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**PAKISTANI LEARNERS' TRANSITION INTO  
UNIVERSITY**

**A thesis presented in partial fulfilment of the  
requirements for the degree of**

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## **ABSTRACT**

This study aimed to explore the experiences of Pakistani learners in their transition to university, and to understand how they adapted to the new learning culture in university. Key factors explored included the influence of Pakistani learners' expectations of and preparedness for university, prior learning experiences and medium of instruction on their transition into university.

The research used a mixed methods approach in which data was collected sequentially. The study began with a quantitative questionnaire conducted with 154 first-year undergraduate students enrolled in four majors in the Bachelor of Studies in a public sector university in Pakistan. This was followed by the qualitative phase which consisted of three semi-structured interview rounds with 14 students selected from the participants in the questionnaire that was undertaken over the first semester of their enrolment. The quantitative findings provided a broad picture of the adaptation experiences of the learners and the influence of learners' prior learning experiences and medium of instruction on their transition experiences. The qualitative findings also provided deeper insights into the transition experiences and how these were influenced and shaped by various pre-university and post-shift factors. Finally, the integration of the two sets of findings provided a more comprehensive understanding of the transition process and how the learners formulated new identities as independent university learners for successful transition into university.

The findings of this study revealed that many of the transition experiences of the Pakistani learners in this study are similar to those in the international settings. However, some experiences are of a different nature due to Pakistan's educational, cultural and historical background as a post-colonial nation. In particular, the country's parallel public/private school education system and the Urdu/English dual medium of instruction policy have a significant influence on the learners' transition into university, in shaping the adaptation experiences and the whole transition process. As a result of this study, it is suggested that there is a need to reform the school education system and to review education policies in order to bridge the gap between the school/college and university education and make transition into university a smoother process.



*To my parents*



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## LIST OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>LIST OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xv</b>
<b>LIST OF FIGURES</b> .....	<b>xvii</b>
<b>LIST OF APPENDICES</b> .....	<b>xviii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
<b>1.1 INTRODUCTION TO THE STUDY</b> .....	<b>1</b>
<b>1.2 RATIONALE AND SIGNIFICANCE OF THE STUDY</b> .....	<b>1</b>
<b>1.3 RESEARCH CONTEXT</b> .....	<b>4</b>
1.3.1 Pakistani Education System .....	4
1.3.2 Education Levels in Pakistan .....	5
1.3.3 Education Sectors in Pakistan .....	5
Public sector school system .....	6
Private sector school system .....	6
College and university sectors .....	8
Gaps between school and university education in Pakistan .....	9
1.3.4 Pakistan: Medium of instruction (MOI).....	9
<b>1.4 OVERVIEW OF THE THESIS</b> .....	<b>13</b>

<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>14</b>
<b>2.1 INTRODUCTION .....</b>	<b>14</b>
<b>2.2 TRANSITION INTO UNIVERSITY.....</b>	<b>14</b>
2.2.1 Acculturation .....	17
2.2.2 Adjustment and Adaptation to University Culture .....	19
2.2.3 Categories of Adaptation .....	21
Academic adaptation .....	23
Social adaptation .....	25
Linguistic adaptation .....	28
Environmental adaptation.....	30
<b>2.3 INFLUENCES ON TRANSITION .....</b>	<b>31</b>
2.3.1 Learners' Expectations of and Preparedness for University.....	32
2.3.2 Prior School.....	35
2.3.3 Prior Medium of Instruction (MOI).....	36
<b>2.4 IDENTITY FORMATION IN HIGHER EDUCATION.....</b>	<b>40</b>
<b>2.5 CHAPTER SUMMARY .....</b>	<b>42</b>
<b>2.6 RESEARCH QUESTIONS.....</b>	<b>43</b>
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>44</b>
<b>3.1 INTRODUCTION .....</b>	<b>44</b>
<b>3.2 SITUATING THE RESEARCH PARADIGM.....</b>	<b>44</b>
<b>3.3 PRAGMATISM.....</b>	<b>46</b>

<b>3.4 RESEARCH APPROACH.....</b>	<b>47</b>
3.4.1 Responding to the Research Questions.....	48
3.4.2 The Advantages of the Mixed Methods Approach.....	50
<b>3.5 MIXED METHODS DESIGN.....</b>	<b>51</b>
<b>3.6 THE RESEARCH PROCEDURES.....</b>	<b>53</b>
3.6.1 Research Setting.....	53
3.6.2 Participant Selection.....	54
Questionnaire respondents.....	55
Interview participants.....	55
3.6.3 Research Schedule.....	56
3.6.4 Quantitative Questionnaire.....	57
Questionnaire development and design.....	57
Questionnaire pilot.....	59
Questionnaire procedure.....	59
3.6.5 Qualitative Interviews.....	60
Interview pilot.....	61
Interview procedure.....	61
<b>3.7 DATA ANALYSIS.....</b>	<b>62</b>
3.7.1 Questionnaire Analysis.....	62
Descriptive Statistics.....	63
Mann-Whitney U Test.....	63
Test Statistics and Ranks.....	64

3.7.2 Qualitative Analysis .....	65
3.7.3 Integration of Quantitative and Qualitative Results .....	67
3.7.4 Reliability and Validity of the Quantitative Data .....	68
3.7.5 Trustworthiness of the Qualitative Data .....	69
<b>3.8 ETHICAL PROCEDURES AND CONSIDERATIONS .....</b>	<b>70</b>
<b>3.9 CHAPTER SUMMARY .....</b>	<b>73</b>
<b>CHAPTER FOUR: QUANTITATIVE FINDINGS .....</b>	<b>74</b>
<b>4.1 INTRODUCTION .....</b>	<b>74</b>
<b>4.2 DEMOGRAPHIC RESULTS.....</b>	<b>74</b>
<b>4.3 ADAPTATION EXPERIENCES .....</b>	<b>76</b>
4.3.1 Academic Adaptation Experiences.....	77
Positive academic adaptation experiences.....	83
Academic adaptation challenges .....	83
4.3.2 Social Adaptation Experiences .....	83
4.3.3 Linguistic Adaptation Experiences.....	88
4.3.4 Environmental Adaptation Experiences .....	92
Positive environmental adaptation experiences.....	96
Environmental adaptation challenges .....	96
<b>4.4 FINDINGS ON RESEARCH QUESTIONS 2 &amp; 3.....</b>	<b>96</b>
4.4.1 Prior Learning Experiences and Transition .....	97
Prior school and college sectors .....	98

Prior school and college types .....	110
4.4.2 Prior MOI and Transition.....	115
<b>4.5 CHAPTER SUMMARY.....</b>	<b>122</b>
<b>CHAPTER FIVE: QUALITATIVE FINDINGS .....</b>	<b>132</b>
<b>5.1 INTRODUCTION.....</b>	<b>132</b>
<b>5.2 INTERVIEW PARTICIPANTS' PROFILES.....</b>	<b>132</b>
Ayesha .....	134
Rabia .....	134
Maria.....	135
Nadia.....	135
Sarah .....	136
Faisal.....	137
Amir.....	137
Ali .....	138
Rameez.....	139
Subhan .....	139
Sana.....	140
Farwa .....	140
Saad.....	141
Moosa.....	142
5.2.1 Synopsis of Educational Background .....	143

## Pakistani Learners' Transition into University

Private/Public Urdu MOI.....	143
Private English MOI.....	144
Cross-over participants .....	144
<b>5.3 TRANSITION EXPERIENCES .....</b>	<b>144</b>
5.3.1 Prior Perceptions and First Impressions of University .....	144
Prior perceptions of university .....	145
First reactions to the new environment.....	147
5.3.2 Later Transition Experiences.....	148
Expectations of and preparedness for the new culture .....	149
Meeting the deadlines and managing the workload .....	151
Research-based writing.....	154
Meeting the linguistic challenge.....	156
Coping with the university teachers' style and letting go of scaffolds.....	163
The university assessment experience .....	168
No access to library services .....	169
The mixed environment dilemma.....	170
5.3.3 Moving Forwards .....	172
Changing old learning skills and approaches .....	172
Developing new friendship patterns and social relationships.....	176
Lessons learnt and looking forwards .....	181
<b>5.4 CHAPTER SUMMARY .....</b>	<b>184</b>

<b>CHAPTER SIX: INTEGRATED DISCUSSION.....</b>	<b>187</b>
<b>6.1 INTRODUCTION.....</b>	<b>187</b>
<b>6.2 TRANSITION AS A DYNAMIC AND COMPLEX PROCESS .....</b>	<b>191</b>
<b>6.3 TRANSITION AS AN ADAPTIVE PROCESS .....</b>	<b>193</b>
6.3.1 First Impressions of and Reactions to the New (University) Culture .....	194
6.3.2 The Unrealistic Expectations .....	195
6.3.3 The Demands of the New Learning Culture and the Transition Challenges .....	197
The academic demands at university .....	197
The new linguistic culture.....	201
Making new social networks.....	203
<b>6.4 TRANSITION SUCCESS AS IDENTITY TRANSFORMATION.....</b>	<b>205</b>
6.4.1 Academic Adaptation.....	206
6.4.2 Social adaptation.....	207
6.4.3 Linguistic adaptation.....	208
6.4.4 Environmental adaptation .....	210
<b>6.5 CHAPTER SUMMARY.....</b>	<b>210</b>
<b>CHAPTER SEVEN: CONCLUSION &amp; IMPLICATIONS.....</b>	<b>213</b>
<b>7.1 INTRODUCTION.....</b>	<b>213</b>
<b>7.2 KEY FINDINGS .....</b>	<b>214</b>
<b>7.3 LIMITATIONS OF THE STUDY.....</b>	<b>216</b>
<b>7.4 IMPLICATIONS FOR FUTURE RESEARCH .....</b>	<b>217</b>

<b>7.5 IMPLICATIONS FOR THEORY .....</b>	<b>219</b>
<b>7.6 PRACTICAL RECOMMENDATIONS FOR EDUCATIONAL PRACTICE &amp; POLICY .....</b>	<b>221</b>
7.6.1 Practical Recommendations for Schools and Colleges .....	221
7.6.2 Practical Recommendations for Universities.....	222
7.6.3 Practical Recommendations for University Staff .....	223
7.6.4 Implications and Recommendations for English Language Curriculum for Schools and Colleges .....	223
7.6.5 Implications and Recommendations for Learners .....	224
7.6.6 Implications and Recommendations for Policy.....	225
<b>7.7 FINAL THOUGHTS.....</b>	<b>226</b>
<b>Bibliography.....</b>	<b>227</b>
<b>APPENDICES.....</b>	<b>277</b>



## LIST OF TABLES

<b>Table 3.1</b>	Questionnaire Respondents' Breakdown.....	55
<b>Table 3.2</b>	Interview Participants' Breakdown.....	56
<b>Table 3.3</b>	Research Schedule.....	56
<b>Table 3.4</b>	Section A Coding Scheme.....	62
<b>Table 4.1</b>	Demographic Results.....	75
<b>Table 4.2</b>	Academic Adaptation Experiences.....	77
<b>Table 4.3</b>	Social Adaptation Experiences.....	84
<b>Table 4.4</b>	Linguistic Adaptation Experiences.....	88
<b>Table 4.5</b>	Environmental Adaptation Experiences.....	92
<b>Table 4.6</b>	Prior School and College Sectors and Academic Adaptation.....	98
<b>Table 4.7</b>	Prior School and College Sectors and Social Adaptation.....	102
<b>Table 4.8</b>	Prior School and College Sectors and Linguistic Adaptation.....	104
<b>Table 4.9</b>	Prior School and College Sectors and Environmental Adaptation.....	108
<b>Table 4.10</b>	Prior School and College Types and Academic Adaptation.....	110
<b>Table 4.11</b>	Prior School and College Types and Linguistic Adaptation.....	112
<b>Table 4.12</b>	Prior MOI at School and College and Academic Adaptation.....	115
<b>Table 4.13</b>	Prior MOI at School and College and Social Adaptation.....	117
<b>Table 4.14</b>	Prior MOI at School and College and Linguistic Adaptation.....	119
<b>Table 4.15</b>	Prior MOI at School and College and Environmental Adaptation.....	121

Pakistani Learners' Transition into University

<b>Table 4.16</b> Key Findings on Adaptation Experiences.....	123
<b>Table 4.17</b> Key Findings on Prior School and College Sectors.....	125
<b>Table 4.18</b> Key Findings on Prior School and College Types.....	128
<b>Table 4.19</b> Key Findings on Prior MOI.....	129
<b>Table 5.1</b> Learners/Interview participants' profiles.....	133
<b>Table 6.1</b> Key Integrated Findings.....	187

## LIST OF FIGURES

<b>Figure 3.1</b>	Diagram for the Research Design & Procedures.....	53
<b>Figure 5.1</b>	Emerging Themes and Key Qualitative Findings.....	186
<b>Figure 6.1</b>	Transition from High School/College to University.....	193
<b>Figure 6.2</b>	The Transition Process.....	212

## LIST OF APPENDICES

<b>Appendix A</b>	Letter Requesting Access to Faculty.....	278
<b>Appendix B</b>	Faculty Consent Form.....	282
<b>Appendix C</b>	Teacher Information Letter.....	283
<b>Appendix D</b>	Teacher Consent Form.....	286
<b>Appendix E</b>	Information Sheet for Questionnaire Participants.....	287
<b>Appendix F</b>	Questionnaire.....	289
<b>Appendix G</b>	Information/Invitation Sheet for Interview Participants.....	295
<b>Appendix H</b>	Participation Consent Form for Interview.....	297
<b>Appendix I</b>	Interview Guide.....	298
<b>Appendix J</b>	Detailed Breakdown of Mann-Whitney <i>U</i> Test Results.....	299