers and problems and students experience difficulties during first semester of their higher education. There is a need to know the experiences of students while they enter Higher education from their higher-secondary phase.

The aim of the study states what is expected to be achieved by the study overall. According to Brink, Van Der Walt and Van Rensburg (2006), the aim should include the target population, research setting and the research variables.

The aim of this study is to investigate the academic transitional experiences (*variable*) of undergraduate students (*target population*) in the Faculty of Social Sciences at IIUI (*setting*).

1.2 OBJECTIVES OF THE STUDY

Objectives are defined as clear concise declarative statements which indicate the specific information the study must yield (Burns & Grove, 2003).

The objectives of the study were to:

1. explore the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad
2. compare the gender differences in academic transitional experiences of undergraduate students during their first semester at International Islamic University Islamabad
3. compare the differences in academic transitional experiences of undergraduate students of different Departments of faculty of Social Sciences during their first semester at International Islamic University Islamabad

1.3 RESEARCH QUESTIONS

The purpose of this study is to provide insight into the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad. The following inquiries guided the investigation:

1. What happened during the academic transition of undergraduate students of different Departments of faculty of Social Sciences during their first semester at International Islamic University Islamabad?
2. How was the orientation program at different departments organized?
3. What were the experiences of students related to integration into university?
4. How the students felt while having their induction to discipline of study?
5. Which differences the students felt between college and university studies?
6. Which academic issues were faced by students during their first semester?
7. Which were the most difficult challenges encountered during your first semester?
8. What were rewarding aspects during first semester?
9. How did the experience differ among male and female students?
10. Were there any differences in academic transitional experiences of undergraduate students of different departments? If so what are those?

1.4 SIGNIFICANCE OF THE STUDY

- i. Findings of this study are likely to be helpful for the management of International Islamic University for the identification of the problems associated with academic transitional experiences of students from Higher-Secondary to Higher education. University management can plan and make orientation programs mandatory for the newly admitted undergraduate students at International Islamic University Islamabad.
- ii. Through improved understanding of undergraduate students' academic transitional experiences the management of Faculty of Social Sciences may plan to assist future

students more efficiently and can support of new undergraduate students to have smooth academic transitional experiences.

- iii. The results may help the researcher to understand why some undergraduate students have a difficult academic transition.
- iv. This research will also add to the body of knowledge on the subject of academic transition from secondary to higher education. The administrators can work to modify resources for prospective and current undergraduate students accordingly to help make the transition as smooth as possible.
- v. This research will pave the way and provide a strong baseline for the future researchers as they can find topics related to academic transitional experiences.

1.5 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The limitation of the study is that the data were collected during fourth semester while it was asking about the experience during first semester at International Islamic University Islamabad.

In view of time and resource constraints, this study was delimited as under:

- 1. students enrolled for the programs whose entry level is Intermediate in Semester Fall 2009 in International Islamic University Islamabad
- 2. Faculty of Social Science only

1.6 RESEARCH METHODOLOGY

The following methodology was used.

1.6.1 Population of the study

The population of the study included all the BS students of Faculty of Social Sciences enrolled in Semester Fall 2009 of International Islamic University Islamabad

S. No	Departments (F09)	Female students	Male Students
1.	BS EDUCATION	17	0
2.	BS HISTORY	02	02
3.	BS POLITICS & IR	31	37
4.	BS SOCIOLOGY	37	09
5.	BS MEDIA AND MASS COMMUNICATION	27	32
6.	BS PSYCHOLOGY	53	06
	Sub-Total	167	86
	Total	253	

1.6.2 Sample and Sampling Technique

Sample was selected through purposive sampling technique. 100 % of the population was taken as sample of the study.

1.6.3 Instrument of Research (Questionnaire)

The data were collected using questionnaire from the students. The questionnaire had close ended items. It was developed keeping in mind previous researches done in the relevant field.

1.6.4 Data Collection

The data were collected through personal visits to all the Departments of Faculty of Social Sciences, International Islamic University Islamabad.

1.6.5 Data Analysis

Data were analyzed keeping in view the objectives of study, and presented in tabular form followed by interpretation. Mean was applied to identify academic transitional experiences, t-test was applied to see gender differences regarding academic transitional experiences and ANOVA was applied to find out department wise differences regarding academic transitional experiences. Wherever, ANOVA scores were significant Post-Hoc were applied. Graphs were also constructed for further explanation.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The present study was undertaken to provide insight into the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad, this chapter deals with literature and research on transition in general and academic transition in particular.

INTRODUCTION

Transition has been defined as “the period of time during which something changes from one state or stage to another” (Collins English Dictionary, 2003)

Transition is the developmental procedure of transformation that involves planning, preparation, and adjustment. Transition is considered as a lifelong process and experiences starts from:

- Birth
- Home to school
- Pre-school to kindergarten/1st grade

- Elementary grades to middle school
- Middle school to junior/senior high school
- Senior high school/to adulthood (Johnson, 2003)

Every stage has its own transitional processes but the most noticeable and major difference experienced by children is between studying at College/Higher Secondary Schools and at university level. At schools and Colleges mostly students are in habit of sitting in small classes. They got individual attention from their teachers and have clear instructions and organized lesson and course planes. After getting admission in university, they find themselves in entirely contrasting situation as compared to school and college.

The most important factor of university education is independence and self-paced study. Students have to work individually that seems very challenging and difficult. The one major factor is teaching methodology that is entirely different at university level. Teachers have to supervise and guide students for a limited time that may feel them demotivated and directionless. Majority students may get confused that how to start and where to start their assigned task. To reduce that sort of situation some induction course may be introduced at university level to cover basic topics such as self-motivation, time management, exam skills and even note-taking (Julann, 2005).

Transition refers to the process of proceeding from one set of circumstances to another. During different new phases of university carrier, students may expose by the variety of problems and conflicting emotions that are called their transitional experiences.

<http://www.eng.monash.edu.au/current-students/transition.html>

According to Cowan, (1991) Transition involves the internal and external behaviors of a person. It also refers to the reorganization of the way individual feels about the world, their personal competences, roles and relationships with other individuals.

Transition Theories

Transition psychology was originated by Hopson (1976), Sugarman (1986), Bridges (1995) and Schlossberg (1995). Transitional theories were instigated from work on sadness, depression, stress, family crises and formed a key aspect of life role, life-span development and life stage. Hopson (1976) also found transition as a root cause of depression and stress. Schlossberg (1995) Bridges (1980; 1988, 1995), Nicholson & West (1988) developed transitional theories to apply in counseling and organization change settings.

Researchers also designed some models of transition that explains the way individuals react towards transformation and change in their own lives as well as their surroundings. Changes can be of many types and degrees, but transition may not be the reason of all types of changes. Transitions mostly linked with important life incidents, modification of individuals' role and surroundings that require essential reorganization of a person's views about him and the world. The duration of transitional processes varies for every individual, as for some people it may take longer than expected; mostly 6-12 months have been reported. In earlier researches, the concept of transition was studied for psychological trauma and loss. But recent researches revealed that negative transitional events are not the only cause of psychological disruption. Positive life events like child birth, marriage, new

job are as much influential as negative events. Transition has both positive and negative aspects as it can create major threats, risks and opportunity for progress and growth.

Transitional Psychology; Theory and practice

It is very important for client's proper identification of basic problems, ground realities and dynamics that theoretical aspect must have under consideration by the practitioner. It provides deep thinking and practical diagnosis and a range of options for the problem. Practice is considered the most essential factor to interpret the issues thoroughly and completely. Practitioners can gain professional insight by the actual events and experiences of client that might always be very challenging for them.

Practical applications of transition psychology

Transition psychology has four major objectives:

1. To identify basic issues of students and helping them by discussing coping strategies to find new ways for recovery in current career crises.
2. To review the past events and life history of students including education, carrier and job crises which demoralize their confidence level and causing loss or failure to achieve goals.
3. To prepare for upcoming changes influencing their family and colleagues in future life or career change.
4. To explain the situation of student to his/her family members, friends and colleagues about transition related problems like absence from school or

workplace, low performance and relationship issues and developing transition management skills for organizations.

Monitoring stress and change

following are some methods used to monitor stress and change during transition process.

a) Personal Pressures Checklist

This checklist is used for initial screening about life events, health status, well-being and personal circumstances of the student to identify possible causes of stress, transformation and referral issues.

b) Occupational Stress Indicator

Occupational stress indicator includes stress coaching sessions to identify specific issues related to transition. It also helps to monitor various sources creating work pressure as well as mental and physical health.

c) A Lifeline exercise

It is an autobiographical review of 1-4 hours that keeps a record of good and bad events to discuss previous educational and career experiences to help coping with life transition and change.

Enabling factors in transitions

Following conditions allow successful transition:

- **Economic security**

It means having ample resources including stable income, residential facilities with no debt and less liabilities.

- **Emotional security**

Having strong relationships with family and relatives, supportive and caring partner, stable childhood, supporting network of friends and colleagues, realistic approach and open mindedness about mental and emotional health problems.

- **Health**

It includes physical fitness with practical and cautious lifestyle, proper diet, exercise and spending quality time for leisure with wide-ranging activities and healthy hobbies.

- **Prior transition skills**

Being positive and prepared for future life and change are called prior transition skills that provide positive transition experiences and clear goals.

- **Supportive work environment**

It is an environment of mutual respect, healthy relations, clear role and responsibilities, high moral team, respecting others personal space and boundaries.

- **Transition support**

Explaining and monitoring problems, providing support, planning for future life and career, open-mindedness, self-respect, recognizing the importance of past, confidential counseling, independence, choice of decisions and acknowledgment of new ideas.

- **Positive outcomes:**

Reducing the degree of stress and pain in the disaster phase by raising motivation level, improvement in recovery time, innovative personal change with high spirit, forgetting bad experiences and memories, revitalize staff for rising group moral and interaction and facilitating institutional transformation.

Constraining factors in transitions

- **Economic insecurity**

It means lack of resources, unstable low income, financial crises, residential facilities, temporary employment and fear of job loss, debt and high liabilities.

- **Emotional insecurity –**

Having weak relationships with family and relatives, no partner, unstable childhood, non-supporting working network of friends and colleagues, unrealistic approach, narrow mindedness, mental and emotional health problems, undisclosed grief, feeling of guilt, repentances and unsolved issues and anxiety are called emotional insecurity.

- **Health**

It includes low physical fitness with exhausted lifestyle, improper diet, and lack of exercise, unhealthy activities, chronic diseases or unstable condition.

- **Hostile work environment**

Non-supportive working environment, overwork, impractical demands, inadequate resources, exploitation of life and work limitations like undue and too much time consumed on work that can affect relationships badly, no time for relaxation and personal grooming, high control environment and low respect, no leaves without illness, low team moral with high stress and work anxiety, harassment and abuse at workplace, inflexible and rigid schedules and work plans.

- **Poor transition management**

Negative approach towards change, no preparation for future life, ignoring fresh ideas and new hopes, narrow-mindedness towards change, unrealistic time frames, past regrets and disregarding past achievements.

Negative outcomes:

Increasing degree of stress and pain in the disaster phase, lack of motivation, absence for longer duration, resigning from job, total collapse and failure, suicide, high risked life threatening errors, accidents, poor decision making ability, memorizing bad experiences, low group moral, poor, weak and broken relationships, downfall in career, low income,

unsatisfied and poor recovery, disobedient and uncontrollable staff, opposition and conflict.

Breaking out of transition crisis

Human mind is a complex phenomenon and it is an integral part of transition process. How mind adapts and reconstruct itself during the process of change for the upcoming reality is the least studied part of transition psychology. Transition cycle is basically delicate and unique mechanism that human brain practice to cope with change as an essential developmental task including cognitive restructuring. In the very beginning, this cycle may be faced by Cognitive dissonance defenses that are denial or refutation. Keeping outdated ideas and valuing the past. Construct theory is also considered as a relevant practice. During the whole transition process, fast and spontaneous escape from the crises can be observed. Catharsis is a significant part of releasing emotions that helps to activate that process. It can take few weeks after starting recovery and restructuring process. It helps to release new fresh creative ideas, raising confidence level, optimistic approach, and a quest and curiosity for searching and discovering new horizons of uncovered realities.

Transition psychology: integrating theory and practice

There are several researches suggested ways to integrate existing theories into practice.

1. The transition model by Hopson has briefly described the significant features for personal and career transitions by differentiating positive and negative experiences and events. Recovery phase is considered as single stage and a key image.
2. Preparation stage suggested by Nicholson is vital for change prediction starting from beginning till the end of process. Prior explanation about transformation and transition skills helps to simplify the process of change.
3. Transition is a developmental process including educational, counseling and clinical applications. Behavior adaptation and cognitive restructuring are the two major levels of adaptation to transformation. Transition psychology can be best applied and conceptualized by covering all major areas of transition process.
4. Crises phase need proper transitional support and management skills because cognitive reconstruction can be highly disturbing for a person going through that process by collapsing peace of mind, relationships and capabilities.
5. Transition management programs can be very beneficent to lessen the severity of crises phase that might have a serious effects on a person's family life and career. Transition extends the sphere of work and life of the individual, and transitions in personal life always disturb work performance. Transition management programs can be very helpful in this regard. Schlossberg's 4S approach including situation, support, self and strategies is very much appropriate for this.

Transition is a progression from one state to another with a variety of problems and sentiments faced by students after getting admission in university. The concept of

transition has a broad perspective and can be categorized as academic, geographic, administrative and personal/social.

Academic:

Adapting modifications in teaching and learning strategies, instructional pace, realistic assumptions, expectations and completion of self-directed study.

Geographic:

Conducting an orientation session after moving to another place or a new country helps to prepare them for different environment and modified their accommodation arrangements.

Administrative:

It is very beneficent to provide information about administrative issue to make students responsible about all university administration activities i.e. enrolment, course registration, fee submission, schedules, timetables, and all university processes regarding rules and regulations.

Personal:

Human beings have to go through transitional process throughout their life span as it can be evident in developmental stages. During college to university transition, students are also going through the process of adulthood. They need to develop new social circles and adjust to a novel cultural environment.

Academic Transition

Academic transition is a process that has to be experienced by all types of students irrespective to their educational, personality and cultural contexts. After entering in to the university environment, those students who identify and adapt transformation are recognized as successful individuals. Because it is a natural phase of adjustment so it is very helpful to seek advice when needed.

According to Upcraft, Gardner, & Barefoot (2005) academic transition is proceeding towards school to college to university level, entering to a different mode of study, getting new experiences of school classroom to university class into internship placements and from university to job market. First year at university is very much important to determine success or failure of students for the rest of the period.

The first and foremost purpose of higher education is to make students responsible about their studies but conflict arises when the main focus of pre-university education is to provide passive learning and promoted culture of rote memorization. That makes students more teachers' dependent that's why study at university in entirely different situation causing frustration for them (Malik, Shabbir, 2008).

New university students have to manage novel and diverse situations according to the university demands that could be the biggest challenge for them. They have to observe drastic changes between college and university education, and difficulty in readjustment towards studies if they had a break in academic years.

University transition:

Successful transition into higher education means developing realistic expectations of what exactly the university is. First year at university is exciting and filled with opportunities and new hopes but sometimes intimidating and confusing. Students have to be well organized and well informed about the university situation, like finding adequate accommodation, self-management, finding next classroom, and every activity going on in the university. But to make them well informed, first-hand information is very important that has been provided by conducting first year orientation sessions that connects people and resources, helps students to get settled and make the right start of the semester.

Maeroff (2003) found that students mostly spend their time in the state of anxiety and fear about managing assignments and workload, relationship with teachers and peer acceptance because they came from the sheltered environment of family, friends and school.

College to university transition plays a vital role in a student's life that requires mutual cooperation among teachers, parents, counselors, and administrators at both levels. A strong transitional process gives more weight age to the advantages provided to the students at school or college level and creates a strong channel from college to university level. (Barber & Olsen, 2004)

Transitional process seems troublesome to many students and unsuccessful transition causes so many problems as high student absent rate, dropout rate, low performance and low on-time graduation rate. Educational policies should address the reasons of unsuccessful transitions to provide support to students having high risk of

disappointment and failure. Herlihy (2007) suggested following measures for successful transition:

- Launch a proper monitoring system to diagnose students' problems at institutional level.
- Emphasize academic and learning needs and requirements of students who are not well equipped to adjust in university.
- Identify and establish the learning environment helpful to satisfy individual needs of students.
- Faculty members and school authorizes should be able to address individual differences along with diversified need of students.
- Establish a link among institutes, academic and non-academic staff and community members to involve students in their studies so that they can relate their studies to real life situation.

Unsuccessful transition can be the one major reason of lack of motivation in students that may foresee high school dropouts and failure. (Kemple, 2005)

Studies of Astin, (1999); Clark, (2007); Larose and Boivin, (1998) reveals that college to university transition can bring both types of enjoyable and hectic experiences, predictable and unpredictable changes, different duties, responsibilities, and friends and, for some students, new accommodation as well. University students mostly have drastic individual differences with respect to their family backgrounds, environment, culture, and level of academic preparation, different schools and colleges, previous learning experiences but acquire variety

of university experiences and all have to struggle under the process of adjustment in new situations (Keup, 2004).

Kuh (2007) has related college success with academic preparation and success as well as economic status of family and education of parents. Success and failure in transition is highly influenced by framing decision about a students' time duration for studies, frequency of attendance in classes, location of student and working with campus based organizations (Astin, 1999; Bergerson, 2007 and Kelly, 2007)

According to Arnett (2000) students have to face developmental transition (Tinto, 1988) of adulthood as well as college transition and have to meet new cultural and expectation related challenges. They came to know gradually what practices they have to keep and what to leave and adopt new effective roles to perform is their first stage. In second stage, they have to understand new rules and expectations to get adjusted in new situation. Toronto found variation in degree of anxiety in students between old and environment. Students' ability to manage transition stages determines their fast rate of adjustment in new culture of this world (Robbins et al., 2006).

Phases of transition are explained in detail by Astin (1999) in his book Theory of Involvement and found students active participation very much significant for their social and academic achievement. Participation in academic activities also considered as a physical and psychological investment. Astin also found that theories about students' success can be linked to the concept of involvement as quality and quality of students' involvement is directly proportional to the amount of time and sense of connectivity.

Involvement is the main reason of staying students in college and dropout rate increased because of the lack of involvement in

The study of Bolle (2007) revealed that attitude of students can be improved after establishing new friendships with peers and links with faculty members.

According to Gerdes and Mallinckrodt (1994) Students having strong academic skills demonstrates different sort of adjustment issues, so good previous academic skills of students supports successful transition as compared to weak students. Smith and Zhang (2009) found quality of curriculum very essential for academic success of students. Linkelas (2009) mentioned the successful transition as a bridge to home, college and university environment. Large classes, long duration of lecture, lack of class participation, and lack of communication with faculty (Richardson & Skinner, 1992). Transition is best understood as a process of change regarding a student's advancement from undergraduate to postgraduate level. Initially, this process is especially stressful, with problems at its highest upon entry into academia and decreasing gradually as the student advance in the academic programmes (Brown & Holloway, 2008). The academic transitions for students emphasize that they must know more information and write more for assignments than they would have at secondary school (Krause, 2001). University education is expected to be more difficult than secondary school as a normal process of development, but it appears that students are experiencing an unexpected increase in skill level when transitioning from school to university. The participants' experiences raise questions as to what role schools should play in the academic preparation and transition of students and why students are not

being prepared adequately for their academic transition to university. However, it is apparent that changes need to happen in order to assist the academic transition of students; whether it is increased participation from schools, or universities providing transitional aid for all students that go beyond optional workshops. (Meer, 2008).

The academic transition of Māori language immersion students proved to be difficult for the participants. This transition was problematic because of the different pedagogies used at the University of Otago, the assessment procedures and the higher level of skills students needed in relation to reading and writing.

Transition takes place whenever any event or nonevent (i.e., the nonoccurrence of anticipated event such as receiving a scholarship) in an individual's life modify relations, schedules, assumptions, and roles within such life domains as a person himself, work, family, health, or economics. Moreover, it is possible for one transition to precipitate other transitions, or for the individual to undergo several transitions concurrently. Three sets of factors influence the individual during the process of transition: variables characterizing the particular transition, variables characterizing the particular individual, and variables characterizing the particular environment (Schlossberg, 1984, pp. 67-68).

These are discussed in detail later in the chapter. Schlossberg sees adults as continuously experiencing transitions, many of which entail a reworking of earlier transitions. For example, in today's economic climate, it is not uncommon that individuals have to seek out new employment on several occasions during their adult life. In this sense, transitions have no real end point: they entail a process over time which includes phases of assimilation and

continuous appraisal as one transition blends into the next. Transition is a process of continuous transformation in reactions over time and can be good and bad as well, linked to a person's constant and changing assessment of self-in any specific condition (Schlossberg, 1984).

For an individual student, the transition to university involves confronting a number of other transitions. These May include moving to a new city, having to establish new friendships, and developing new approaches to studying. In terms of the magnitude or complexity of the transitions involved, it is therefore useful to think of the transition to university itself as being a macro transition and the resulting transitions which the student encounters as being micro transitions constituting that macro transition.

Intrapersonal Phases of Transition

Schlossberg sees the transition process as being comprised of three phases or stages: (a) pervasiveness, (b) disruption, and (c) integration. During the introductory phase of pervasiveness, the individual is very much aware of a need to respond to a critical event in his or her life, a response which will entail some form of change. In a sense, the individual is preoccupied with the transition and awareness of it permeates his or her attitudes and behavior (Schlossberg, 1984, p. 61). Finally, the process enters a period of integration, during which a resolution (for better or for worse) is reached, and the transition experience is integrated into the ongoing experience of life. For example, the student graduating from high school moves from being totally aware of being a high school graduate to being aware of having graduated. Awareness of the transition moves from being a central feature of the individual's life to being but one of the many facets or dimensions of one's life.

Schlossberg's depiction of these three phases conveys a sense of qualitative shifts in the psychological saliency of the transition for the individual involved. One also senses a movement from becoming aware of some problematic situation or event to the arrival at some form of resolution. Schlossberg posits that the resolution arrived at in the integration phase can take several forms (e.g., renewal, acceptance, or deterioration).

These forms capture the notion that the resolution to a transition exists along a continuum from relatively positive to relatively negative. The arrival at a resolution can thus be seen as one defining characteristic of the stage of integration. A significant decrease in the psychological saliency of the transition may well serve as a second defining characteristic.

Psychosocial Development and the Transition to University

For first year university students in the 17 to 22 age group, the transition to university takes place concurrently with ongoing psychosocial development, specifically the transition from late adolescence to young adulthood. This psychosocial development takes place through the resolution of a series of developmental tasks, a developmental task is basically the interconnected set of behaviors and attitudes identified by any culture that should be demonstrated around the same sequential time order in life according to the prescribed age limit in a selected environmental context such as the education settings" (Chickering & Reisser, 1993)

Chickering and Reisser (1993) see the research on psychosocial development during adolescence and early adulthood as illuminating seven major areas or dimensions of development: (a) competency development (physical, intellectual and interpersonal), (b) management of emotions, (c) going through autonomy toward interdependence, (d)

development of mature interpersonal relationships, (e) identity establishment, (t) development of purpose, and (g) integrity.

The Institutional Perspective

The transition to university occurs not only within a particular life domain, education, but within a particular type of academic institution, the university. Moreover, each student experiences the transition in connection with a specific institution. From the institutional perspective, a successful transition to university is clearly indicated by the student's persistence in studies until degree completion. Theories of student persistence and attrition, such as that of Tinto (1993), contribute to our understanding of the transition to university by (a) providing a framework for conceptualizing the university environment, and (b) emphasizing the importance of the interactions between the student and that environment.

Student Choices and Expectations

The final set of factors pertains to student choices of and expectations for the university environment. It includes the reasons for a student's choice of university, program of study, and living arrangements. The latter two are particularly important in that these choices serve to define or place limits upon the environmental contexts within which the student will be interacting. In exploring the nature of these choices and students' reasons for them, the role of variables in the first set of factors (e.g., family background) can be illuminated. Moreover, students' reasons for their educational choices will contribute to an understanding of their educational orientations.

This set of variables also includes the student's expectations of what various aspects of these contexts will be like (i.e., courses, academic workload, relations with professors, interactions with other students, etc.). Research has indicated that unrealistic (including overly idealistic) expectations of university life can have a negative effect on student adjustment to university (Baker et al., 1985). Exploring students' expectations provides baseline data for understanding their subsequent experiences of university life, particularly in terms of revealing discrepancies between the anticipated and the actual.

Variables Characterizing the Environment

The third set of factors identified by Schlossberg (1984) as influencing the individual in transition are variables which characterize the environment (i.e., the conditions surrounding the individual). The university environment presents the student with both challenges and supports which can either stimulate and facilitate development or impede it (Chickering & Reisser, 1993)

Chickering and Reisser (1993) identify a number of specific components of the postsecondary institutional environment which exert an influence on student development either positively or negatively: clarity and consistency of the institution's educational objectives; size of the institution in terms of the extent to which it enhances or restricts opportunities for student participation in campus life; the quality of student-faculty relationships (as well as relationships with administrative and support staff); the nature of the undergraduate curriculum; institutional and departmental approaches to teaching and the evaluation of student learning; friendships and student communities; and student development programs and services (including admissions and registration).

Over the past decade, increasing attention has been focused on differences in faculty and disciplinary cultures within postsecondary institutions. More specific to students' academic lives, research has focused on how academic disciplines differ in terms of knowledge structures and professors' expectations of students' intellectual skills (Donald, 1997). Emerging from such research is recognition that the nature of the learning context encountered by students, in terms of concepts, knowledge structures, required intellectual skills, and instructional goals and activities differs significantly across disciplines (Ramsden, 1979).

Research addressing student approaches to learning emphasizes the importance of the learning context, noting that students may adopt one approach to learning in one course or subject and another in a different course according to their personal goals and their perception of the instructor's expectations and evaluation of learning in the course (Ramsden, 1997). Tinto's (1993) emphasis on the critical role of students' perceptions in determining whether or not academic and social integration have occurred. On the one hand, then, close attention must be paid to individual students' perceptions of their experiences.

Mc Innes, James & Hartley (2000) define academic transition as the process of moving from one set of circumstances into the academia. It relates to the range of issues that students face during the various initial stages of their academic career, according to McInnes et al 2000 students' experience difficulties in completing their postgraduate studies because of academic transitional issues. These may comprise writing assignments, association such as using the library and computer facility, resources and time

management, relationship with supervisor, and other academic and non-academic aspects.

(Walters & Koetsier, 2006)

Laboone confirms that it is imperative that positive relationships be established between the student and the institution. Laboone acknowledges that facilitating the integration of students into the academic culture of the institution would help with issues of academic transition. In other words, integration of the student can be initiated if the student and an academic have some kind of relationship with each other, or if the student is assigned to a specific academic to assist the student with academic issues (LaBoone, 2006).

Sovic qualitatively interviewed 141 international students from six different geographical areas from various institutions within the University of London and list the following academic issues that challenge students: their experiences of language, adaptation to the English academic system, relationships to tutors, classroom participation, group work and assessment are all foregrounded in their responses of a qualitative investigation (Sovic, 2007).

Symons (2006) suggests that a proper orientation program for students entering postgraduate studies for the first time must be in place to minimize academic transitional challenges. Students generally neither completely informed nor completely ill-informed about the course they are going to study, so an orientation session can be very helpful for them to provide clear insight about university life (James, 2002).

To conclude it can be said that university students operate in multiple environmental contexts, both within the university and externally. A combination of demographic, experiential, developmental and volitional background factors are seen as influencing the extent and nature of a student's involvement within those contexts. It is within these

contexts that the transition to university takes place. The ongoing interactions between the student and the structures and members of these environmental contexts present the student with various challenges which precipitate a series of changes or micro transitions? These micro transitions have four dimensions: (a) type, (b) context, (c) impact, and (d) theme. At the intrapersonal level, these transitions progress through three stages: (a) pervasiveness, (b) disruption, and (c) integration. Parallel stages exist at the level of person-environment interaction: (a) separation, (b) transition, and (c) incorporation. Psychosocial development associated with the transition from late adolescence to young adulthood is conceptualized as a concurrent macro transition, aspects of which may also constitute micro transitions in the transition to university. The importance of individual differences and the need to consider the individual's perceptions point to a qualitative case study approach requiring data collection at various points in time during the semester.

Related researches

The transition to high school has been found to affect increased stress levels, decreased self-esteem, deteriorated academic performance, and heightened risk for maladjustment (Alvidrez & Weinstein, 1993; Reyes & Hedeker, 1993; Rutter, 1987). Further, such transition-related difficulties have been found to relate consistently to continued school failure and subsequent dropout (Felner & Adan, 1988; Lee, Bryk, & Smith, 1993; Roderick, in press). For urban, low-income, minority adolescents the transition to senior high school poses special risk (Simmons, Black, & Zhou, 1991; Tolan & Loeber, 1992). As the quality and climate of a school often reflects the larger community in which the

school is located (Bryk, Lee, & Smith, 1990; Trickett, Kelly, & Todd, 1972), this may in part explain the greater risk of failure for urban, low-income, minority adolescents (Cowen & Work, 1988; Velez, 1989). Given that public schools are financed through property taxes, those in neighborhoods with depressed property values often lack the material and financial resources to adequately meet students' needs (Alvidrez & Weinstein, 1993; Children's Defense Fund, 1987). This insufficiency of resources is evidenced in higher student-to-teacher ratios, higher proportions of less qualified teachers, and fewer curricular and extracurricular choices (Alvidrez & Weinstein, 1993). The interaction of negative characteristics prevalent in these schools, such as high enrollment levels, low academic expectations, and a preponderance of rules aimed at maintaining strict discipline and order, often results in a climate characterized by increased demoralization, apathy, and decreased investment in academic focus and expectations (Alvidrez & Weinstein, 1993). This negative school environment is thought to contribute to urban, low-income, minority adolescents' greater risk for school failure and dropout (Alvidrez & Weinstein, 1993; Lee et al., 1993).

In taking an ecological perspective of school transitions, attention is focused on how environments affect individuals, and how interactions between environments and individuals influence adaptation (Kelly, Ryan, Altman, & Stelzner, 1993; Levine & Perkins, 1987). Within this perspective, the principle of interdependence (Kelly, 1968) is important, stating that changes in any part of an interrelated system will affect changes in other parts of the system (Jason et al., 1992). Understanding the changes that adolescents encounter during a school transition and the effects of these changes on students' adaptation is facilitated through this person/environment interactive framework. As such,

transition-related changes in the school environment will necessarily require adaptive changes in the students' roles and behaviors (Brofenbrenner, 1979; Kelly et al., 1993). This perspective thus highlights the interactive environmental change - personal adaptation process involved in students' transition to high school (Causey & Dubow, 1993; Jason et al., 1992).

This premise of a person/environment interactive process during school transitions is supported by the literature which has found that adaptation depends on both student and school characteristics (Alvidrez & Weinstein, 1993; Causey & Dubow, 1993; Eccles et al., 1993; Felner & Adan, 1988). For example, Bryk and Thum (1989) found that disadvantaged students are at greater risk for disengagement in larger schools, and that students' perceptions of their teachers' authority as fair and effective are related to higher attendance rates. On an individual level, then, adaptation is affected by the skills, coping abilities, and perceptions that students bring to the transition. That is, how student characteristics interact with the complexity and responsiveness of the new school setting will determine their adjustment (Causey & Dubow, 1993; Felner & Adan, 1988; Jason et al., 1992).

In addition to academic performance effects, transition-related changes in school environments have also been found to affect students' perceptions of their personal competence, both academically and generally (Eccles et al., 1993; Felner & Adan, 1988; Ryan & Grolnick, 1986). It has been suggested that, because school is a major part of adolescent life, students who hold positive perceptions of school and evidence better academic performance are more likely to have positive self-perceptions, more stable self concepts, and be better able to manage transition-related adaptation tasks than students

who are dissatisfied with school (Elias et al., 1992; Epstein & McPartland, 1976; Felner & Adan, 1988). Declines in grades, a well-documented impact of the school transition, have been found to be a strong predictor of self-concept, self-efficacy, and confidence in intellectual abilities (Eccles et al., 1993; Simmons & Blyth, 1987). Additionally, the competitive, evaluative focus on performance that is characteristic at the high school level has been found not only to negatively influence students' interest in learning and engagement in the course material, but also their perceptions of their academic competence (Alvidrez & Weinstein, 1993)

School to College Transition

A growing body of research addresses the transition experience of students (Attinasi, 1989; Bowen & Bok, 1998; Eimers & Pike, 1997; Falbo, Contreras, & Avalos, 2003; Fischer, 2007; S. Hurtado, Carter & Spuler, 1996; Jean-Van Hell, 2007; Locks, Hurtado, Bowman, & Oseguera, 2008; Massey et al., 2003; Miller, 2005; Mooney & Rivas-Drake, 2008; Morley, 2003; Phinney, Dennis, & Gutierrez, 2005; Romo & Salas, 2003; Saunders & Serna, 2004). These researches addressed variety of issues affecting students' transition to college, such as attitudes about coursework, motivation to study, satisfaction with classes, involvement in social extracurricular activities, interpersonal relationships, satisfaction with social environment, personal and emotional health, familism, acculturation, and a sense of belonging and fitting into the college environment. The research also discusses various strategies, models, and programs that identify potential hurdles in the transition

experience with the distinct intent of improving the educational attainment of Latino students.

A variety of factors influence the college-choice process and how successful students are in making the transition from high school to college (Adelman, 2002; Cabrera & La Nasa, 2000; Conley, 2005; Hossler, Schmit, & Vesper, 1999; Tierney, Corwin, & Colyar, 2005). The college-choice process is strongly influenced by variables such as students' aspirations for college attendance, parental encouragement, mentors and teachers, peers, student culture, co-curricular activities, knowledge about college, college prep curriculum, college and career counseling, and the potential costs and rewards of attending college (Cabrera & La Nasa, 2000; Tierney et al., 2005). The most important factor in determining how successful students are, regardless of their ethnicity, in making the transition from high school to college is the "academic intensity and quality of one's high school curriculum" (Adelman, 2002, p. 40). Research shows that Latino students tend to graduate from underperforming high schools that do not adequately prepare them for college-level work and confront an increasing struggle to complete a college degree because they are disproportionately represented among first-generation college-goers and more likely to combine work and school, often taking on family responsibilities while enrolled (Swail et al., 2004; Tienda, 2009).

To make a successful transition from high school to college students need to take "classes that ask more of them, rather than less of them in writing, research, and other key skill areas" (Conley, 2005, p. 165). Students need to start acquiring early in their educational experiences the "knowledge, cognitive skills, and habits of mind essential to postsecondary success" (p. 165). Conley (2005, p. 7)

College to university transition

Processes of transfer within the education system have received substantial academic attention. However, researchers have tended to focus predominantly upon the effects of transfers within compulsory education (for example, Wigfield et al., 1991; Harter et al., 1992; Rogers et al., 1994; Galloway et al., 1998; Jackson & Warin, 2000; Lucey & Reay, 2000), with fewer studies focusing upon transitions into higher education. Of the studies that have considered the transition into higher education, most have not focused upon the academic consequences of the transfer, but rather they have concentrated upon social and emotional adjustments (for example, Fisher & Hood, 1987, 1988; Earwaker, 1992; Rickinson & Rutherford, 1996; Stevens & Walker, 1996; Rickinson, 1998); factors that influence university entrance (for example, Carpenter & Western, 1984; Reay et al., 2001) and factors affecting particular groups of students, such as overseas students (for example, Li & Kaye, 1998; Luzio-Lockett, 1998) students with disabilities (for example, Hartman, 1993) and mature women returners to education (for example, Pascall & Cox, 1993; Edwards, 1993). Whilst these areas of research are clearly important, there is a need also to consider the specific effects of transition into higher education upon perceptions of academic competence. Such a focus is particularly important in the light of the frequently reported negative effects of educational transitions upon students' academic performances. This range of negative effects includes: increases in maladaptive, and decreases in adaptive, styles of motivation (Galloway et al., 1998); increases in anxiety (Fisher & Hood, 1987, 1988; Rickinson, 1998); and declines in self-esteem (Wigfield et al., 1991). Importantly, unlike transitions within compulsory education, students at the level of higher

education can legitimately opt out of the system if they find the experience of university to be negative.

Astin's (1984) student involvement theory provides a lens through which to view issues relevant to a student's transition to college. This theory links student behaviour, specifically the amount of time and energy a student spends on the collegiate experience, to persistence. Astin's research comparing students who stayed in college with those who left suggested that successful transitions were enhanced by various types of college involvements, including: on campus living, participation in social fraternities and sororities; working part-time on campus, and generally making connections with one's new environment.

On campus peer relationships can be influential in facilitating successful transitions for the general college student population. For example, prior research has found that a peer culture that emphasizes academic pursuits and peers as study partners can assist in a successful academic transition (Kuh et al., 1991; Pascarella and Terenzini, 2005), as do connections with faculty and other academic support services (Pascarella and Terenzini, 2005; Terenzini et al., 1994). More specifically, Terenzini et al. (1994) noted that peers can serve as a source of support and encouragement for first-generation students who might need more affirmation about their legitimacy in college due to their newness to the collegiate setting. Because the transition to college is difficult for most students, it is common for campuses to offer first year transition programs to assist students in the adjustment process (Braxton and McClendon, 2002). As mentioned previously, L/L programs are one type of intervention that higher education institutions have created to

facilitate greater academic and social integration, although they are not necessarily targeted for first-generation students.

First year experience of University

In the last decade much attention has focused on student experience including first year transition (Ballard and Clanchy 1997; Krause 2001; McInnis, James, and McNaught 1995; McInnis, James, and Hartley 2000; McInnis 2003). Transition is defined as a process of socialisation into the university culture and internalisation of the norms and valued ways of being' (Ballard and Clanchy 1997). University transition experiences generally involve adjustments to a new, unfamiliar learning environment and social context (Evans 2000; Ryan and Twibell 2000) and for international students this may also include adjustment to the social and academic culture. Transition affects all students and is particularly challenging during the first year (McInnis 2001). Previous transition research has dealt with students' integration into the university community, including integration of all aspects of a student's life (e.g. academic and social needs, abilities, aspirations and previous educational experience) with the academic demands and specific social makeup of a university environment (e.g. level of preparation, motivation, generic skills, workload, teaching, learning and assessment issues). Within this context, student experience is a generic term used to refer to the overall impact of a range of specific experiences students encounter; these include relationships, situations, activities and skills, and values and attitudes operating within and impacting upon students' experiences within the educational environment. Integration into the educational environment operates on several levels and in a range of ways. In order for students to become academically integrated during the initial

stages of their studies they need to develop a strong affiliation with the academic environment (Nora 1993), both within the formal learning context and in the social setting outside the classroom‘ (Krause 2001, p.148).

Interaction with others as an invaluable aspect of the learning process has been widely documented (Johnson and Johnson 1994; Krause 2001; Nora 1993, Tinto 1998) particularly its contribution to the development of students‘knowledge, ideas, attitudes and values. The added benefits of interaction for those integrating into a different cultural context, highlight the importance of interaction for IP students‘ integration into the academic and social life at university, or as Nora (1993) puts it, interaction helps to develop a strong affiliation with the academic environment‘ (p.223). The value of student-student interactions as well as student-staff interactions in both social and academic contexts has been observed by Kraemer (1999, cited in Krause 2001), Krause (1998, 2001) and Tinto (1993), and may be linked to Terenzini and Pascarella’s (1977) claim that the quality of these interactions have a strong bearing on university retention rates as they influence students‘ ability to navigate successfully though the demands of academic study (Bruffee 1993). Among the issues related to interaction with tutors and lecturers are staff accessibility and availability, and students‘ perceptions of the value of interactions with staff during the assignment writing process (Krause 2001). Another area of staff-student interaction is feedback on assessments, particularly the processes of clarifying and demystifying assignment requirements (Ballard and Clanchy 1997; Krause 2001; Nora 1993; Samuelowicz 1987). But, improving student staff interaction begins with raising staff awareness of student perceptions and expectations, and should be supported by strategies for breaking down communication barriers. Similarly, opportunities to

promote student-student interaction are essential to enhance integration and improve students' overall experience. What constitutes effective transition programs and experiences are linked to students' needs and expectations on the one hand and educational and institutional requirements and expectations on the other hand. However, the above are not always easy to negotiate as they are implied and tacit, and often not explicated in tangible ways. Krause (2001) states that transition can be the effective experience for students by supporting mutual cooperation between university and community to enable them responsive to students' diverse needs by providing positive educational experiences.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the method and procedure of the study, that is, organized under different headings.

The focal point of this study was to explore the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad. A survey design was selected for this study.

3.1 Population of the study

A study population can be defined as all the individuals that meet the sample criteria for inclusion in a study and are sometimes referred to as the target population (Burns & Grove, 2003).

The population of the study included all the students enrolled in Semester Fall 2009, at International Islamic University Islamabad whose entry level was Intermediate (BS in different departments of Faculty of Social Sciences).

S. No	Departments (F09)	Female students	Male Students	Total
7.	BS EDUCATION	17	00	17
8.	BS HISTORY	04	02	06
9.	BS POLITICS & IR	31	37	68
10.	BS SOCIOLOGY	35	09	44
11.	BS MEDIA AND MASS COMMUNICATION	27	32	59
12.	BS PSYCHOLOGY	53	06	59
	Total			253

3.2 Sample of the study

As the population size was not too large to manage so, 100% population was taken as sample of study. This measure is done to ensure that the results are reliable and generalisable (De Vos, 2005). Therefore, in this study, the researcher used purposive sampling technique and taken the whole population through universal sampling technique.

3.3 Research Instrument

For the purpose of data collection, the researcher constructed a questionnaire for students based on 5 point likert scale from strongly agree to Strongly Disagree. While developing the questionnaire, following variables were considered keeping in view previous researches:

1. Orientation program at the department (16 items)
2. Integration into university (09 items)
3. Induction to discipline (04 items)
4. Difference between college and university studies (10 items)
5. Academic issues (16 items)
6. Most difficult challenges encountered during first semester (07 items)
7. Most rewarding aspects encountered during first semester (05 items)

3.4 Improvement in the Questionnaire through expert opinion

The questionnaire was circulated among educational experts for their valued opinion.

(Annexure I)

These experts belonged from Department of Education International Islamic University, Foundation University, Allama Iqbal Open University and Department of Statistics Allama Iqbal Open University. Corrections were incorporated and modified version was administered as final instrument. **(Annexure II)**

3.5 Pilot testing

A pilot study is often defined as a small scale study of the prospective study, and it is conducted to refine the methodological aspects of the study (Burns & Grove, 2003). De Vos, 2005 refer to it as a “dress rehearsal” undertaken to identify possible obstacles. The questionnaire was testified practically through pilot testing on 40 male and female BS students of different departments of Faculty of Social Sciences. The students were of Spring 2009 semester. This group of students was ideal for the pilot study as they were in advanced stages of their undergraduate studies and therefore their responses could be viewed as a reliable reflection of the nature of the questionnaire.

3.6 Reliability of the Questionnaire

Reliability of the questionnaire was calculated by using Cronbach's alpha which is commonly used as a measure of the internal consistency or reliability of a test for a sample of examinees. The calculated value was 0.932 which comes in excellent range according to Cronbach, Lee J., and Richard J. Shavelson (2004).

3.7 Data collection

The data were collected through personal visits to all the Departments of Faculty of Social Sciences, International Islamic University Islamabad. Data were collected from students through Questionnaires. Total response rate was 75%.

Department wise response rate is as under:

S. No	Departments (F09)	Respondents
1.	Education	14
2.	Psychology	37
3.	Mass Communication	36
4.	Sociology	35
5.	International Relations	62
6.	History	6
	Total	190

3.8 Ethical considerations

The ethical considerations for this particular study are stated below:

The ethical principle of beneficence was used during the research where potential benefits of the research to individuals and society had been maximized and potential harms had been minimized. (Ross & Deverall, 2004)

This study posed no threat to the safety and dignity of participants. Confidentiality was ensured by ensuring easy and safe participation, confidentiality of participants as well as their responses. Raw data have been secured and will be destroyed.

3.9 Data analysis

Data analysis in quantitative studies are conducted to reduce, organize, give meaning to the data and to address the research aim and its specific objectives (Burns & Grove, 2003).

Data analysis was done using SPSS 16, a data-managing package. SPSS is used widely among social science researchers for calculating specifications that allows the researcher to make different kinds of inferences of the research problem. SPSS allows the researcher to generate analysis using descriptive statistics and present it with high quality tabular and graphical output.

Mean was applied to identify academic transitional experiences and a value Of 4 and above means that the students agreed with the individual statement, t-test was applied to check gender differences regarding academic transitional experiences and ANOVA was applied to find out department wise differences regarding academic transitional experiences. Wherever ANOVA score was significant Post-Hoc were applied. Graphs were also constructed for further explanation.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with analysis and interpretation of data.

The main objectives of the study were to explore the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad, to compare the gender differences in academic transitional experiences of undergraduate students during their first semester at International Islamic University Islamabad and to compare the differences in academic transitional experiences of undergraduate students of different Departments of faculty of Social Sciences during their first semester at International Islamic University Islamabad. The population of the study included all the students Semester Fall 2009 of Faculty of Social Sciences International Islamic University, Islamabad whose entry level was Intermediate and through purposive sampling technique and 100 % of the population was taken as sample of the study. A questionnaire was developed to obtain the views about the required data. Mean test was applied to identify academic transitional experiences, t-test was applied to check gender differences regarding academic transitional experiences and analysis of variance (ANOVA) was applied to find out department wise differences regarding

academic transitional experiences. Wherever ANOVA score was found significant Post-Hoc was applied.

Table 4.1 Mean dimension wise

Serial No.	N	Minimum	Maximum	Mean
Orientation program at the department	190	1.00	5.00	3.04
Integration into university	190	1.00	5.00	3.61
Induction to discipline	190	1.00	5.00	3.79
Difference between college and university studies	190	1.00	5.00	3.93
Academic Issues	190	1.00	5.00	3.44
Most difficult challenges	190	1.00	5.00	3.71
Most rewarding aspects	190	1.00	5.00	3.75
overall	190	1.00	5.00	2.3596E2

Table 4.1 shows the results about the experiences of students regarding all dimensions of academic transitional experience of the undergraduate students. High-test score (55.12) is on the dimension of academic issues at the department and lowest score (15.16) is on the dimension of induction to discipline, which further shows that all the departments have given importance to academic issues to undergraduate students. Overall mean score (2.3) shows about the overall academic transitional experiences of undergraduate students and it shows they face difficulty in managing the transitional issues.

Table 4.2 Department wise mean values

Department		Orientation programs at the department	Integration into university	Induction to discipline	Difference between college and university studies	Academic Issues	Most difficult challenges	Most rewarding aspects
Education	Mean	3.2410688	3.48147778	3.75	3.87143	3.785712	3.6530571	3.88572
Psychology	Mean	2.9375	4.44444444	4.25	3.9	4	4.2857142	4
Mass Communication	Mean	3.121525	3.42592222	3.68055	3.71111	3.392362	3.5714285	3.23334
Sociology	Mean	3.2446438	3.72381111	3.80715	3.88857	3.446431	3.9591857	4.08
International Relations	Mean	2.6333313	3.5448	3.766125	4.1	3.310481	3.4746571	3.56774
History	Mean	3.9166688	4.33333333	4.5	4.33333	4.166668	4.2381	4.73334

Table 4.2 reveals departmental wise mean value against the responses of undergraduates students enrolled in first semester. If we see the overall mean value of academic transitional experiences faced by students of different departments, students of history

department faced higher difference in all the transitional process with the mean value of 2.8 and on the other hand students of International relations faced a little bit lower difference as compared to history department but mean value 2.25 shows a little difference among them.

Table 4.3 The orientation program at the department

Orientation program at the department	Gender	N	Mean	Std. Deviation	df	T value
	Female	138	49.4203	14.50437	188	1.109
	Male	52	46.7200	15.41407		

Table value at 0.05 = 2.02

Table 4.3 shows the clear description of above dimension orientation program at the department. T value (1.109) is less than the table value and it means there is no significant difference between male and female undergraduate students, although there is difference in mean values of both groups that is in favor of female students. So both male and female students are having the same views on orientation program at the department.

Table 4.4 The integration into university

	Gender	N	Mean	Std. Deviation	df	T value
Integration into university	Female	138	33.0435	6.85711	188	1.533
	Male	52	31.2800	7.27602		

Table value at 0.05 = 2.02

Table 4.4 shows the clear description of above dimension integration into university. T value (1.533) is less than the table value and it means there is no significant difference between male and female undergraduate students, although there is difference in mean values of both groups that is in favor of female students. So both male and female students are having the same views on integration into university.

Table 4.5 The induction to discipline

Induction to discipline	Gender	N	Mean	Std. Deviation	df	T value
	Female	138	15.4783	3.07858	188	2.230
	Male	52	14.3462	3.22906		

Table value at 0.05 = 2.02

Table 4.5 shows the clear description of above dimension Induction to discipline. T value (2.230) is greater than the table value and it means there is significant difference between male and female undergraduate students that is in favor of female students due to mean value. So it is clear that female students are having less difficulty on integration into university as compared to male students.

Table 4.6 The difference between college and university studies

Difference between college and university studies	Gender	N	Mean	Std. Deviation	df	T value
	Female	138	39.7536	5.89545	188	1.449
	Male	52	38.3462	6.16087		

Table value at 0.05 = 2.02

Table 4.6 shows the clear description of above dimension difference between college and university studies. T value (1.448) is less than the table value and it means there is no significant difference between male and female undergraduate students, although there is difference in mean values of both groups that is in favor of female students. So both male and female students are having the same views on difference between college and university studies.

Table 4.7 The academic Issues

	Gender	N	Mean	Std. Deviation	df	T value
Academic Issues	Female	138	56.0725	8.59353	188	2.593
	Male	52	52.6154	7.01302		

Table value at 0.05 = 2.02

Table 4.7 shows the clear description of above dimension academic issues in transition experiences. T value (2.593) is greater than the table value and it means there is significant difference between male and female undergraduate students that is in favor of female students due to high mean value. So it is clear that female students are having less difficulty in academic issues as compared to male students.

Table 4.8 The most difficult challenges

Most difficult challenges	Gender	N	Mean	Std. Deviation	df	T value
	Female	138	26.5507	5.83855	188	2.175
	Male	52	24.6154	4.32119		

Table value at 0.05 = 2.02

Table 4.8 shows the clear description of above dimension most difficult challenges in transition process. T value (2.175) is greater than the table value and it means there is significant difference between male and female undergraduate students, although there is difference in mean values of both groups that is in favor of female students. So it is clear that female students are having fewer challenges in transition process.

Table 4.9 The most rewarding aspects

Most rewarding aspects	Gender	N	Mean	Std. Deviation	df	T value
	Female	138	18.9565	5.70167	188	0.717
	Male	52	18.3462	3.68295		

Table value at 0.05 = 2.02

Table 4.9 shows the clear description of above dimension that is most rewarding aspects. T value (0.717) is less than the table value and it means there is no significant difference between male and female undergraduate students, although there is difference in mean values of both groups that is in favor of female students. So both male and female students are having the same views on most rewarding aspects.

Table 4.10 Overall transitional experiences

overall	Gender	N	Mean	df	T value
	Female	138	2.3928E2	188	2.233
	Male	52	2.2642E2		

Table value at 0.05 = 2.02

Table 4.10 shows the clear description about overall transition experiences of undergraduate students. T value (2.233) is greater than the table value and it means there is significant difference between male and female undergraduate students that is in favor of female students. So it is clear that female students are having fewer difficulties in overall transitional experiences in university as compared to male students.

Table 4.11 Combine responses of students about all aspects of transitional experiences

	Gender	N	df	T value
Orientation program at the department	Female	138	188	1.109
	Male	52		
Integration into university	Female	138	188	1.533
	Male	52		
Induction to discipline	Female	138	188	2.230
	Male	52		

Difference between college and university studies	Female	138	188	1.449
	Male	52		
Academic Issues	Female	138	188	2.593
	Male	52		
Most difficult challenges	Female	138	188	2.175
	Male	52		
Most rewarding aspects	Female	138	188	0.717
	Male	52		
overall	Female	138	188	2.233
	Male	52		

Table 4.11 shows the combine t-values against the responses of undergraduates students about academic transitional experiences that is both male and female students are having the same views on orientation program at the department, both male and female students

are having the same views on integration into university, female students are having less difficulty on integration into university as compared to male students, both male and female students are having the same views on difference between college and university studies, female students are having less difficulty in academic issues as compared to male students, female students are having lesser challenges in transition process, both male and female students are having the same views on most rewarding aspects and in conclusion it is clear that female students are having less difficulties in overall transitional experiences in universities as compared to male students.

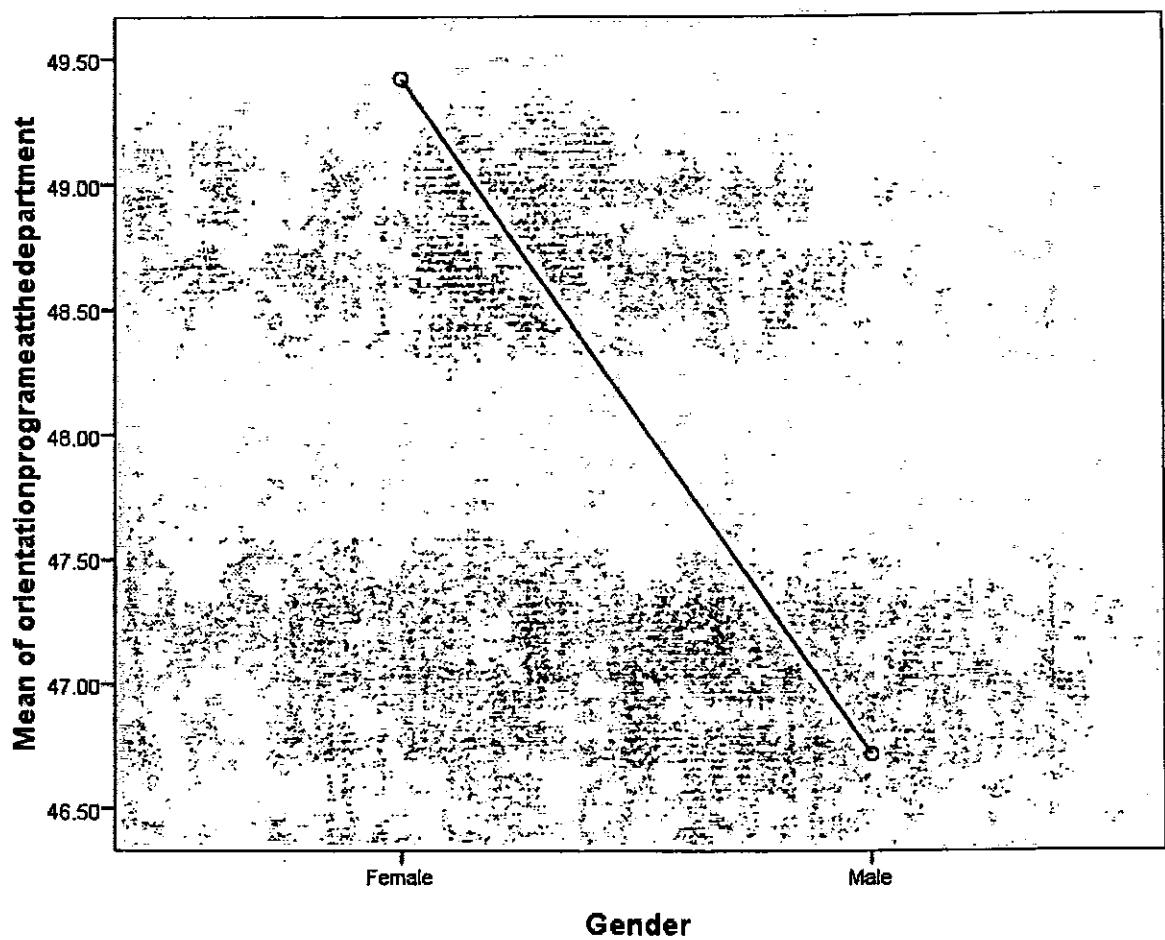


Figure 4.1 Means Plot of male and female students about orientation program at the department

Above plotted mean displays that female students were of the view that orientation program at the department was more useful with mean value of 49.50 as compared to responses of male students that feel less useful it with mean value of 46.50.

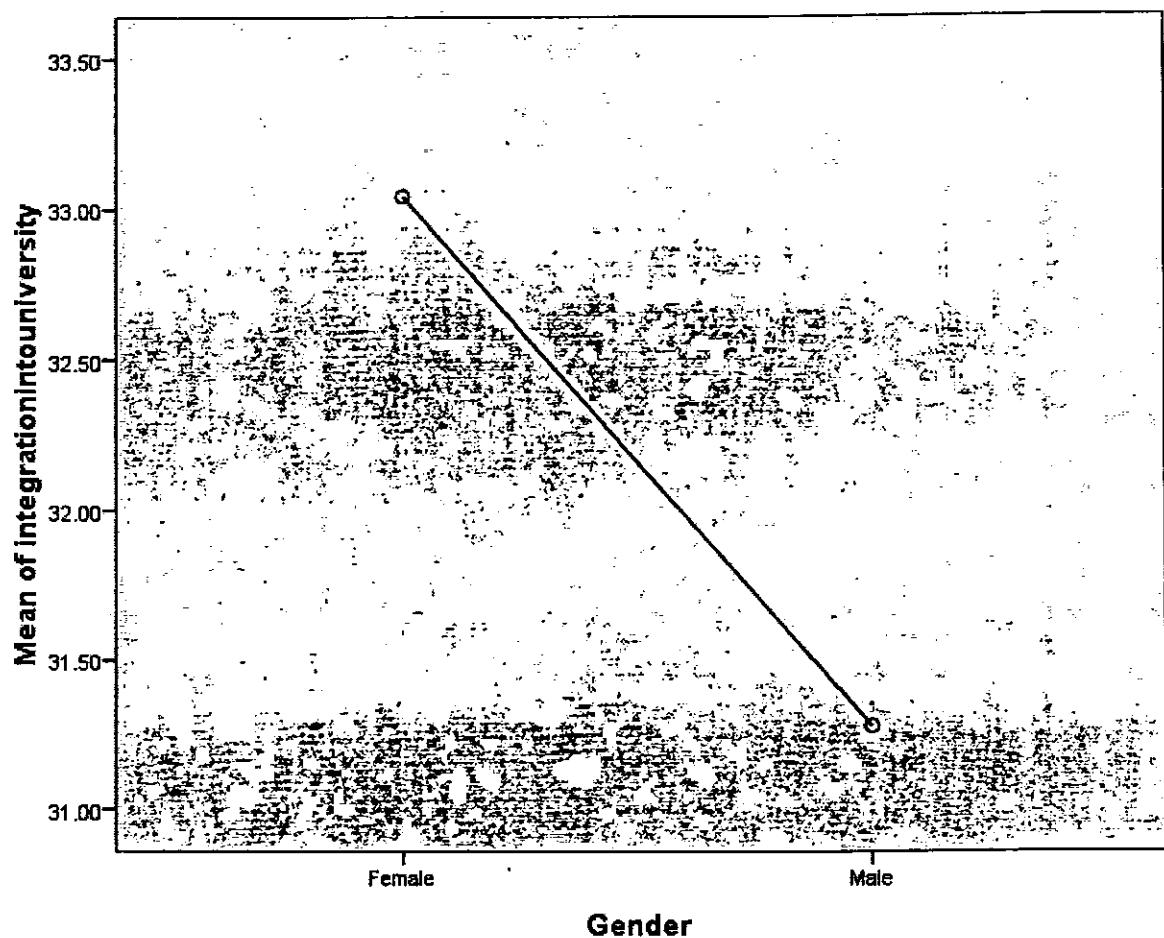


Figure 4.2 Means Plot of male and female students about integration into university

Above plotted mean displays that female students were of the view that they felt easy regarding integration in to university with mean value of 33.00 as compared to male students they respond against it with mean value of 31.00.

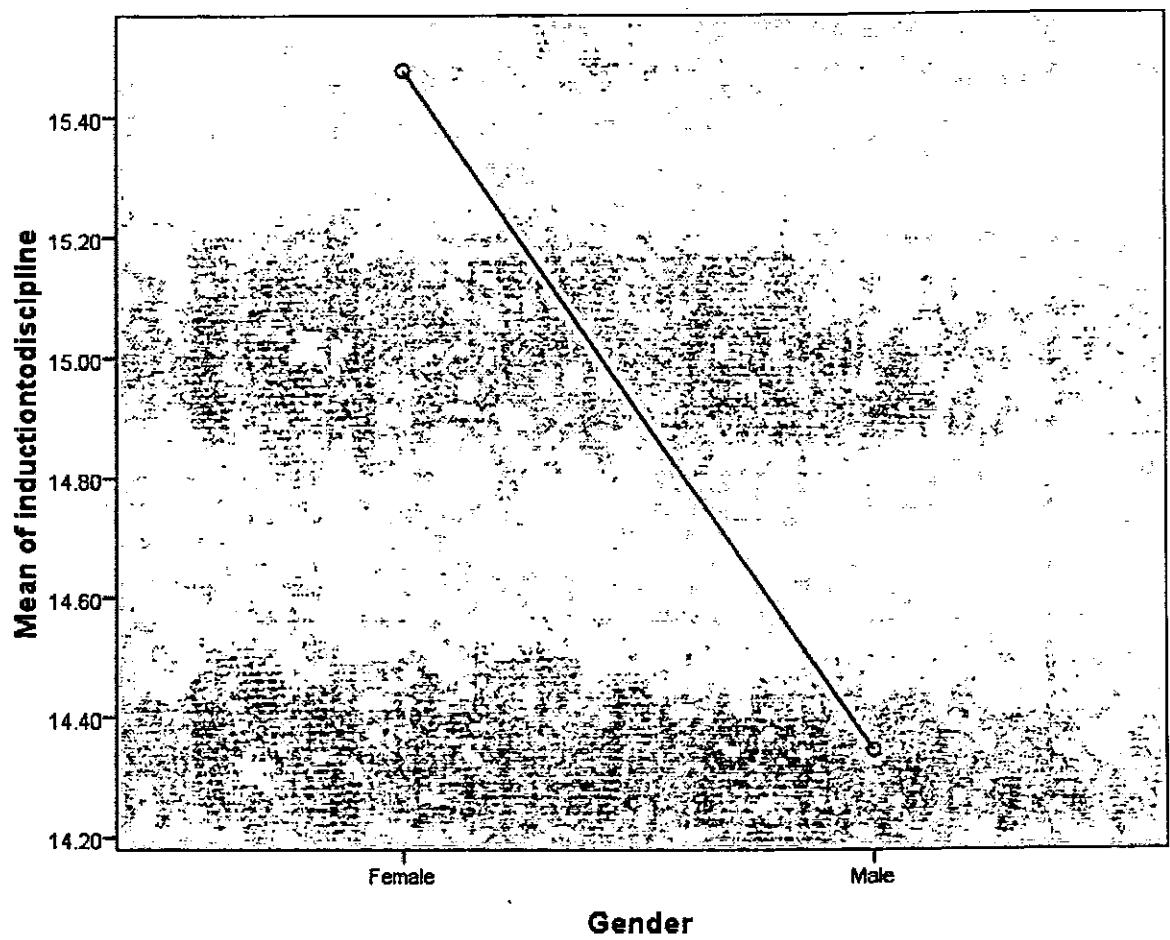


Figure 4.3 Means Plot of male and female students about induction to discipline

Above plotted mean displays that female students were of the view that they felt induction to discipline easier with mean value of more than 15.40 as compared to male students they responded against it with mean value of 14.40.

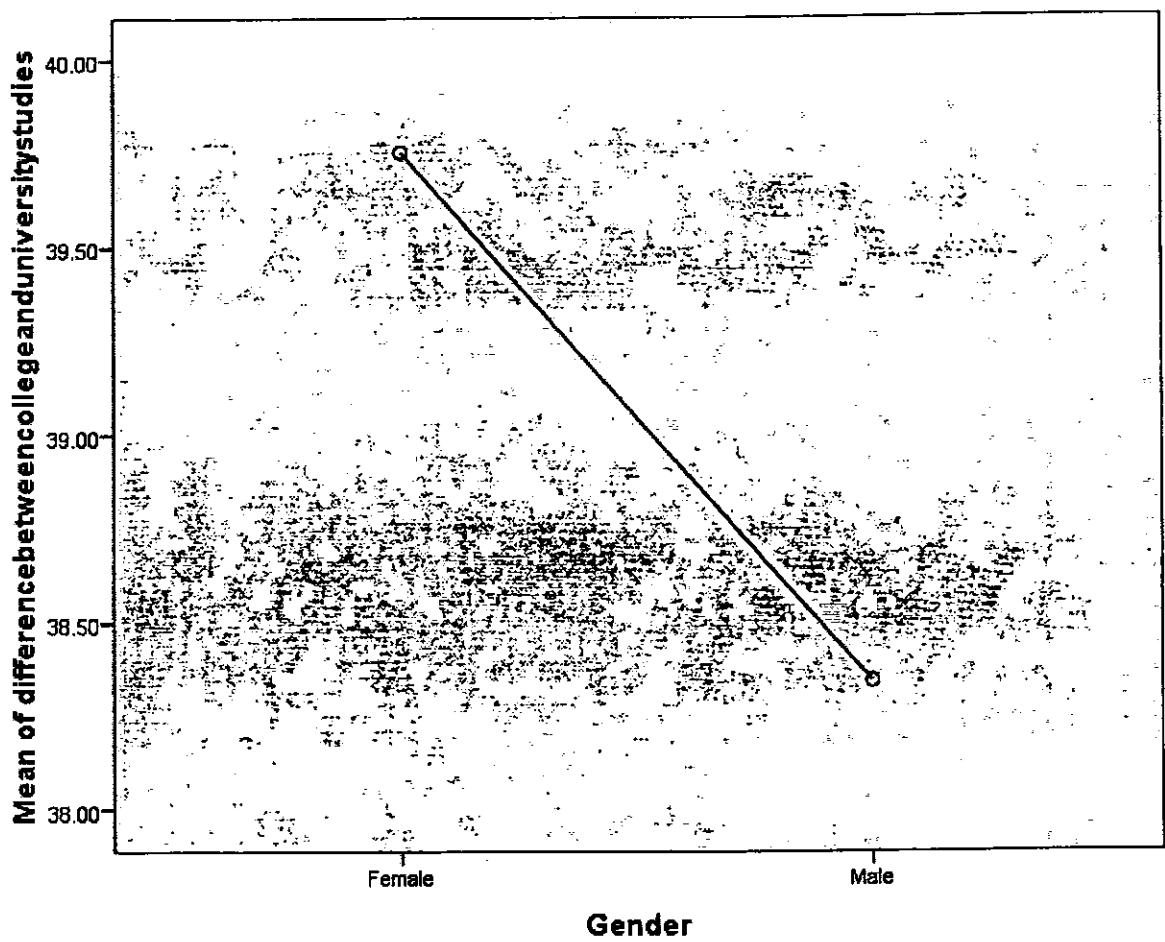


Figure 4.4 Means Plot of male and female students about difference between college and university studies

Above plotted mean displays that female students were of the view that they felt more difference between college and university studies with mean value of 40.00 as compared to male students they respond against it with mean value of 38.50.

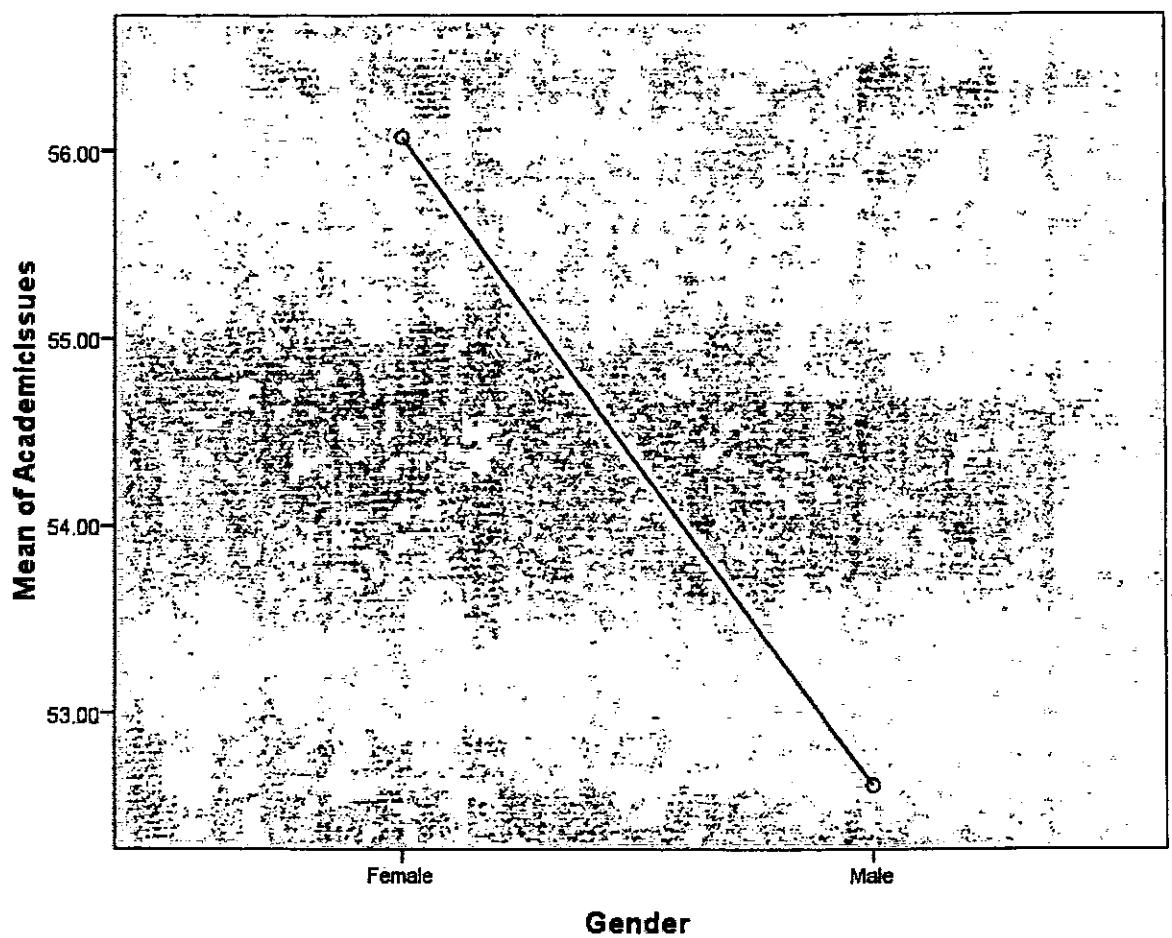


Figure 4.5 Means Plot of male and female students about academic issues

Above plotted mean displays that female students were of the view that they felt more problems regarding academic issues with mean value of 56.00 as compared to male students they respond against it with mean value of 53.00.

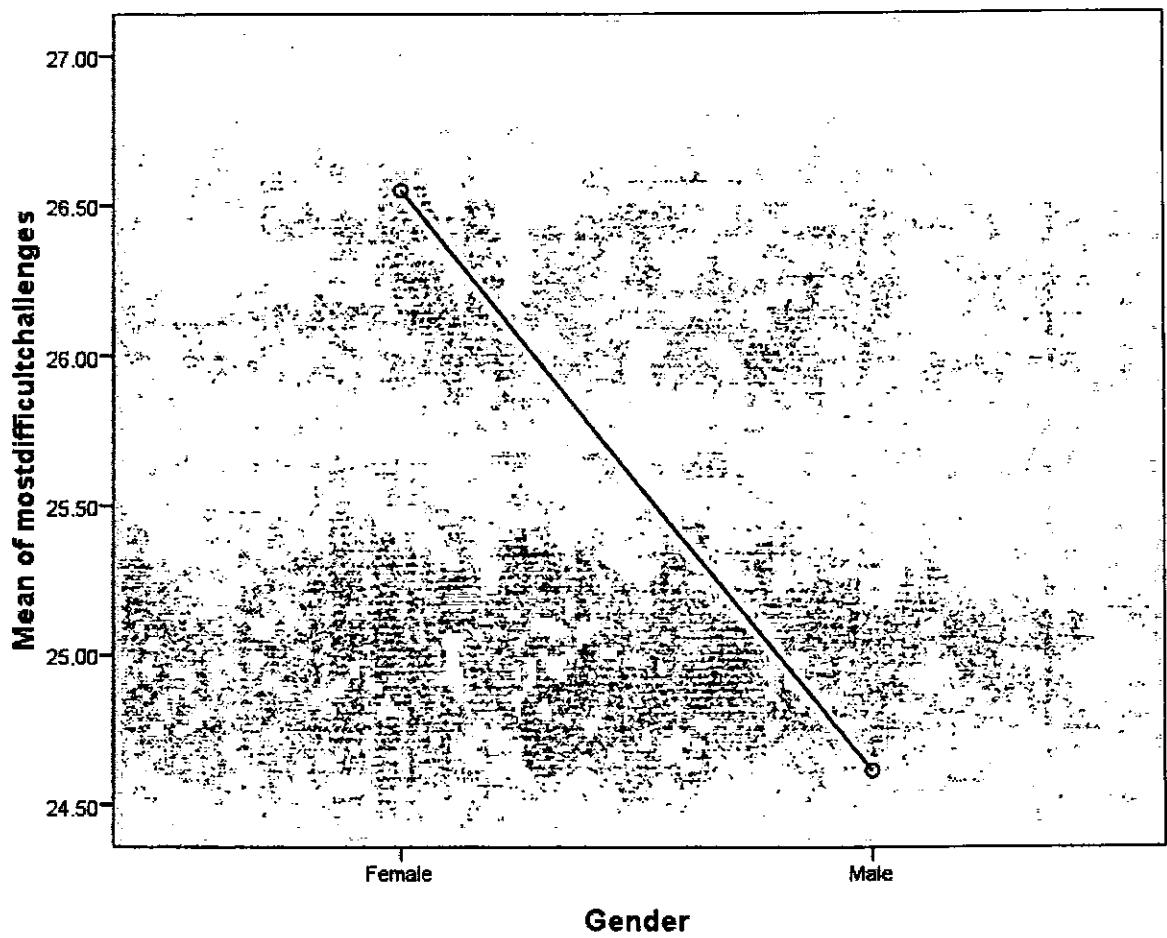


Figure 4.6 Means Plot of male and female students about most difficult challenges

Above plotted mean displays that female students were of the view that they felt more problems regarding most difficult challenges with mean value of 26.50 as compared to male students they respond against it with mean value of 25.00.

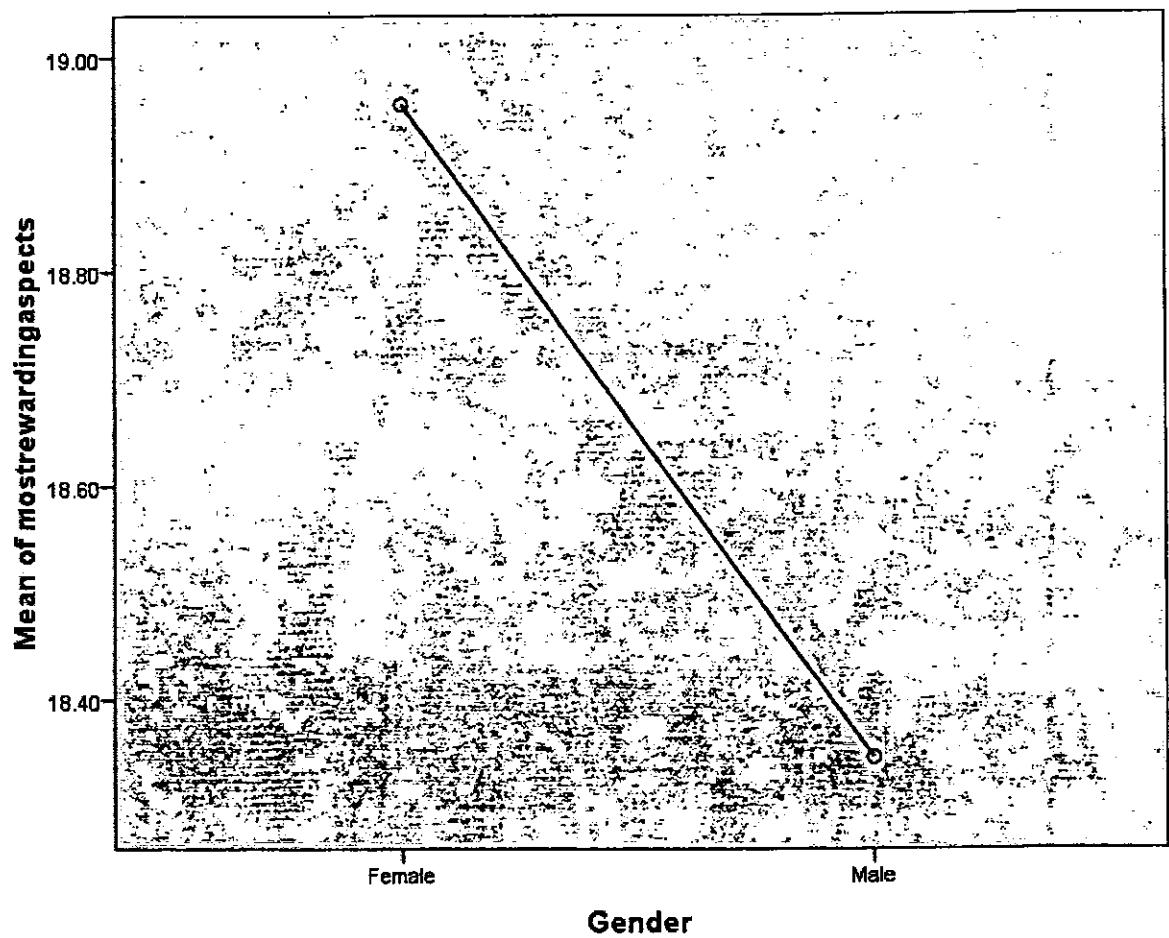


Figure 4.7 Means Plot of male and female students about most rewarding aspects

Above plotted mean displays that female students were of the view that they felt more satisfied with rewarding aspects in universities with mean value of 19.00 as compared to male students they respond against it with mean value of 18.40.

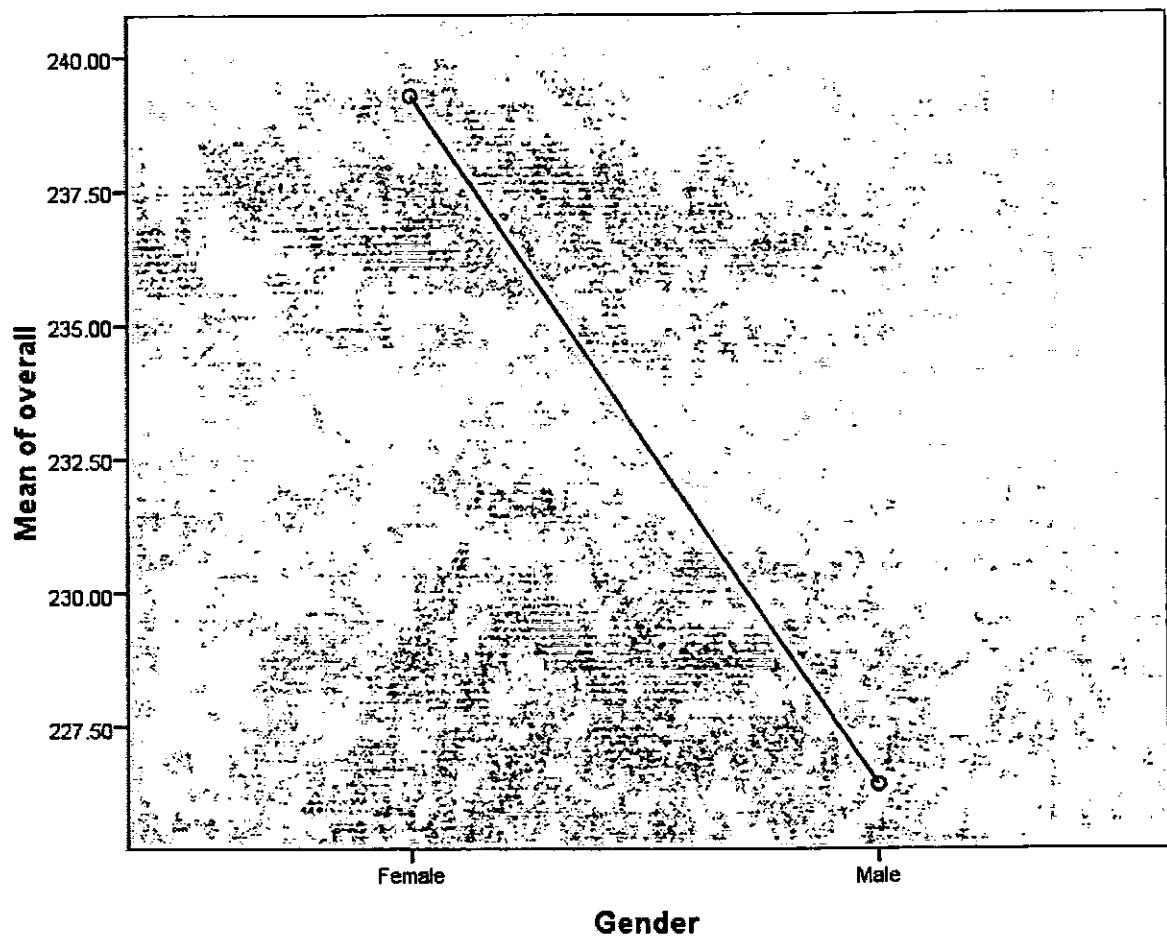


Figure 4.8 Means Plot of male and female students about overall transition experiences

Above plotted mean displays that female students were of the view that they felt lesser problems regarding overall academic transitional issues with mean value of 240.00 as compared to male students they respond against it with mean value of 227.50.

Table 4.12 Analysis of variance on orientation program at the departments

	F	Sig.
Between Groups	4.728	.000

Table value at 0.05 = 2.21

Table 4.12 shows statistics against the responses of undergraduate students on orientation program at the department. Significance value .000 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 4.728 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.12.1The post Hoc multiple comparisons on orientation program at the department

S.No	Pairs	Mean Difference	p-value
1	Education vs. International Relations	9.72381	.021

2	Mass Communications vs. International Relations	7.81111	.009
3	Sociology vs. International Relations	9.80075	.000
4	History vs. International Relations	12.7222	.042
5	History vs. Mass Communications	20.5333	.001

Table 4.12.1 shows the multiple comparisons among Education, International relation, Mass communications Sociology and History departments, which shows that mean score on orientation program of the department of education, sociology, mass communications and history is significantly higher than the department of international relations, and the mean score of history department is significantly higher than the department of mass communication. It is clear that the mean score of history department is significantly higher and the mean score of department of international relations is significantly lower in the group.

Table 4.13 Analysis of variance on integration in to university

	F	Sig.
Between Groups	2.443	.036

Table value at 0.05 = 2.21

Table 4.13 shows statistics against the responses of undergraduate students on integration in to university. Significance value .036 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 2.443 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.13.1 Post Hoc multiple comparisons on integration to university

S.No	Pairs	Mean Difference	p-value
1	History vs. Education	7.66667	.028
2	History vs. Mass Communications	8.16667	.017
3	History vs. International Relations	7.09677	.008

Table 4.13.1 shows the multiple comparisons among Education, International relation, Mass communications and History departments, which shows that mean score on

integration to university of the department of history is significantly higher than the department of mass communication, education and International relation, and the mean score of history department is significantly higher than the department of mass communication. It is clear that the mean score of history department is significantly higher and the mean score of department of international relations and education is significantly lower in the group.

Table 4.14 Analysis of variance on induction to discipline

	F	Sig.
Between Groups	1.283	.273

Table value at 0.05 = 2.21

Table 4.14 shows statistics against the responses of undergraduate students on difference between college and university studies. Significance value .273 is greater than the critical value (α) that is 0.05 that indicates no significant difference between all the taken departments and the F-value 1.283 is less than the table value that is showing some significant impact of departments between them. It is clear in above table that students of

undergraduate students of all selected departments face equal difficulty regarding induction to discipline.

Table 4.15 Analysis of variance on difference between college and university studies

	F	Sig.
Between Groups	2.715	.022

Table value at 0.05 = 2.21

Table 4.15 shows statistics against the responses of undergraduate students on difference between college and university studies. Significance value .022 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 2.715 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.15.1 Post Hoc multiple comparisons on difference between college and university studies

S.No	Pairs	Mean Difference	p-value
1	International Relations vs. Mass Communications	3.88889	.002
2	International Relations vs. Sociology	2.11429	.040
3	History vs. Mass Communications	6.22222	.017

Table 4.15.1 shows the multiple comparisons among International relation, Mass communications, Sociology and History departments, which shows that mean score on difference between college and university studies of the department of history is significantly higher than the department of mass communication and international relations, and the mean score of history department is significantly higher than the department of mass communication. It is clear that the mean score of history department is significantly higher and the mean score of department of sociology is significantly lower in the group.

Table 4.16 Analysis of variance on academic issues

	F	Sig.
Between Groups	5.449	.000

Table value at 0.05 = 2.21

Table 4.16 shows statistics against the responses of undergraduate students on academic issues. Significance value .000 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 5.449 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.16.1 Post Hoc multiple comparisons on academic issues

S.No	Pairs	Mean Difference	p-value
1	Education vs. Mass Communications	6.29365	.012
2	Education vs. International Relations	5.42857	.019
3	Education vs. Sociology	7.60369	.001
4	History vs. Mass Communications	12.38889	.000
5	History vs. Sociology	11.52381	.001
6	History vs. International Relations	13.69892	.000

Table 4.16.1 shows the multiple comparisons among Education, International relation, Mass communications, sociology and History departments, which shows that mean score on academic issues of the department of history is significantly higher than the department of international relations, and the mean score of history department is significantly higher than the department of Education. It is clear that the mean score of history department is significantly higher and the mean score of department of International Relations is significantly lower in the group.

Table 4.17 Analysis of variance on most difficult challenges

	F	Sig.
Between Groups	3.737	.003

Table value at 0.05 = 2.21

Table 4.17 shows statistics against the responses of undergraduate students on orientation program at the department. Significance value .003 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 3.737 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.17.1 Post Hoc multiple comparisons on most difficult challenges

S.No	Pairs	Mean Difference	p-value
1	Sociology vs. Mass Communications	2.71429	.014
2	Sociology vs. International Relations	3.39171	.000
3	History vs. Mass Communications	4.66667	.049
4	History vs. International Relations	5.34409	.020

Table 4.17.1 shows the multiple comparisons among International relation, Mass communications, Sociology and History departments, which shows that mean score on integration to university of the department of history is significantly higher than the department of International Relations, and the mean score of history department is significantly higher than the department of Sociology. It is clear that the mean score of

history department is significantly higher and the mean score of department of Sociology is significantly lower in the group.

Table 4.18 Analysis of variance on most rewarding aspects

	F	Sig.
Between Groups	5.180	.000

Table value at 0.05 = 2.21

Table 4.18 shows statistics against the responses of undergraduate students on most rewarding aspects. Significance value .000 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 5.180 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.18.1 Post Hoc multiple comparisons on most rewarding aspects

S.No	Pairs	Mean Difference	p-value
1	Education vs. Mass Communications	3.26190	0.038
2	Sociology vs. Mass Communications	4.23333	0.001
3	Sociology vs. International Relations	2.56129	0.003
4	History vs. Mass Communications	7.50000	0.001
5	History vs. International Relations	5.82796	0.007

Table 4.18.1 shows the multiple comparisons among Education, International relation, Mass communications, Sociology and History departments, which shows that mean score on integration to university of the department of history is significantly higher than the department of mass communication, and the mean score of history department is significantly higher than the department of Sociology. It is clear that the mean score of history department is significantly higher and the mean score of department of international relations is significantly lower in the group.

Table 4.19 Analysis of variance on overall academic transitional experiences of undergraduate students

	F	Sig.
Between Groups	5.086	.000

Table value at 0.05 = 2.21

Table 4.19 shows statistics against the overall responses of undergraduate students on academic transition experiences. Significance value .000 is less than the critical value (α) that is 0.05 that indicates a significant difference between all the taken departments and the F-value 5.086 is greater than the table value that is showing some significant impact of departments between them. So it is decided to run POST HOC test for further clarification and interpretation.

Table 4.19.1 Overall post Hoc multiple comparisons on academic transitional experience of students

S.No	Pairs	Mean Difference	p-value
1	History vs. Education	37.16667	0.025

2	History vs. Mass Communications	57.66667	0.001
3	History vs. Sociology	40.20000	0.005
4	History vs. International Relations	54.94444	0.001

Table 4.19.1 shows the multiple comparisons among Education, International relation, Mass communications, Sociology and History departments, which shows that mean score on integration to university of the department of history is significantly higher than the department of mass communication, and the mean score of history department is significantly higher than the department of History. It is clear that the mean score of history department is significantly higher and the mean score of department of Education is significantly lower in the group.

Table 4.20 Combine ANOVA statistics table

		F	Sig.
Orientation program at the department	Between Groups	4.728	.000
Integration into university	Between Groups	2.443	.036
Induction to discipline	Between Groups	1.283	.273

Difference between college and university studies	Between Groups	2.715	.022
Academic Issues	Between Groups	5.449	.000
Most difficult challenges	Between Groups	3.737	.003
Most rewarding aspects	Between Groups	5.180	.000
Overall	Between Groups	5.086	.000

Table 4.20 shows the combine ANOVA against the responses of undergraduates students about academic transitional experiences in different departments that mean score of History department is significantly higher and the mean score of department of international relations is significantly lower in the groups, mean score of history department is significantly higher and the mean score of department of international relations and education is significantly lower in the groups, students of undergraduate students of all selected departments face equal difficulty regarding induction to discipline, the mean score of history department is significantly higher and the mean score of department of sociology is significantly lower in the groups, mean score of history department is significantly higher and the mean score of department of International Relations is significantly lower in the groups, the mean score of history department is significantly higher and the mean score of department of Sociology is significantly lower in the groups, mean score of history department is significantly higher and the mean score

of department of international relations is significantly lower in the groups and in overall calculations it is clearly mentioning that mean score of history department is significantly higher and the mean score of department of Education is significantly lower in the groups.

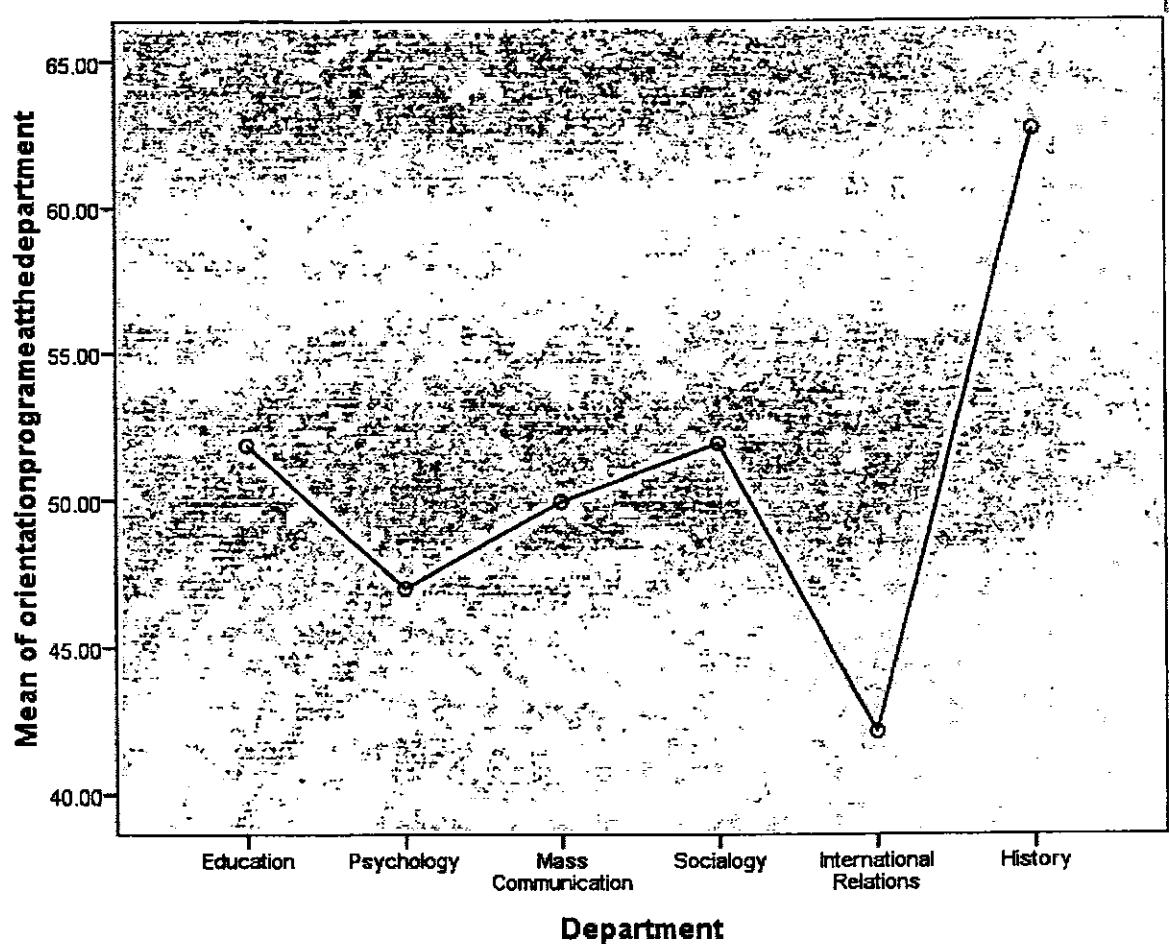


Figure 4.9 Mean plots of orientation program at the department

Above graph shows the difference between mean among departments on orientation program at the department. History department is on the top with high mean value and International relation department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and International relation department's students face high difficulties regarding orientation program at the department.

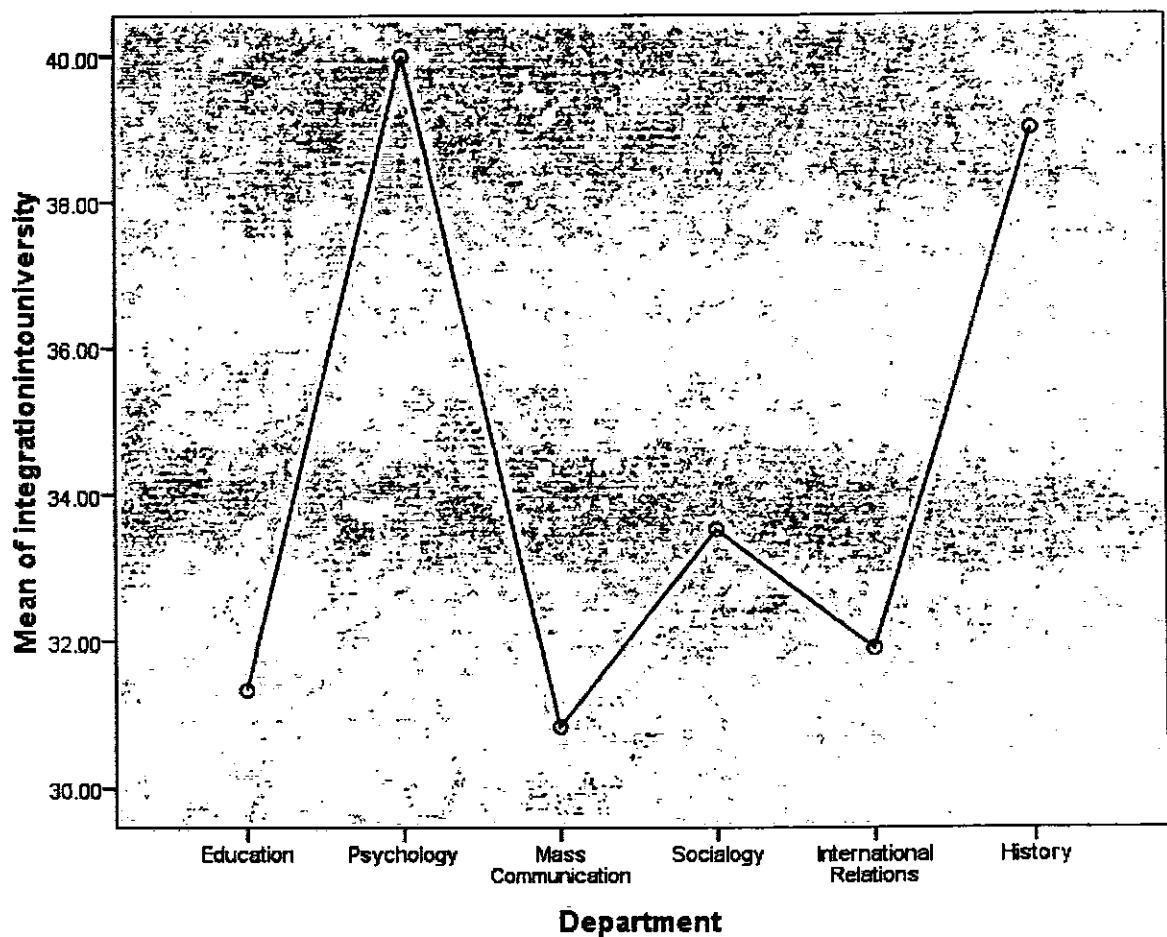


Figure 4.10 Mean plots of integration into university

Above graph shows the difference between mean among departments on integration into university. Psychology department is on the top with high mean value and Mass communication department is on the top lower level with low mean value. This shows that students of psychology department face low difficulties on orientation program at the department as compared to other departments and Mass communication department's students face high difficulties regarding integration into university.

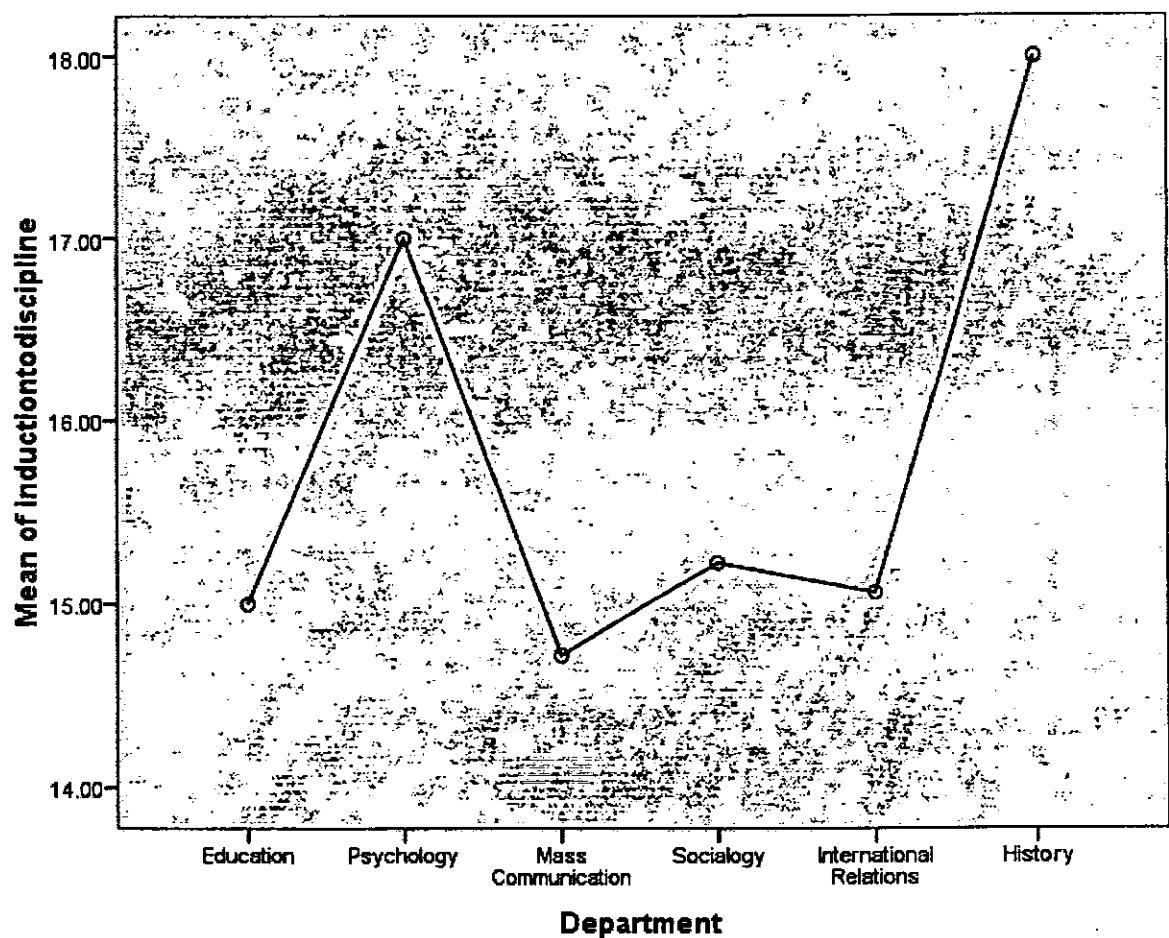


Figure 4.11 Mean plots of induction to discipline

Above graph shows the difference between mean among departments on induction to discipline. History department is on the top with high mean value and mass communication department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and mass communication department's students face high difficulties regarding induction to discipline.

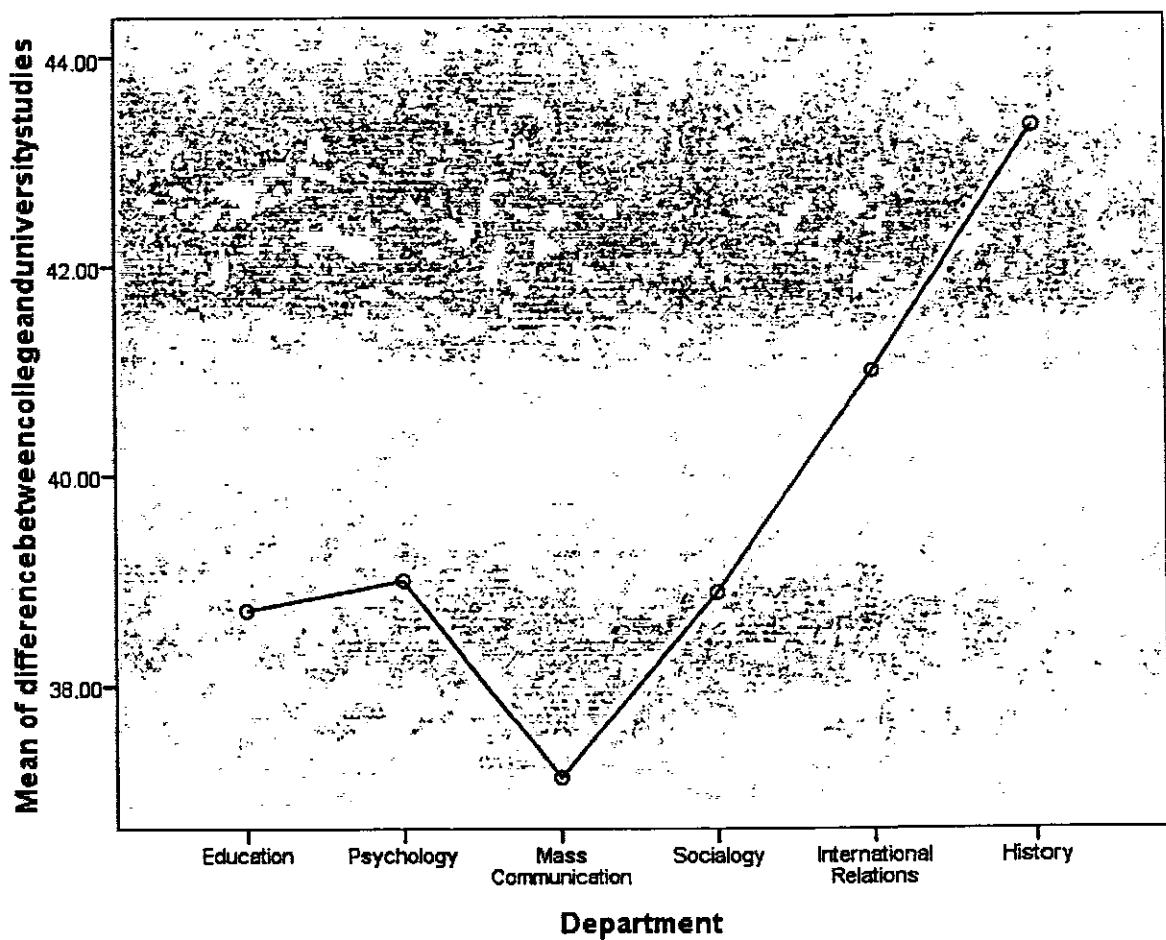


Figure 4.12 Mean plots of difference between college and university studies

Above graph shows the difference between mean among departments on difference between college and university studies. History department is on the top with high mean value and mass communication department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and mass communication department's students face high difficulties regarding difference between college and university studies.

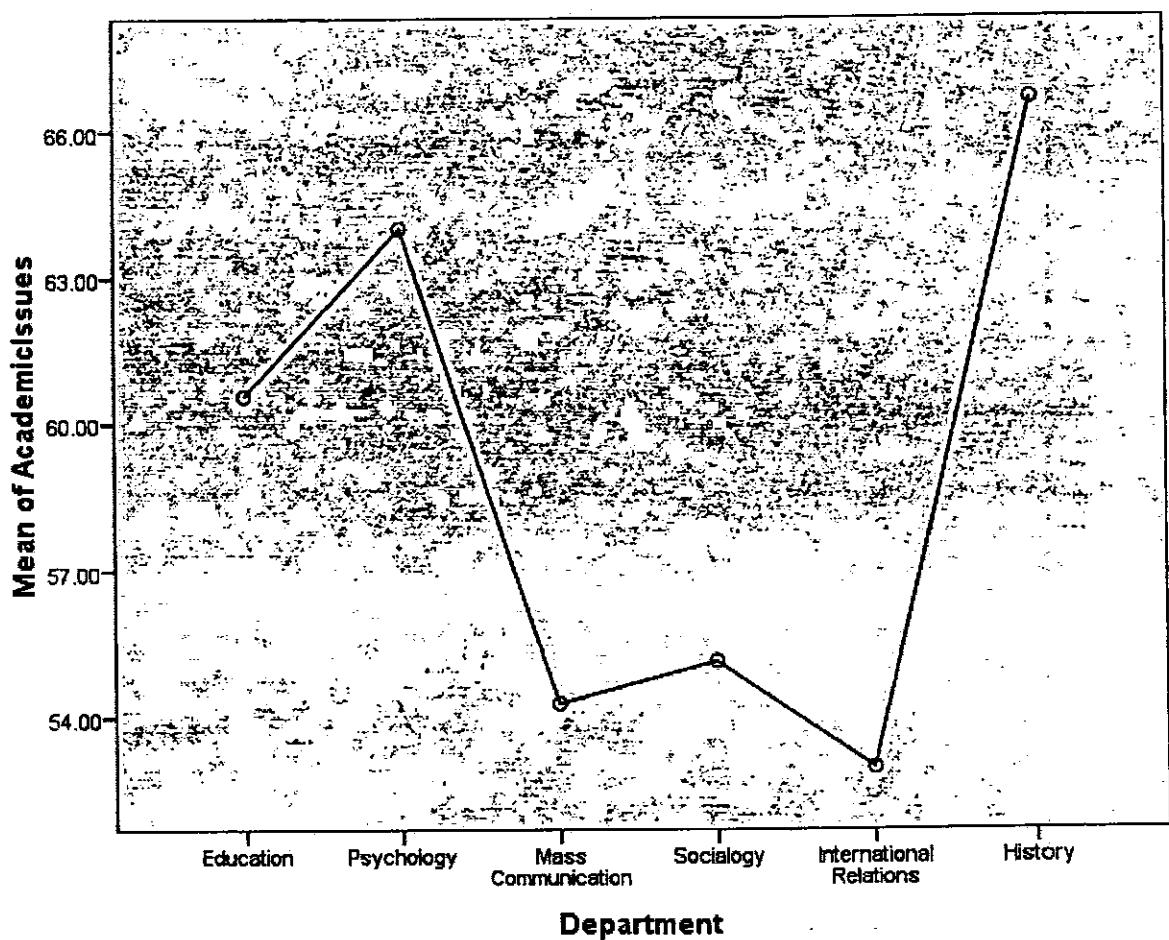


Figure 4.13 Mean plots of academic issues

Above graph shows the difference between mean among departments on academic issues. History department is on the top with high mean value and International relation department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and International relation department's students face high difficulties regarding academic issues.

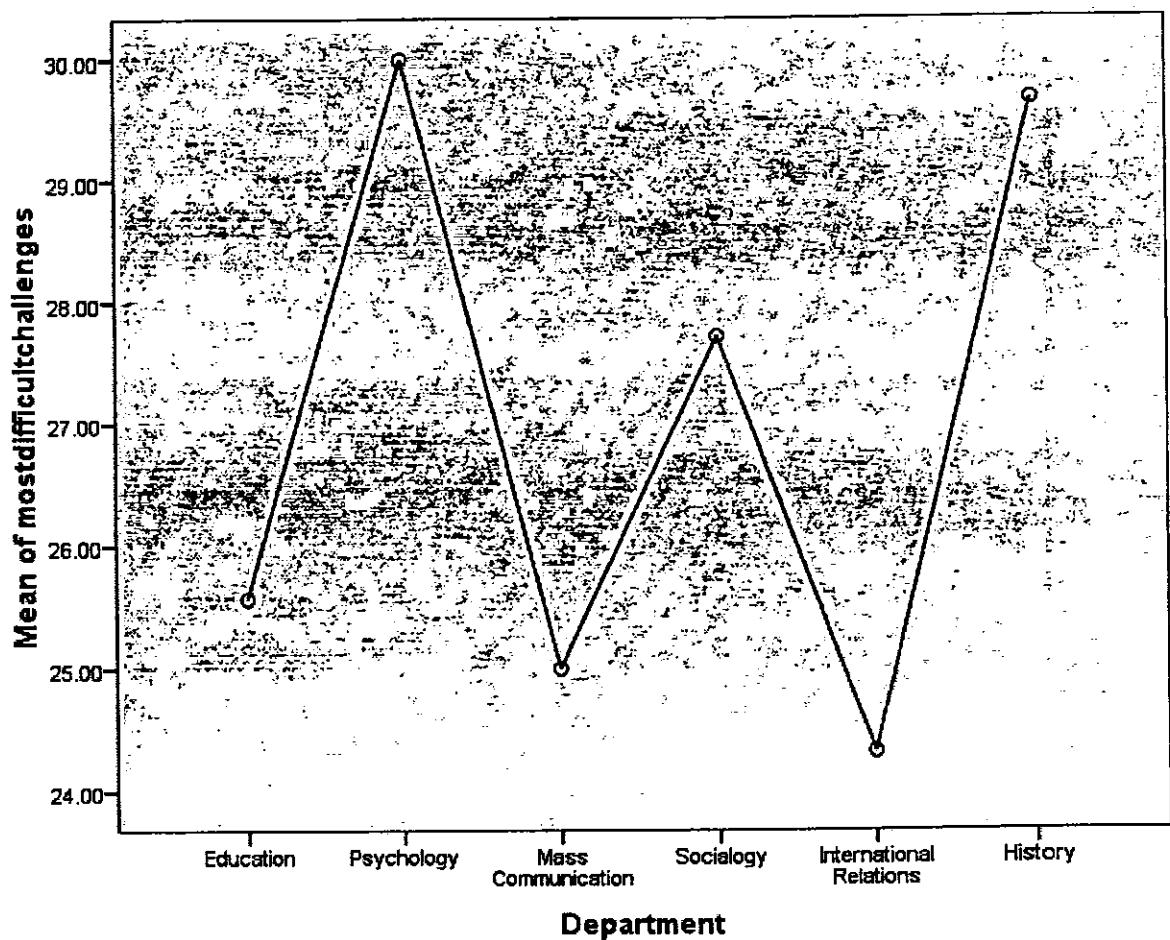


Figure 4.14 Mean plots of most difficult challenges

Above graph shows the difference between mean among departments on most difficult challenges. History department is on the top with high mean value and International relation department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and International relation department's students face high difficulties regarding most difficult challenges.

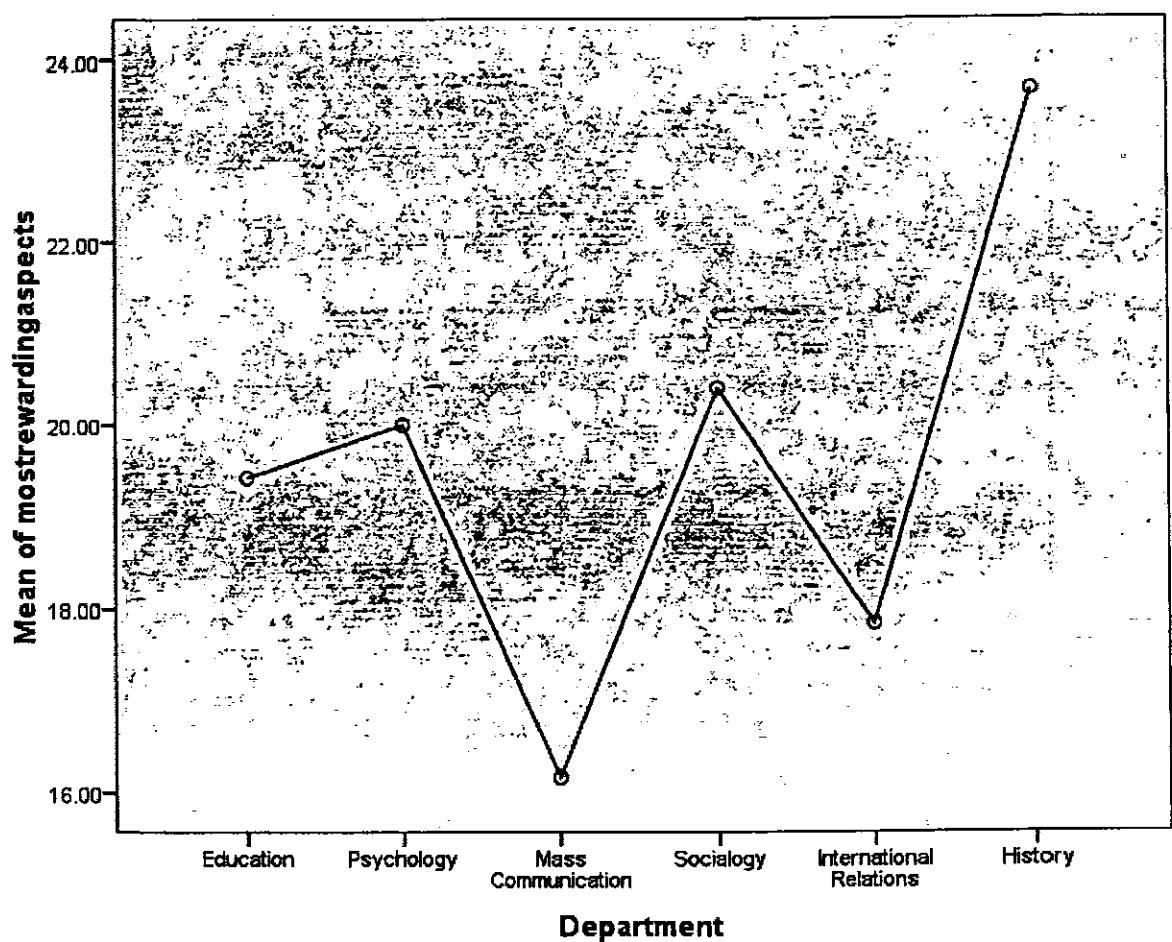


Figure 4.15 Mean plots of most rewarding aspects

Above graph shows the difference between mean among departments on most rewarding aspects. History department is on the top with high mean value and International relation department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and International relation department's students face high difficulties regarding most rewarding aspects.

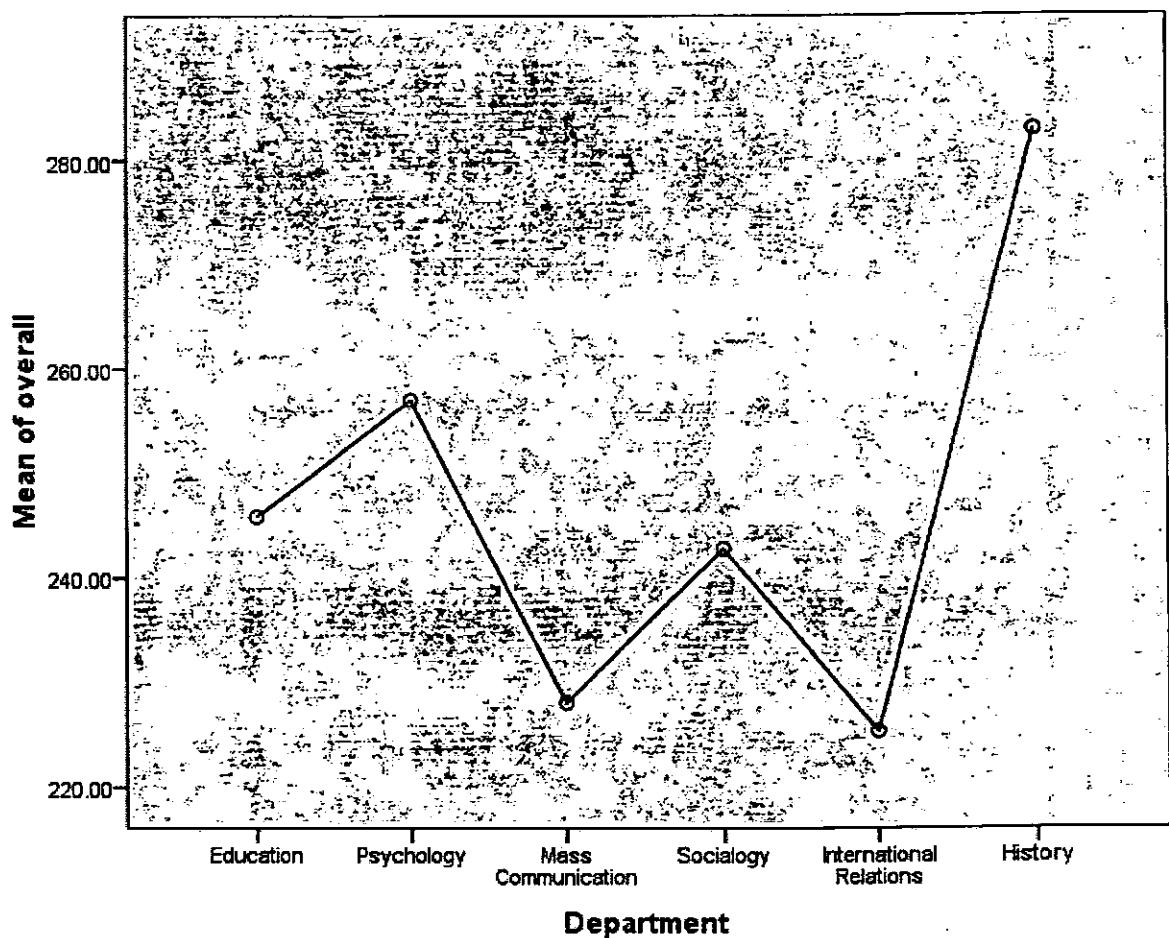


Figure 4.16 Mean plots of overall academic transitional experiences

Above graph shows the difference between mean among departments on overall academic transitional experiences. History department is on the top with high mean value and International relation department is on the top lower level with low mean value. This shows that students of history department face low difficulties on orientation program at the department as compared to other departments and International relation department's students face high difficulties regarding overall academic transitional experiences.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

Title of the study was “experiences of undergraduate students of international Islamic university Islamabad in academic transition from higher-secondary to higher education”

The main objectives of the study was to explore the academic transitional experiences of undergraduate students in their first semester in International Islamic University Islamabad, to compare the gender differences in academic transitional experiences of undergraduate students during their first semester at International Islamic University Islamabad, to analyze the differences in academic transitional experiences of undergraduate students of different Departments of faculty of Social Sciences during their first semester at International Islamic University Islamabad.

The population of the study included all the students Semester Fall 2009 of International Islamic University Islamabad whose entry level is Intermediate and 100 % of the population was taken as sample of the study.

A questionnaire was developed to obtain the views about the required data. Mean test was applied to identify academic transitional experiences, t-test was applied to see gender differences regarding academic transitional experiences and analysis of variance (ANOVA) was applied to see department wise differences regarding academic transitional experiences. Wherever ANOVA score found significant Post-Hoc was applied.

5.2. Findings

The following findings were drawn from the analysis and interpretation of data.

1. The calculated mean value from the responses of undergraduate students (2.35) show that they face difficulties regarding overall academic transitional experiences from colleges to university. Students faced maximum difficulty on academic issues with the mean value of 55.2 and they feel satisfied in induction to discipline with the mean value of 15.16. (Table no: 4.1)
2. Calculated mean value (2.8) from the responses of undergraduate students of different departments against the overall academic transitional experiences show that students of history department feel high difference between colleges to university transitional process and department of international relations with the mean value of (2.25) students faced low difference as compared to history department. (Table no: 4.2)

3. The calculated t value from the responses of undergraduate students (1.109) is less than the table value (2.02) indicating no significant difference between male and female students. So it is found that both male and female undergraduate students feel orientation program at the departments useful. (Table no: 4.3)
4. The calculated t value from the responses of undergraduate students (1.533) is less than the table value (2.02) indicating no significant difference between male and female students. So it is found that both male and female undergraduate students do not feel difficulties regarding integration. (Table no: 4.4)
5. The calculated t value from the responses of undergraduate students (2.230) is greater than the table value (2.02) indicating significant difference between male and female students. So it is found that female undergraduate students feel difficulties regarding induction to discipline as compared to male students. (Table no: 4.5)
6. The calculated t value from the responses of undergraduate students (1.449) is less than the table value (2.02) indicating no significant difference between male and female students. So it is found that both male and female undergraduate students feel difference between colleges and university studies. (Table no: 4.6)
7. The calculated t value from the responses of undergraduate students (2.593) is greater than the table value (2.02) indicating no significant difference between male and female students. So it is found that female undergraduate students feel difference among academic issues as compared to male students. (Table no: 4.7)

8. The calculated t value from the responses of undergraduate students (2.175) is greater than the table value (2.02) indicating no significant difference between male and female students. So it is found that female undergraduate students faced different challenges in transitional process as compared to male students. (Table no: 4.8)
9. The calculated t value from the responses of undergraduate students (0.717) is less than the table value (2.02) indicating no significant difference between male and female students. So it is found that both male and female undergraduate students feel and of the view upon same rewarding aspects. (Table no: 4.9)
10. The calculated t value from the responses of undergraduate students (2.233) is greater than the table value (2.02) indicating significant difference between male and female students. So it is found that female students are having more difficulties in overall transitional experiences in universities as compared to male students. (Table no: 4.10)
11. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced difficulties as compared to male students and found orientation program at the department very useful. (Figure : 4.1)
12. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced

difficulties as compared to male students and found difficulties regarding integration into university (Figure : 4.2)

13. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced difficulties as compared to male students and found difference in induction to discipline. (Figure : 4.3)
14. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced difficulties as compared to male students and found difference between college and university studies. (Figure : 4.4)
15. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced difficulties as compared to male students and found difference in academic issues at university. (Figure : 4.5)
16. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced more difficulties as compared to male students regarding challenges in transitional process. (Figure : 4.6)
17. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced

differences in rewarding aspects in colleges and universities as compared to male students. (Figure : 4.7)

18. Calculated mean value of female undergraduate students is greater than the calculated mean value of male undergraduate students that reveal female faced difficulties as compared to male students and found difficult to manage transitional changes. (Figure : 4.8)
19. Calculated F value (4.728) is greater than the table value (2.21) that show significant difference between various departments in orientation at the department dimension. It is found that students of history department feel orientation program more useful as compared to other departments. (Table 4.12 & 4.12.1)
20. Calculated F value (4.443) is greater than the table value (2.21) that show significant difference between various departments in integration to university. It is found that students of history department feel integration process convenient as compared to other departments. (Table 4.13 & 4.13.1)
21. Calculated F value (1.283) is greater than the table value (2.21) that show no significant difference between various departments in induction to discipline dimension. It is found that students of each department feel difficulties within this dimension of transition experience. (Table 4.14)
22. Calculated F value (2.715) is greater than the table value (2.21) that show significant difference between various departments in difference between college and university studies dimension. It is found that students of history department

feel differences more as compared to other departments and feel many differences between college and university studies. (Table 4.15 & 4.15.1)

23. Calculated F value (5.449) is greater than the table value (2.21) that show significant difference between various departments in academic issues dimension. It is found that students of history department feel more difficulties of academic issues as compared to other departments. (Table 4.16 & 4.16.1)

24. Calculated F value (3.737) is greater than the table value (2.21) that show significant difference between various departments in most difficult challenges dimension. It is found that students of history department feel difficult challenges as compared to other departments. (Table 4.17 & 4.17.1)

25. Calculated F value (5.180) is greater than the table value (2.21) that show significant difference between various departments in rewarding dimension. It is found that students of history department feel differences in rewarding dimension between college and university as compared to other departments. (Table 4.18 & 4.18.1)

26. Calculated F value (5.086) is greater than the table value (2.21) that show significant difference between various departments in overall academic transitional experiences. It is found that students of history department feel more difficulties as compared to other departments. (Table 4.19 & 4.19.1)

27. Calculated F values of different departments on different dimensions show that undergraduate students of history departments feel max difficulties and found

orientation program useful as compared to other departments and students of education department were against the view (Table 4.20)

28. It is found that undergraduate students of history departments feel orientation program at department more useful and students of international relation feel that orientation program at the department is less effective. (Figure : 4.9)
29. It is found that undergraduate students of psychology departments feel problems of integration into university more difficult and students of mass communication feel against them. (Figure : 4.10)
30. It is found that undergraduate students of history departments feel differences in discipline and students of mass communication feel against the views of history department. (Figure : 4.11)
31. It is found that undergraduate students of history departments feel more difference between college and university studies and students of mass communication feel against the views of history department. (Figure : 4.12)
32. It is found that undergraduate students of history departments feel differences in academic issues and students of international relation feel against the views of history department. (Figure : 4.13)
33. It is found that undergraduate students of history departments feel these challenges most difficult and students of international relation feel against the views of history department. (Figure : 4.14)

34. It is found that undergraduate students of history departments feel difference among these rewarding aspects and students of mass communication feel against the views of history department. (Figure : 4.15)

35. It is found that undergraduate students of history departments feel difficulties in overall academic transitional experiences and students of international relation feel against the views of history department. (Figure : 4.16)

5.3 Conclusions

Following conclusions were drawn on the basis of findings of this study;

1. It is concluded in the light of findings that students felt difficulties in transitional experiences but maximum difficulties they faced were regarding academic issues like there is much difference in college and universities. Students were found satisfied with induction to discipline where they were found satisfied with the content studied in the first semester. Students of history department felt high difference between colleges to university transitional process and department of international relations students faced low difference as compared to history department. (Findings 1, 2)
2. It is concluded that both male and female undergraduate students felt orientation program at the departments useful, they did not feel difficulties regarding integration, female students felt difficulties regarding induction to discipline as compared to male students and both male and female undergraduate students felt difference between colleges and university studies. (Findings 3-7)

3. It is concluded that all students faced challenges in transitional process, but both male and female undergraduate students felt and were of the view upon same rewarding aspects and female students were having lesser difficulties in overall transitional experiences in universities as compared to male students. (Findings 8-11)
4. It is concluded in the light of findings that female students faced difficulties regarding academic transitional experiences but they were found satisfied with university programs that were useful by giving the chance to minimize gaps between college and university studies. (Findings 11-18)
5. Students of history department felt orientation program more useful as compared to other departments, students of history department felt integration process convenient as compared to other departments, students of each department felt difficulties within this dimension of transition experience and students of history department felt differences more as compared to other departments and feel much differences between college and university studies. (Findings 18-22)
6. It is concluded that students of history department felt more difficulties of academic issues as compared to other departments, students of history department felt difficult challenges as compared to other departments, students of history department felt differences in rewarding dimension between college and university as compared to other departments and students of history department felt more difficulties as compared to other departments. (Findings 23 – 26)
7. Undergraduate students of history departments feel max difficulties and found orientation program useful as compared to other departments and students of

education department were against the view and they faced satisfied with this experience. (Finding 27)

8. Students of history departments felt orientation program at department more useful and students of international relation felt that orientation program at the department is less effective, students of psychology departments felt problems of integration into university more difficult and students of mass communication felt against them, students of history departments felt differences in discipline and students of mass communication felt against the views of history department and students of history departments felt more difference between college and university studies and students of mass communication felt against the views of history department. (Findings 28 – 31)
9. Students of history departments felt differences in academic issues and students of international relation felt against the views of history department, students of history departments felt these challenges most difficult and students of international relation felt against the views of history department, students of history departments felt difference among these rewarding aspects and students of mass communication felt against the views of history department and students of history departments felt difficulties in overall academic transitional experiences and students of international relation felt against the views of history department. (Findings 32 – 35)

5.4 Discussion

According to Walters & Koetsier (2006) students experience difficulties in completing their graduate studies because of academic transitional issues. These may comprise writing assignments, association such as using the library and computer facility, resources and time management, relationship with supervisor, and other academic aspects. The current study also found almost same difficulties faced by undergraduate students during their first semester of Higher Education.

Laboone acknowledges that facilitating the integration of students into the academic culture of the institution would help with issues of academic transition. In other words, integration of the student can be initiated if the student and an academic have some kind of relationship with each other, or if the student is assigned to a specific academic to assist the student with academic issues (LaBoone, 2006). Symons (2006) suggests that a proper orientation program for students entering postgraduate studies for the first time must be in place to minimize academic transitional challenges. Findings of the current study also suggest a systematic orientation to the undergraduate students.

Research shows that Latino students tend to graduate from underperforming high schools that do not adequately prepare them for college-level work and confront an increasing struggle to complete a college degree because they are disproportionately represented among first-generation college-goers and more likely to combine work and school, often taking on family responsibilities while enrolled (Swail et al., 2004; Tienda, 2009). Almost same thing is revealed by undergraduate students in the current study that they feel a great difference between college and University studies.

The findings of the current research say that the students think they need to be more creative and require more critical thinking in university as compared to college. They are in-line with previous research that Students need to start acquiring early in their educational experiences the “knowledge, cognitive skills, and habits of mind essential to postsecondary success” Conley (2005)

Studies of Astin, (1999); Clark, (2007); Larose and Boivin, (1998) reveals that college to university transition can bring both types of enjoyable and hectic experiences, predictable and unpredictable changes, different duties, responsibilities, and friends and, for some students, new accommodation as well. In the current study undergraduate students have also pointed out both challenging and rewarding aspects during their academic transitional phase.

5.5 Recommendations

Following recommendations were drawn on the basis of results of the study;

1. Orientation session may be more systematic and comprehensive to the new coming undergraduate students for their better adjustments.
2. Special introductory programs and sessions may be managed at college level for college leaving students.
3. Guidelines may be given to undergraduate level students at the time of admission in the university

4. In the beginning of university studies work may be assigned to students according to their capabilities. So that they enjoy the rewarding aspects of University and avoid challenging situations.
5. Gaps between colleges and university studies may be minimized for familiarization of students.

FURTHER RESEARCHES

1. It is recommended that research may be conducted on academic transition experiences of students from secondary to higher secondary level.
2. A study may be done on social transitional experiences of students.
3. Some study may be conducted by adding different faculties of the same university or on other universities too.
4. Further investigation into academic transition experiences of students with emphasis on background characteristics for example age and language to determine the consequences it has on transition
5. A study may be conducted on finding out reasons of differences in department wise differences regarding academic transitional experiences.

Bibliography

Arnett, J. J. (2000). Emerging adulthood: *A theory of development from the late teens through the twenties*. *American Psychologist*, 55(5), 469-480. doi:10.1037//0003-066X.55.5.469

Astin, A. W. (1999). *Student involvement: A developmental theory for higher education*. *Journal of College Student Development*, 40(5), 518-529.

Baker, R. W., McNeil, O. V., & Siryk, B. (1985). *Expectation and reality in freshman adjustment to college*. *Journal of Counseling Psychology*, 32(1), 94-103.

Barber, B. K., & Olsen, J. A. (2004). *Assessing the transitions to middle and high school*. *Journal of Adolescent Research* 19(3). Retrieved March 9, 2007 from <http://jar.sagepub.com/cgi/content/abstract/19/1/3>

Bergerson, A. A. (2007). Exploring the impact of social class on adjustment to college: Anna's story. *International Journal of Qualitative Studies in Education*, 20(1), 99-119. doi:10.1080/09518390600923610

Bolle, M. B., Wessel, R. D., & Mulvihill, T. M. (2007). *Transitional experiences of first-year college students who were homeschooled*. *Journal of College Student Development*, 48(6), 637-654. doi:10.1353/csd.2007.0059

Bridges W. (1995). *Managing Transitions. Life events and career change: transition psychology in practice*

Brink, H., Van der walt, C. G., & Van Rensburg. (2006). *Fundamentals of Research Methodology for Health Care Professionals* (2nd edition Ed.). Cape Town: Juta and Co (PTY) LTD.

Burns, N., & Grove, S. K. (2003). *Understanding nursing research* (3rd ed.). Philadelphia, Pa.: Saunders.

Byrne, M., & Flood, B. (2005). *A study of accounting students' motives, expectations and preparedness for higher education*. *Journal of Further & Higher Education*, 29(2), 111-124. doi:10.1080/03098770500103176 CHE - postgraduate studies in south Africa: A statistical profile Retrieved 11/25/2009, from <http://www.che.ac.za/documents/d000195/>

Chickering, A. W., & Reisser, L. (1993). *Education and identity*. (2nd Ed.). San Francisco: Jossey-Bass.

Clark, M. R. (2005). *Negotiating the freshman year: Challenges and strategies among first-year college students*. *Journal of College Student Development*, 46(3), 296-316. doi:10.1353/csd.2005.0022

Clark, T. (2007). *Virtual and distance education in North American schools*. In M. G. Moore (Ed.), *Handbook of distance education* (2nd Ed.) (pp. 473-490). London: Lawrence Erlbaum Associates.

Collins English Dictionary – Complete and Unabridged 6th Edition 2003. © William Collins Sons & Co. Ltd 1979, 1986 © HarperCollins Publishers

Cowan, P.A. (1991). *Individual and family life transitions: A proposal for a new definition*. In P.A Cowan and M. Hetherington (Eds) *Family Transitions*. Lawrence Erlbaum: Hillsdale, New Jersey.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*, 2nd ed. Thousand Oaks, CA: SAGE Publications.

Cronbach, L. J., and Richard J. S. (2004). *My Current Thoughts on Coefficient Alpha and Successor Procedures*. *Educational and Psychological Measurement* 64, no. 3 (June 1): 391-418. doi:10.1177/0013164404266386.

De Vos, A. S. (2005). *Research at grass roots level: For the social sciences and human services professions* (3rd Ed.). Pretoria: Van Schaik.

Donald, J. G., & Denisan, D. B. (1997b, June). *Postsecondary students' conceptions of learning: Exploring different facets of a complex issue*. Paper presented at the annual conference of the Canadian Society for the Study of Higher Education, St. John's, NF.

Gerdes, H., & Mallinckrodt, B. (1994). *Emotional, social, and academic adjustment of college students: A longitudinal study of retention*. *Journal of Counseling & Development*, 72(3), 281-288.

Herlihy, C. (2007). *State and District-Level Support for Successful Transitions Into High School* MDRC May retrieved from <http://www.mdrc.org/publications/461/abstract.html> on March 01, 2012

Holloway, L. B. (2008). *The adjustment journey of international postgraduate students English university*. *Journal of Research in International Education*, 232-249.

Hopson, B. & Adams, J. (1976) *Transition - Understanding and managing personal change.*

Sugarman L (1986) Life Span Development Retrieved from
<http://www.eoslifework.co.uk/transprac.htm>

James, R. (2002) *Students' changing expectations of higher education and the consequences of mismatches with reality.* In: Responding to student expectations. OECD, Paris.

John, R. J. (2003). *Parent & family guide to Transition education and planning* (Copyright © John R. Johnson 2003, All Rights Reserved)

Julann O'Shea (2005). *Helping students make the transition from School to University: The National University of Ireland-Maynooth Experience.* Conference "Helping Everyone Learn Mathematics "Held on 14 -15 September 2005 at Loughborough University

Karen Kurotsuchi Inkelas,* ,† Zaneeta E. Daver,* Kristen E. Vogt,**and Jeannie Brown Leonard**Living–Learning Programs And First-Generation College Students' Academic And Social Transition To College* Research in Higher Education, Vol. 48, No. 4, June 2007

Kelly, J. T., Kendrick, M. M., Newgent, R. A., & Lucas, C. J. (2007). *Strategies for student transition to college: A proactive approach.* College Student Journal, 41(4), 1021-1035.

Kemple, J., Herlihy, C., & Smith, T. J. (2005). *Making progress toward graduation evidence from the talent development high school model.* New York: MDRC.

Keup, J. R. (2004). *The cooperative institutional research program freshman survey and your first college year: Using longitudinal data to assess the first year of college*. Assessment Update, 16(2), 8-11.

Kuh, G. D. (2007). *What student engagement data tell us about college readiness?* Peer Review, 9(1), 4-8.

LaBoone, K. L. (2006). *Minority students' transition experiences at a predominantly white institution.* (Unpublished Ph. D), Virginia Polytechnic Institute and State University, United States -- Virginia. (AAT 3207971) CHAPTER 3.

Retrieved 11/25/2009, from

<http://74.125.155.132/scholar?q=cache:p1t09AQ8SWQJ:scholar.google.com/&hl=en&assdt=2000>

Lee, V.E., & Smith, J. (2001). *Restructuring high schools for equity and excellence: What works?* New York: Teachers College Press.

Maeroff, G. (2003). *A classroom of one: How online learning is changing our schools and colleges.* New York: Palgrave Macmillan.

Malik S , Shabbir M.S, (2008), *Perception of University Students on Self-Directed Learning through Learning Technology European Journal of Scientific Research*
ISSN 1450-216X Vol.24 No.4 pp.567-574

Mc Innes, C., James, R., & Hartley, R: (2000). *Trends in first year experience in Australian Universities. DEYTA .*

Mouton, J. (2001). *How to succeed in your master's and doctoral studies: A South African guide and resource.* Pretoria: Van Schaik.

Nash, R., Sacre, S. (2009). *Developing a framework for supporting academic literacy development in first year health undergraduates*. FYE Curriculum Design Symposium 2009: Showcase (pp. 115-211). Queensland University of Technology. University of Queensland.

Ramsden, P. (1997). *The context of learning in academic departments*. In F. Marton, Hounsell, D. & Entwistle, N. (Eds.), *The experience of learning: Implications for teaching and studying in higher education* (2nd ed., pp. 198-216). Edinburgh: Scottish Academic Press.

Richardson, R. C., Jr., & Skinner, E. F. (1992). *Helping first-generation minority students achieve degrees*. In: Zwerling, L. S., and London, H. B. (eds.), *First-Generation College Students: Confronting the Cultural issues* (New Directions for Community Colleges, No. 80), Jossey-Bass, San Francisco, pp. 29-43.

Robbins, S. B., Allen, J., Casillas, A., Peterson, C. H., & Le, H. (2006). *Unraveling the differential effects of motivational and skills, social and self-management measures from traditional predictors of college outcomes*. Journal of Educational Psychology, 98(3), 596-616. doi:10.1037/0022-0663.98.3.598

Ross, E. & Deverell, A. 2004. *Psychosocial approaches to health, illness and disability*. Pretoria: Van Schaik Publishers.

Schlossberg, N. K, Waters, E. B. & Goodman, J. (1995). *Counseling Adults in Transition*. Retrieved from <http://www.eoslifework.co.uk/transprac.htm>

Smith, W. L., & Zhang, P. (2009). *The academic ethic and the transition to college*. College Student Journal, 43(1), 86-93.

Sovic, S. (2007). Coping with stress: *The perspective of international students*. *Art, Design & Communication in Higher Education*, 6(3), 145-158. doi:10.1386/adch.6.3.145_1

Symons, M. (2006). *Starting a coursework postgraduate degree; the neglected transition*. University of Queensland.

Tinto, V. (1988). *Stages of student departure: Reflections on the longitudinal character of student leaving*. *The Journal of Higher Education*, 59(4), 438-455.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. (2nd ed.). Chicago: University of Chicago Press.

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (Eds.). (2005). *Challenging and supporting the first-year student*. San Francisco: Jossey-Bass.

Walters, S., & Koetsier, J. (2006). *Working adults learning in south African higher education*. *Perspectives in Education*, 24(3), 97-108.

Watson, J., Gemin, B., & Ryan, J. (2008). *Keeping pace with K-12 online learning: A review of state-level policy and practice*. Evergreen Consulting Associates. Retrieved from http://www.kpk12.com/downloads/KeepingPace_2008.pdf

Williams, D. (2008). Paper presented to the British Psychological Society's Occupational Psychology Conference, January 1999.

http://en.wikipedia.org/wiki/Education_in_pakistan

http://en.wikipedia.org/wiki/Higher_education

<http://www.eng.monash.edu.au/current-students/transition.html>

Annexure I

EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO HIGHER EDUCATION

Transition has been defined as “the period of time during which something changes from one state or stage to another”
(Collins English Dictionary, 2003)

Academic transition

One of the biggest challenges for new students is coping with the new and very different academic demands of university. Students coming from school will notice dramatic differences between secondary and tertiary education, and students who have had a gap year or a longer break might find it difficult to readjust to academic work itself.

QUESTIONNAIRE FOR STUDENTS (for validation and suggestions)

Name: _____

Registration No. _____

Age: _____

Gender: Male/ Female

Do you live in hostel? Yes/ No

Department: _____

Previous Qualification: _____

Subjects in previous Qualification:

From which Institute did you complete your Intermediate:

Did anyone from your family / friends studied at IIUI before you got Admission here? Yes/
No

%age of marks in Intermediate: _____

% age of marks in First semester BS: _____

Father's Qualification: _____

Father's Occupation: _____

Mother's Qualification: _____

Mother's Occupation: _____

During your First semester immediately after coming from Higher-Secondary to Higher Education what were your experiences in IIUI? Mention the degree of Difficulty faced during coping with change.

S.No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Integration into University					
1	I got guidelines for submission of fee and joining the classes					
2	I had listed/ noted my time table easily					
3	I had easily found out the classrooms/ offices after joining University					
4	My first year experience had opened up an exciting future for me					
5	I was satisfied with the programme area of study that I have chosen					
6	I felt positive about being a student of IIUI					
7	I found my interaction with my peers intellectually stimulating					
8	I found my interaction with my teachers intellectually stimulating					
9	I had fitted into university life well during my first semester					
	Orientation program at the Department					
1.	I had attended Orientation Session before the start of my actual classes					
2.	I had attended full orientation program at the department					
3.	There was a brief introduction of the Department in Orientation					
4.	My all faculty members were introduced to me during Orientation					
5.	I got awareness about the expectations from me as a student of the department					

6.	I got awareness about assessment schedule and criteria in orientation				
7.	I got full advice about the ways to progress in study				
8.	I got to know about rules and regulations of taking leave				
9.	I was taken for a round of the Department during orientation session				
10.	I was guided about the use and access of library.				
11.	I was provided guidelines from senior students.				
12.	I was provided guideline for seeking Academic support.				
	Induction to discipline				
1	I am well adjusted in the discipline I choose to study				
2	I am fully satisfied with the content studied in the first semester				
3	The key concepts/theories in my area of study relate to the overall programme				
4	I have skills necessary for studying in my programme of study				
	Academic Issues				
1	There is not much difference in college and University study				
2	I am adjusted to the approach to teaching (lectures, tutorials, problem based learning, etc)				
3	I have ample amount of information to cope with in studies				
4	I can adopt all modes of learning in higher education easily(learning in groups, self-study, etc)				
5	I am well aware of how to complete different types of assignments				
6	There are opportunities of having good Relationship (and/or interaction) with teachers				
7	I have got depth of understanding required in my studies				
8	I participate in class activities easily as required				
9	I find a quiet place at home/ hostel to study				
10	I get course outlines easily during first week of joining the semester				
11	I find study material easily like books and notes				

12	I feel difficulty in access to internet					
13	I feel difficulty in access to library books					
14	I feel difficulty in access to teachers/ guiding staff					
15	I understand fully what are expectations of my BS program of study					
	What are the five most difficult challenges you have encountered during your first semester (period of transition from higher secondary to higher education)?					
1	Adjusting to study demands of higher education					
2	Motivating self to work at home					
3	Stress of study					
4	Finding time to study					
5	Difference between study demands of higher-secondary and higher education					
6	Being overworked					
7	Finding time for yourself					
	What are the five most rewarding aspects you have encountered during your first semester (period of transition from higher secondary to higher education)?					
1	Chance to achieve goals					
2	Learning new things					
3	Opportunities to meet new friends					
4	Opportunities to show my worth					
5	Opportunities to meet challenges of university life					

Annexure II

EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-SECONDARY TO HIGHER EDUCATION

Transition has been defined as “the period of time during which something changes from one state or stage to another”
(Collins English Dictionary, 2003)

Academic transition

One of the biggest challenges for new students is coping with the new and very different academic demands of university. Students coming from school will notice dramatic differences between secondary and tertiary education, and students who have had a gap year or a longer break might find it difficult to readjust to academic work itself.

This survey asks you for information about your backgrounds, your program of study and experiences after attending university. It has been developed as part of a MS Education thesis study being conducted by the researcher. Your honesty and assistance in completing this survey is greatly appreciated and will make a valuable contribution to the study. The responses were used for Research purpose only.

QUESTIONNAIRE FOR STUDENTS (Final Version)

Registration No (Optional): _____

Age: In years: _____

Gender: Male/ Female

Department: _____

EXPERIENCES DURING THE INTIAL DAYS AT IIUI

During your First semester immediately after coming from Higher-Secondary to Higher Education what were your experiences in IIUI?

S.No	Items	Yes/ No	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
	ORIENTATION PROGRAM AT THE DEPARTMENT						
	The department had arranged Orientation Session						
1.	Orientation program is important for adjusting in the university.						
2.	I had attended Orientation Session before the start of my						

	actual classes				
3.	There was a brief introduction of the Department in Orientation				
4.	My all faculty members were introduced to me during Orientation				
5.	I got awareness about the expectations from me as a student of the department				
6.	I got awareness about assessment pattern and criteria in orientation				
7.	I got full advice about the ways to progress in study				
8.	I got to know about rules and regulations of taking leave				
9.	I was taken for a round of the Department during orientation session				
10.	I was guided about the use and access of library.				
11.	I was provided guidelines from senior students.				
12.	I was provided guideline for seeking Academic support.				
13.	I got guidelines to get organized for studies				
14.	I became familiar with what's where and who's who				
15.	I was guided to get the most out of university				
16.	I had Reviewed the Course Catalogue during orientation				
	INTEGRATION INTO UNIVERSITY				
10	I got guidelines for submission of fee and joining the classes				
11	I had listed/ noted my time table easily				
12	I had easily found out the classrooms/ offices after joining University				
13	My first year experience had opened up an exciting future for me				
14	I was satisfied with the programme area of study that I have chosen				
15	I felt positive about being a student of IIUI				
16	I found my interaction with my peers intellectually stimulating				
17	I found my interaction with my teachers intellectually stimulating				
18	I had adjusted academically into university life well during my first semester				
	INDUCTION TO DISCIPLINE				
5	I am well adjusted in the discipline I have chosen to study				
6	I am fully satisfied with the content studied in the first semester				

7	The key concepts/theories in my area of study are related to the overall programme				
8	I have skills necessary for studying in my programme of study				
	DIFFERENCE BETWEEN COLLEGE AND UNIVERSITY STUDIES				
1	Study at University seem overwhelming as compared to college				
2	workload experienced is often greater than that to which I had been accustomed				
3	Material is presented more rapidly and in larger quantities as compared to college				
4	Fewer exams are given and each exam covers more material as compared to college				
5	Exam pattern is different in university as compared to college				
6	All assignments typically count toward the final grade as compared to college				
7	Critical thinking is more important than rote memorization in university as compared to college				
8	Students are expected not only to understand the specific examples given in class, but also to apply their knowledge broadly in university as compared to college				
9	Keeping up with previous material is essential to understand new topics in university as compared to college				
10	More out-of-class time is required to effectively learn course material in university as compared to college				
	ACADEMIC ISSUES				
16	There is not much difference in college and University study				
17	I am adjusted to the approach to teaching (lectures, tutorials, problem based learning, etc)				
18	My previous knowledge was adequate to cope with the new environment and knowledge at IIUI				
19	I can adopt all styles of learning in higher education easily(learning in groups, self-study, etc)				
20	I am well aware of how to complete different types of assignments				
21	There are opportunities of having good relationship (and/or interaction) with teachers				
22	I have got depth of understanding required in my studies				
23	I participate in class activities easily as required				
24	I find a quiet place at home/ hostel to study				

25	I get course outlines easily during first week of joining the semester				
26	I find study material easily like books and notes				
27	I feel difficulty in access to internet				
28	I feel difficulty in access to library books				
29	I feel difficulty in access to teachers/ guiding staff				
30	I have full command on the language in which lecture is given				
31	I understand fully what are expectations of my BS program of study				
	Most difficult challenges encountered during your first semester (period of transition from higher secondary to higher education)?				
8	Adjusting to study demands of higher level of learning				
9	Motivating self to work at home				
10	Stress of study				
11	Managing time to study				
12	Difference between study demands of higher-secondary and higher education				
13	Being overworked				
14	Finding time for yourself				
	Most rewarding aspects you have encountered during your first semester				
6	Chance to achieve goals				
7	Learning new things				
8	Opportunities to meet new friends				
9	Opportunities to show me indeed capable of being successful university student				
10	Opportunities to meet challenges of university life				

Annexure III

LIST OF EXPERTS WHO HAVE VALIDATED THE QUESTIONNAIRE

1. Dr N.B Jumani (Professor & Dean FSS IIUI)
2. Col R Manzoor Arif (Professor Foundation University)
3. Dr Faqir Mohammad (Department of Statistics AIOU)
4. Dr Shamsa Aziz (AP Education IIUI)
5. Dr Munnaza Mahmood (AP Education IIUI)
6. Dr Asad Abbas Rizvi (AP Education IIUI)
7. Dr Zarina Akhtar (Lecturer Education IIUI)
8. Dr Fazal ur Rahman (Lecturer AIOU)
9. Mr Zahid Majeed (Lecturer AIOU)
10. Ms Ishrat Siddiqa Lodhi (Project Coordinator LI HEC)
11. Ms Alina Raza (TRA Education IIUI)
12. Ms Humera Batool (TRA Education IIUI)
13. Hassan Bin Haroon (TRA FMS IIUI)

LIST OF EXPERTS WHO REFUSED TO VALIDATE THE QUESTIONNAIRE

1. Dr A.R. Sagher (Professor Department of Education, IIUI)

