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PAKISTANI LEARNERS' TRANSITION INTO UNIVERSITY

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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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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION TO THE STUDY

This thesis reports on a mixed methods study of Pakistani learners' transition into university. Transition is referred to as an individual's shift or movement from the known to the unknown, from the familiar to the unfamiliar, from the old to the new environment and the challenges encountered in making this shift or move (Bolt & Graber, 2010; Green, 1997; Hellesten, 2002; Kantanis, 2000; Levin, 1987). This study aimed to explore the transition experiences of Pakistani learners, and how they adapted to the new learning culture in university. Key factors explored included the influence of the learners' expectations and preparedness for university, prior learning experiences, and medium of instruction (MOI) on their transition into university. An important aim of the study was to ultimately identify areas and opportunities for improvement in the transition experiences.

The following sections provide information firstly, on the rationale and significance of the study, followed by insights into the contextual background of the study. The chapter ends with an overview of the chapters within the thesis.

1.2 RATIONALE AND SIGNIFICANCE OF THE STUDY

I have been teaching English Literature and Language in Pakistan since 1997. Being associated with higher education as a lecturer gave me the opportunity to directly witness the problems faced by learners in adapting to the university during the transition from college¹. Witnessing my students struggling to adapt to the new learning culture, I used to feel that they were thrown into the sea, without being given any prior training of how to swim, and were expected to reach

¹ There are separate institutions for higher secondary education in Pakistan referred to as colleges (further information is provided in Section 1.3.2 in this thesis).

the shore on the other side. I wanted to help them and address their adaptation problems. Many questions arose in my mind as to what the actual experiences were that these learners were going through. What were the challenges they had to face? What did they feel? How did they overcome the multiple challenges during their first year (particularly the first semester) in a completely new environment and culture? I was curious to know and explore the learners' experiences during their transition into university. Ultimately, I wanted to find a way to help them, but this was not possible until I knew more about what they were experiencing. My students also used to share their concerns that their voices were never heard; so, I started thinking of how to help Pakistani university entrants to share their transition experiences and get them a chance to be heard. I, therefore, decided to conduct a study on Pakistani learners' transition into university, an area which, to date, has not been researched in Pakistani context.

Another factor behind my decision to study Pakistani learners' transition into university was the impact that globalisation of higher education and the internationalisation of English language has been having on the Pakistani university education system and policies. In order to enable the Pakistani universities to meet the global higher education standards, the university education in Pakistan has been widely transformed in a similar way to other universities across the globe, particularly regarding the use of information technology in education, research-based teaching and learning, and English MOI. These factors may also make the university culture a completely new experience, and transition into university a challenging process for many Pakistani learners, as a majority of them have not had any prior exposure to this type of learning culture and learning under English MOI. It is, therefore, important to explore the transition experiences that Pakistani learners undergo and how they meet the challenges during this process. Furthermore, it is vital to understand how their transition experiences are influenced by their prior experiences, how they adapt to the university culture, and how they form new identities as independent university learners.

The concept of transition has gained a great deal of attention in educational research during the past 34 years because of the rising concerns regarding learners' difficulties in adapting to the university culture during the first year. These challenges faced during the first year have been found to lead to an increase in the failure and drop-out rate (Lowe & Cook, 2003; Pascarella & Terenzini, 1991; Tinto, 1993; Yorke, 2002). The transition experience is a complex phenomenon, and various factors underpin the difficulties and challenges faced by the learners who undergo the transition into university (Bean & Eaton, 2000; Sheard, Lowe, Nicholson & Ceddia, 2003; Tinto, 1993; Upcraft, Gardner & Barefoot, 2005). Moreover, the experience varies according to the learners' background, prior learning experiences, and expectations of

and preparedness for university (Bolt & Graber, 2010; Tinto, 1993). Considering that for many learners their first year at university brings forth many challenges for them to adapt to the new culture, it becomes important to explore their transition experiences to understand the complexity of the phenomenon.

It is important to understand the school and university culture when exploring the transition experiences of Pakistani university entrants. In Pakistan, there are both single gender and co-education (co-ed) schools at all levels (primary to higher secondary) in the private sector and single gender only in the public sector (see Section 1.3.2 and 1.3.3). Since a majority of Pakistani school-goers attend public sector schools, a major section of Pakistani university entrants have had no prior experience of co-ed culture. This situation may present a majority of Pakistani university entrants with challenges in regards to cultural and environmental adaptation during transition. These differences will be further highlighted and discussed as the findings regarding these unfold during the study.

Although, as noted in Chapter Two, existing research has produced important findings on learners' transition and first-year experiences, the research has been predominantly conducted in Western contexts, with a large number of studies emerging particularly from Australia, United Kingdom and United States of America. To date, no study has been conducted on learners' transition and adaptation experiences during the first year in a Pakistani university context. Moreover, by investigating the learners' experiences in a setting where English is the second language and is a MOI in university education, this study aimed to provide a perspective on the multilingual, non-native English speaking country (NESC), postcolonial context of Pakistan and add new insights to existing literature. Furthermore, the information collected through this study is intended to help institutions in bridging the gap between higher secondary and university education. This study not only will give voice to the learners' perceptions but also identify the areas that will need to be focused on and improved by schools (secondary institutions) and colleges (higher secondary institutions) as well as university teachers, university administrators and government policy-makers. Most importantly, however, the findings are intended to assist with making the transition into university a smooth process for Pakistani learners.

1.3 RESEARCH CONTEXT

This research is set in Pakistan, a postcolonial, multilingual, multicultural and non-English speaking country. Before gaining independence from the British colonial rule on 14 August 1947, Pakistan was a part of India. Pakistani education system is a legacy of the colonial rulers and still upholds many aspects of colonial educational policy and practices (Government of Pakistan, GOP, 2015). Ahsan (2003) reported that although Pakistan started its development planning soon after independence in 1947, most of the educational policies and plans could not fully achieve the desired goals and objectives largely due to non-provision of necessary infrastructure and institutional development, and in-stability in the administrative, organisational arrangements and particularly unstable governments. This situation has been creating an imbalance between secondary, higher secondary, and university education systems which presents learners with challenges during transition from higher secondary to university education. In order to understand the Pakistani educational context, the discussion that follows provides an overview of the Pakistani education system, education levels, education sectors, and MOI, and gaps between school (secondary) and college (higher secondary), and the university education in Pakistan.

1.3.1 Pakistani Education System

Pakistani public education system (for secondary and higher secondary levels) is under the government control at federal and provincial levels. According to Razzaq and Forde (2014, p. 303):

Education system, especially the public sector, in Pakistan is highly centralised with national and provincial controls and regulations on curriculum, textbooks, assessments, qualifications, teacher training, recruitment, professional development of teachers and management staff, duration of school day/year and budgets; in short, almost every aspect of school life.

The UNESCO Institute for Statistics (2010) ranked Pakistan at 55 out of 63 countries regarding public expenditure on education. According to the Economic Survey of Pakistan 2014-2015, only 2.1 percent of GDP spending is on education, a situation which has remained unchanged for the last fifteen years. However, according to the Survey, the government has indicated its full commitment to enhancing education spending from 2.1 per cent to 4.0 per cent of GDP by

2018. Lack of funding in public sector education impacts the quality of education and facilities in public schools which may ultimately lead to the production of a large number of school leavers and university entrants inadequately prepared for the transition into university and for meeting the demands of university education.

1.3.2 Education Levels in Pakistan

In order to understand the educational background of Pakistani learners who participated in this study, this section gives a brief overview of the education levels this study was concerned with, that is, from school to the undergraduate study programme. This is because this study is concerned with transition into the first year in undergraduate study in university.

The public sector education in Pakistan generally includes: Primary school (years 1-5), Middle school (years 6-8), Secondary school (years 6-10), and Higher Secondary school (years 6-12). The private sector schools, on the other hand, may provide for either year 1 to 10 or year 1 to 12. Higher secondary education is largely provided by a separate institution known as a college in Pakistan. On completion of secondary school (year 9-10), learners can enrol into their choice of college for their higher secondary education (GOP, 2015). For clarity, this study will use the nomenclature of *school* for the institutions providing education from years 1 to 10 (secondary education) and *college* for the two years (year 11-12) of higher secondary education.

Upon the completion of higher secondary education in Pakistan, learners may progress to a university for their undergraduate studies (UNESCO, 2010). According to Nordic National Recognition Information Centre report (NORRIC, 2006) university education in Pakistan is referred to as education above year 12.

1.3.3 Education Sectors in Pakistan

As noted above, there are two main education sectors in Pakistan, public and private. There is another minor stream of Deeni Madrassas or Religious Schools that offer free religious education and also free boarding and food, which are usually financed by charitable donations and managed by local communities. However, these are not considered a part of main-stream education system in Pakistan. This study focuses only on the two main sectors, public and private, which are discussed below.

Public sector school system

The public sector is the formal school system and the largest education service provider in Pakistan. It consists of 12 academic years and starts from primary level and ends at Higher Secondary School Certificate level. A large majority of Pakistani children belonging to low-income families, particularly those living in rural and semi-urban areas or low socioeconomic status (SES) and underdeveloped areas, attend public schools. Razzaq and Forde (2014) report that in regards to access and quality in public education system which caters to 70 percent of the population in Pakistan, there exist structural inequalities that lead to a feeling of deprivation. Public schools are free of cost (up to secondary level) but are characterised by a comparatively low quality of education because of the lack of funding and physical facilities; non-availability of suitable learning materials; and shortage, non-availability or absence of teachers (particularly in English and Science subjects) (GOP, 2015). The public sector has separate schools for girls and boys, and girls' schools have female-only teaching staff while boys' schools have male-only teaching staff (GOP, 2015). According to International Crisis Group (ICG, 2004, p. ii):

The public school system's deteriorating infrastructure, falling educational standards and distorted educational content impact mostly, if not entirely, on Pakistan's poor, thus widening linguistic, social and economic divisions between the privileged and underprivileged and increasing ethnic and religious alienation...

Private sector school system

The private sector plays an important role in the promotion of education in Pakistan. There is a consistent increase in private sector enrolment because it is regarded as having a better quality of education in comparison to the public sector (GOP, 2015). The current National Education Policy (NEP, 2009) encourages the private sector to invest in education. The policy notes that the government alone cannot carry the burden of the whole education process and that it is imperative to promote community participation and public-private partnerships (GOP, 2013). The policy shows concern on the challenges faced by the public education system and invites the private sector to play its role in bridging the public-private divide:

Over the last few years, the private sector has been attempting to bridge the gaps and ills of education system like inequitable access, poor quality, high drop outs etc., ... The question arises of where the private sector can assist. Practically, in every possible

educational input. The private sector can assist in all areas of educational inputs (NEP, 2009, p. 25).

In principle, all private educational institutions in Pakistan, up to higher secondary level, are fully independent. These institutions do not receive any kind of grant from the government. There are both single gender and co-ed private schools with both gender teaching staff. The fee of profit-driven elite private schools is very high and out of the reach of families belonging to a low SES group (UNESCO, 2010).

The trend of sending children to private schools is predominant among middle and upper-income families mainly residing in urban areas (GOP, 2015). While Ahsan (2009) reports that in general, the private schools exhibit better performance compared to the public schools, the quality of education in the private schools varies (Aslam, 2009). Given that public schools are either non-existent or non-functioning in some rural, remote and low-developed areas, parents have no other choice but to send their children to low-cost private schools with low quality education, low qualified and untrained staff, and with only the basic facilities (GOP, 2015).

The fee for private schools also varies depending on their location, facilities, MOI, curricula and examination. The private sector caters for educational needs of children from diverse income groups, where some schools follow the public sector national curricula for secondary classes (year 9-10) and subscribe to the national examination system, thus charge low fee. On the other hand, some schools that have better financial standing and fall into elite school category opt for the Cambridge International Examination System (O and A levels) and curricula, have better facilities and classrooms, highly qualified and trained teachers, and imported teaching-learning materials (GOP, 2015), thus charge high fee. This clearly shows that the Pakistani education system is divided into two parallel systems (namely public and private) where the children belonging to the upper-middle classes, living in urban areas, tend to attend high cost elite private schools and in less developed areas they attend low cost private schools. On the other hand, the children belonging to low SES groups and living in underdeveloped and rural areas attend public schools or low status private schools (GOP, 2015; Rahman, 2004). The NEP 2009 acknowledges these parallel systems of education:

Existence of insulated parallel systems of public and private education in Pakistan remains a cause for concern as it creates inequitable social divides. First, a small but important component of the private sector caters to the elite and offers high quality that only the rich can afford. Its long-term socio-economic impact is divisive for the society, not least in the relative neglect of improvements in the public sector (p. 25).

The parallel education system is creating social and economic divides in the country (Hakro & Mesti, 2011). This system of education is largely unequal at all levels of language, courses, as well as regional levels, depriving access to education by disadvantaged communities and lower socioeconomic classes which makes an inequitable distribution of education among different regions and diverse income groups in the country (Hakro & Mesti, 2011). On the other hand, university education is marked by a single system in regard to MOI, curriculum and assessment (GOP, 2015). This may present learners from disadvantaged background and low quality schooling with more challenges during transition into university.

College and university sectors

College (higher secondary, years 11-12) education in Pakistan is largely catered for by the public sector. There are all girls' colleges, with female teaching staff; and all boys' colleges with male teaching staff in both public and private sector. Some private colleges have both gender teaching staff at single gender colleges. There are also some colleges in the private sector that offer co-education and have teaching staff of both genders. Science students are very few in number due to limited places offered in each public college as compared to the large number of Arts and Humanities students with an estimated ratio of 1:7. Due to this reason, a majority of Science students join private colleges for their higher secondary education. Another reason for a majority of students preferring to get Science education in private colleges is better education quality and facilities.

An important point to note is that, although Science subjects are offered only in Urdu MOI in the public sector schools, these subjects are offered only in English MOI in colleges (both public and private). There is a strict policy regarding university education in Pakistan that only those learners who have done their higher secondary education in Science subjects in English medium are allowed entrance into Science and Technology related university study programs (e.g. medicine, engineering, computer science, information technology etc.). This condition leads to there being no choice for the learners from prior public sector and Urdu medium schools but to do their two-years of college education in English medium if they aim to study towards a career in the afore-mentioned areas.

The examination for all higher secondary level students (both public and private colleges) is conducted by the local/regional Boards of Intermediate and Secondary Education regardless of whether the students are studying at a higher secondary school or a college in either public or private sector (GOP, 2015).

The Pakistani university sector is predominantly public in nature (World Bank, 2014). Public sector universities have better faculty, quality and a wide range of study programme choices available due to better funding provided by the government. Private universities are lesser in number compared to a large number of public universities in Pakistan. However, there are a few private universities that provide high quality education in some specific fields/subjects only. Furthermore, in comparison to private universities, public universities offer a wider range of courses and study programs (World Bank, n.d.). This is why a major proportion of Pakistani learners enter public sector universities for higher education. The present study setting is a public sector university. The reason for selecting a public sector university for this study is because the study population is likely to be more representative of the undergraduate students in Pakistan.

Gaps between school and university education in Pakistan

There exists a significant difference between teaching and learning in schools and colleges (both public and private), and universities in Pakistani context. According to Siddiqui (2007), learning in schools and colleges in Pakistan is mainly focused on the reproduction of information with the aim of getting good grades. In such a situation, there is less focus on teaching higher order thinking and deep learning skills, critical thinking and reflection to prepare learners for academic tasks in university (Siddiqui, 2007). Moreover, according to Siddiqui (2007), very little importance is given to teaching academic writing in schools and colleges in Pakistan. Learning in university is reliant on various academic skills that must be learned and mastered (Nel, Bruin & Bitzer, 2009); and a learner is required to meet a number of minimum academic performance standards for smooth transition and adaptation to the university learning environment (Tinto, 1987, 1993). However, a majority of Pakistani university entrants are reportedly not equipped with the requisite academic standards (Siddiqui, 2007). This situation may present these university entrants with various problems during transition.

1.3.4 Pakistan: Medium of instruction (MOI)

Pakistan is a multilingual and multicultural country. It has no fewer than 75 languages, out of which 25 are major languages (Rahman, 1995), so the country has faced issues regarding the choice of MOI since independence. Rahman (2006) contends that the debate on languages in education in Pakistan can be traced in the country's colonial history, back to the 1780s, and is relevant still in current MOI policy today.

Many underdeveloped countries, such as Pakistan, Malaysia and Kenya, which are non-English speaking, postcolonial, multilingual and multicultural, are confronted with the unresolved issue “regarding the choice of language(s) of teaching and learning” (Rassool, 2007, p.15). Powell (2002) holds that colonialism itself is the biggest constraint behind the language-in-education issue in such countries because English language and education in English is a legacy of British colonial rulers (Watson, 1999, 2007).

British colonial rulers replaced the Persian language with English as the MOI in British India during the 17th century (Powell, 2002). The reasons behind this decision were both economic and political: (i) it led to the production of a local elite class which would help the rulers in running the colonial project (Rahman, 1995; Rassool, 2007); (ii) it created the idea of the vast colonial state in the world (Rahman, 1995); (iii) it showed the colonial rulers' power through the spread of their language (Rahman, 1995); and (iv) it dispensed a message of unity as seen in terms like British India (Rahman, 1995). However, English language education and English MOI was only made available in major urban schools and higher education institutions while the education of the rest of the locals was imparted in vernacular languages such as Gujarati, Bengali, Tamil, Sindhi, Urdu (Rahman, 2002; Rassool, 2007). This policy divided the society in terms of people's rights and access to learning English language during the colonial rule (Rahman, 1995).

Rahman (2002) reports that the English language became the language of power during colonial rule as it promised better jobs, business and trade, and social and economic mobility for the locals. The colonial language-in-education policy had long-lasting socio-economic effects in the region. It divided the already class and caste-ridden society into the privileged and non-privileged groups, with those having English knowledge rendered as elite and everyone else as a non-elite class (Rassool, 2007). In considering the language situation in multilingual countries, it is clear that MOI policies play a significant role not only in education but also in creating social and economic divides. This situation continues to be a major concern in postcolonial, multilingual countries (Evans & Morrison, 2011) including Pakistan.

On Pakistan's independence in 1947, the founder of the nation, Muhamad Ali Jinnah declared Urdu as the national language because it was considered a neutral language despite it being a minority language. The main hope was that Urdu would serve as a unifying bond in the multilingual and multicultural nation where various groups spoke their own vernacular languages, for example, Punjabi, Sindhi, Pushto. Nonetheless, despite it being a colonial legacy, the English language was allowed to retain its status as the official language of independent

Pakistan until it was replaced with Urdu as the official language. Various unsuccessful attempts have been made to replace English with Urdu as official language to date. However, English still holds the status of official language in Pakistan. In regard to the regional languages, these were attributed little status despite the fact that the provinces were ascribed the right of promoting these under the country's constitution (Rahman, 1997a).

After independence, the newly freed government in Pakistan took a long time before it laid down its first language-in-education policy. Without considering the long term effects, Urdu was declared as the MOI at the primary and secondary school level. However, English MOI was decided for university education (Sultana, 2009). At the school level, it was decided that Urdu would be taught as a first language and English as a second language, and both would be taught as compulsory subjects at the school level. It was also decided that Urdu be taught as a compulsory subject until college (higher secondary) level and English be taught as a compulsory subject until under-graduate level (Mustafa, 2005). The same practice is being followed today.

The ruling elite in Pakistan is responsible for carrying a dual stance toward the English language. On the one hand, they openly acknowledge the role of English in development and, on the other hand, they favour Urdu MOI at school level in the public sector, hence denying a major part of the population access to English as a learning tool (Shamim, 2008). However, the situation is completely different in university education which mainly follows English MOI and requires a good knowledge of the English language for the learners to successfully learn in the university. This exposes the imbalance in the school and university education policies in Pakistan which appears to be a similar policy followed by the colonial rulers to reserve English language education and university education to the elite class. English language has contributed to politico-economic inequality in Pakistan as it is accessible to the elite only (Rahman, 1997b). Furthermore, the dual-language/MOI policy makes it difficult for the learners from Urdu MOI and low status English medium schools to learn English language in order to enter and successfully complete university education, and gain access to better SES. Furthermore, it may present learners from lower socioeconomic settings with challenges during transition into university.

In English medium schools, English is taught as the first language, while Urdu is taught as the second language. On the other hand, in Urdu medium schools, Urdu is taught as the first language, while English is taught as the second language. Currently, in public schools, English is introduced at year 3 or 4. However, most of the private schools, specifically in urban areas,

use English as the MOI and also teach English as a subject from the start. It has been suggested that government (public) schools are marked by not only poor infrastructure but also by the well-documented poor teaching/learning of English (Mansoor, 2005; Rahman, 2003). While private colleges follow English MOI for the higher secondary study, in public colleges Urdu MOI is followed for subjects in Arts and Humanities, but English MOI is used for Science subjects. The low level of English language knowledge may present some learners with particular challenges in adapting to the English MOI at university.

It has been documented by many scholars that, due to the spread of English as global language: the economic, social and political power associated with it and the internationalisation of higher education, English has become the preferred choice as MOI in university study programmes the world over (e.g. Dang, Nguyen & Le, 2013; Doiz, Lasgabaster & Sierra, 2011, 2013; Evans & Morrison, 2011; Huang, 2012; Marsh, 2006). However, scholars argue that English MOI can create problems in university for non-English background learners who have had their school and college education either in their first language or bilingually (Ali, 2013; Evans & Morrison, 2011; Hamid, Jahan & Islam, 2013; Hasson, 2005; Huang, 2012; Mansoor, 2004). According to Evans and Morrison (2011), the majority of learners entering into universities in NESCs (like Pakistan) either do not have prior experience of learning through English MOI at school or have low competency in English language skills and academic English. This situation may lead to adaptation problems in university learning environment which requires completing various academic tasks that need English language and academic skills.

Considering the state of English language education and lack of English language learning provision in the public sector schools in Pakistan, Tamim (2014, p. 282) posits:

With access to English restricted on the one hand and the downplayed role of local languages on the other, marginalisation is inevitable. However, the extent and nature of this language-based inequality in structuring freedom of opportunities for wider participation and access remain under-researched.

Pointing towards the status of English, Mansoor (2004) says that English is considered the language of power in Pakistan due to the better economic and social benefits associated with it. Knowledge of English language holds the promise of economic and social mobility due to the chances of getting better-paid jobs as compared to those educated in Urdu language. Therefore, the colonial era social divide still exists in Pakistan where the English language is associated with both political and economic gains (Shamim, 2011).

1.4 OVERVIEW OF THE THESIS

This thesis comprises seven chapters. Chapter One has set the stage for this research by putting forth the research aim, based on the research context; rationale and significance of the research; and provides an overview of the organisation of the thesis.

Chapter Two reviews the literature and comprises sections on the key aspects of transition, acculturation, adjustment and adaptation to university culture, influences on transition, and identity formation in the new learning culture. At the end of chapter two, the gap in the existing literature is identified which the current research will address, and the research questions related to this are outlined.

Chapter Three presents the research methods and research design. In particular, this chapter provides the rationale for the choice of a mixed methods design; and explains the integration of the quantitative and qualitative strands, the research procedures, and the ethical procedures and considerations in this study.

Chapter Four presents the quantitative results of the questionnaire data and also discusses the findings from the quantitative strand of the study.

Chapter Five presents the qualitative results of the study, based on cross-case and thematic analyses, and discusses the findings from the qualitative strand of the study.

Chapter Six presents an integrated discussion that pulls together the quantitative and qualitative findings of the study to present a more in-depth and comprehensive understanding of answers to the research problem.

Finally, Chapter Seven presents key findings; acknowledges the limitations of this study; identifies implications for research methodology, theory and future research; and makes practical recommendations for educational practice and policy. The thesis closes with final thoughts on my research journey.

I will now move on to Chapter two which presents a review of the literature that is relevant to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Since the current study concerns learners' transition into university, this chapter starts with a discussion on the concept of transition and explores how this phenomenon takes place and impacts on learners; as well as the challenges transition poses for learners when they enter university. The discussion then proceeds with the elucidation of the concepts of culture, acculturation, adjustment and adaptation, the roles and place of adaptation in university culture, and the impact on university entrants during the early months in university. The chapter then leads on to present the types of adaptation that learners have to go through to meet various demands of the university culture during their transition into university. Finally, factors influencing transition into university are discussed, including learners' expectations of and preparedness for university; prior school sector and type, and medium of instruction; and the learners' identity formation in higher education.

2.2 TRANSITION INTO UNIVERSITY

The concept of transition is referred to as an individual's shift or movement from the known to the unknown, familiar to the unfamiliar, from the old to the new environments and the challenges encountered in making this shift or move (Bolt & Graber, 2010; Green, 1997; Hellesten, 2002; Kantanis, 2000; Levin, 1987). An individual goes through various transitions, both physical and psychological, at various key stages throughout their life span (Tucker, 1998). With regard to education, learners can experience transition at various stages during their educational career, such as transition from pre-school to primary, primary to secondary, and high school/college to university (Green, 1997; Power & Cotterell, 1981). However, Green (1997) argues that transition periods between pre-school and secondary school are different from the transition to university as the former typically take place while the learners are under the care of the family. Transition into university is one of the first instances for a majority of

learners when they break away from the supportive family environment and go through the process independently (Green, 1997). Southall, Wason and Avery (2016) argue that transition into university is regarded a perplexing time due to the need to not only learn new habits and ways but also to unlearn and then relearn the old ones.

There has been extensive research on the topic of learners' transition into university over the last 34 years. The research has been predominantly conducted in Western contexts, with a large number of studies emerging particularly from Australia, United Kingdom and United States of America. A number of studies show that, for many learners, their first experiences in university culture are not positive (e.g. Bowlesa, Fisher, McPhailc, Rosenstreich & Dobsone, 2014; Clerehan, 2002) and learners face many challenges in adjusting and adapting to the new learning environment (e.g. Anderson, Wason & Southall, 2016; Baker, 2015; Bolt & Graber, 2010; Chen, Morin, Parker & Marsh, 2015; Dias & Sá, 2012; Leary & DeRosier, 2012; Lowe & Cook, 2003; Nel et al., 2009; Pascarella & Terenzini, 1991; Sevinç & Gizir, 2014; Tinto, 1993; Yorke, 2002).

Levin (1987) considers transition into university as “moving from the old” (high school/college) to the “new” (university). Although each learner has to go through the process of adapting to that transition, however, it is a different experience for each one depending on their prior sociocultural and learning experience (Bolt & Graber, 2010); and prior knowledge, goals, personal traits, background characteristics, prior learning experiences, intentions, beliefs and values (Tinto, 1993). During the shift from the old to the new realms, learners have to adapt to the demands of the new environment and new culture (Bean & Eaton, 2000; Sheard et al., 2003; Tinto, 1993; Upcraft et al., 2005).

According to Tucker (1998), both developmental and educational transitions can be experienced by an individual simultaneously at any single time in their life. Similarly, the transition of college (higher secondary education) leavers into university is marked by both developmental and educational transition. The literature suggests that transition during this phase of life is very critical as an individual is becoming both an adult and an independent learner. Both these roles (i.e. an adult and an independent learner) are characterised by new responsibilities to be taken up, involving life, study and career decisions (Kantanis, 2000). It is during this period that learners start to realise that their lives are changing. They become aware that, as individuals, they may have to make their own way in the world (Upcraft et al., 2005).

According to van Gennep's (1960) theory of rites of passage, the process of an individual leaving adolescence and entering adulthood comprises three phases: separation, transition and

incorporation. Tinto (1988) suggests that since the transition from high school to university is conceptualised as a rite of passage, it can also be aligned with van Gennep's three phases of the rites of passage. In this regard, Tinto (1988) maintains that transition is the process by which learners integrate into the university's academic and social fabric. However, the validity of the parallels between van Gennep's theory of rites of passage and Tinto's transition theory have not been tested empirically yet. Tinto (1988) used this underlying term "Rite of Passage" to describe learners' participation in their post-secondary study by their progression through the same three stages of separation, transition and incorporation (Kelley-Wallace, 2009). Tinto (1988), and van Gennep (1960) proposed that, in new situations, embracing the customs and values of the institution is important because the dissociation from previous support networks and communities (separation) allows the individual to form bonds (transition) and lasting commitment (incorporation) to the new institution.

Building on Tinto's theory, Elkins, Braxton and James' (2000) research supported the importance, within the first semester's separation stage, of a learner's rejection of established attitudes. Also, Christie and Dinham (1991) similarly used Tinto's model of learner departure and the rites of passage to examine learner persistence decisions. They found that, if learners did not sever ties to previous communities by leaving home or moving far enough away from their home community, they were restricted in their progression through the separation, transition and incorporation stages. Living on-campus, with limited contact with prior social networks, was found to increase transition and incorporation within the university by improving interactions with peers, developing supportive friendships with new people and shifting learners' focus away from previous communities (Christie & Dinham, 1991).

Opposition to Tinto's theory arose when Tierney (1992) proposed that Tinto's model was invalid because it improperly borrowed van Gennep's (1960) rites of passage without consideration of the hierarchy of one's dominant culture (Elkins et al., 2000). Tierney questioned Tinto's model of integration based on the view that it did not explore, "who is to be integrated and how it is to be done [which] assume[d] an individualist stance of human nature and reject[ed] differences based on categories such as class, race and gender" (Tierney, 1992, p. 611). The assumption that learners must assimilate to the host environment to remain enrolled did not account for the diversity of the learner population (Gilardi & Guglielmetti, 2011). Tinto (2007) later moved away from the overarching assumption that to adapt successfully [transition] to the university environment, all learners needed to separate themselves from prior values, principles and habits, incorporate the university's belief systems and form new identity. The current study will see how learners in this investigation view this process.

Clark and Lovric (2009), took Tinto's theory and rites of passage forward and argued that learners' separation phase starts while they are still in high school at the time when they start thinking about their future education and life. In the same way, learners start making transition to university while still in high school/college (Clark & Lovric, 2009). The transition process in Clark and Lovric's view takes place at the end of high school/college, during the period between the vacations and the beginning of the first semester at university. Bolt and Graber (2010) posit that the transition phase is particularly associated with cultural shock and emotional disturbance. Thus, it can be implied that after initial feelings of euphoria on gaining university entrance, it could be expected that learners would then enter a period of crisis that would lead them to learning how to solve their issues. Finally, according to Clark and Lovric (2009), in the incorporation phase, learners form new identities that help them adjust to the new learning culture. Bolt and Graber (2010) and Clark and Lovric (2009) maintain that the incorporation phase occurs throughout the first year of university.

As learners shift from old to the new realms, they have to adapt to the demands of the new learning environment and culture (Bean & Eaton, 2000; Sheard et al., 2003; Southall, Wason & Avery, 2016; Tinto, 1993; Upcraft et al., 2005). There are three notions widely used in literature to perceive this aspect of learners' transition; acculturation, adjustment, and adaptation to university culture and environment. The two terms, adjustment and adaptation, are often used interchangeably in the literature to describe learners' experiences during the transition. The discussion that follows describes the three concepts of acculturation, adjustment and adaptation to university culture.

2.2.1 Acculturation

Learners bring with them diverse learning experiences, beliefs and values based on the culture in the school and college they previously attended (Tinto, 1993). Cherif and Wideen (1992) define culture as a "complex set of beliefs, values and expectations" which both "shapes the group" and "is shaped by the group" (p.14). According to House, Hanges, Javidan, Dorfman and Gupta (2004), culture is commonly seen in the perspective of the national culture that focuses on cultural differences among individuals based on their country of origin. However, in educational contexts, the role of culture is central in the learning process as "learning and thinking are always *situated* in a cultural setting" (Bruner, 1996, p.4, italics in original). In this regard, learning the culture of the new educational environment is one of the main requirements for successful transition into university (Biggs, 2001; McInnis, 2001). The learners in this study are required to learn new beliefs and values and meet the demands of the university culture for a

successful transition. This can involve a process of acculturation as explained in the discussion that follows.

Acculturation involves the psychological adjustment of individuals coming in contact with a new culture (Berry, 1997; Sam & Berry, 2006; Ward, 1996). According to Berry (2005), "Acculturation is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (p. 698). Berry (2003) therefore posits that along with psychological adjustments, acculturation involves sociocultural adaptation. The concepts of sociocultural adaptation and psychological adjustment are quite distinct in nature. Masgoret and Ward (2006) refer to sociocultural adaptation as the acquiring of suitable learning, social and behavioural competence and skills that impact individuals' capability of negotiating effectively in a new cultural setting and are required for fitting in or negotiating effective interactions with people and activities in the host culture. On the other hand, psychological adjustment is related to how acculturation impacts on an individual's psychological well-being and mental health status (Sam & Berry, 2006). Wu and Mak (2012) report that during acculturation to the new learning culture, university entrants may face psychological distress and acculturative stress during their effort to acquire the appropriate skills for adapting to the host culture. However, the current study does not look deeply into the psychological adjustment and outcomes but focuses mainly on the sociocultural adaptation of learners in the new learning culture in the university only. In doing so, this study perceives learners' initial reactions to and feelings towards new learning culture in university as part of behavioural adaptation.

Just like individuals' experience of acculturation to the host culture (in a foreign country), university also presents a similar situation to learners as it is not just a campus but it is a culture too (Barzun, 1968; Readings, 1996; Yang, Beyers & Salazar, 2009). For some learners, adjustment to university culture is a process of acculturation, comparable with "an emigrant arriving in a host country" (Berry, 2005, p. 18). Berry (1997) maintains that newcomers encounter some challenges and pressures during adaptation to a new culture. The way they face these challenges is referred to as their acculturation strategy. The strategy they adopt can play "an important role in determining how they seek to acculturate into the host culture" and it is this acculturation strategy that subsequently shapes the newcomers' behaviours and values (Berry, 1997, p. 6). The process of acculturation is based on two independent acculturation attitudes or dimensions (Berry, 1974): "the newcomers' desire to maintain their original culture and their desire to adopt the values of the dominant culture" (Berry, 2005, p.18). The new

cultural context in university also presents learners with a similar dichotomy (McInnis, 2001). The next section discusses the notions of adjustment and adaptation to university culture.

2.2.2 Adjustment and Adaptation to University Culture

Buote (2006) contends that life transitions are marked by new changes and experiences that naturally require an individual to undergo an adjustment process. Arkoff (1968) defines university adjustment in relation to university achievement which includes learners' academic achievement as well as personal growth. A number of researchers (e.g. Aladağ, 2009; Berzonsky & Kuk, 2000; Chickering & Reisser, 1993; D'Augelli & Jay, 1991; Dyson & Renk, 2006; Erikson, 1968; Jackson, 2008; Tuna, 2003) argue that the move from high school or college to university constitutes one of the major life transitions for young emerging adults, and it presents learners with a variety of stresses and challenges during the adjustment process in relation to meeting the demands of the new academic and social culture.

Learners' experiences of adjustment to university during the transition period vary where some university entrants feel supported while others feel they have not received the level of support they expected and needed (Leese, 2010). Some are successful in dealing with the challenges and in adjusting to the university culture, while others face difficulties in adjusting to the new culture (Gerdes & Mallinckrodt, 1994; Kuh, 2005; Upcraft & Gardner, 1989; Upcraft et al., 2005). Such difficulties can make some learners feel they have entered an 'alien culture' (Askham, 2008, p. 97).

Adjustment to university culture is a multifaceted process that involves making academic and social adjustments of varying kinds and degrees (Kyalo & Chumba, 2011). Adjustment to the university culture acts as an important factor in predicting learners' university outcomes, particularly their grades and retention (Baker & Siryk, 1984; Haggis, 2006; Harris 1991; Hultberg, Plos, Hendry, & Kjellgren, 2008; Napoli & Wortman 1997; Petersen, Louw & Dumont, 2009).

Fisher (1994) found that despite the challenges and stress associated with adjustment, transition to university involves positive aspects through bringing in opportunities for growth and meeting new people for the university entrants. Additionally new entrants take up new responsibilities like living independently, adapting to new academic challenges, and learning to cope with the new stressors such as examinations and financial pressures (Denovan & Macaskill, 2013; Leong, Bonz & Zachar, 1997; Robotham & Julian, 2006). The extent to which any or all of

these factors are significant in Pakistani learners' transition to university may become clearer in this study.

According to Berry (1997, p. 13): "Adaptation refers to changes that take place in individuals or groups in response to environmental demands". However, "adaptation may or may not improve the "fit" between individuals and their environments" and it does not necessarily indicate that "individuals or groups change to become more like their environments (i.e. adjustment by way of assimilation), but may involve resistance and attempts to change environments or to move away from them altogether (i.e. by separation)" (Berry, 2005, p. 709). Berry (1997) also maintains that there are two main types of adaptation: psychological and sociocultural adaptation (just like acculturation, see Section 2.2.1). This idea can be applied to a learner's adaptation to university as a learner has to adapt at both the psychological and the sociocultural level. The current study (as indicated in Section 2.2.1) looks particularly into the sociocultural adaptation of the Pakistani learners during transition into university.

Berry (1997) confirms that adaptation time for individuals may vary depending on various factors. However, Beiser (1988) reports that although the time for adjustment may vary, usually there is a long-term positive adaptation to the new culture for most individuals. Berry (2003, 2005) contends that an individual's adaptation to the new culture is based on two types of attitudes: the desire to stick to the original cultural beliefs and values; and the desire to adopt the beliefs and values of the new culture. According to Berry, these two types of attitudes lead to four different strategies being adopted by the newcomers during the transition phase: assimilation, separation, integration and marginalisation (Berry, 2003, 2005). Samnai, Boekhorst and Harrison (2013) also note similar strategies to Berry in discussing the acculturation process.

Berry (2003, 2005) maintains that assimilation occurs when the newcomers abandon their past or original culture and fully adopt the new culture and separation refers to complete maintenance of the past culture and full rejection of the new culture. Integration is a mix of holding some values of the past culture along with adopting some values of the new culture, and marginalisation is the complete rejection of both cultures (Berry, 2003, 2005; Samnai et al., 2013). This is important as university entrants' successful adaptation may also be predictive of their future academic success and retention (Baker & Siryk, 1984; Petersen et al., 2009). The current study considers the three strategies of assimilation, separation and integration and does not include marginalisation because it concerns student attrition which is not the focus of this study. Moreover, the present study uses the notions of adaptation and acculturation to explore

learners' transition experiences and perceives that successful adaptation and acculturation may be predictive of successful transition.

2.2.3 Categories of Adaptation

Although university culture presents learners with a relatively complex environment to which they must adapt to be successful in university, there exists a significant consensus among researchers in regards to the framework of the broad adaptation to university culture (Credé & Niehorster, 2012). Most of the research in the sphere of transition into university either relies explicitly on Baker and Siryk's (1984) theoretical taxonomy, or the constructs that constitute a subset of their taxonomy, for example, the construct developed by Brazziel (1982) is based on personal-social adaptation and academic adaptation. Baker and Siryk (1984) based their taxonomy on a review of the literature on adaptation to university extant at that time and characterised university entrants' adaptation to university under four broad categories: academic adaptation (Baumgart & Johnstone 1977; Borow, 1947), social adaptation (Wright, 1973), personal-emotional adaptation (Kramer, 1980), and institutional attachment (Munro, 1981). These notions are discussed next.

According to Baker and Siryk (1984), academic adaptation indicates the extent to which learners have adapted to the university academic demands, as shown through their engagement or involvement with the course material, their attitudes towards their study course or program, and how adequate their academic and study efforts are. Social adaptation, according to Baker and Siryk (1984), indicates the extent to which learners are taking part in campus activities, have integrated into the social fabric of university residences as well as the broader university culture, meet new people and make friends, and cope with difficulties like missing their families or loneliness. Personal-emotional adaptation indicates the extent to which learners are experiencing stress, anxiety, and physical reactions (such as, sleeplessness, homesickness) to the university culture's demands (Baker & Siryk, 1984). Institutional attachment refers specifically to the extent to which learners have developed emotional attachment to and identify with the university community (Baker & Siryk, 1984). Sevinç and Gizir (2014) also followed Baker and Siryk's four categories of adaptation to the university culture during the first year at university (academic, social, personal-emotional, and institutional adaptation).

A large number of past studies on learners' adaptation to university have focused on studying the relationships between two or three adaptation categories presented by Baker and Siryk (1984): academic, social, and personal-emotional adaptation (the latter is also known as

psychological adaptation in later research), for example, Dyson and Renk (2006), Wintre et al. (2009), and Zajacova, Lynch and Espenshade (2005) studied the psychological and academic adaptation categories; Yau, Sun and Cheng (2012) focused on three (social, psychological and academic) adaptation categories. Some other researchers emphasised just the two categories of academic and social adaptation, while studying learners' transition into university (e.g. Buchanan, Ljungdahl & Maher, 2015; Jones & Frydenberg, 1998; Tinto, 1993).

According to Tinto (1993), during the phase of moving away from past associations and entering into a new culture, the learners are required to make transitions both into the academic and social environments of the university culture through the establishment of meaningful relationships with peers and academic staff. Another category that has been researched by many researchers along with academic, social and psychological adaptation, is the need for financial adaptation in developing independence (e.g. Abbott-Chapman, 2011; Denovan & Macaskill, 2013; Kantanis, 1998; Lowe & Cook 2003; McInnis, James & Hartley, 2000; Nel, 2006; Nel, Bruin & Bitzer, 2009; Pascarella & Terenzini, 1991; Thomas & Quinn, 2007; Venezia & Jaeger, 2013; Yorke, 2002). However, this study will not look into the financial adaptation because in Pakistani culture, learners do not have to face financial issues as parents generally provide funding for the university education.

In order to explore the learners' transition experiences, the current study adopts two categories from Baker and Siryk's (1984) taxonomy: academic and social adaptation. The two categories (academic and social) have been included in this study because these are the two major transitions university entrants have to undergo after university entrance. The reason for not selecting the personal-emotional adaptation (psychological adaptation) from Baker and Siryk's taxonomy is because this study focuses on sociocultural adaptation only and does not look into learners' psychological adaptation. Furthermore, this study did not select Baker and Siryk's institutional attachment because this study does not focus on studying learners' attachment to a particular institution.

Learners are required to form new learning and social identities upon entering the new educational setting in order to transition into new culture successfully. In addition to academic and social adaptation, this study perceives that a majority of universities the world over (including Pakistani universities) have adopted English MOI because of the internationalisation of English language. Alongwith all the afore-mentioned adaptation categories, linguistic adaptation has also been found to hold great importance for successful transition into university (Gemici, Lim & Karmel, 2013; Goldschmidt, Notzold & Miller, 2003; Rouf, 2012; Tran, 2011).

Although linguistic adaptation is an important factor in transition, major research on the construct has been conducted mainly in native English speaking countries with focus on the linguistic adaptation of international learners from NESCs. There is dearth of research on the linguistic adaptation of NESCs or ESL learners' transition into English MOI university setting in NESCs context. The researcher felt that along with academic and social transition, the learners in this study (because of belonging to a NESC and ESL background) are also required to integrate into and adapt to the university language MOI or the linguistic culture to adapt to the university academic and social culture during the transition phase. As the academic process requires university entrants to adapt to the university MOI, linguistic adaptation was therefore also added as a focus in the current study.

Yet another adaptation category that has been studied by very few researchers is the environmental adaptation (e.g. Atwater, 1987; Creer, 1997; Dyson & Renk, 2006; Simons, Kalichman & Santrock, 1994). Learners' first reactions to and feelings towards the new environment, and the relationship they build with it during the early days on campus as they transition plays a critical role in their overall transition into university (Kantanis, 1997; 1998; 2000). Nonetheless, it remains an under-researched area despite being an important factor regarding transition into university. This study perceives that for a smooth transition into university, environmental adaptation also holds great importance. As each learner brings different identities, norms, beliefs and values to and have different expectations from the new culture, therefore one's reaction and adaptation to the university environment varies according to their attitude towards, as well as their expectations and perceptions of the new culture. Hence, in this study, the adaptation to university construct of learners' transition into university culture includes four adaptation categories: academic, social, linguistic and environmental adaptation and the challenges presented by each of these constructs.

The discussion that follows reviews existing literature on the nature of the four adaptation categories examined in this study: academic, social, linguistic and environmental adaptation; and the demands and challenges associated with each during learners' transition into the university culture.

Academic adaptation

According to Blimling and Miltenberger (1990), all the university entrants encounter an academic adaptation period during the transition that might vary according to individual learners' pace of development (Blimling & Miltenberger, 1990). It has been reported by a

number of researchers that in fact, challenges in adapting to university academic culture are the most common problem confronted by first-year learners (e.g. Aspinwall & Taylor, 1992; Baker, 2003; Baker & Siryk, 1986; Cantor, Noren, Niendenthal & Langston, 1987; Halamandaris & Power, 1999; Martin, Swartz-Kulstad & Madson, 1999; Sennett, Finchilescu, Gibson & Strauss, 2003; Strauss & Volkwein, 2004).

Academic transition into university has a significant effect on both the academic success and social and personal growth of the learners (Webster & Yang, 2012). Furthermore, learners' academic performance has been regarded as an essential determinant of learners' adaptation to university culture by many researchers (e.g. Gillock & Reyes, 1999; Nonis & Wright, 2003; Pacarella & Terenzini, 1991; Pedrini & Pedrini, 1978; Sheridan & Dunne, 2012). It has been observed internationally that the university academic culture and demands are quite different compared with those at school and college. Hence, it appears that many learners may find it hard to adapt to the university academic culture as it demands the learning and adoption of new learning styles (Krause et al., 2005; McInnis, James & McNaught, 1995; Webster & Yang, 2012; Yorke & Longden, 2007). One challenge is getting used to independent learning as learners are used to directed learning and are dependent on teachers at school and college (Hughes & Smail, 2014; Sheridan & Dunne, 2012).

A number of academic challenges faced by the learners during transition into university have been mentioned in the existing literature, particularly from the studies done in the Western universities. Learners may need to develop new and more demanding study habits, greater responsibility for learning, and critical and independent learning, both inside and outside the classroom (Baird, 1988; Eneau, 2008; Kantanis, 2000; Ramsden, 2008; Zutshi, Matthew & Weaver, 2011). Adjusting to diverse and different teaching styles as compared to those at school and college, which is further marked by gender diversity among university teachers may also present some learners with challenges to adapt to the university academic culture, as reported by Asmar, Brew, McCulloch, Peseta and Barrie (2000), Lowe and Cook (2003) and Renk and Smith (2007).

Some learners may find it challenging to learn to manage time and workload (Asmar et al., 2000; Christie, Barron & D'Annunzio-Green, 2013; Krause & Coates, 2008; Macan, Shahani, Dipboye & Phillips, 1990; Meng & Heijke, 2005; Strang, 2015; van der Meer, Jansen & Torenbeek, 2010; Yorke & Longden, 2007). University examinations and assignments, understanding teachers' and assessment expectations, and learning how to incorporate sources into writing may present some learners with problems (Howard, 1992; Jansen, André & Suhre,

2013; Pecorari, 2008; Plakans & Gebril, 2012; Renk & Smith, 2007). Another issue could be learners' lack of awareness of the differences that exist between the school and college, and university academic culture (Watkins & Biggs, 2001; Webster & Yang, 2012). Clearly learners need to be prepared to face the new culture where new practices and attitudes need to be learned and developed for successful academic transition into university and to become an independent learner (Tucker, 1998).

University level study requires the learners to develop proficiency in a range of advanced literacy competencies and practices to enable them to engage effectively with their chosen study discipline (Thompson, Morton & Storch, 2013). One such academic practice is the writing of research-based assignments that requires learners to engage with different source materials for addressing the particular subject and topic areas ranges and undertaking tasks related to specific assignments they have been set (Bazerman, 1988, Blair, 2016; Burton & Chadwick, 2000; Stapleton, 2005). At the point when undertaking such research-based written work, learners not only need to have knowledge of what kind of sources to choose that align with the scope and aims of the assignments, they need to know how to incorporate these sources viably into their composition as well (Leki, 2007; Prensky, 2001; Thompson et al., 2013). Blair (2016) shows concern that university entrants are unclear in regards to what their teachers expect from them in the assignments. The current study will explore whether learners in this study encounter the same academic adaptation challenges and experiences and how successful they are in meeting the demands of the university academic culture.

Social adaptation

Another significant transition to be made in university is adaptation to the university social culture (Tinto, 1987, 1993). Tinto (1987, 1993) stresses the importance of social interaction with peers and faculty on campus. Establishing friendships and social networks have been described as key to transition in wider transition into university literature based on studies conducted in the UK, USA and Australia, (e.g. Maunder, Gingham & Rogers, 2010; McInnis, 2001; Tinto, 1993; Wilcox, Winn & Fyvie-Gauld, 2005; Yorke & Thomas, 2003). Studies have revealed that social adaptation challenges faced during the early months of transition can have a negative impact on the overall performance of learners in university (e.g. Evans & Morrison, 2011; Kantanis, 1998, 2000; Lowe & Cook, 2003).

The new social setup in the university demands an active participation in socialisation during the transition period to create a social network. The learners have to make new social networks

in the new setting and failing to do so may lead to problems like isolation and alienation (Sevinç & Gizir, 2014; Terenzini et al., 1994) and rejection by others (Long, 1977; Sevinç & Gizir, 2014; Swenson, Nordstrom, & Hiester, 2008). This is also marked with a change in the social role as the learner is given more responsibility and autonomy for choice and decision making in not only educational but also personal life commitments at this stage. Both of these transitions are also taking place simultaneously (McInnis, 2001).

Adaptation to university social culture demands developing social interactions and meaningful relationships with the academic staff as well (Tinto, 1993). Tinto elaborates that having contact with the academic staff leads to better involvement in learning that then leads to intellectual growth. Tinto (1993) adds that the interactions with the academic staff need to be extended from classrooms to the academic staff offices. Failing to interact with the academic staff may lead to learners having a feeling of isolation and show impaired academic performance. Clifton (1987) reports that university entrants leave the nurturing and supporting environment of school where they receive support, direction and encouragement from the staff. Therefore, some learners may feel that the university academic staff are indifferent to their needs, less warm and do not provide them the level of support they expected due to their over-reliance on teachers during pre-university years (Sevinç & Gizir, 2014).

In the Pakistani university context, some social adaptation problems are of a different nature compared with those in the Western countries. For example, a significant problem can be that for a majority of learners, it can be their very first experience in a mixed gender institution because in the Pakistani education system, most learners have had their school and college education at a single-gender school or college where they were taught by teachers of the same gender (see Section 1.3.3). However, there are both female and male teachers in universities (see Section 1.3.3). Social interaction with peers and teachers may present a big challenge for some learners, and they may find it difficult to adapt to a co-education culture.

Feeling shy to interact with peers and teachers of the opposite gender may create problems both at social and academic levels. On the academic level, this may affect learning as a number of learning activities in university require either group work or pair work (Kantanis, 1998; 2000). Shy learners may face challenges in interacting in group activities and making oral presentations in front of an audience. Some learners may also feel shy to interact with teachers of the opposite gender, which can hinder their involvement in learning activities and classroom interactions such as asking questions, answering the teacher's question, requesting clarification of a concept,

and seeking guidance for a difficult task (Rouf, 2012). This situation may have a negative effect on learners' intellectual growth and confidence development.

Another challenge that may be faced by the learners from rural background is confronting multiple social adaptation challenges like city life, living away from home, and university environment which are all quite different from their prior social experiences (Gemici et al., 2013; Xiulan, 2015). Some learners find it difficult to make friends in the new culture, particularly those coming from small towns who move away from family to study in an urban university (Kantanis, 2000).

Many researchers who have studied emerging adults have reported the importance of peer relationships in university life and the significant link between the quality of university learners' peer relationships and their adaptation to university (e.g. Bagwell, Newcomb & Bukowski, 1998; Fass & Tubman, 2002; Fraley & Davis, 1997; Gavin & Furman, 1989; Lapsley & Edgerton, 2002). According to Fraley and Davis (1997), peer relationships hold more importance for the learners living in university hostel compared to the learners living at home with parents. It has been reported that learners living on campus tend to seek support from peers during stressful and life changing days of transition whereas those living at home may turn to their parents for help (Fraley & Davis, 1997). It is significant that researchers have found that secure peer relationships and support lead to better social adaptation (Friedlander, Reid, Shupak & Cribbie, 2007; Lapsley & Edgerton, 2002); good academic performance and adaptation (Fass & Tubman, 2002; Kantanis, 2000); and better emotional and personal adaptation (better quality of life; less anxiety and stress) (Abbey, Abramis, & Caplan, 1985; Friedlander et al., 2007). This suggests that those living in hostels may have better social adaptation (Fraley & Davis, 1997).

Swenson et al. (2008) argue that another important factor affecting learners' social adaptation is the difference between learners' relationships with their old high school best friend and their new university best friend. It is thought to be very important to make close friends in the new learning culture because carrying on former attachments with outsiders and connecting less with the people in the new learning culture may negatively affect social adaptation in the new institution (Bean, 1985). University entrance presents the first experience to many learners to leave old friends and friendship networks (Ishler, 2004). Paul and Brier (2001) stress the need to move on to new peer relationships and friendships in university and report that many university entrants miss their old school friends for which they used the term 'friend-sickness'. Paul and Brier (2001) found that friend-sickness has a negative impact on the emotional state of transitioning learners and presents them with difficulties in social adaptation to university

culture because these learners often do not make new friends in university. This does not imply that they should leave old friends, but rather there is the need to make new friends in new learning culture for reducing alienation and loneliness and having better adaptation (Ishler, 2004; Swenson et al., 2008; Wiseman, 1997).

It is to be added that university culture offers participation in a number of social activities that are not offered in a majority of Pakistani schools and colleges, such as various societies, clubs, associations, and groups. Learners may find it quite challenging to get involved in such activities during the transition phase. It is natural that challenges in social adaptation may affect the overall adaptation experience in university.

Linguistic adaptation

Learners entering university can face language-related challenges along with other transition difficulties, especially when adapting to the demands of a second language or English language of instruction (Evans & Morrison, 2011). This is usually referred to as linguistic transition that Rouf (2012) defines as “a shift of medium of instruction from one language to another” (p.10). Fielding and Stott (2012) report that learners can face adaptation problems during such transition because of low levels of language competence in the language of instruction, and low self-confidence due to the lack of prior experience or low skill of English language use and the teachers' expectation of the learners to learn independently through the target language. Rouf (2012) says that linguistic transition into university can have a negative effect on learning because of learners' lack of or low level of listening, reading, writing and speaking skills in the university language of instruction. According to Rouf (2012), this situation may lead to problems in doing various academic tasks, such as comprehending the lectures, understanding course content and requirements; writing assignments; and taking assessments.

Various researchers have found that learners from NESCs encounter linguistic adaptation challenges in English MOI in university learning (e.g. Evans & Morrison, 2011; Hellekjær, 2009; Huang, 2012; Lam & Kwan, 1999; Naoko & Naeko, 2006). These learners may face difficulties in various academic tasks, such as, comprehending lectures (Camiciottoli, 2010; Evans & Morrison, 2011; Mulligan & Kirkpatrick, 2000; Naoko & Naeko, 2006), reading comprehension (Hellekjær, 2009), writing assignments (Kırkgöz, 2009; Mohamed & Banda, 2008), and content learning (Huang, 2012). In addition, lack of adequate vocabulary may lead to difficulty for NESCs learners to engage with the text, learn subject matter in English, comprehend, interpret, and take notes during lectures due to lecturers speaking in heavy accents

with fast speed and using idiomatic or specialised vocabulary (Camiciottoli, 2010; Erling & Hilgendorf, 2006; Evans & Morrison, 2011; Huang, 2009; Kırkgöz, 2009; Mulligan & Kirkpatrick, 2000). Learners may also feel hesitation to pose questions or reply to lecturers' questions in English, and show unwillingness to participate in class discussion due to low skill level in spoken English (Hellekjær, 2009; Huang, 2009). Some learners may find it challenging to incorporate sources in writing and over-rely on reproduction of language and ideas from source texts (Howard, 1992; Pecorari, 2008; Plakans & Gebril, 2012).

According to Kozulin (2009), the learning process in university education confronts the learners with the challenging task of adapting to a new language and sociocultural system. The nature of the linguistic transition into university may present learners with a big challenge, especially in multilingual countries like Pakistan where English is not a native language and is taught and learned as a second/foreign language. Public sector Urdu language of instruction schools and colleges in Pakistan mainly rely on Grammar Translation Method² for the teaching of English (Rahman, 2002). In this method, more focus is on teaching and learning of grammatical rules with little focus on the teaching of listening and speaking skills (Shamim, 2008). The development of speaking and listening skills is hindered as learners tend to avoid using English language due to the fear of making mistakes (Zareen, 2000). This practice can have a lasting effect on university entrants who may find it hard to adapt to the new linguistic culture and meet its demands. The situation also has a direct impact on their academic achievement because language and learning are indispensable, and low skill in the language of instruction can lead to impaired academic performance. However, the English language skill level of university entrants is reportedly better for those learners who have had their schooling in private elite English-medium schools (Khan, Sultana, Naz & Bughio, 2012).

Ahmed (2012) reports that the biggest challenge faced by ESL learners is the positive transfer of thoughts and ideas from the first language (Urdu in this case) into the second language (English). The Grammar Translation Method for teaching English encourages the habit of thinking in Urdu and then translating that into English before final reproduction of either a

²According to Brinton and Celce-Murcia (2014), in the grammar translation approach “there is little use of target language for communication. Focus is on grammatical parsing, that is, the forms and inflections of words. There is early reading of difficult texts. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa). The result of this approach is usually an inability on the part of students to use the language for communication. The teacher does not have to be able to speak the target language fluently” (p. 5).

verbal or written response in English language (Rahman, 2002). When the learners carry on with the same practice in university, it leads to errors that are mainly caused by their difficulty in understanding the difference in the grammatical and structural rules of the two languages (Ahmed, 2012). Since written and oral academic work at school and college tends to not demand critical reflection, the learners manage to do well at school and college. However, the learners are not aware of the fact that university linguistic culture demands the production of critically reflective written and oral academic work. This leads to further difficulties in successful learning through English language and linguistic adaptation. The present study presents insights into the learners' transition experiences in an educational, societal and cultural context where the official MOI and assessment system at university is different from the language usually used in daily life as well as in public sector and even in low-status English MOI private schools.

Environmental adaptation

Although environmental adaptation is an under-researched category in learners' transition into university, the researcher felt that learners' adaptation to university experience is likely to be affected and influenced by their specific reactions to the new learning environment, particularly on very first exposure and first few weeks in the new learning culture (Kantanis, 1997; 1998; 2000). Hence, there is the need to explore learners' environmental adaptation experiences to have a better understanding of their transition into university. According to Farnill and Robertson (1990), "The first few weeks of tertiary study is a time of high vulnerability with many new demands, when old supports have been left behind and new ones not yet generated" (p. 179). For successful adaptation to the new environment, individuals may cope with as well as manage the challenges, and demands in their daily life (Simons, Kalichman & Santrock, 1994). Creer (1997) posits that when adapting to a new environment, individuals depend on making behavioural changes and adopt coping strategies. During this process of behavioural change and coping, the individuals engage actively in shaping their environment for meeting both their personal needs and goals (Atwater, 1987; Dyson & Renk, 2006)

Upon entry into university, learners may find it challenging to cope with the new environment and may feel vulnerable while meeting its demands (Clifton, 1987; Credé & Niehorster, 2012; Lazarus & Folkman, 1984). Some learners may encounter bullying or aggression (Jantzer, 2006; Klem, 2008) while others may face loneliness (Fassig, 2003; Kim, Rapee, Oh & Moon, 2008) because of finding university environment different from school (Goldschmidt et al., 2003). Some of the feelings that learners can go through on their first exposure to the university

environment include a state of shock, nervousness, stress, and depression (Beyers & Goossens, 2002; Brooks & DuBois, 1995; Kim, Rapee, Oh & Moon, 2008; Lazarus, 1993). Since stress and depression are linked to psychological adaptation, which is not the focus of this study (see Section 2.2.1), this study will consider only learners' initial feelings and reactions to and first impressions of the new learning culture at university as part of their wider behavioural reactions.

Adaptation to university culture during transition is perceived to be influenced by various factors. The influence of various pre-university and post-shift factors on transition is discussed next.

2.3 INFLUENCES ON TRANSITION

Various influences have been found to contribute to shaping learners' transition into university. One group of researchers contends that learners' unrealistic perceptions and expectations of university life and culture, and preparedness for university have a significant influence on learners' transition experiences and adaptation to university (e.g. Eiselen & Geyser, 2003; Evans, 1999; Fraser & Killen, 2003; Lowe & Cook, 2003; Pascarella & Terenzini, 1991; Nel, 2006; Nel, Bruin & Bitzer, 2009; Richardson & Skinner, 1992; Sedumedi, 2002; Tait, Van Eeden & Tait, 2002; Tinto, 1993; Thomas & Quinn, 2007; Yorke, 2000). Another group of researchers argues that learners' demographic characteristics and background, such as their SES, plays a significant role in their transition experiences (e.g. Cabrera, Nora, Terenzini, Pascarella & Hagedorn, 1999; Hertel, 2002; Kenny & Stryker, 1996; McDonald & Vrana, 2007; Nora & Cabrera, 1996; Schneider & Ward, 2003; Sennett et al., 2003; Terenzini et al., 1994). Yet another group of researchers focuses on the role of learners' educational experiences and prior academic achievement in shaping their adaptation experiences and the challenges they face during transition (e.g. Coyle & Pillow, 2008; Credé & Kuncel, 2008; Garavalia & Gredler, 2002).

According to Sheridan and Dunne (2012) and Woollacott, Snell and Laher (2013), university entrants bring with them to university an array of diverse prior experiences. As each individual learner brings different norms, beliefs, values and experiences to the new culture; therefore, one's adaptation to the university culture varies according to their attitude towards the new culture based on the various factors and prior experiences influencing their transition experience (Sheridan & Dunne, 2012). Given the focus of the current study is on transition into university

in Pakistan, the following areas are thought to be of particular pertinence when considering prior influences on the transition process: the influence of learners' expectations of and preparedness for university; prior learning experiences (prior school and college sector and type); and MOI on their experiences of transition and adaptation to the new learning culture. These influences are discussed next.

2.3.1 Learners' Expectations of and Preparedness for University

It has been reported that transition into university can put learners into a crisis phase or a state of shock that they need to manage and come out of for smooth and successful transition (Brinkworth et al., 2009; Evans, 1999; Hughes & Smail, 2014; Kantanis, 2000, 2007; McPhail, 2015; Southall et al. 2016; Yorke, 2000). An important factor that has been found contributing to learners' sense of crisis or shock during the transition phase is the mismatch between learners' expectations and the actual university learning environment (Harvey, Drew, & Smith, 2006; Kantanis, 2000; Krause et al., 2005; McPhail, 2015; Miller, Bender & Schuh, 2005; Scutter, Palmer, Luzeckyj, Burke da Silva & Brinkworth, 2011). For example, some learners expect "there will be less work at university because there are fewer contact hours" (Walsh, 2007, p.6), while some others may expect university work to be more difficult as they have been told so (Walsh, 2007).

It is reported that whatever the learners' expectations are, most of them enter university with uncertainty in regards to how to go about and achieve at the university level (Crisp et al., 2009; Scutter et al., 2011). In addition to this, learners' unrealistic expectations about receiving lecturers' feedback and having access to them can also create difficulties for them (Blair, 2016; Crisp et al., 2009). It is found from the studies analysing learner expectations, decision-making and aspirations of university that learners find it difficult to envisage university culture and life and make accurate predictions regarding their future university experience (Longden, 2006; Peel, 2000; Smith & Hopkins, 2005; Tranter, 2003). Researchers have reported the chances of a mismatch between learners' pre-transfer expectations and aspirations and the reality of their transition experiences at university that presents them with various challenges to adapt to the university culture (Briggs, Clark & Hall, 2012; Smith & Hopkins, 2005; Tranter, 2003).

Some of the common misconceptions or unrealistic expectations that learners bring with them to university that have been reported in literature include assumptions that university lecturers will provide the similar directed and scaffolded learning and support as provided by teachers at school (Anderson, Wason & Southall, 2016; Crisp, et al., 2009; Kantanis, 2000; Krause et al.,

2005; Lowe & Cook, 2003; Watkins & Biggs, 2001). Other misconceptions include that old learning approaches and styles and study habits will work at university and that university study is similar to school and college study (Krause et al., 2005; Lam & Kwan, 1999; McInnis et al., 1995; Wilson & Lizzio, 2008; Yorke & Longden, 2007). In addition, Crisp et al. (2009) and Smith and Wertlieb (2005) posit that some learners may expect that it will be easy to socialise in university.

Along with learners' misunderstanding regarding their expectations of higher education learning and university culture, academics have also been found to have unrealistic expectations of the university entrants, particularly about their capacity for self-directed and independent learning (Collier & Morgan, 2008). This indicates that expectations can be unrealistic on both sides (Kantanis, 2000; Pithers & Holland, 2006).

Students' preparation for university, also referred to as college readiness in wider literature, commonly takes place in high school/college and enables learners to develop expectations of the new learning culture at university (Jansen et al., 2013). Preparedness is one of the most important factors for success at university. According to Jansen and van der Meer (2011), learners who are better prepared for university tend to face fewer problems during transition into university. Asamsama et al. (2016) stress the importance of university preparedness and contend that university education gains effectiveness if learners come equipped with all the skills required to be successful.

Pascarella and Terenzini (1983) and Tinto (1987) hold preparedness in close relation to academic integration into the new learning/academic culture at university. Various researchers have put forth factors associated with learners' preparedness for university. For example, Jansen and van der Meer (2011) contend that high schools need to focus on various factors in regards to learners' preparedness or readiness for university that include written communication, time management, group work, ICT skills, verbal communication, and information processing. Byrd and MacDonald (2005) associated four key factors with preparedness for university that are time-management skill, motivational factors, background factors and learners' self-concept. Conley (2007, p. 8) identified four elements of preparedness that high schools need to develop amongst learners, as "key cognitive strategies, key content knowledge, academic behaviours, and contextual knowledge and skills".

A number of researchers have reported that learners are not adequately prepared for university (e.g. Brinkworth et al., 2009; Goldschmidt et al., 2003; Kivilu, 2006; Knowels, 1975; Krause et al., 2005; McInnis, 2001; Tinto, 1993; Tucker, 1998). This situation may present university

entrants with challenges during transition. Upcraft and Gardner (1989) found that the reason why transition presents learners with challenges often lies in learners' inability to realise that university culture and learning is going to be completely different to what they had experienced for the past 12-13 years. According to Astin (1975), most of the learners enter university without any hint that university is different from school and college in many ways, for instance academically, socially and linguistically.

Regardless of the individual background and circumstances, university entrance is a period marked with great uncertainty and anxiety for many learners (McInnis & James, 1995; Peel, 1998). Due to the challenges associated with adapting to the university culture, the process of transition into university, particularly the first semester and the first year are considered a difficult phase (Scanlon et al., 2007) because most university entrants are under-prepared for the shift required in changing from high school/college into university (Brinkworth et al., 2009).

McInnis and James (1995) argue that going to the university brings forth diverse experiences for learners, ranging from big hurdles in the form of challenges for most of the learners to a big daunting leap into an unknown region. This shift is basically linked to a sudden shift from the scaffolded and controlled environment of school or college and family to an alien or unknown environment. The new environment expects the learners to come prepared and be ready to not only accept the personal responsibility for both academic and social aspects of their lives but also make decisions independently (McInnis & James, 1995).

Learners tend to face challenges during transition into university because of sudden departure from a "familiar teacher-oriented environment" and entry into a "learner-directed environment" (Wratcher, 1991, p. 25). This situation has been said to put most of the learners in a state of shock and dilemma, create distress and anxiety for many (Lowe & Cook, 2003), and undermine their normal coping mechanisms (Rickinson & Rutherford, 1995). The challenging situation faced by learners during transition into university has led to increased scholarly concern amongst educationists and educational scholars (e.g. Brinkworth et al., 2009; Trotter & Roberts 2006) regarding learners being inadequately prepared for entering university and finding it difficult to make a smooth transition.

The manner in which schools prepare learners for university has been found to be one factor contributing to developing learners' expectations of university (Clark & Ramsay, 1990). Crismore (1984) argues that it is a common perception that many university entrants are under-prepared for smooth adaptation to university culture. There is another perception that even if the learners are prepared for adapting to the new educational culture and adopting the new role as

independent university learners, they may either be unaware of or not using existing services at university (e.g. counselling services, libraries, technology labs) to help them adapt smoothly (Crismore, 1984). It has also been said that, to succeed in adapting to university, learners need to learn how to manage their time and allocate their own resources to complete university academic and other tasks, which most university entrants find challenging to do and most come unprepared in this regard (Schrader & Brown, 2008).

2.3.2 Prior School

Attributes such as school sector and type, have also been found to play an important role in shaping learners' transition into university experiences and constitute a substantial part of learners' prior learning experiences (e.g. Betts & Morrell 1999; Birch & Miller 2007; Brinkworth et al., 2009; De Rome & Lewin 1984; Fiske & Markus, 2012; Gemici et al., 2013; Hattie, 2009; Johnes & McNabb 2004; Stuart, Lido, & Morgan, 2009). According to Gemici et al. (2013), although learners' individual characteristics (such as educational aspirations, academic ability) are the main drivers of the university experience, school attributes also have a significant influence on the university entrance and transition experiences. Therefore, a successful transition into university may be influenced by attributes such as prior school sector, type, size, geographic location and the socioeconomic profile of the learner body (Gemici et al., 2013).

It is important to separate the influence of learners' prior school characteristics from their individual background or demographic factors. In addition to this, it is also important to consider the notion that learners attending the same school or same type of school are in general more similar to each other than those attending a different school/college. Another prior factor found contributing to learners' university transition experiences is the quality of the school teachers and teaching practices (Hattie, 2009).

The school-level measures included in the present study are school/college sector (i.e. government/public and private) and school/college type (single gender and mixed gender/co-ed). It is worth noting that learners from private and elite schools are also more likely to be from high SES backgrounds. A number of researchers report that the emphasis on university entrance for learners from elite schools may result in them getting extra attention and performing better at university entrance tests, although they may still encounter the same academic challenges as others, once in university (e.g. Betts & Morrell, 1999; Birch & Miller, 2007; Brinkworth et al., 2009; De Rome & Lewin, 1984; Johnes & McNabb, 2004). According to Fiske and Markus

(2012), learners from lower SES schools might have greater 'performance shock' at the university. Even if these learners have been at the top of their school academically, they may get intimidated by the notion of encountering more capable peers (from elite schools) in university (Fiske & Markus, 2012).

2.3.3 Prior Medium of Instruction (MOI)

The medium of instruction commonly refers to both the language used for teaching and for learning. Rassool (2007) defines medium of instruction as "the language medium through which knowledge is mediated" (p. 15). In this regard, language has a central role in the learning process as learning cannot take place without language because it is mediated through language (Anh & Marginson, 2013; Mitchell & Myles, 2004; Scarino & Liddicoat, 2009; Turuk, 2008). Language is the medium through which knowledge is transferred, and education is imparted (Lo Bianco, 1987; Rassool, 2007), hence language-in-education policy is important in deciding which language to adopt for imparting education (Rassool, 2007). However, underdeveloped countries, such as Pakistan, Malaysia, Kenya (the majority of which are postcolonial, multilingual and multicultural), are confronted with an unresolved issue "regarding the choice of language(s) of teaching and learning" (Rassool, 2007, p.15). Similar problems have been reported in case of Pakistan (see Section 1.3.4). Powell (2002) holds that colonialism itself is the biggest constraint behind the language-in-education issue in such countries because English language and education in English is a legacy of British colonial rulers (Watson, 1999, 2007).

The notion of language as a mediating tool was introduced by Lev Vygotsky (1896-1934). Vygotsky and his followers believed that language mediates human thoughts and actions (Kozulin, 1988, 1998; Rajos-Drummond & Mercer, 2003). In this regard, language helps an individual in mastering and controlling the higher mental processes and their application, such as the activities that lead to learning, for instance academic writing, reading comprehension, and oral presentation. Following Vygotsky's sociocultural theory, Mitchell and Myles (2004) contend that "learning is a mediated process" (p.195), which is primarily mediated through language. This is in line with other sociocultural theorists (e.g. Ellis, 2008, Anh & Marginson, 2013; Kozulin, 1988, 1998; Lantolf, 2000; Leontèv, 1978; Wells, 2007; Wertsch, 1991) who view language as a psychological, cognitive and mediating tool that is used by human beings for mediating their thoughts and learning.

Learning in formal educational settings is seen as a mediated activity that takes place through a psychological, cognitive and mediating tool (e.g. language) and a mediator (e.g. teacher)

(Kozulin, 1998). Therefore, learning can be successfully achieved through a sufficient amount of mediated learning experience and apt knowledge and experience with the higher order psychological tool of language. Ellis (1985) stresses that learning is the outcome of an interrelationship between cognitive (internal) and social (external) processes, and language is the tool used for sharing information through interaction. The internal and external factors impact learning in various ways according to the learners' competence to use the tool. Therefore, the language used as the MOI is the mediating tool or means through which interaction takes place, which in turn leads to learning. It is, therefore, necessary that both the teacher and the learners have working competence in the language of instruction.

Vygotsky emphasises the role of culture, social factors and language in affecting and shaping learning (McLeod, 2013). According to McLeod (2013), language plays two critical roles in learning: as a mediating tool through which learning takes place; and as a tool of academic transition. Therefore, a significant change occurs in the learning process with the transition from one mediating tool and culture to another. Abreu and Elbers (2005) report that the two processes of mastering new language and adapting to a new culture are closely interrelated. In this regard, during the transition into university, learners are faced with the dual challenge of adapting to the new MOI and the new sociocultural context. A similar situation is presented to the learners from the Urdu MOI background in the current study as they have to face the dual challenge of adapting to the English MOI as well as the new learning and sociocultural context during transition into university. Language also plays a part in social adaptation as it is the tool for communication to carry on the social process (Ellis, 1985). Hence it holds significance in social adaptation to university as well.

According to Abreu and Elbers (2005), previously education at all levels was imparted in the common language used within the cultural traditions of a group, the world over. Since the globalisation of English language and it been given the status of *lingua franca*, it has become a connecting language that is being widely used for bridging individuals and nations. However, there has been a drastic change in the situation during the last three decades, with universities the world over shifting to English language (which is a borrowed tool) due to the wider benefits associated with it. English has gained the status of a global and international language, so its dominant role in teaching and learning holds a high economic value today (Phillipson, 1998).

Since decolonisation in many Asian and African countries during 1950s, English has also become the international language of technology, scientific research, education, business and media (Canagarajah, 2006; Rassool, 2007), which puts pressure on universities to utilise this as

the MOI. According to Crystal (1997): “A language achieves a genuine global status when it develops a special role that is recognized [sic] in every country” (p.2); and “a language becomes an international language for one chief reason: the political power of its people” (p.7). Elaborating on the need for a global language, Crystal (1997, p. 9) contends that it is generated by the need to have a “*lingua franca*” (italics in original), a common language for connecting people across the globe in various domains such as business and academic study.

According to Tollefson (2000), English has become a global and international language due to the power associated with it as it has become the language of economic success. The economic imperatives associated with the English language have led to an increase in the use of English as MOI for university education in NESC (Brutt-Griffler, 2002; Coleman, 2006; Tsui & Tollefson, 2007). Referring to the importance of English language and globalisation, Lo Bianco (1987) and Phillipson (1998) contend that, as the world is becoming more dependent on language than ever before, in the current situation more importance is given to skilled and proficient use of English language as it promises enhanced economic and social opportunities and benefits. It has therefore become an obligation of governments, especially in NESC, most of which are multilingual countries, to provide their masses with access to successful English language learning that will raise their value in the capital market (Rassool, 2007; Watson, 2007). However, the Pakistani government has not succeeded in providing successful English language learning to a big faction of the Pakistani population (Rahman, 2006), which may influence learners' transition into university experiences in various ways.

Kaplan (2001) argues that the adoption of English MOI in NESC is associated with both intrinsic and extrinsic values associated with learning the English language. The intrinsic value of English is referred to as the need of acquiring English due to it being useful as the language of knowledge (e.g. knowledge in technology and science because of English being the language of textbooks and journals). On the other hand, the extrinsic value of English is referred to as the use of language as a tool for reaching a specific goal (e.g. use of English language as MOI to gain economic development) (Kaplan, 2001). In this regard, English language and MOI may hold both intrinsic and extrinsic value for the learners too as they use it for knowledge acquisition and learning. The current study will therefore examine learners' perceptions of English language and their prior MOI to understand how these influence their adaptation to university during transition.

Tsui and Tollefson (2007) report that the imperatives (e.g. economic benefits) associated with globalisation (e.g. internationalisation of higher education) have had a big impact on the

language-in-education planning and policies in NESC that overrule the fact that a large number of learners in a NESC may not have sufficient English language proficiency to learn through English MOI (Abutalebi et al., 2008; Ali, Hamid, & Moni, 2011; Nekvapil & Nekula, 2008). This may be one of the reasons contributing to the challenges faced by learners in NESC like Pakistan in adapting to the university culture (Rassool, 2007; Nekvapil & Nekula, 2008).

Due to the spread of English as a global language; the economic, social and political power associated with it; and the internationalisation of higher education, English has become the preferred choice as MOI in many university study programmes the world over (Ali, 2013; Dang, Nguyen & Le, 2013; Doiz, Lasagabaster & Sierra, 2011, 2013; Evans & Morrison, 2011; Huang, 2012; Marsh, 2006). However, English MOI can create problems in university for non-English background learners (such as in Pakistan) who have had their school and college education either in their first language or bilingually (Ali, 2013; Evans & Morrison, 2011; Hamid, Jahan & Islam, 2013; Hasson, 2005; Huang, 2012; Mansoor, 2004). Evans and Morrison (2011) argue that the majority of learners entering into universities in NESC either do not have prior experience of learning through English MOI at school or have low competency in academic English. This situation leads to adaptation problems in university learning environment which require completing various academic tasks that need English academic skill in order to be accomplished (Evans & Morrison, 2011). Some of the difficulties encountered by the university learners in NESC include challenges outlined earlier under academic and linguistic adaptation (see Section 2.2.3).

In this study, the borrowed tool (i.e. English language) which is being used as the MOI does not originate in the local culture, and is not shared by all the university entrants who are academic bilinguals, both balanced and unbalanced. Various researchers (e.g. Baker, 1988; Cummins, 1976; MacNab, 1979) have agreed upon the use of the term 'balanced bilinguals' (Baker, 1988, p.3) for the individuals who are almost or nearly competent and academically successful in the oral and literary use of any two languages. On the other hand, unbalanced bilinguals are not competent to achieve academic success in any of the two languages they have learned (Cummins, 1976). Pakistani learners fall into both of these categories. In particular, those who have received school education in an MOI other than English have been observed to face problems in adapting to and succeeding in university study programmes due to the lack of proficiency in English language (Rahman, 1995; 2002, Rassool, 2007). Not all the university entrants in this study have had previous experience of school and college education through the English MOI so not all have an equal level of skill in English language use. Low competency in

English language may cause feelings of alienation that may make learners feel inferior to those who have good command over the English language. Identity issues are considered next.

2.4 IDENTITY FORMATION IN HIGHER EDUCATION

The process of identity formation within the university learning environment can be a contradictory notion (Kasworm, 2010; O'Shea, 2011). Ivanic (1998) argues that the biggest challenge posed to some university entrants is fitting their existing selves into the identities available in the new learning context where the available identities may exist opposite to their established selves. For example, particular challenges may be encountered by learners with no prior experience of learning in a co-educational environment or English language MOI, or those who come from a rural background. This is because existing learning, social and cultural identities of the learners may not match the new identity positions available in the university. This situation may lead to a "mismatch between the social contexts, which have constructed their identities in the past, and the new social context, which they are entering" (Ivanic, 1998, p. 12).

Kasworm (2010) and O'Shea and Stone (2011) note that identity formation is also a complex process. Drawing on Johnston and Merrill (2009), the notion of "learning identity" is employed to connote the "irregular and complex interrelationship of learning and identity" (p. 130) in this study. This definition of learning identity perceives that learning identities and other adult identities co-exist, and both affect each other.

O'Shea (2014) reports that learning identities will have begun evolving in past learning environments, thus the shift into university might either affirm these identities or disrupt them, inciting a revision and renegotiation between the existing, desired and expected identities. Learning identities are devious and undergo constant change and renegotiation (Lairio, Kouvo & Puukari, 2013; Martin, Spolander, Ali & Maas, 2014). It is therefore not easy to develop identity and learning together (Alder, 2016). As such, the current study perceives that university requires learners to evolve their identity of dependent learner (that they had during pre-university years) to become an independent learner in university.

According to O'Shea (2014), transition of emerging adults involves emerging identities, emerging adulthood and making new connections. Krause (2006) has argued that many new learners find initial experiences in university challenging. For example, as Krause states:

For some learners, particularly those from under-represented backgrounds, the transition to university can be a significant battle in that it may constitute a conflict of values, a challenge to one's identity and a threat to familiar ways of knowing and doing.

According to Arnett (2000), young people aged between 18 to 25 years undergo a specific developmental stage called "emerging adulthood". For example, finishing and leaving high school or college, joining university, leaving home, developing more steady connections and relationships, and above all becoming an independent learner. This stage is characterised by young people's subjective view of never being adolescents again. This is the stage when young people also enter university. But in the meantime, as they are not yet adults, many of them are still financially dependent on their families. This period of life is likewise characterised by numerous decisions, choices and changes to be made. Three influencing factors were put forth by Arnett (2000) in relation to the developmental stage of emerging adults as they move from the before (adolescence) to the after (adulthood) stages. These factors are identity exploration, the number of residential changes and moves (Goldscheider, 1997), and a higher chance of taking part in "risky behaviour" (Mazzoni & Iannone, 2014, p. 303). The current study takes into consideration the first factor of identity exploration only as it is concerned with identity exploration and formation of new identity as independent university learners.

Stieha (2010) concedes that transition from high school to university is a complex undertaking with regard to the time and the challenges learners confront. It is required to provide support to the learners on both sides of the transition bridge for enabling them to not only adapt to university but also to be capable of developing both autonomy and new learner identity. "When learners begin their first-year at university, they are required to reorganise the way they think about themselves, as learners, and as social beings" (Huon & Sankey, 2002, p. 1). Adaptation to the university culture includes connecting "pre-university experience" and "experience at university" (Perry & Allard, 2003, p. 76). Adaptation effectiveness is improved by the chance of framing positive social associations with both fellow learners and university staff (Blair, 2016; Keup & Barefoot, 2005).

Briggs et al. (2009) posit that the process of transition starts before the shift, through prospective learners' visits to universities and formation of links with current learners that allows them to envision what it would be like being a university learner. This process proceeds through the early months at university. However, in the Pakistani context, due to lack of collaboration between colleges and universities, learners are not provided with any chances to visit universities and form links with current learners and university staff, before the shift.

It is implied by Harvey and Drew (2006, p. iii) that learners adjust more quickly if they manage to “learn the institutional ‘discourse’ and feel they fit in”. Huon and Sankey (2002) insist that for smooth transition, learners should form a sense of their learner identity during this initial period at university. In addition to this, they should learn to be an autonomous or independent university learner (Fazey & Fazey, 2001; Weadon & Baker, 2014). If learners do not succeed in this, they may become disoriented and lose personal identity (Scanlon et al., 2005). In Tranter’s (2003, n.p.) words, the learners might feel like “a fish out of water” which may place them at risk of leaving their studies. It is, therefore, essential to establish a positive learner identity to persist and succeed as an independent university learner (Tangey, 2014). In this regard, it has been reported that peer interaction is a vital element in creating concepts of self-linked with and relevant to university learning and accomplishment (Briggs et al., 2012; Dweck, 1999). Adolescents at this phase are entering a new phase of life and adapting to new demands and responsibilities, in most cases away from family and friends. Despite these challenges, transition into university also provides opportunities for forming new identities (e.g. learning and social), developing new peer relationships and friendships, and exploring new emerging interests (Gottlieb, Still, & Newby-Clark, 2007).

2.5 CHAPTER SUMMARY

The literature reviewed indicates that the transition from high school/college into university leads to adaptation challenges in the new educational culture that presents the learners with various cultural demands. Learners may face difficulties in meeting the academic, social, linguistic, and environmental demands of the new learning culture during transition. Learners’ perceptions and expectations of the new learning (university) culture, their preparedness for university, prior school/college sector and type, and their prior MOI may all play a significant role in their adaptation to the new learning culture. Accordingly, the focus of this study is to investigate the learners’ experiences during their transition into university and find out how the learners form new learning identities. The learners’ participation in the new culture (university) during the transition phase is seen as a change process in which the way learners adapt to the new culture takes place in negotiation with the learners’ expectations of and preparedness for the new learning culture, and prior learning and MOI experiences to become independent learners and form new learner identities.

The review of the existing literature indicates that to date there has been no study to explore Pakistani learners' transition into university. Furthermore, the existing research body on the topic of transition into university is largely Westerncentric; and there exist limited studies focusing on the transition challenges faced by learners from dual MOI, postcolonial, multilingual, non-western NESC. The current study will attempt to address this research gap, to provide a perspective from a non-western and NESC and also help to improve the transition experience of both Pakistani learners as well as learners from other NESC.

2.6 RESEARCH QUESTIONS

Based on the review of the literature and identification of the gaps in this, particularly with respect to Pakistani learners, the key research questions this study will address are:

1. What are the learners' perceptions of their transition experiences in their first year of university?
2. What are the learners' prior learning experiences and how do these relate to their transition into university?
3. How does prior medium of instruction influence the learners' transition into university?
4. How do the learners adapt to the university culture during the transition phase?

The next chapter presents the methodological framework adopted to address these research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodology and research procedure employed in the current study. The chapter focuses on describing the research paradigm, research approach, research design and providing the justification for the decisions taken. The chapter starts with a brief discussion on the historical background of the pragmatic paradigm, the theoretical basis and controversy associated with the two philosophical assumptions underlying the mixing of the paradigms in order to combine qualitative and quantitative approaches, and the justification of the choice of the pragmatic paradigm. The discussion then leads on to describe the research setting and population, the quantitative and qualitative data collection tools and the rationale for the choice of these tools. Finally, the steps involved in data collection and data analysis, and the ethical procedures and considerations taken care of in this study are elaborated on.

3.2 SITUATING THE RESEARCH PARADIGM

The popularity of the term paradigm has largely been attributed to the work of Thomas Kuhn (1962) who considers it a brief description or summary of a researcher's beliefs underpinning their efforts to understand the realities. Elaborating on the term paradigm, Kuhn in his book *The structure of scientific revolutions* (1962) says "a paradigm is an accepted model or pattern" (p.23) "from which spring particular coherent traditions of scientific research" (p.10) and knowledge building models, and it is "that aspect of its meaning" (p.23) that enabled Kuhn to consider 'paradigm' a suitable term for the models of research which lead to achievements. According to Kuhn, every field of study has its specific paradigm and it is "the acknowledged dominant paradigm of every field of study" that shapes "knowledge" (Hesse-Biber & Leavy, 2008, p. 2). Kuhn (1962) says that a paradigm constitutes the same nature of ontological, epistemological and methodological principles. In short, paradigm implies a system or set of researchers' shared worldview; beliefs and values; techniques; and assumptions which enable

them to create new knowledge (Bryman, 2012; Dai & Chen, 2013; Morgan, 2007; Nouman, 2012).

Paradigm is a complex term and there does not exist an agreement on its definition and meaning. Researchers define and use the term paradigm based on their own understanding of the concept. Bryman (1988) defines paradigm as “a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, [and] how results should be interpreted” (p.4). Guba & Lincoln (1994) define paradigms as “basic belief systems based on ontological, epistemological and methodological assumptions” (p.107). Greene & Caracelli (1997) stress the importance of paradigms as they provide the basic framework without which “the inquirer is perhaps too readily buffeted by the socio-political influences of the context. Responding with integrity, meaningfulness, and coherence to such influences requires a paradigmatic anchor” (p.11). Bryman’s (1988) reasons for needing a paradigmatic anchor were kept in mind when making decisions about and developing the methodological framework for this particular study.

A number of researchers (e.g. Creswell & Clark, 2011; Mertens, 2010; Robson, 2002) agree on four types of paradigms: Post-positivism, interpretivism/constructivism, participatory/transformational and pragmatism. However, various researchers (e.g. Denzin & Lincoln, 2000; Guba & Lincoln, 2004; Sarantakos, 2012; Teddlie & Tashakkori, 2003) have agreed on two basic paradigms: the positivist (also referred to as empiricist, logical positivism, and post-positivism), and the constructivist (also known as interpretivist, phenomenological, and naturalist) paradigm. The two paradigms (positivism and constructivism) have been favoured by researchers in different periods of time during the 19th and 20th century. During most part of this time, quantitative paradigm was favoured by the proponents of quantitative research. However, there was a rise in the use of qualitative research during the 1980s and 1990s (Clark, Creswell, Green & Shope, 2008). The opposing views of the two camps of quantitative and qualitative researchers led to the paradigm wars through the last two centuries. This war or conflict reached its peak during 1980s which resulted in the emergence of purists in both camps who favoured their respective paradigm for its strengths and rejected the opposing paradigm for its weaknesses (Lincoln & Guba, 1985).

For the last two decades, there has been a debate on the distinction between quantitative and qualitative research. Some researchers favour quantitative while others support qualitative research. The proponents of quantitative research believe that “the positivist paradigm” is based on “a *realist/objectivist ontology* and an *empiricist epistemology*” and is guided by “the strategy

of quantitative methodology” which “prescribes fixed designs and quantitative methods” (Sarantakos, 2012, p. 29, italics in original). On the other hand, the qualitative proponents believe that the paradigm of constructivism is “based on a *constructivist ontology* and an *interpretivist epistemology*” which “guide the strategies of qualitative methodology and prescribe mostly flexible designs and qualitative methods” (Sarantakos, 2012, p. 29, italics in original).

The paradigm war resulted in the incompatibility thesis which declared that the two approaches could not be combined because of being opposing in nature (Howe, 1988). Carrying the concept forward, Howe (1988) refutes the incompatibility thesis and believes that “quantitative and qualitative methods are *compatible*” (Teddle & Tashakkori, 2003, p.7, italics in original) and could be used in a single research under the umbrella of pragmatism. Both these dominant research approaches (quantitative and qualitative) have distinctive strengths and weaknesses which have been highlighted by various researchers (e.g. Denzin & Lincoln, 2000; Gall, Gall & Borg, 2005; Robson, 2002). Furthermore, it has been acknowledged that the choice of a research approach may not depend on the underlying principles and qualities of an approach, but the choice should be guided by the suitability of the approach to the purpose of the study (Gorard, 2002). The researcher adopted Howe’s (1988) stance and selected pragmatism because it provided the freedom and flexibility to use both quantitative (positivist) and qualitative (interpretivist) approach to address the research problem by using the most suitable methods. The next section presents a discussion on the third paradigm of pragmatism and how it helped in adopting a suitable methodological framework for addressing the research problem in the current study.

3.3 PRAGMATISM

Pragmatism emerged in the US during the second half of the 19th century and Charles S. Pierce (1839-1914) is generally regarded as the founder of pragmatism. Brannen (2009) holds that the seeds of mixing the two approaches of quantitative and qualitative methods were sown in the 1920 Polish peasant study done by Thomas and Znaiecki. On the other hand, Teddle & Tashakkori (2003) report that the first mixed method studies were the Hawthorne studies of the 1930s and the 1959 studies of Fiske and Campbell. These seeds of mixed method approach ripened during 1990s with increase in researchers’ interest in using mixed methods designs (Clark et al., 2008).

According to Lewis-Beck, Bryman and Liao (2004), “the core idea of pragmatism is that the meaning of any concept is determined by its practical implications” (p. 847). Hence pragmatism offers a researcher a more flexible position to connect and fit together the principles of both quantitative and qualitative approach while embracing both positivist (quantitative/objective) and constructivist (qualitative/subjective) stance to have a broader and deeper insight into the research problem. Pragmatism does not rely on a single reality or philosophical system (Mackenzie & Knipe, 2006). According to Mertens (2010), “the scientific notion that social inquiry was able to access the ‘truth’ about the real world solely by virtue of a single scientific method” (p.26) was rejected by early pragmatics.

A number of researches (e.g. Creswell, 2003; Somekh & Lewin, 2005; Tashakkori & Teddlie, 2003) see pragmatism as the paradigm that offers the philosophical framework for mixed-methods research where both quantitative and qualitative approaches can be employed for addressing a research problem. Creswell (2003) argues that pragmatic paradigm allows the researchers focus on the 'what' and 'how' of the research problem, place "the research problem" as central, and apply all the research approaches to understand the problem (p.11). In such instance where the research question holds the central position in a study, as in the current study, the researchers can choose those data collection and analysis methods as are most likely to provide insights into the research question with no philosophical loyalty to any alternative paradigm (Mackenzie & Knipe, 2006). The current study adopted the position of the pragmatic paradigm to mix the two research approaches (quantitative and qualitative). The choice of pragmatism is attributed to the aims of the study which call for employing a mixed methods approach to investigate the research problem and pragmatism provides a suitable framework for collecting both quantitative and qualitative data to address the research questions. The next section explains why this approach was considered suitable for the current study.

3.4 RESEARCH APPROACH

This study employed a mixed methods approach to investigate learners' transition experiences. This study adopted Creswell's (2015) definition of mixed methods. Creswell defines mixed methods as an approach “in which the investigator gathers both quantitative (close-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations, based on the combined strengths of both sets of data to understand research problems” (p.2). The reasons for selecting mixed methods will be clarified in this section.

The study first conducted a survey to gain insights into a broad range of learners' experiences during their transition into university. It then sought to further understand these qualitatively by providing an opportunity for a smaller sample of learners to share their lived experiences. In order to address the research questions in a more comprehensive manner, mixed methods was deemed to be a suitable approach for the nature of the research problem since it was likely that there would be a diversity in the experiences and challenges that the learners face and undergo during the particular transition phase of their life. Although the study drew on both quantitative and qualitative methods, the study is qualitative dominant.

This section discusses the aim of the four research questions and the advantages of using mixed methods approach. I will begin by explaining how each research question was specifically developed to capture the various aspects of the transition process and why these questions could be answered in a more comprehensive manner through combining quantitative and qualitative methods. This is followed by an explanation of the reasons behind the choice of mixed methods and the pertinent advantages of this approach in relation to answering the research questions.

3.4.1 Responding to the Research Questions

Research question 1 (What are the learners' perceptions of their transition experiences in their first year of university?) was developed with the aim of understanding learners' perceptions of their adaptation experiences and the factors influencing these experiences during their transition into university. Since this was the first study to explore Pakistani learners' transition into university, there was a need to find out about the unique adaptation experiences the learners undergo. The quantitative data enabled the researcher to explore the diversity of adaptation experiences, and the qualitative data helped to not only deepen the exploration of the adaptation experiences but also to find explanations for the factors that led to these experiences. Simply knowing the adaptation experiences was not sufficient. It was important to understand these in connection with the new learning context, and learners' expectations of and preparedness for university culture. The adaptation experiences brought forth by the numeric data were further examined in the interviews to explore the reasons and influences that shaped the experiences. In this way, mixed methods helped answer both the 'what' and 'why' of the learners' adaptation experiences and their transition process.

The purpose of research question 2 (What are the learners' prior learning experiences and how do these relate to their transition into university?) and research question 3 (How does prior medium of instruction (MOI) influence the learners' transition into university?) was to

understand the influence of the learners' prior learning experiences and MOI on their transition into university. Understanding these factors was crucial to comprehend the influence of the learners' prior learning culture on their perceptions of the new learning culture, their adaptation and transition experiences. Although the quantitative data provided a broader picture of the influence of learners' prior learning experiences and MOI on their transition, it alone could not do justice to the complexity of the influence. The quantitative method facilitated capturing large-scale numeric information on the role of prior learning experiences and MOI, while the qualitative data was used to explore the reasons underlying the individual variability, as well as the range of contextual and experiential influences and differences with regards to these aspects. Further explanations of the influence of the prior learning experiences and MOI on the learners' transition into university were therefore sought through the qualitative interviews. These interviews helped to add rich explanations and in-depth information on the lived experiences of the learners in their prior contextual settings and the influence of these on their transition experiences in the new culture. The emphasis on the learners' perspectives through qualitative interviews helped capture how the intricacies and nature of their adaptation to the new learning culture during the transition experiences were shaped by contextual and other influences, in particular their prior learning experiences and MOI. The later integration of the two datasets provided a more comprehensive insight into the role of prior learning experiences and MOI in the range of experiences and challenges faced, and how learners' transition experiences were shaped by the aspects identified both in the wider quantitative sample and in the individual case studies. In relation to research questions 2 and 3, the mixed methods approach helped further address the 'what' and 'why' of the adaptation experience and the transition process.

Research question 4 (How do the learners adapt to the university culture during the transition phase?) aimed to understand how the learners adapted to the new learning culture and formed new identities to successfully transition in the midst of all the adaptation experiences. Although the quantitative data provided some information on the respondents' general trend in regard to their willingness and effort to adapt to the new culture, in-depth insights into the process of adaptation and identity formation were attained through the explanations that were provided by the qualitative interviews. Qualitative data helped in making sense of the complexity of the process of adapting and transitioning to the new culture, and the identity formation of the learners in the new role as independent university learners. Furthermore, the qualitative interviews provided rich descriptive data on the diverse role and influence of the new cultural context with regard to how learners adapted to the demands of the new learning culture. This research question therefore looks at the 'how' of the transition experiences of the Pakistani learners in this research question.

3.4.2 The Advantages of the Mixed Methods Approach

Mixed methods allows for drawing on both quantitative and qualitative research approaches (Linclon & Guba, 1985). This approach is known as pragmatism. The pragmatic paradigm provided an umbrella for combining positivist and constructivist traditions and a philosophical framework for selecting and employing the methods that were most suitable for addressing the research problem and questions in this study. The selection of a mixed methods approach also offered the researcher a more flexible position which enabled broader and deeper insights into the research problem.

As Creswell (2003) argues, a pragmatic paradigm allows the researcher to focus on the 'what' and 'how' of the research problem; place "the research problem" as central; and apply different research approaches to understand the problem (p.11).

Quantitative and qualitative methods, when combined, complement each other and help achieve a more comprehensive understanding of the transition experiences. Bryman (2006) refers to this as "completeness", which "refers to the notion that the researcher can bring together a more comprehensive account of the area of inquiry in which s/he is interested if both quantitative and qualitative research are employed" (p.106).

In addition, mixed methods helped in widening the knowledge gained from the study. The quantitative treatment afforded the identification of the challenges faced by a wider range of learners during the transition into university as well as exploring the influence of learners' prior experiences and prior MOI on their transition and adaptation experiences. On the other hand, the qualitative approach helped in capturing a more in-depth insight into why the adaptation challenges were being posed and how the learners overcame them to formulate the new identities.

A further reason why a mixed methods approach was chosen was to help overcome any intrinsic biases, which are considered a weakness in single method studies. The researcher's own teaching experience was more likely to subjectively affect data if collected only through qualitative interviews in this study. According to Patton (1990): "To be subjective means to be biased" (p. 479). Bias in this study was managed and reduced by employing a mixed methods approach which used two data collection techniques.

One data source alone was regarded as insufficient for investigating the transition experiences of the learners in a holistic manner in this study. In this regard, "quantitatively-minded research"

brought “the strengths of conceptualising variables, profiling dimensions, tracing trends and relationships, formalising comparisons and using large and often representative samples” (Punch & Oancea, 2014; p. 339). Moreover, quantitative data which is in the form of numbers and is statistically analysed, has the potential to help in assessing the “frequency and magnitude of trends” that “can provide useful information” while describing “trends about a larger number of people” (Creswell, 2014; p. 565), as in this study.

On the other hand, “qualitatively-minded research” brought “the strengths of sensitivity to meaning and to context, local groundedness, the in-depth study of smaller samples, and great methodological flexibility which enhances the ability to study process and change” (Punch & Oancea, 2014; pp. 339-340). Qualitative data was collected through semi-structured and open-ended interviews (discussed in more detail in Section 3.4.5) in this study, which provided a chance to collect data in the form of “actual words of people in the study, offer many different perspectives” on the research problem and “provide a complex picture of the situation” (Creswell, 2014, p. 565). Furthermore, as learners' transition and adaptation experiences are contextually situated, a qualitative approach ensured that the study is done in the participants' natural setting and interpretations of the topic under study are made through the information based on multiple perspectives of the participants within their natural context. Thus, the qualitative data offered flexibility and multiple realities instead of one absolute objective truth (Denzin & Lincoln, 2000). This factor facilitated the understanding of the learners' complex and multifaceted experiences during the transition and adaptation to the university culture through in-depth interviews.

Incorporating a quantitative and qualitative approach, as can be seen above, provided an opportunity to collect two types of data, which gave the research rigour along with breadth and depth. The quantitative approach provided the initial framework to gauge the learners' adaptation experiences and get a big picture of their transition into university. The qualitative approach, on the other hand, provided the framework to conduct the study in the participants' natural setting and get in-depth knowledge of the rich transition experiences.

3.5 MIXED METHODS DESIGN

Considering the research purpose, it was decided that the research questions could be answered by using specific characteristics of the convergent and explanatory mixed methods designs. Supporting the need to construct the mixed methods design that suits the research purpose,

Johnson and Christensen (2014) state that “When constructing a mixed method design, researchers have all the research methods, research designs and research strategies at their disposal” (p. 503). Johnson and Christensen (2014) further add that “You are not bound by any particular philosophy, style, or method. You are free to be creative, as long as the design you create is useful and is appropriate for your research questions” (p. 503). A similar stance was adopted in this study, in that it incorporated and used the specific characteristics of the two designs that best fitted together to help in answering the research questions.

This study adopted Creswell and Clark's (2011) convergent and explanatory designs for developing the mixed methods research. Creswell and Clark (2011) state that in a convergent design the researcher “keeps the strands independent during analysis and then mixes results during the overall interpretation” (pp. 70-71). The explanatory design on the other hand is “most useful when the researcher wants to explain” the research problem “through “multiple perspectives and in-depth description” (Creswell & Clark, 2011, pp. 82-83). Therefore, Creswell and Clark's convergent and explanatory designs were thought to be a suitable framework for answering the research questions in a more comprehensive manner. The design was convergent because the final integration of the results from the two data sets provided a clearer and more comprehensive picture of transition experiences. It was also explanatory because the qualitative data helped to further explain the quantitative results and helped to find explanations about the adaptation and transition experiences that emerged.

The quantitative and qualitative components were carried out sequentially in this study. The reason for collecting data in a sequence was because the researcher alone could not collect data through questionnaire and interviews concurrently. Time constraints also restricted the collection of the two types of data because the study focused on learners' transition experiences during their first semester at university only. Another important reason for collecting quantitative data first was because the qualitative sample was selected from the larger quantitative sample (see Section 3.4.2).

As recommended by Creswell and Clark (2011), in keeping with the explanatory convergent design, the quantitative and qualitative strands were kept independent during data collection and initial analysis in this study. Quantitative data was analysed first followed by qualitative analysis. Two separate data sets were created for the two types of data. The questionnaire data was analysed quantitatively and the interview qualitatively (see Sections 3.5.1 and 3.5.2). The integration of the quantitative and qualitative strands was not done until the final step of the

study, during the interpretation stage (see Chapter six). Since the two data sets were linked that also enabled the design to be explanatory.

Figure 3.1 provides a visual model of the research procedures for this study. It shows the two data collection strands and the respective procedures adopted in both quantitative and qualitative data collection and data analysis, and the point of integration.

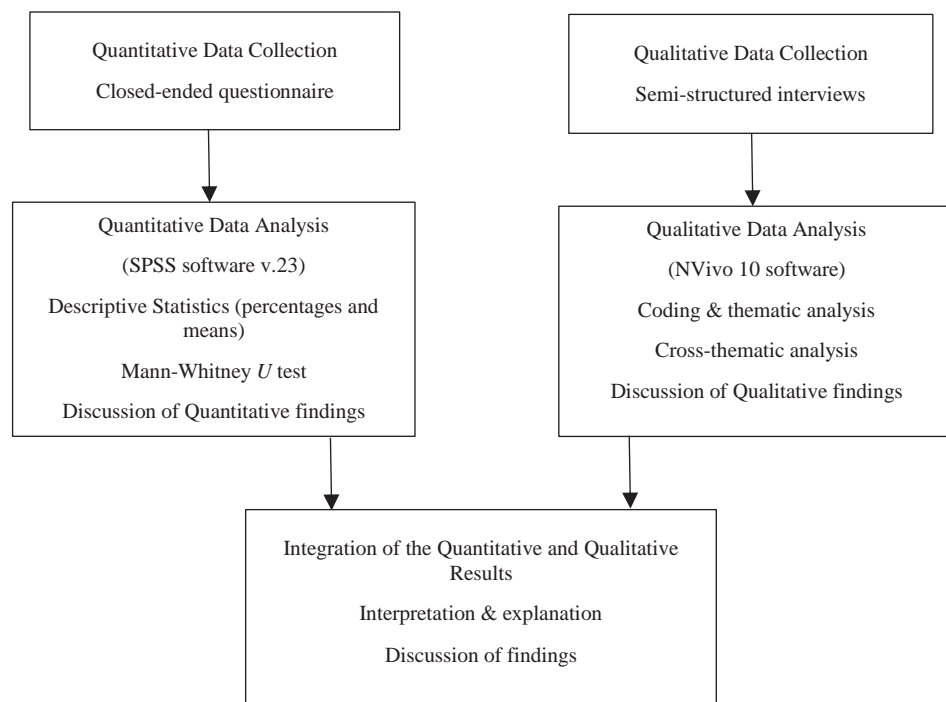


Figure 3.1 Diagram for the Research Design & Procedures

3.6 THE RESEARCH PROCEDURES

This section explains the practical steps involved in conducting the research. It includes information on the research setting, participant selection, research schedule, quantitative questionnaire and qualitative interviews. Data analysis is described in Section 3.5.

3.6.1 Research Setting

The setting for this study was a public sector university in Pakistan. This setting was chosen with opportunity and convenience in mind as recommended by Bryman (2008) in order to allow the researcher to have access to the learners and to investigate the learners' transition

experiences in their natural setting. The researcher did not have any connection to the university selected. The university setting for the study comprised of eight faculties which constituted various colleges and departments. The study programme selected for the research was the undergraduate Bachelor of Studies (BS), a four-year undergraduate study programme which consists of eight semesters, and is open to all who have successfully completed their higher secondary education and who have been accepted into the university. All BS majors are open for enrolment to learners from both public and private sector schools and colleges, and both English and Urdu MOI background. These reasons made this study programme a suitable choice for this study. As the learner participants would be fairly representative of the general undergraduate learner population in Pakistan, it could be expected that learners in similar programmes in other Pakistani universities may share similar transition experiences.

The BS study programme is offered in various majors by three faculties in the selected university: Faculty of Sciences; Faculty of Arts, Humanities & Social Sciences; and Faculty of Islamic & Oriental Learning. The Faculty of Islamic & Oriental Learning does not teach in English medium due to the nature of the subjects which requires them to be taught in relevant languages, such as Arabic, Urdu, Persian, and Punjabi. As a key research interest was related to including some learners who needed to make a shift to the English MOI, this study included learners from the BS study programme majors from the other two faculties only: Sciences (English MOI); and Arts, Humanities & Social Sciences (English MOI).

3.6.2 Participant Selection

The participants for this study were Pakistani university learners, aged 18 to 19 years, who were studying in the first semester in the BS study programme in the selected university. These learners came from a range of schools and colleges (Urdu medium public and private schools; and English medium private, elite and non-elite schools; public and private colleges). After gaining permission from the Deans of the respective faculties (Faculty of Sciences and Faculty of Arts, Humanities & Social Sciences) and the concerned staff members, the participants were invited to participate in the study. The sample was purposively selected to enhance the likelihood of it being fairly representative of new learners who are taking English MOI majors in Pakistani universities.

Questionnaire respondents

The quantitative questionnaire respondents were learners in the two selected faculties: Faculty of Sciences and the Faculty of Arts, Humanities & Social Sciences. The learner respondents were spread between following four major subjects (two from each selected faculty): Chemistry, Computer Science, Education and English Literature. The questionnaire was distributed among the 180 learners enrolled in the first semester in the selected BS majors in the two selected faculties. The 180 prospective respondents therefore formed a naturally occurring sample because the enrolment in each of the four BS majors was 45 which made the total number of potential questionnaire respondents 180. Sending a questionnaire to the large sample yielded a good response rate. A total of 154 respondents returned completed questionnaires. This was an 85.6 percent return which according to Robson (2002), is regarded a very good response rate for a survey. The respondents for the survey were effectively spread across the participating faculties. The breakdown of the respondents for the four BS majors (who returned the questionnaire) has been presented in table 3.1 below.

Table 3.1 Questionnaire respondents' breakdown

No.	BS Major	No. of respondents	No. of potential respondents
1	Chemistry	41	45
2	Computer Science	39	45
3	Education	30	45
4	English Literature	44	45
Total		154	180

Interview participants

Interview participants represented the four selected BS majors, providing a consistent sample across the four disciplines. Interviewing participants from different majors provided information-rich, in-depth and rich multiple perspectives on learners' transition experiences. Considering that qualitative investigation is based on small information-rich samples (Maxwell, 2013; Patton, 1990; Sandelowski, 1995), the qualitative sample in this study was kept small. Participants invited for interviews were those learners who showed an interest by responding to the 'invitation for participation in interview' form attached to the questionnaires. The original plan was to include two sets (based on the two prior MOI and school sectors) of participants

from each of the four BS majors (i.e. a total of 16 learners). Initially a total of 37 learners indicated an interest in participating in an interview at the end of the questionnaire. When these learners were contacted, after the semester was underway, a total of 14 learners agreed to participate in the interviews. The breakdown of these interview participants, across the four BS majors, is presented in table 3.2 below.

Table 3.2 Interview participants' BS majors

No.	BS Major	No. of participants
1	Chemistry	4
2	Computer Science	4
3	Education	2
4	English Literature	4

3.6.3 Research Schedule

The fieldwork for the study was scheduled taking into consideration the research purpose of exploring the learners' transition experiences which could be best investigated during their first semester. The semester breakdowns of the BS programme in universities in Pakistan are: Fall semester (September-February); and Spring semester (March-July). There is a summer-break for one and a half month during July and August. Each semester duration is 16 weeks. Data was collected during the months of January to March, 2014, three months after the start of the first semester. It was expected that, by that time, learners would be in a good position to share rich information regarding their transition and adaptation experiences and challenges. The research schedule is presented in Table 3.3 below, including the time frame for the questionnaire and the three sequential interview rounds.

Table 3.3 Research Schedule

Strand	Data collection tools	Month/Year
1	Questionnaire	January 2014
2	Semi-structured interviews	January & March 2014
	Interview 1	Week 4 of January 2014
	Interview 2	Week 2 of February 2014
	Interview 3	Week 1 of March 2014

3.6.4 Quantitative Questionnaire

The questionnaire had a twofold purpose. Firstly, it offered a systematic approach to exploring the learners' adaptation experiences and their relation to the learners' prior experiences and MOI. Secondly, the statistical data helped to get a general picture of the broad adaptation experiences, as well as the role of prior learning experiences and prior MOI during learners' transition into university. The questionnaire addressed research questions 1, 2, and 3 and provided some information for research question 4. Questionnaires were a suitable choice because they could be distributed to a relatively large sample offering broader insights into learners' transition experiences. The internal consistency and reliability of the questionnaire was enhanced by the standardised questions as suggested by Johnson and Christensen (2014).

Questionnaire development and design

The researcher developed and administered a self-reporting questionnaire (see Appendix F) in English comprising a total of 50 items presented in two sections. Section A collected background information and comprised 7 items developed with the aim of collecting information on learners' current BS majors and the school and college learning background comprising items on their prior school/college type and sector, and MOI during secondary and higher secondary years. The reason for including items on respondents' learning background was to explore the potential influence of these factors on their adaptation experiences.

Section B comprised 43 items that gauged information on the respondents' academic, social, linguistic and environmental adaptation experiences during transition into university. The development of the items for the four sub-scales was guided by key points on adaptation experiences in the reviewed literature on the four adaptation categories. The section constituted 12 items for academic adaptation, 9 items for social adaptation, 10 items for linguistic adaptation, and 12 items for environmental adaptation sub-scales. Three tools were also used as guidance for developing the questionnaire items. These were, Student Adaptation to College Questionnaire (SACQ) (Baker and Siryk 1984); the Student Engagement Questionnaire (SEQ) (Australian Survey of Student Engagement [AUSSE], 2013); and First Year Experience Questionnaire ([FYEQ], 2013). The items were worded to suit the four adaptation aspects being measured in the study.

There were 12 items in academic adaptation experiences sub-scale. One item aimed at informing the difference the study respondents felt between university and college academic

tasks (*I am finding the university academic tasks easier than those in college*). The second item was worded to find out whether the respondents were adapting to the university academic culture or not. The remaining seven items were constructed to explore the respondents' experiences of the university academic work demands in comparison to those at college (e.g. *I need to devote more time to my studies in university than I used to do in college*) and whether they were successful in meeting the academic demands or not (e.g. *I can manage the university academic workload*). The last three items aimed at finding out the respondents' interaction with teachers (e.g. *I do not hesitate to ask the teacher questions in classroom*).

The second sub-scale on social adaptation was comprised of 9 items. These items gauged the respondents' attitude towards and their success in socialising and interacting with others in the new educational setting (e.g. *I feel shy to socialise with others on campus*). One item aimed at looking into the difference the study respondents identified between university and college social cultures (*It is easier to socialise in university as compared to college*).

The third sub-scale was comprised of 10 items constructed to explore the respondents' success in meeting the demands of the university linguistic culture (e.g. *I can do critical reading for comprehending the texts (in English) in my BS study syllabus*), and their skill in the English language (e.g. *I can speak English fluently*).

The final set of 12 sub-scale items was constructed to explore the respondents' initial reactions to the new learning environment (e.g. *I felt welcome during my initial days on campus*), and their attitude towards the need to adapt to the new learning environment (e.g. *I do not want to learn new ways to adapt to university culture*). Two items were aimed to find out whether the respondents found the university environment different from school and college or not (e.g. *I feel no difference between university and school culture*).

The respondents were asked to report on Section B items using a four-point Likert scale (1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree) to show their disagreement or agreement with the particular adaptation experiences. In this study, the 4-point Likert scale was specifically adopted to avoid having any neutral midpoint as an option. The reason for not using a neutral option in the questionnaire was to encourage the participants to make a definite choice and express both the direction and strength of their opinion about the questionnaire items instead of giving a neutral response or choosing an intermediate position on the scale. It thus helped minimise the possibility of respondent ambiguity across response categories as suggested by Beamish (2004).

Several important factors were considered while developing the questionnaire for this study. Language was kept simple and easy to understand, and questions asked were those that the learners would have the knowledge to respond to and which applied to all the learners as recommended by Robson (2002).

Questionnaire pilot

The questionnaire was piloted in New Zealand in November 2013. Pakistani learners studying at Massey University were sent a formal invitation to participate in the pilot study through the Massey University Pakistani Learners' Association (MUPSA). The survey questionnaire was sent to all the learners who agreed to participate in the pilot study. Fifteen learners took part in the pilot study.

A meeting was held with the participants to seek their feedback on the questionnaire length, time taken to complete it, language and clarity of items and instructions. There were no issues identified on the questionnaire length, language and clarity of items and instructions. Some discussion arose about prior MOI categories, and at the end it was agreed that just two categories of English MOI and Urdu MOI to be retained as these were the two main MOI categories followed by the Pakistani schools.

A coding scheme was developed to allow the pilot questionnaire data to be entered into SPSS software v23. This was then tested to make it ready to be used for analysing data in the main study, as suggested by Robson (2002). Two Section B items did not meet the reliability level having a Cronbach's alpha value below 0.7. The items were reworded to establish the internal consistency reliability of the questionnaire.

Questionnaire procedure

The researcher personally visited all the four majors' classes selected for inclusion in the study and distributed the questionnaires, and invited the learners to complete the questionnaire. They were given seven days to return the filled-in questionnaire to a sealed box provided on their respective department's reception desk. The researcher personally collected the boxes from the respective departments on the morning of the eighth day.

3.6.5 Qualitative Interviews

A semi-structured interview technique was employed to conduct individual interviews with the first year learners in the selected university. Merriam (2009) defines semi-structured interview as a mix of more and less structured questions" (p. 90). Semi-structured interviews were conducted in this study because, as identified by Bryman (2012), and Robson (2002), a semi-structured interview offers flexibility and freedom to the interviewer to change the question wording, omit such questions as seem inappropriate or irrelevant, and include additional questions during the interview. Since the qualitative part of the study aimed at capturing the in-depth information on the research problem based on the learners' experiences, there was the need to adjust, change, add or omit the interview questions/topics considering the interviewees' willingness to share information and their responses during the interview. As Merriam (2009) notes about semi-structured interview, "the largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time" (p. 90). A structured interview with a set of prescribed questions would have limited the scope of information to be collected from the participants. However, a semi-structured interview helped to get in-depth information on the research problem. Utilising these guidelines, an interview guide was specifically developed for the current study, based on the research problem and the concepts that emerged on the topic during the literature review (see Appendix I).

Semi-structured interviews are useful for "allowing access to past situations at which the researcher is not able to be present" (Scott & Usher, 1999, p. 112). Similarly, the interviews in this study offered the chance to collect rich data to understand the learners' transition and prior experiences and the relationship between the two. The questions asked were guided by key issues in this study, such as the learners' past learning experiences, expectations of university, preparedness for university, first impressions of university, their transition experiences, as well as the difficulties and challenges they faced in adapting to the university, and the steps being taken to overcome any challenges, adapt to the university culture, and form new identities.

The key reason for conducting individual interviews with the participants was to provide them with a chance of sharing the information in a relaxed manner which would not have been possible in group interviews because participants could feel reluctant to share complete information in group interviews in the presence of others. Individual interviews in this study provided the participants with a chance to formulate and verbalise their views and allowed them "the right" to "speak for themselves" (Dufva, 2003, p. 149).

Interview pilot

The interview was piloted in New Zealand in November, 2013. Pakistani learners studying at Massey University were sent a formal invitation to participate in the pilot interview through the Massey University Pakistani Learners' Association (MUPSA). Two individuals consented to participate in the pilot interview. The pilot interviews were conducted, at a time and place decided by the participants. The interview duration was 45 minutes to one hour, in line with the final interview format. Participants' feedback helped to refine the final interview protocol. For example, both interview participants pointed out the need to include questions regarding the learners' background (urban/rural) because they felt that it would help in understanding the learners' belief and value systems. This topic was subsequently included in the final interview schedule.

Interview procedure

Three individual interview rounds were conducted during the months of January, February and March 2014 (see Table 3.3). Interviews were conducted in a university office in the participants' respective departments at a time and day that suited the individual participants. Interviews were audio-recorded with the participants' prior permission. Each interview's duration was between 45 minutes and one hour. The interviews were conducted in the learners' preferred language: Urdu or English or a mix of both.

As shown in Table 3.3, round one interviews were conducted in the last week of January and focussed on gathering information on the learners' prior experiences, MOI, perceptions and expectations of university during pre-university years, and first impressions of the university during early days after university entrance. The second round of interviews was conducted during mid-February. This interview aimed to collect information on the participants' transition experiences, challenges faced by the participants in adapting to the university and how they were adapting to the university culture. The third round of interviews was conducted during the first week of March during the semester break, after the semester one examinations were over, so participants were free to reflect on their overall transition experience and lessons learnt from the first semester experience. The aim of the final interview was to capture the participants' overall transition experience, lessons learnt from the adaptation experiences during the first semester, and strategies to be adopted for adaptation during the second semester.

3.7 DATA ANALYSIS

As mentioned earlier, the data analysis of the quantitative and qualitative strands was undertaken separately. The analysis of questionnaire data was completed first and the results of each strand were kept separate until these were integrated during the final interpretation stage of the study.

3.7.1 Questionnaire Analysis

The questionnaire data was analysed with the help of SPSS software v23. The data was entered into the SPSS and a dataset was created. Each anonymous survey respondent was given an ID number, and data from Section A on participants' background was coded according to the categories and sub-categories as shown in Table 3.4.

Table 3.4 Section A coding scheme

Categories	Sub-categories	Codes
BS Major	Chemistry	1
	Computer Science	2
	Education	3
	English Literature	4
School/College Sector	Private	1
	Public	2
School/College Type	Single gender	1
	Mixed gender	2
MOI	English	1
	Urdu	2

The 4 Likert scale points in Section B data were coded in the similar manner as in the questionnaire, Strongly Disagree as 1, Disagree as 2, Agree as 3 and Strongly Agree as 4. The accuracy of data entry was checked before going on with the analysis. Descriptive statistics and Mann-Whitney *U* test were run for analysing the data. The dataset and results files were saved on a password protected computer and a back-up was saved on a password protected external hard drive.

Descriptive Statistics

Percentages were calculated for all the Section A items using the frequency data. For example, Section A percentages provided data on the general trends of the questionnaire respondents' BS major, prior learning experiences, and MOI. For Section B, percentages and means were run which provided data to inform research question 1 that aimed to explore the respondents' adaptation experiences during transition. The percentages of the responses to each item in each sub-section computed were then analysed which helped in finding out the percentage of respondents undergoing various adaptation experiences in all the four adaptation categories (sub-scales) of academic, social, linguistic and environmental adaptation. The data was presented in separate tables for each adaptation category. The higher percentage was regarded as the higher tendency of the respective adaptation experience in each adaptation category. Along with the data for all the four Likert scale points (Strongly Disagree, Disagree, Agree, and Strongly Agree), dichotomous percentages for the two disagreement points (Combined disagreement) and two agreement points (Combined agreement) were also analysed for all the items in all the four adaptation categories. In addition, the Mean score for all the items was also analysed.

Mann-Whitney *U* Test

The Mann-Whitney *U* test, sometimes referred to as the Wilcoxon Rank Sum *W* test (Cramer, 1994), was conducted to compare and determine if there was a significant difference between the rank scores of each item based on the respondents' different prior experiences (e.g. prior school/college sector and type; MOI). Mann-Whitney *U* test was used for comparing Section A items (independent variables) with Section B items (dependent variables) in this study. These results informed the answers to research questions 2 and 3 which related to the influence of the respondents' prior learning experiences and MOI on their transition experiences. According to Cramer (1994, p. 104):

The Mann-Whitney *U* test determines the number of times a score from one of the samples is ranked higher than a score from the other sample. If the two sets of scores are similar, then the number of times this happens should be similar to the two samples.

Robson (2002) and Tolmie, Muijs & McAteer (2011) refer to the Mann-Whitney *U* test as a non-parametric equivalent "of the independent *t*-test for comparison of two groups" (Tolmie et al., 2011, p. 128). The Mann-Whitney *U* test is used when the data do not meet the requirements

for a parametric test that is, if the data is ordinal or is not normally distributed. The dependent variables in this study (Section B items on adaptation experiences) were non-parametric because they were measured at ordinal level.

Another reason for regarding the Mann-Whitney *U* test an appropriate test for analysis in this study was because there was the need to analyse the data from an independent-measures design with various conditions i.e. prior learning experiences categories (e.g. prior school MOI) and their groups (e.g. English medium school/Urdu medium school respectively) in this study. There was independence of observations in this study because there were different respondents in each category in each group. The Mann-Whitney *U* test allowed the categories and groups in Section A items of the questionnaire in this study to be compared to Section B items without making the assumption that values are normally distributed. All the responses to the Section A items that collected information on respondents' prior experiences were compared to all the responses to the items from Section B sub-sections (sub-scales) that collected information on the respondents' adaptation experiences, separately. An item-level analysis was preferred over composite analysis of the four sub-scales (academic, social, linguistic, and environmental) for several reasons. First this provided a more in-depth understanding of the transition experiences within each adaptation category which was helpful in responding to research question 1. Second, item level analysis made it possible to compare the responses of different groups of respondents for a particular item and to test for statistically significance of any difference found as required to address research questions 2 and 3.

Test Statistics and Ranks

The Mann-Whitney *U* test tables helped to reveal if the respondents from various groups in the tested categories shared similar adaptation experiences during transition into university or not. The logic behind the Mann-Whitney *U* test was to rank the data for each condition i.e. groups in each category, and then to see how different the distribution of values and rank totals were amongst groups (Beamish, 2004; Milenovic, 2011; Tolmie et al., 2011).

To compare the groups, the asymptotic significance (2-tailed) was examined at two levels of P-value, $p \leq .01$ and $p \leq .05$ that are the traditional values used to test the probability distribution of values. The null hypothesis (there is no difference between the transition experiences of any two groups, for example, prior English medium group and Urdu medium group) was rejected at both $p \leq .01$ and $p \leq .05$ and there was a significant difference between the experience of the

two groups tested. This means that the probability of distribution of values occurring by chance is less than .01 – or 1 in 100, and less than .05 or 5 in 100 (Greasley, 2008).

The current study considered Mean Rank scores also which provide information regarding the output of the actual Mann-Whitney *U* test. The Mean rank scores helped to interpret the results and see which group responded more strongly to a particular item. The Mean Rank table showed mean ranks and sum of ranks for the two groups tested (e.g. learners from prior English and Urdu MOI groups in the prior MOI category) to find out the adaptation experiences of the different groups of respondents during their transition into university. If there was a significant difference between the two groups (conditions), then most of the high ranks were considered belonging to one group (condition) and most of the low ranks belonging to the other one and the rank totals were quite different. On the other hand, if the two groups (conditions) were low then ranks were distributed fairly evenly between the two groups (conditions) and the rank totals were fairly similar, as supported by Tolmie et al. (2011). In addition to this, means were also compared across section B items for analysing research questions 2 and 3.

3.7.2 Qualitative Analysis

The qualitative data analysis in this study followed Creswell's (2015) process of qualitative data analysis and interpretation which involves a bottom up approach. According to Creswell (2015):

[There are] six steps involved in analysing and interpreting qualitative data: preparing and organizing [sic] the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings (p.235).

All of the interview data, including audio files and transcriptions were organised into computer files during the early stage of data analysis. According to Creswell (2015), "Organization [sic] of data is critical in qualitative research because of the large amount of information gathered during a study" (p.237). Separate computer files were created for each interview participant. These files were saved on a password protected computer and a back-up was saved on a password protected external hard drive. The interviewees were given pseudonyms and the data was labelled according to these names and the sequential number of the interviews. This helped both to organise and manage data and make it easy to retrieve in future during the other steps of data analysis. The recorded interviews were listened to and then transcribed verbatim in Urdu language. Transcription is "the process of converting audio recordings ... into text data"

(Creswell, 2014, p. 263). Next, since the interviews were conducted in Urdu Language, all of the interview transcripts were translated into English. The transcripts were then independently back-translated to ensure the translation was accurate. The researcher conducted the transcription, translation and back-translation processes herself.

The researcher first analysed the data manually and then used computer software package NVivo (10, QSR International). The first stage in manual analysis was to gain familiarisation with the data for which the interview recordings were listened to again and the interview transcripts were read through several times to dig further into the data. Warren and Karner (2010, p. 218) say "Reading, rereading, contemplating, thinking, and rereading is where you begin" and "As you are reading and rereading your data, you will begin to notice some similarities or themes" (p. 218). During manual analysis, Creswell's (2015) model of the coding process was employed for coding. According to Creswell (2015), "Coding is the process of segmenting and labelling text to form descriptions and broad themes in the data" (p.242). Information in each interview transcription was segmented by underlining the important excerpts regarding the information on the participants' transition and prior learning experiences and notes were written on the side margins of the hard copies.

In the next step of manual analysis, open coding was undertaken and all the segmented descriptions were labelled. Warren and Karner (2010) refer to open coding as the initial steps that help in identifying the emerging themes through the researcher being immersed in the data. At this stage, 16 categories were identified and labelled. Having a big picture of the data through open coding helped in staying open to new interpretations so that anything important was not missed during the early stage of analysis and before narrowing the focus (Warren & Karner, 2010). After that, thematic coding (collapsing the codes into themes) was commenced manually. Thematic codes are first-level codes that help in identifying emergent themes through grouping the summarised sets of data that seem to go together, into smaller number of sets or themes (Creswell, 2015; Merriam, 2009; Miles & Huberman, 1994). Five themes emerged at this stage. These emerging themes were highlighted in different colours.

As themes emerged, matrix displays were constructed and all of the important information was transferred into matrices using a separate electronic file for each interviewee. This helped in selecting important information on all the themes and led to identifying the major findings. Data display is "an organised, compressed assembly of information that permits conclusion drawing and action" (Miles & Huberman, 1994, p. 11). Next, the data across all of the interviews were clustered under the identified thematic categories, using separate matrices for each theme.

Matrices from each theme were stored in separate files and saved in a single folder. This completed the manual analysis of the interview data.

In the next stage, the computer software package NVivo (10, QSR International) was used to manage data after the initial manual coding. "Fundamentally, NVivo does two things: it supports the storing and manipulation of texts or documents; and it supports the creation and manipulation of codes, known in NVivo as nodes" (Gibbs, 2002, p.16). All of the interview data was entered into NVivo in separate files for each interview participant. The next step was data reduction and data coding. This was the first stage of data reduction which Miles and Huberman (1994) refer to as "the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in field-notes or transcriptions" (p. 10). Warren and Karner (2010) suggest that "In order to move from lists of data excerpts to creating order out of chaos, much remains to be done to develop a fully conceptualized [sic] analytic description, including making connections and interpreting and validating the data" (pp. 237-238). At this stage, thematic categories were delineated and conceptual coding was done using the same five thematic categories that emerged during manual coding. All the relevant information from the data was clustered in nodes for the five thematic categories. This helped in getting further familiarisation with the data.

In the next stage, after identifying the major themes, they were interconnected. According to Creswell (2015), "Interconnecting themes means that the researcher connects the themes to display a chronology or sequence of events, such as when qualitative researchers generate a theoretical or conceptual model" (p. 251). After that the interview data was interpreted, based on the emergent themes identified in the thematic analysis.

3.7.3 Integration of Quantitative and Qualitative Results

After the quantitative and qualitative results were separately analysed, the final step was to integrate the two sets of results to understand the research problem in a more comprehensive manner as supported by several researchers (e.g. Bryman, 2006; Creswell & Clark, 2011, 2013; Lewin, Glenton & Oxman, 2009; O'Cathain, Murphy & Nicholl, 2010). To assist in integrating the two sets of results in this study, a table was created in which both the key quantitative and qualitative findings were placed against each emergent theme (see table 6.1). The two sets of findings were compared, synthesised and interpreted through further developing the themes and connections in the integrated discussion chapter with the aim to get a broader and deeper insight into the research problem, and to derive conclusions. For each key finding, first the quantitative

findings were discussed which were then further analysed by looking into the qualitative findings and linking them to get a more comprehensive understanding of a particular finding. In this process, ideas were developed about the findings and then related to the literature and broader concepts as recommended by Bogdan and Biklen (2007).

The integration step holds great importance in a mixed methods study. Since the quantitative and qualitative strands are kept independent during data collection and analysis stages “this is the only point in the research process where mixing occurs” (Creswell & Clark, 2011, p. 67). The integration of the two data sets provided a more comprehensive understanding of the learners' acquisition of the new role of the independent university learners and eventually how they adapt to the university culture during transition phase. The unanswered questions arising from the quantitative data were informed by the qualitative data as it was based on the lived experiences of the learners. The qualitative data helped in understanding how each individual faced and struggled with the adaptation challenges to meet the demands of the new learning culture during the transition process and how successful they were with integrating successfully into the new culture.

3.7.4 Reliability and Validity of the Quantitative Data

Since the measures used in Section B of the questionnaire (regarding adaptation experiences) were specifically developed for this study and were being tested for the first time, the factor of internal reliability was considered in measuring the reliability of the questionnaire items. Reliability is referred to as “the internal consistency of a measure of a concept” (Bryman, 2012, p. 169). Internal reliability helped in measuring the consistency of “the indicators that make up the scale” (Bryman, 2012, p. 169). As Section A explored the respondents' background information, Cronbach's alpha was used for testing the reliability of the Section B items only. According to Bryman (2012), “Cronbach's alpha is a commonly used test of internal reliability and essentially calculates the average of all possible split-half reliability coefficients” (p. 170). Cronbach's alpha “ranges between 0 to 1” and “the higher the figure the more reliable the scale”; and in order for a scale to be deemed reliable, it has to be at least 0.7 (De Vaus, 2002, p. 184). The overall Cronbach's alpha value for the questionnaire Section B items was $\alpha = 0.812$. This indicates that the questionnaire items had a good internal consistency because the Cronbach alpha value was within the range of 0 to 1 and was above 0.7 which is more towards the higher value of 1 (De Vaus, 2002). For the academic adaptation sub-scale, Cronbach's alpha ranged from .803 to .821; for the social adaptation subscale, .801 to .820; for the linguistic adaptation sub-scale, .802 to .812; and for the environmental adaptation sub-scale, .802 to .816.

All these values indicate that the measures were internally consistent, thus had a high degree of reliability.

Along with reliability, validity (both external and internal) was also ensured in the study. Cohen, Manion and Morrison (2000, p. 107) explain that external validity is 'the degree to which the results can be generalized [sic] to the wider population'. External validity relates to generalisability. It was maintained by ensuring that the sample was large enough (n=154) to show statistically significant results. However, it was not possible to conduct random sampling from the population of all undergraduate majors. Therefore, the sample was restricted to learners within four majors in one Pakistani public university. This limited the ability to generalise the results of this study to a wider population of university learners.

Internal validity on the other hand is "concerned with the extent to which explanations can be sustained by the data" (Cohen et al., 2000, p 107). It was ensured by collecting data through more than one data source and through self-reporting questionnaires where the respondents filled-in the questionnaires independently and provided the information themselves. It was further maintained by doing data entry checks, ensuring safe storage of data and creation of back-up files.

3.7.5 Trustworthiness of the Qualitative Data

There are two main criteria for assessing the quality and accuracy of qualitative research: trustworthiness and authenticity (Bryman, 2012; Guba & Lincoln, 1994; Lincoln & Guba, 1985). The current study employed the criterion of trustworthiness to evaluate and validate the accuracy of the qualitative findings. Trustworthiness of qualitative findings is based on four criteria: credibility, transferability, dependability, and confirmability. Each of these criteria will now be discussed with regard to the current study.

The credibility (which parallels internal validity in quantitative findings) was addressed to ensure that the study measured what the researcher "actually intended" (Shenton, 2004, p. 64) to measure. Credibility was ensured in the qualitative section of this study by digitally audio recording the interviews, using "probes" and "iterative questioning" to ensure the credibility of information shared by the interviewees (Shenton, 2004, p. 67), collecting data from a range of cases, having thick descriptions of the interviewees' accounts in the qualitative findings chapter, and the fact that the researcher was familiar with the context. Furthermore, since participation in the interview was voluntary, the participants gave information freely. It is to be added here that

the interview participants were offered the opportunity to check (member checking) and review the interview transcripts. However, all the participants apologised and indicated that they could not do that firstly due to non-availability of time because of their busy study schedule, and secondly, they trusted that the researcher had presented the information exactly the way they had shared it and had not changed or added anything by herself.

Transferability, (which parallels external validity of quantitative findings) of the qualitative findings was also ensured by producing thick descriptions. It is important to ensure the transferability of qualitative findings because it is basically done in-depth and involves a smaller sample or group (Bryman, 2012; Krathwohl, 2009). This was done by creating rich accounts of the cases in the study. This helped “readers to have a proper understanding of” the study, “thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations” (Shenton, 2004, p. 70).

Dependability (which parallels reliability of quantitative findings) was also ensured. This was done through providing detailed explanation of all the processes involved in the research and ensuring secure storage of the data files and creation of back-up files. Dependability “entails ensuring that complete records are kept of all phases of the research process-problem formulation, selection of participants, fieldwork notes, interview transcripts, data analysis decisions, and so on – in an accessible manner” (Bryman, 2012, p. 392).

Lastly, confirmability (which parallels objectivity) was addressed firstly by being aware of subjectivity and the effect of researcher’s bias. Confirmability was further assured by interviewing the participants more than one time (three times). In addition, an audit trail was maintained. The “detailed methodological description” enabled readers to “determine how far the data and constructs emerging from it may be accepted” (Shenton, 2004, p. 72).

3.8 ETHICAL PROCEDURES AND CONSIDERATIONS

The Massey University Human Ethics Committee (MUHEC) code of ethical conduct was followed in this study. Approval to conduct the planned research process was gained from Massey University Human Ethics Committee (MUHEC) through Human Ethics Application (MUHEC 13/91), before embarking on data collection. Since this study involved human participants, great care was taken regarding ethics through all the stages of the study. The ethical concerns that were considered while conducting research on human beings in this study

were: gaining permission to have access to the institution and learners; minimisation of harm to the institution and participants; obtaining informed and voluntary consent from participants in the study; ensuring anonymity of participants through ensuring that the research data was not linked with participant identities, and respecting and protecting participants' rights (Lichtman, 2010; Simons, 2009). Particular ethical considerations with regard to each of these matters are explained more fully below.

Full care was taken to provide the potential participants with information regarding the purpose of the study (Creswell, 2014), the data collection procedure and their role in the study. An opportunity to ask questions was also provided. Informed and voluntary consent of participation in a study is a key part of any research involving human subjects (Krathwohl, 2009). Informed consent involves giving as much information on prospective research as the individuals may need for making the decision to participate in the study (Bryman, 2012; Dane, 1990; Miles & Huberman, 1994). Krathwohl (2009) explains that "to gain consent, a form is accompanied by a verbal explanation that indicates the individual has been given information regarding this study, understands what he or she is committing to, and has received answers to all questions" (p. 209). The procedures followed in the current research were in line with this advice and also followed the Massey University Human Ethics guidelines, as described below.

The study was carried out in a university where the researcher was not employed, which helped to avoid any conflict of interest. In order to get access to the research site, the researcher personally went to see the Deans (as they were the key personnel to be approached for getting permission to go about data collection in their respective faculties) of the selected faculties (Faculty of Sciences and Faculty of Arts, Humanities & Social Sciences) to seek permission for conducting the study in the selected departments in their faculties. The Deans were presented with the information sheets and a request was made for permission to conduct the study through formal permission letters. The purpose and procedure of the research was also explained to them before the permission forms were signed. Once permission was granted by the Deans, the respective academic staff members were contacted. The academic staff members were also provided with the information sheets. The aim of the research was verbally explained to them, before they were invited to consider signing the permission forms, and allowing access to their classrooms in order to invite the learners for participation in the study and distribute the questionnaires.

Once the permission to conduct the quantitative survey and qualitative interviews in the research setting was gained from the respective Deans and staff members, the researcher

personally visited the classrooms in the respective departments and verbally introduced herself and the study to the survey participants. This ensured that the participants comprehended the purpose of the study and did not perceive the questionnaire as an assessment. After the introduction, the information sheet and the questionnaires were distributed among the students. The researcher then invited the students to complete the questionnaire and further explained the respondents' rights in relation to participation in the study. The students were told that their participation was voluntary, that the decision to fill and return the questionnaire completely rested with them, and that returning a filled in questionnaire would mean their consent to participate in the study. The survey participants were given seven days to return the filled-in questionnaires to the sealed box provided on their respective department's reception desk. The survey participants were also invited to participate in the interview part of the study and were informed that a form was attached with the questionnaire in which they could fill in their name, department and contact phone number if they were interested in participation in the interview. After providing information, the researcher also provided answers to the participants' questions. Copies of all the information sheets, letters for request of permission, invitations for participation in the study, and consent forms have been attached in the appendices section of this thesis (see Appendices A-E, and G and H).

Once the researcher knew who was interested in being interviewed, a preliminary informal meeting was held with each interview participant individually before the actual interviews. The reason for this meeting was to give them the invitation letters (inviting them to participate in this part of the study) and consent forms, explain the interview procedure and their rights, and assuring them of no harm and risk, protection of privacy, anonymity and confidentiality of information they provided which would be used only for the current study as recommended by Creswell (2007, 2009), Lichtman (2010), Punch (2000, 2006), and Yin (2009). The participants were then given three days to return the consent forms if they agreed to participate in the interview.

An important ethical principle that was considered was taking care of the confidentiality and anonymity of the participants (Bryman, 2012; Creswell, 2014; Miles & Huberman, 1994). In this study, the questionnaire participants were kept completely anonymous as they were not asked to declare their identity on the questionnaire form. Dane (1990) notes that "*confidentiality exists when only the researchers are aware of the participants' identities and have promised not to reveal those identities to others*" (p. 51, italics in original). To ensure anonymity and confidentiality of the questionnaire participants, the researcher removed the responses regarding

interest in the interview from all the questionnaires and kept them separate to remove any chance of the questionnaire participants being identified.

In order to ensure the confidentiality of the interview participants, pseudonyms were used for the interview participants. The identities of the participants were kept confidential by removing all such information from the records that might disclose their identity. Interviews were audio-recorded with prior permission of the participants as recommended by Berg (2009), Bouma (2000), and Yin (2009). Further confidentiality of the participants will be maintained by destroying all the information (Dane, 1990) from interview participants after five years from the date of the study completion.

Once the field work had been done and data had been collected, the issue of confidentiality of the research data, information and record had to be ensured (Bryman, 2012). To ensure security and confidentiality in this study, data was accessible only to the researcher and the supervisors. All the hard copies (questionnaires, and interview transcripts) of the data were securely stored, separately from consent forms, and the electronic copies (interview recordings and transcripts) were stored in a password secured computer and hard drive only accessible to the researcher.

3.9 CHAPTER SUMMARY

This chapter identified and justified the choice of the research paradigm, mixed methods approach, the research design and tools, and the data analysis procedures employed in the current study. Considering the purpose of the study, a mixed methods convergent and explanatory approach was chosen because it offered a suitable framework for bringing both types of data together and provided a better understanding of the answers to the research questions. Data was collected through a quantitative questionnaire and qualitative individual semi-structured interviews. The quantitative and qualitative data was collected and analysed in a sequential manner and then integrated to understand the research problem in a more comprehensive manner. The chapter also discussed the strategies adopted in this study for addressing reliability and validity of quantitative findings and trustworthiness of qualitative findings. Finally, the ethical principles adhered to in this study were outlined.

The next chapter presents the quantitative findings from the study.

CHAPTER FOUR

QUANTITATIVE FINDINGS

4.1 INTRODUCTION

This chapter presents and discusses the quantitative strand of the study. The chapter starts with the demographic results, followed by the findings and discussion of the three key research questions that were addressed in the questionnaire:

1. What are the learners' perceptions of their transition experiences in their first year of university?
2. What are the learners' prior learning experiences and how do these relate to their transition into university?
3. How does prior medium of instruction influence the learners' transition into university?

Some quantitative items provided information to address research question 4. These will be discussed in the integrated discussion (Chapter six) due to their relevance to the integrated findings only.

4.2 DEMOGRAPHIC RESULTS

The respondents to the questionnaire were Pakistani learners enrolled in first year in four BS majors of Chemistry, Computer Science, Education and English Literature in a public sector university. The number of learners enrolled in first year classes in each major was 45. Out of the 180 questionnaires distributed to the learners, 154 were returned that led to a sound overall return rate of 85.6 percent.

The items in questionnaire Section A (a total of seven items) were developed to collect information on respondents' majors; the prior learning experiences of school and college sectors (public sector and private sector), school and college types (single gender and mixed gender); and MOI (Urdu medium and English medium) of the schools and colleges attended by the study respondents. Descriptive statistics were computed to get the frequency and percentage of the

distribution of the study respondents across all the Section A items. The breakdown of the demographic results is presented in Table 4.1.

Table 4.1 Demographic results

No.	Categories	Groups	Frequency of respondents	%
1	BS Major	Chemistry	41	26.6
		Computer Science	39	25.3
		Education	30	19.5
		English Literature	44	28.6
2	School Sectors	Private School	78	50.6
		Public School	76	49.4
3	College Sectors	Private College	99	64.3
		Public College	55	35.7
4	School Types	Single-gender School	126	81.8
		Co-ed School	28	18.2
5	College Types	Single-gender College	134	87.0
		Co-ed College	20	13.0
6	School MOI	English medium School	73	47.4
		Urdu medium School	81	52.6
7	College MOI	English medium College	105	61.4
		Urdu medium College	49	38.6

The highest questionnaire return rate was from the English Literature respondents who represented 28.6 percent of the quantitative sample. The rest of the respondents comprised 26.6 percent from Chemistry, 25.3 percent from Computer Science, and the lowest rate was 19.5 percent from Education.

In relation to the respondents' prior learning experiences, 50.6 percent represented the prior private sector school group and 49.4 percent of the sample comprised respondents from prior public sector schools. This shows that there was almost equal percentage of respondents from private (50.6%) and public sector (49.4%) schools. In the college sector, the data shows that a large number of respondents (64.3%) belonged to prior private sector colleges and 35.7 percent indicated to be coming from prior public sector colleges. These results show the tendency of respondents themselves or their parents preferring them to get higher secondary education from private English medium colleges.

With regard to the prior school and college types, a majority of respondents came from single-gender schools (81.8%) and the rest of the respondents (18.2) percent reported to have had their

schooling from co-ed schools. The college category also comprised a majority of respondents (87.0%) from single gender colleges and only 13.0 percent of the sample consisted of respondents from prior co-ed colleges. The results suggest that a large proportion of the study sample did not have prior co-education experience which is a general educational trend in Pakistani society.

For the last category of prior MOI of the school and college attended, 47.4 percent respondents reported to have had schooling in English medium schools and 52.6% came from Urdu medium schools. For prior MOI at college, 61.4 percent reported to have had their college education in English medium and 38.6 percent to have had their college education in Urdu medium. More than half of the respondents had attended prior Urdu medium of instruction schools and a large proportion indicated they had attended college education in English medium. This trend shows that many respondents or their parents preferred them to have two-year college education in English medium despite having come from prior Urdu medium schools which is quite representative of the general educational trend in Pakistani society.

In order to explore the influence of these prior learning and MOI experiences on the respondents' adaptation experiences during transition, the next section presents the findings and discussion on research question 1.

4.3 ADAPTATION EXPERIENCES

Descriptive statistics were run to address research question 1 (What are the learners' perceptions of their transition experiences in their first year of university?). Percentages and mean scores of all the items in the four sub-scales in section B of the questionnaire were examined.

The descriptive results were analysed to explore the respondents' adaptation experiences in the four categories of academic, social, linguistic and environmental adaptation. The percentage results are presented in the results tables (in this section) as separate percentages for each of the four Likert scale points (Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)) and also as combined percentages in two dichotomous points (Combined Disagree and Combined Agree) to interpret and explain the results more clearly. Mean scores for each item are also presented. As strongly disagree was coded as 1, disagree as 2, agree as 3 and strongly agree as 4, a mean of below 2.5 signals an average with the disagree category whereas a mean of above 2.5 signals an average within the agree category. The discussion following the results

focuses mainly on the combined dichotomous percentages to compare the difference between the distribution of responses and adaptation experiences in each adaptation category except when it is particularly necessary to discuss the fine-grained results.

Since research question 1 was concerned with exploring the learners' perceptions of their transition experiences, the results and interpretation/discussion for all the items in all the four adaptation categories are presented item-wise in the same sequence as in the questionnaire. However, where two or more items are of similar nature, the results and interpretation/discussion of findings is presented for these together. As the findings mainly comprised positive adaptation experiences and challenges faced during adaptation, the findings are divided and presented into these two categories at the end of each sub-section.

4.3.1 Academic Adaptation Experiences

The first adaptation experience category examined was related to the respondents' academic adaptation to the university. A list of twelve adaptation experiences was presented to the respondents. The results regarding the academic adaptation are presented in Table 4.2 below.

Table 4.2 Academic Adaptation Experiences

Items	Distribution of responses %						
	SDA	DA	A	SA	CDA	CA	Mean
1.1 I am finding the university academic tasks easier than those in college	7.2	32.0	50.3	10.5	39.2	60.8	2.64
1.2 I am adapting to the university academic culture	7.2	9.8	75.8	7.2	17.0	83.0	2.83
1.3 I need extra help for completing my study tasks inside university hours	7.1	35.1	29.2	28.6	42.2	57.8	2.79
1.4 I need to take tuition for competing my study tasks outside university hours	33.1	45.5	17.5	3.9	78.6	21.4	1.92
1.5 I can cope with the university teachers' teaching style	9.9	16.4	63.2	10.5	26.3	73.7	2.74
1.6 I need to devote more time to my studies in university than I used to do in college	9.7	28.8	39.9	21.6	38.5	61.5	2.73
1.7 I need to work harder in university than I used to do in college	7.8	27.3	37.0	27.9	35.1	64.9	2.85
1.8 I can manage the university academic workload	23.2	34.4	29.1	13.3	57.6	42.4	2.32
1.9 I can complete my academic tasks within given time	5.3	19.1	55.3	20.4	24.4	75.7	2.91
1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside classroom	4.6	16.4	69.1	9.9	21.0	79.0	2.84
1.11 I do not hesitate to ask the teacher questions in classroom	11.0	33.2	34.4	21.4	44.2	55.8	2.66
1.12 I do not hesitate to request the teacher for clarification of a concept in classroom	11.4	27.9	36.4	25.3	39.3	61.7	2.77

Note. SDA = Strongly Disagree (1); DA = Disagree (2); A = Agree (3); SA = Strongly Agree (4); CDA = Combined Disagree; CA = Combined Agree

While the majority out of the 154 respondents (60.8%) showed agreement ($M=2.64$, mean above 2.5) to finding the university academic tasks easier than those in college (item 1.1), a noticeable number (39.2%) did not share the same experience. The reason for a majority of respondents finding university academic tasks easier than those at college could be that they were prepared for and had learnt the required skills to do university academic tasks. On the other hand, the reason for 39.2 percent respondents finding university academic tasks more difficult than those at college could be that they were not equipped with the required skills and prepared for the new culture by their prior institutions. As noted by several researchers (e.g. Bazerman, 1988; Burton & Chadwick, 2000; Thompson et al., 2013) in prior studies, learners are required to do different kind of academic tasks compared to what they had been doing during their pre-university years. A majority of learners come under-prepared for university academic tasks which may present them with difficulties in doing these tasks. In order to complete university academic tasks, learners are required to learn and become proficient in a range of advanced literacy competencies and practices for doing university academic tasks. For this purpose, learners are required to learn various skills that they had not been taught during pre-university education, such as research-based assignments (Stapleton, 2005), incorporating sources into writing (Plakans & Gebril, 2012), and different assessment system (Pecorari, 2008). These respondents in the current study also appear to be under-prepared for and lacking in skills required to do the university academic tasks. This might be the reason why these respondents appear to be finding university academic tasks more difficult than those at college.

Another reason for the respondents in this study finding the university academic tasks harder can be located in the learners' misperception of the university academic culture and unrealistic expectations as they enter the university with the same picture of academic work in their mind as they used to do at school and college. The respondents appear not to realise and picture the big difference between the academic work level and requirement between school/college and university levels. They seem to assume that they would fare through the university academic work in the same way and with the similar level of effort they used to make during school/college days and be successful in the university too.

In response to item 1.2, the majority of respondents (83.0%) expressed agreement ($M=2.83$, mean above 2.5) that they were adapting to the university academic culture. Positive experience in this regard would be helpful for respondents' smooth and successful transition into university. Interview data provided further explanations to what factors facilitated respondents in adapting to the university academic culture.

The results showed that more than half of the respondents (57.8%) agreed ($M=2.79$, mean above 2.5) that they needed extra help for completing their study tasks inside university hours (item 1.3). The reason for this could be the habit of over-dependence on teachers during school and college days. This finding can be compared to the findings of Sheridan and Dunne's (2012) who studied a group of Irish first year undergraduate students and reported that this situation occurs because of the learners' habit of being used to directed learning and great dependence on teachers at school and college. Since university academic culture comprises independent learning, learners may be faced with such a situation. On the other hand, for item 1.4, the majority of respondents (78.6%) showed disagreement ($M=1.92$, mean below 2.5) to feeling the need to take tuition for completing their study tasks outside university hours. Disagreement to this notion is considered a positive adaptation experience because this indicates that these respondents were intentionally or unintentionally shunning dependence on support systems and heading on to becoming independent learners. Taking the responsibility for their learning outside university hours would help these learners in academic adaptation and may eventually lead to successful transition into university. This finding is unique to this study.

The results show that the majority of respondents (73.7%) expressed agreement ($M=2.74$, mean above 2.5) that they could cope with the university teachers' teaching style (item 1.5). This positive experience reveals that the majority of respondents were adapting to the university teachers' teaching style. This indicates that these learners had accepted their responsibility and were becoming independent learners. Where the majority showed positive response, 26.3 percent respondents showed disagreement which means that they could not cope with the university teachers' teaching style. These respondents may require more time to adjust to the different style of teaching.

The respondents in this study may have been used to teacher-centred teaching style during the last 12 (pre-university) years. Upon university entrance, there may have been a sudden change in teaching style which switched to learner-centred that expects learners to develop and show independent learning skills, and renders more responsibility of learning to the learners as suggested by Iurea et al. (2011). Similar problems were reported by Hagan and Macdonald (2000) being faced by first year computer programming students in the Faculty of Computing and Information Technology, Monash University, Australia. Hagan and Macdonald (2000) report that transition from high school to university demands students to undergo an immediate adjustment to the university teachers' teaching style which presents the transitioning students with adaptation problems. Similar problem is seen being faced by a small percentage of

respondents in the current study who reported that they were facing problem in coping with the new teaching style.

The data shows that 61.5 percent respondents agreed to ($M=2.73$, mean above 2.5) the need to devote more time to their studies than they used to do in college (Item 1.6). These respondents appear to be facing challenge in organising university academic tasks. Similarly, for item (1.7), 64.9 percent respondents agreed ($M=2.85$, mean above 2.5) that they needed to work harder in university than they used to do in college. A possible reason for these respondents feeling the need to devote more time to their studies at university and the need to work harder could be their failure in realising and getting prepared to tackle the mismatch that exists between the school/college, and university academic culture. The respondents appear to have entered the university with the expectation that the same amount of work input that they used to do in their academic work at college would be sufficient for meeting the university academic demands. However, after arriving at university, they appear to realise that the situation was different to what they expected. These findings coincide with the findings of Lowe and Cook's (2003), who surveyed Irish undergraduate entrants in the University of Ulster and found that students' study habits that they form during pre-university years persist until the end of the first semester at university and present some students with academic adaptation problems. The current study respondents also appear to follow the same study habits that they used to have at college due to the expectation that university academic culture would be similar to that at college. They appear not to realise that university academic demands are different to those at college and as such require more work to be completed on time and up to university academic standard. Interview data provided more explanations to this experience.

More than half (57.6%) of the respondents disagreed ($M=2.32$, mean below 2.5) to the notion that they could manage the university academic workload (Item 1.8). This shows that 57.6 percent respondents in this study could not manage the university workload. These learners appear to be finding university workload heavier compared to that at school and college. University academic culture is different to school and college because it comprises different types of academic tasks. This may make some learners feel that they have to juggle with so many different academic tasks and problems with organising work, thus making them feel that they are overburdened. This finding is consistent with Asmar et al. (2000) who studied the first year experience of Australian students at University of Sydney and found that along with other challenges, 33.4% respondents (in their study) expressed having a heavy workload at university. The percentage of respondents finding it hard to manage their university academic workload in the current study is significantly higher (57.6%) compared to Asmar et al.'s (2000) study

(33.3%) which shows that Pakistani respondents in the current study had higher tendency of facing this challenge compared to Australian students in Asmar et al.'s study. However, 42.4 percent respondents in the current study reported agreement to the item which shows that these respondents had learnt (either pre- or post-university entrance) how to manage their workload and organise their academic tasks.

The majority of respondents (75.7%) expressed agreement ($M=2.91$, mean above 2.5) to item 1.9 revealing another positive experience which shows that these respondents could complete their academic tasks within given time. These respondents appear to have learnt how to organise their work and manage their time to meet the deadlines. Although the majority of respondents did not face challenges in time management, nearly a quarter of current study respondents (24.4 %) disagreed to the item which shows that they were facing difficulties in managing time to complete their university academic tasks. University academic culture appears to be posing a challenge to these Pakistani learners as academic tasks in school and college did not demand the amount of time compared to university academic tasks which demand more time. The finding regarding 24.4 percent of the current study respondents perceiving difficulties in managing time for university academic tasks is consistent with Prescott and Simpson's (2004) finding. They studied a large cohort of 687 first year students enrolled in various Diploma and BSc (Hons) programmes in the University of Abertay, Dundee, Scotland. Prescott and Simpson (2004) investigated the students' perception of and measured how the students in their study managed time in order to complete their coursework assessments. They found that the first year Scottish students in their study had concerns with regards to time management at university. Some respondents in the current study also perceived that they could not complete their academic tasks within given time.

The results show that the majority of respondents (79.0%) reported agreement ($M=2.84$, mean above 2.5) to feeling shy to approach academic staff when they needed assistance in academic tasks outside classroom (item 1.10). On the other hand, the result for item 1.11 shows that 55.8 percent respondents expressed agreement ($M=2.66$, mean above 2.5) to not hesitating to ask the teacher questions in classroom. However, 44.2 percent respondents reported otherwise which is a noticeable number that cannot be ignored. Lastly, the data for item 1.12 reveals that a large number of respondents (61.7%) showed agreement ($M=2.77$, mean above 2.5) to not hesitating to request the teacher for clarification of a concept in classroom. It is also noted that a noticeable number of respondents (39.3%) showed disagreement to the measure. The results reveal that more than half of the respondents (55.8% and 61.7%) faced no hesitation in interacting with the teacher in the classroom but a large proportion of the respondents (79.0%) encountered shyness

in approaching the teachers outside the classroom. Developing interactions with the university academic staff both inside and outside classrooms holds great importance in both successful academic and social transition into university. Learners' shyness to interact with the academic staff could increase their problems to adapt to the university academic culture and may create ongoing academic challenges during their university years. Tinto (1993) has also documented similar arguments with regard to the importance of developing interactions with the academic staff in university and its role in successful transition. Tinto (1993) stressed the importance of contact and interactions with the academic staff both inside and outside the classroom for good intellectual growth, and enhancing the academic performance and quality. Feeling shy to interact with the academic staff may lead to a feeling of isolation and impaired academic performance. Hence, respondents' shyness to interact with the academic staff could increase their problems to adapt to the university academic culture and may make them keep facing academic challenges during their university years.

The academic adaptation experiences of the respondents comprised positive experiences as well as some challenges. It is noted that the academic adaptation experiences consisted more of the positive experiences for a majority of the respondents compared to the challenges in academic adaptation. The results show that a large number of respondents (ranging between 60.8% to 83.0%) expressed having positive academic adaptation experiences which shows that they were not facing major problems in various academic adaptation areas (items 1.1, 1.2, 1.4, 1.5, 1.9, 1.11, and 1.12). However, there was a consistent minority ranging from 17.0 percent to 44.2 percent who reported to facing challenges of a various nature in afore-mentioned aspects.

Along with the positive academic adaptation experiences, more than half of the respondents reported facing bigger challenges in four academic areas (items 1.3, 1.6, 1.7, 1.8, and 1.9). The respondents facing these challenges seem not to realise that university academic tasks would demand more responsibility, work and time compared to pre-university studies. Clearly students need to be prepared to face the new culture where new practices and attitudes need to be learned and developed for successful academic transition into university (Tucker, 1998). The academic adaptation challenges faced by the respondents in the current study can be attributed to the same situation where they appear not to be prepared for the big changes involved in academic work during transition from college into university. Nonetheless, the positive findings indicate that the majority of respondents were taking the responsibility of their learning and adapting to the university academic culture.

In the light of the above findings, the positive academic adaptation experiences of and academic adaptation challenges faced by the respondents are listed below.

Positive academic adaptation experiences

The majority of respondents reported that they:

- were finding the university academic tasks easier than those in college (Item 1.1)
- were adapting to the university academic culture (Item 1.2)
- did not need to take tuition for completing their study tasks outside university hours (Item 1.4)
- could cope with the university teachers' teaching style (Item 1.5)
- could complete their academic tasks within given time (Item 1.9)
- did not hesitate to ask the teacher questions in classroom (Item 1.11)
- did not hesitate to request the teacher for clarification of a concept in classroom (Item 1.12)

Academic adaptation challenges

The majority of respondents reported that they:

- needed extra help for completing their study tasks inside university hours (Item 1.3)
- needed to devote more time to their studies in university than they used to do in college (Item 1.6)
- needed to work harder in university than they used to do in college (Item 1.7)
- could not manage university academic workload (Item 1.8)
- felt shy to approach academic staff when they need assistance in academic or other tasks outside classroom (Item 1.10)

The results and findings on social adaptation experiences are presented next.

4.3.2 Social Adaptation Experiences

The second adaptation aspect examined in this study was the social adaptation experiences of the respondents. A list of nine social adaptation experiences was presented to the respondents. The results on social adaptation experiences are presented in Table 4.3 below.

Table 4.3 Social Adaptation Experiences

Items	Distribution of responses %						Mean
	SDA	DA	A	SA	CDA	CA	
2.1 I have made friends on campus	5.2	8.4	59.7	26.6	13.6	86.3	3.08
2.2 I feel shy to socialise with others on campus	28.1	40.5	24.2	7.2	68.6	31.4	2.10
2.3 I like to socialise on campus	9.9	20.5	50.3	19.3	30.4	69.6	2.79
2.4 I feel shy to interact with the opposite gender on campus	26.0	27.9	30.5	15.6	53.9	46.1	2.36
2.5 I feel isolated on campus	26.4	39.9	23.6	10.1	66.3	33.7	2.18
2.6 I like to participate in social activities on campus	8.2	29.7	46.6	15.5	37.9	62.1	2.70
2.7 I have joined a society/club/association on campus	30.1	49.7	15.0	5.2	79.8	20.2	1.95
2.8 I am adapting to the university social culture	12.3	31.2	44.2	12.3	43.5	56.5	2.56
2.9 It is easier to socialise in university as compared to college	17.5	30.5	39.7	12.3	48.0	52.0	2.57

Note. SDA = Strongly Disagree; DA = Disagree; A = Agree; SA = Strongly Agree; CDA = Combined Disagree; CA = Combined Agree; M = Mean

The data shows that the majority of respondents (86.3%) agreed ($M=3.08$, mean above 2.5) to having made friends on campus (item 2.1), 68.6 percent of the respondents disagreed ($M=2.10$, mean below 2.5) to feeling shy to socialise with others on campus (item 2.2), and 69.6 percent respondents showed agreement ($M=2.79$, mean above 2.5) that they liked to socialise on campus (item 2.3). Making friends, not feeling shy to socialise with others, and liking to socialise on campus are some of the aspects that hold great importance in university entrants' adaptation to the new social culture at university. These positive experiences may help these respondents in making a successful social adaptation to the new social culture.

Although a majority of the respondents reported not feeling shy to socialise and that they liked to socialise on campus, a noticeable percentage of respondents reported otherwise. The results reveal that 31.4 percent respondents reported feeling shy to socialise and 30.4 percent showed disagreement to like to socialise on campus. On an academic level this may affect learning, as a number of learning activities in university require either group work or pair work. Shy learners may experience problems in interacting in group activities and making oral presentations in front of an audience. Shyness to interact with teachers of the opposite gender may hinder their involvement in learning activities and classroom interactions such as asking questions, answering the teachers' questions, requesting clarification of a concept, and seeking guidance for a difficult task as also reported by Kantanis (2000) in case of Australian, and by Rouf (2012) in case of Bangladeshi university entrants. This situation may have a negative effect on the current study respondents' intellectual growth and confidence development, hence making adaptation into university culture challenging during transition into university.

The results reveal that more than half of the respondents (53.9%) showed disagreement ($M=2.36$, mean below 2.5) to feeling shy to interact with the opposite gender on campus (item 2.4). However, a noticeable number of respondents (46.1%) showed agreement to the measure.

There is a difference of only 7.8 percent between the two types of responses which indicates that there was a mixed attitude of these respondents towards opposite gender on campus. This might be the outcome of prior experiences and beliefs and type of school/college (mostly single gender) these respondents were coming from. This will be looked at in detail in Section 4.4 which presents and discusses the results of the influence of prior learning experiences on learners' transition. Qualitative data also added further insights to the issue.

One of the reasons for the current study respondents' shyness to interact with the opposite gender on campus could be no prior experience of studying in a mixed environment as the majority of respondents in this study got their school and college education in a single gender school or college (see Table 4.1) where they were taught by the same gender teachers. Another possible reason could be embedded in Pakistani cultural norms and practices where socialisation with the opposite gender is not approved by a large proportion of Pakistani society, particularly in less developed cities and rural areas. More explanations to this issue were provided by the qualitative data.

With regard to item 2.5, the results reveal that 66.3 percent respondents showed their disagreement ($M=2.18$, mean below 2.5) to feeling isolated on campus. However, 33.7 percent respondents expressed agreement to feeling isolated on campus. A possible reason for these respondents feeling isolation on campus could be their shyness to socialise, form friendship networks and participate in social activities on campus. Learners have close knit friendships at school and college because learners from same areas and background attend the same school and college; easy access to academic staff and supportive environment compared to university. On the contrary, university is a very big place where learners from diverse educational, demographic, geographical (both urban and rural), and language backgrounds; experiences; and beliefs come to study. On the first exposure, many learners may feel like getting lost in a sea of people whom they don't know. Shyness adds to the challenge and learners may start feeling isolated, alienated and rejected as noted by Tinto (1993). Some previous studies have also reported that learners' failure to make new social networks in the new setting may lead to problems like alienation and isolation (e.g. Sevinç & Gizir, 2014; Terenzini et al., 1994). Sevinç and Gizir (2014) undertook a qualitative study of 25 first year students (at Mersin university, Turkey) who were experiencing academic and social adjustment problems. Sevinç and Gizir (2014) found there were a number of factors that were affecting these students' social adjustment negatively. The factors included shyness, homesickness, loneliness, fear of disapproval by peers, peer relations, participation in social/recreational activities, and management of leisure time. Looking at the current study respondents' responses to other social

adaptation items, the possible reason for 33.7 percent respondents feeling isolated on campus could be some of the same reasons as highlighted by Sevinç and Gizir (2014) in case of Turkish students, such as shyness to socialise with others (item 2.2) and interact with the opposite gender (item 2.4), and lack of interest in participation in social activities on campus (item 2.6). Qualitative results added more insights to this issue

The data shows that the majority of respondents (62.1%) agreed ($M=2.70$, mean above 2.5) that they liked to participate in social activities on campus (item 2.6). The findings show that 37.9 percent respondents reported that they did not like to participate in social activities on campus. On the other hand, the majority of respondents (79.8%) showed disagreement ($M=1.95$, mean below 2.5) to having joined a society/club/association on campus (item 2.7) which shows a lack of interest of these respondents in joining such bodies. The main reason for this attitude could be the respondents' shyness to socialise on campus and to interact with others. Another reason could be the university academic workload, new social culture and lack of such opportunities provided at schools which checked and hindered the development of respondents' interest to join such bodies and participate in such activities. More information on factors causing this issue was generated from interview data.

The data for item 2.8 shows that more than half of the respondents (56.5%) showed agreement ($M=2.56$, mean above 2.5) to adapting to the university social culture. However, a noticeable number (43.5%) of respondents showed disagreement to adapting to the university social culture. For item 2.9, the results show that more than half (52.0%) of the respondents agreed ($M=2.57$, mean above 2.5) that it was easier to socialise on campus compared to college. However, a noticeable number of respondents (48.0%) showed disagreement to the item. There is not much difference in this regard which shows that a little over half of the respondents in this study felt that it was easy and near half felt that it was not easy to socialise on campus. University presents learners with a completely different social culture to school and college. It demands developing new friendships, widening social circles, participating in social activities, and interacting with people from diverse educational and demographic backgrounds and experiences. This presents the learners with a number of challenges in adapting to the new social culture vis-à-vis learning the new academic requirements and learning styles, and meeting the academic goals. The current data indicates that there was not much difference between the respondents finding it hard (48.0%) and easy (52.0%) to socialise on campus. This possibly reflects respondents' different personal, demographic and educational background, prior experiences and norms. The fact that the majority of respondents in this study belonged to prior single gender schools (81.8%) and single gender colleges (87%) shows that a large proportion

of the study sample did not have prior co-education experience. This could be a big factor in shaping the respondents' social adaptation experiences and challenges in the current study. The influence of prior school/college type on learners' adaptation to university social culture will be looked at in Section 4.4 in detail. Further insights to this issue were added by the qualitative findings.

The findings show that more than half of the respondents (ranging between 52.0% to 86.3%) reported positive social adaptation experiences for six out of nine items (2.1, 2.2, 2.3, 2.5, 2.6, and 2.8). However, there was a noticeable proportion of respondents ranging between 13.6 percent to 48.0 percent who reported otherwise for these items. On the other hand, there were only three notions (items 2.4, 2.7, and 2.9) that a large number of respondents reported to be facing challenges in adapting to. The positive social adaptation experiences and social adaptation challenges of the respondents are listed below.

Positive social adaptation experiences

The respondents reported that they:

- had made friends on campus (Item 2.1)
- did not feel shy to socialise with others on campus (Item 2.2)
- liked to socialise on campus (item 2.3)
- did not feel isolated on campus (Item 2.5)
- liked to participate in social activities on campus (Item 2.6)
- were adapting to the university social culture (Item 2.8)

Social adaptation challenges

The respondents reported that they:

- felt shy to interact with the opposite gender on campus (Item 2.4)
- had not joined a society/club/association on campus (Item 2.7)
- found it difficult to socialise in university as compared to college (Item 2.9)

The results on linguistic adaptation experiences are presented next.

4.3.3 Linguistic Adaptation Experiences

The third aspect of transition that the current study explored was respondents' linguistic adaptation experiences. The respondents were presented with a list of ten linguistic adaptation experiences. The linguistic adaptation results are presented in Table 4.4 below.

Table 4.4 Linguistic Adaptation Experiences

Items	Distribution of responses %						Mean
	SDA	DA	A	SA	CDA	CA	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	9.9	29.1	55.0	6.0	39.0	61.0	2.57
3.2 I can comprehend the lectures in English	8.0	23.3	60.0	8.7	31.3	68.7	2.69
3.3 I face no problem in writing assignments in English	8.6	20.4	55.9	15.1	29.0	71.0	2.78
3.4 I face no problem in taking assessments in English	8.6	20.4	55.3	15.7	29.0	71.0	2.78
3.5 I can speak English fluently	14.9	48.1	31.8	5.2	63.0	37.0	2.27
3.6 I can speak English confidently	13.2	45.0	37.2	4.6	58.2	41.8	2.33
3.7 I am adapting to the English language of instruction in university	2.6	22.4	60.5	14.5	25.0	75.0	2.87
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	20.4	40.1	29.6	9.9	60.5	39.5	2.29
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	9.1	37.9	42.5	10.5	47.0	53.0	2.54
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	10.5	17.1	59.2	13.2	27.6	72.4	2.75

Note. SDA = Strongly Disagree; DA = Disagree; A = Agree; SA = Strongly Agree; CDA = Combined Disagree; CA = Combined Agree; M = Mean

The data shows that 61.0 percent respondents agreed ($M = 2.57$, mean above 2.5) that they could do critical reading for comprehending the texts (in English) in their BS study syllabus (item 3.1). This positive experience for a large number of these respondents may be helpful in their successful linguistic adaptation. However, it is noted that a noticeable proportion of respondents (39.0%) in the current study indicated facing problems in doing critical reading for comprehending texts (in English) in their BS study syllabus. The main reason for these problems can be the non-English speaking background and the schools and colleges not teaching the critical reading skills. A number of previous studies have also found that learners from non-English speaking background encounter linguistic adaptation challenges in university (e.g. Asmar et al, 2000; Evans & Morrison, 2011; Hellekjær, 2009; Huang, 2009; Lam & Kwan, 1999; Naoko & Naoko, 2006). These studies noted that one of the reasons for problems in this regard was low level of academic and critical reading proficiency of these respondents due to learning English as a second language where little attention had been paid at schools to develop this skill. The current finding regarding over a third (39.0%) of respondents facing difficulty in doing critical reading is similar to that of Hellekjær (2009) whose study on the academic English reading proficiency of Norwegian university entrants identified that the Norwegian learners faced problems in meeting the university expectations in critical and academic reading

level due to low proficiency in English language and having learnt English as second language (ESL).

For item 3.2, the majority of respondents (68.7%) showed agreement ($M=2.69$, mean above 2.5) that they could comprehend the lectures in English. With regard to the result for item 3.3, the majority of respondents (71.0%) showed agreement ($M=2.78$, mean above 2.5) to facing no problem in writing assignments in English. The data for item 3.4 reveals that the majority of respondents (71.0%) agreed ($M=2.78$, mean above 2.5) that they were facing no problem in taking assessments in English. These findings show that a large proportion of respondents had positive adaptation experiences in these three areas. However, a consistent minority ranging between 29.0 percent to 31.3 percent reported facing problems in these aspects. The main reason for problem in comprehending lectures could be the ESL background and schools and colleges not developing listening skills as noted by Mansoor (2005) in case of Pakistani learners. Prior Urdu MOI, low standard English medium schools and no attention paid at schools and colleges to develop academic writing skills could be another reason for these respondents facing problems in meeting the university academic English requirements such as writing assignments (item 3.3) and taking assessments (item 3.4). Furthermore, some respondents in this study appear not to acknowledge the fact that university linguistic culture demands the production of critically reflective written and oral academic work. This may lead to further difficulties in successful learning through English language which may further impact on learners' ability to adapt to the university linguistic culture. More insights into these challenges will be provided in Section 4.4 while discussing the findings on the influence of prior MOI on learners' adaptation into university and the next chapter on the qualitative interview findings.

The result for item 3.5 shows that the majority of respondents (63.0%) disagreed ($M=2.27$, mean below 2.5) that they could speak English fluently. Similarly, for item 3.6, the results show that 58.2 percent respondents disagreed ($M=2.33$, mean below 2.5) that they could speak English confidently. However, a noticeable number of respondents (41.8%) reported otherwise. A possible reason for respondents facing problem in speaking English fluently and confidently could be little attention paid at Pakistani schools to develop English speaking skills as reported by Rahman (2002) and Shamim (2008) who studied the situation of English language teaching in Pakistan.

For item 3.7, the data shows that 75.0 percent respondents agreed ($M=2.87$, mean above 2.5) that they were adapting to the English language of instruction in university. This shows that the majority of respondents were having a positive attitude towards English medium of instruction

at university which was a new experience to many learners (who had attended Urdu medium schools and colleges) and were making efforts to successfully adapt to the university linguistic culture. The results also show that 25.0 percent respondents found it challenging to adapt to the English language of instruction in university. Some reasons behind this issue could be the dual language of instruction policy being practised in Pakistan, low quality of English language teaching, and wide use of Grammar Translation Method for teaching and learning English language which leads to impaired language skills as indicated by some researchers who studied English language teaching and learning issues in Pakistan (e.g. Mansoor, 2004, 2005; Rahman, 2002, 2005; Rassool, 2007).

The results for item 3.8 show that 60.5 percent respondents disagreed ($M=2.29$, mean below 2.5) to the item which reveals that the majority of them were not capable of presenting orally in English in front of an audience without the fear of making English language mistakes. It is also noted that a noticeable percentage (39.5%) of respondents expressed agreement to the item. Considering that a large number of respondents indicated that they could not speak English fluently (63.0%) and confidently (58.2%), these issues could be causing respondents' hesitation and difficulties in making oral presentations in English. These challenges may lead these respondents to a number of academic adjustment problems in university. Again ESL background, low standard of English language teaching in schools and colleges, and little attention paid to developing the oral and spoken English skills could be the reason for Pakistani respondents facing these challenges in this study. Another possible reason for respondents' lack of confidence and fluency in spoken English in this study could be their habit of thinking in Urdu and translating in English before producing the final response. Similar problems were reported by Huang (2012) who studied Taiwanese university entrants and found that low proficiency in English language can lead students to feel hesitant to pose questions or reply to a lecturer's question in English, and showing unwillingness to participate in class discussion. The academic and linguistic issues of the respondents in the current study could also have similar outcomes for learners as can be seen in the problems faced by them in making oral presentations in English.

The data for item 3.9 reveals that over half of the respondents (53.0%) reported agreement ($M=2.54$, mean above 2.5) to the need to take help (tuition/coaching) in learning and understanding the English language. The data further shows that a noticeable number of respondents (47.0%) showed disagreement to the item which means that near half of the respondents did not need to take help for learning and understanding English language and could do that independently. The finding regarding current study respondents' (53%) need to

take help (tuition or coaching) in learning and understanding the English language is contrasting to what the respondents reported to item 1.4 (*I need to take tuition for completing my study tasks outside university hours*) in the current study where the majority of respondents (78.6%) reported that they did not need tuition for completing their study tasks outside university hours. This indicates that the respondents may perhaps not be in need of taking formal tuition for overall studies (subjects other than English) but may be in need to take only informal help from someone in learning and understanding the English language but not a formal tuition or coaching. This also indicates the need and importance to learn English language to understand and comprehend the course content (texts in English) for overall BS study syllabus.

The results for item 3.10 show that 72.4% respondents expressed agreement ($M = 2.75$, mean above 2.5) that they think in Urdu and then translate in English before final reproduction of a response in English. This finding reflects other findings in the linguistic adaptation category in this study where it was found that a large number of respondents could not speak English fluently (63.0%) and confidently (58.2%). Naturally, thinking in Urdu and then translating in English may negatively impact fluency and confidence to speak English. Huang (2009) also found in case of Taiwanese first year university students that low proficiency in English language can lead to hesitation in speaking English. Ahmed (2012) who studied English language learning situation in Pakistan also reports that the biggest challenge faced by English second language learners is the positive transfer of thoughts and ideas from first language (Urdu in this case) into second language (English).

The findings show that over 60 percent respondents reported positive experiences for five linguistic adaptation items (3.1, 3.2, 3.3, 3.4, and 3.7). The percentage of the responses to positive experiences ranged between 61.0 percent to 75.0 percent. Yet this also means a considerable number of respondents, ranging between 19 percent to 39 percent, faced problems in these areas which should not be overlooked. There were five items (3.5, 3.6, 3.8, 3.9, and 3.10), the responses to which indicated that the linguistic adaptation challenges were faced by 53.0 percent to 72.4 percent respondents. The positive linguistic experiences and linguistic adaptation challenges faced by respondents are presented in the lists below.

Positive linguistic adaptation experiences

The majority of respondents reported that they:

- could do critical reading for comprehending the texts (in English) in their BS study syllabus (Item 3.1)

- could comprehend the lectures in English (Item 3.2)
- faced no problem in writing assignments in English (Item 3.3)
- faced no problem in taking assessments in English (Item 3.4)
- were adapting to the English language of instruction in university (Item 3.7)

Linguistic adaptation challenges

The results showed that the majority of respondents:

- could not speak English fluently (Item 3.5)
- could not speak English confidently (Item 3.6)
- could not present orally in English in front of an audience without the fear of making English language mistakes (Item 3.8)
- had to take help (tuition/coaching) in learning and understanding the English language (Item 3.9)
- thought in Urdu and then translated in English before final reproduction of a response in English (Item 3.10)

The results on environmental adaptation experiences are presented next.

4.3.4 Environmental Adaptation Experiences

The last adaptation area examined in this study to explore learners' transition into university was their environmental adaptation experiences. A list of twelve environmental adaptation experiences was presented to the respondents. Table 4.5 outlines the data on the environmental adaptation experiences as reported in the questionnaire.

Table 4.5 Environmental Adaptation Experiences

Items	Distribution of responses %						
	SDA	DA	A	SA	CDA	CA	Mean
4.1 I felt welcome during my initial days on campus	18.3	26.1	47.8	7.8	44.4	55.6	2.54
4.2 I was shocked on my first day on campus on finding it different from college	17.3	31.6	36.0	15.1	48.9	51.1	2.52
4.3 I felt nervous during the initial days on campus	14.4	27.5	45.0	13.1	41.9	58.1	2.57
4.4 I feel no difference between university and school culture	43.8	46.4	3.3	6.5	90.2	9.8	1.73
4.5 I feel no difference between university and college culture	40.8	44.7	8.6	5.9	85.5	14.5	1.80
4.6 I am finding it easy to adapt to university culture	15.1	22.4	51.3	11.2	37.5	62.5	2.59
4.7 I am learning to adapt to university culture	4.6	19.1	65.1	11.2	23.7	76.3	2.83
4.8 I do not want to learn new ways to adapt to university Culture	19.0	43.8	26.7	10.5	62.8	37.2	2.29

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4.9 I want to carry on with my old ways of learning during my university years	13.9	33.1	43.7	9.3	47.0	53.0	2.48
4.10 I like being at university	4.6	11.3	63.6	20.5	15.9	84.1	3.00
4.11 University life has increased my confidence	3.3	6.7	51.3	38.7	10.0	90.0	3.25
4.12 University life makes me feel independent	6.7	11.9	52.3	29.1	18.6	81.4	3.03

Note. SDA = Strongly Disagree; DA = Disagree; A = Agree; SA = Strongly Agree; CDA = Combined Disagree; CA = Combined Agree; M = Mean

It can be seen from the data for item 4.1 that over half of the respondents (55.6%) showed agreement ($M=2.54$, mean above 2.5) to feeling welcome during the initial days on campus. However, 44.4 percent respondents showed their disagreement to the item. The data for item 4.2 shows that a little more than half (51.1%) of the respondents agreed ($M=2.52$, mean above 2.5) that they were shocked on their first day on campus on finding it different from college. However, a little less than half of the respondents (48.9%) showed their disagreement to the item. For item 4.3, the data shows that 58.1 percent respondents agreed ($M=2.57$, mean above 2.5) that they felt nervous during the initial days on campus. Whereas 41.9 percent respondents reported disagreement to having any such feeling. Feeling unwelcome (44.4%), shocked (51.1%) and nervous (58.1%) during the initial days at a new place may be a natural and usual experience for many individuals entering a new culture as also found in this study. Berry (1997) also reports that it is usual for someone to have these kind of experiences when they are exposed to a new culture. Finding the new culture different to the prior culture could also be one reason for such feelings as the current findings revealed that the majority of the respondents found the university culture different from school and college cultures (items 4.5 and 4.5). These findings resonate with the findings of Brooks and DuBois (1995) who studied American university entrants. Brooks and DuBios reported that feeling nervous, receiving cultural shock and feeling unwelcome could be considered normal tendencies in any individual entering a new culture, but these experiences could become problematic if not overcome during first few weeks of entry into new culture. Likewise, if the current study respondents do not succeed in adapting to the new culture in the university, their adaptation could be hindered which may have a negative impact on their academic performance in the university and future life and career.

With regard to item 4.4, the majority of respondents (90.2%) showed disagreement ($M=1.73$, mean below 2.5) to feeling no difference between university and school culture. This reveals that the majority of respondents felt that the university culture was different to that at school. Similarly, the result for item 4.5 shows that the majority of respondents (85.5%) reported disagreement ($M=1.80$, mean below 2.5) to feeling no difference between university and college culture. Again this shows that the majority of respondents felt that the university culture was

different from college culture. Goldschmidt et al. (2003) also report that university entrants find university different from school.

The data for item 4.6 reveals that 62.5 percent respondents agreed ($M=2.59$, mean above 2.5) that they were finding it easy to adapt to the university culture. On the other hand, 37.5 percent respondents showed their disagreement to finding it easy to adapt to the university culture. Learning the norms and values of new culture is a difficult process and each individual has their own particular response to that. Some find it easy, others find it hard to meet the demands of new culture. A large number of respondents in this study reported to finding this process easy which is a positive indication that these respondents were adapting to the new learning environment. Similarly, the result for item 4.7 shows that the majority of respondents (76.3%) reported agreement ($M=2.83$, mean above 2.5) that they were learning to adapt to the university culture. Nearly a quarter (23.7%) of the respondents indicated that they were not learning to adapt to the university culture. Positively this means that the majority of respondents were learning to adapt to the university culture. Comparing the percentage of respondents finding it easy to adapt to the new culture (62.5%) and those reporting that they were adapting to the new culture (76.3%), it can be said that even some of the respondents who were finding it hard to adapt to the university culture, they were also learning to adapt to it.

The results for item 4.8 show that 62.8 percent respondents expressed disagreement ($M=2.29$, mean below 2.5) to not wanting to learn new ways to adapt to the university culture. On the other hand, 37.2 percent respondents showed agreement to the item. Seen from positive angle, the results reveal that the majority of respondents wanted to learn the new ways to adapt to the university. Lastly, for item 4.9, a little more than half (53.0%) of the respondents agreed ($M=2.53$, mean above 2.5) that that they wanted to carry on with their old ways of learning during their university years. This means that more than half of the respondents (53.0%) did not want to change their old ways of learning during their university years. On the contrary, 47.0 percent respondents disagreed to the item. The current data reveals that a little more than half of the respondents (53.0%) wanted to carry on with their old ways of learning and 37.2 percent were reluctant to learn the new ways to adapt to the new culture (university life). However, a good thing to note is that 62.8 percent respondents reported disagreement to this notion and indicated their readiness to learn the new ways to adapt to the university culture. For successful transition, learners are required to successfully go through the process of environmental adaptation which can be done by learning the ways of the new culture as noted by Biggs (2001) and McInnis (2001). However, a noticeable percentage of respondents in this study appear not

to realise the importance of learning the ways of the new educational environment to successfully transition into the new culture.

Learning the culture of the new educational environment is one of the main requirements for the successful transition into university. However, the respondents in the current study reported reluctance to take this step which may present them with further problems in adaptation to the new learning environment. Nonetheless, it should be recognised that identifying the differences in the new culture is arguably the first step in the adaptation process. As each individual learner brings different experiences, identities, norms, beliefs and values to the new culture, therefore one's adaptation to the university culture varies according to their attitude towards the new culture. In the light of earlier studies on this problem, it could be said that the learners in the current study may also be facing various challenges to adapt to the new culture as each of them comes from a separate type of prior culture and has different set of prior beliefs and experiences. Each individual has their own pace of and attitude towards learning new values which is shaped by both their present and past knowledge, beliefs and experiences. Hence, there are different patterns of adaptation for each individual learner, as for some it takes a few weeks and for some it's a longer process and in their case it takes more than usual time for the process to complete.

For item 4.10, the majority of respondents (84.1%) agreed ($M=3.00$, mean above 2.5) that they liked being at university. Similarly, for item 4.11, the majority of respondents (90.0%) showed agreement ($M=3.25$, mean above 2.5) that university had increased their confidence. Lastly, for item 4.12 too, the majority of respondents (81.4%) agreed ($M=3.03$, mean above 2.5) that university life made them feel independent. These positive attributes may help these respondents in overcoming the environmental adaptation challenges and successfully transition into university by accepting and adopting the role of independent learners.

Given that environmental adaptation is an under-researched category in transition into university and very little prior evidence exists on this aspect, the current study has some useful findings in this regard. The findings show that the responses to the environmental adaptation items comprised both positive experiences and some challenges. The results showed positive experiences for seven out of twelve items (items 4.1, 4.6, 4.7, 4.8, 4.10, 4.11, and 4.12), the responses to which ranged between 55.6 percent to 90.0 percent. However, 10.0 percent to 44.4 percent respondents reported otherwise. On the other hand, responses to five items (4.2, 4.3, 4.4, 4.5, and 4.9) showed that 41.9 percent to 90.2 percent respondents were faced with some

challenges in adaptation to the university environment. The positive environmental experiences and environmental adaptation challenges are listed below.

Positive environmental adaptation experiences

The majority of respondents reported that:

- they felt welcome during their initial days on campus (Item 4.1)
- they were finding it easy to adapt to university culture (Item 4.6)
- they were learning to adapt to university culture (Item 4.7)
- they wanted to learn new ways to adapt to university culture (Item 4.8)
- they liked being at university (Item 4.10)
- University life had increased their confidence (Item 4.11)
- University life made them feel independent (Item 4.12)

Environmental adaptation challenges

The majority of respondents reported that they:

- were shocked on their first day on campus on finding it different from college (Item 4.2)
- felt nervous during the initial days on campus (Item 4.3)
- felt the difference between university and school culture (Item 4.4)
- felt the difference between university and college culture (Item 4.5)
- wanted to carry on with their old ways of learning during their university years (Item 4.9)

In order to understand the influence of prior learning experiences on transition, the next section presents findings on research questions 2 and 3.

4.4 FINDINGS ON RESEARCH QUESTIONS 2 & 3

Mann-Whitney *U* test and descriptive statistics were run to analyse the data for the research questions 2 (What are the learners' prior learning experiences and how do these relate to their transition into university?) and 3 (How does prior medium of instruction influence the learners'

transition into university?). The Mann-Whitney *U* test and descriptive statistics results were analysed to examine the influence of learners' prior learning experiences and MOI on their transition into university. Research questions 2 and 3 were addressed through the comparisons of the groups in the three categories from Section A to all the items in Section B through Mann-Whitney *U* test and descriptive statistics (by comparing the mean scores). The three categories are: school and college sector categories that comprise two groups each from public and private schools and colleges; school and college type categories that comprise two groups each from single gender and co-ed schools and colleges; and prior MOI category that comprises two groups each from prior English medium and Urdu medium schools and colleges.

In regard to the results of the data for research questions 2 and 3, tables comprising only the items that have statistically significant results will be presented in this chapter. An individual item analysis was done instead of a composite analysis. The reason for this choice has been explained earlier in Section 3.7.1. All of the results tables, in their entirety, are attached in Appendix K.

As strongly disagree was coded as 1, disagree as 2, agree as 3 and strongly agree as 4, a mean of below 2.5 signals an average with the disagree category whereas a mean of above 2.5 signals an average within the agree category.

4.4.1 Prior Learning Experiences and Transition

This section presents results on research question 2 (What are the learners' prior learning experiences and how do these relate to their transition into university?). The prior learning experiences include two categories: school and college sector (private and public), and type of school and college attended (single gender and co-education). It should be noted that secondary education in Pakistan comprises 10 years of education whereas the two years of higher secondary education is done in college (see Section 1.3.2). Learners get university entrance after completing higher secondary education. The characteristics for the sample groups in the two categories have been outlined in Table 4.1 (see earlier in this chapter).

In order to compare the transition experiences of the groups in the two categories based on the respondents' prior experiences, Mann-Whitney *U* test and descriptive statistics were run. The results for each category were interpreted based on Asymptotic Significance value (the level of statistical significance) and the Mean Rank scores derived through comparisons of prior learning experiences of the groups in each category, as computed through Mann-Whitney *U*

test. To compare the groups, the asymptotic significance (2-tailed) was considered at two levels of statistical significance, $p \leq .01$ and $p \leq .05$. As noted earlier (in Section 3.5.1), these are the two most common levels of reporting statistical significance. For results that were statistically significant, the mean scores were assessed to determine which group had the higher and lower mean for each item. The Mean Rank scores for the items with statistically non-significant scores were also analysed and interpreted to find out the general trends regarding the role of prior learning experiences in respondents' adaptation experiences. The findings and discussion for the influence of the two prior learning experience categories on the four main adaptation experiences (academic, social, linguistic, and environmental) are presented below.

Prior school and college sectors

This section presents the findings and discussion of the influence of prior school and college sectors on the adaptation experiences of the study respondents. The section starts with the significant results for the influence of school and college sectors on the study respondents' academic adaptation.

Academic adaptation

The results for items showing statistically significant scores for the influence of prior learning experiences on academic adaptation experiences of the study respondents are presented in Table 4.6 below.

Table 4.6 Prior school and college sector and academic adaptation

Items	School Sector	N		Mean		Mean Ranks		<i>p</i>
		PS	GS	PS	GS	PS	GS	
1.8 I can manage the university academic workload		78	73	2.17	2.49	48.86	83.63	.031**
1.9 I can complete my academic tasks within given time		77	75	3.08	2.73	85.66	67.10	.004*
1.11 I do not hesitate to ask the teacher questions in classroom		78	76	2.85	2.47	86.54	68.22	.008*
1.12 I do not hesitate to ask the teacher for clarification of a concept in classroom		78	76	2.91	2.62	84.47	70.35	.040**
Items	College Sector	PC		GC		PC		<i>p</i>
		PC	GC	PC	GC	PC	GC	
1.4 I need to take tuition for completing my study tasks outside university hours		99	55	1.83	2.09	72.52	86.47	.045**
1.5 I can cope with the university teacher's teaching style		98	54	2.85	2.56	81.54	67.36	.027**
1.6 I need to devote more time to my studies in university than I used to do in college		98	55	2.59	2.9	70.61	88.38	.012**

1.9 I can complete my academic tasks within given time	98	54	3.03	2.69	83.42	63.94	.004*
1.11 I do not hesitate to ask the teacher questions in classroom	99	55	2.84	2.35	85.87	62.44	.001*

Note. PS: Private school, GS: Government (public) school; PC: Private college, GC: Government (public) college
Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$

With regard to prior school sectors, results on four items (1.8, 1.9, 1.11, and 1.12) show statistically significant score at the .01 and .05 levels. The data for item 1.8 (*I can manage the university academic workload*) shows that both groups (prior private and public schools) showed disagreement (as the mean for both is below 2.5) to the notion. This means that both groups disagreed that they could manage their university academic workload. However, respondents who had attended private schools disagreed more strongly ($p=.031$, $M=2.17$) compared to the public sector school group ($M=2.49$). This means that respondents who had attended private schools felt more strongly that they could not manage their academic workload than those who attended public schools.

The result for item 1.9 (*I can complete my academic tasks within given time*) reveals overall agreement (mean above 2.5) for both the groups (private and public sector schools). This indicates that both groups reported they were able to complete their academic tasks within given time. However, as the mean is higher for private school respondents ($p=.004$, $M=3.08$) compared to the public sector respondents ($M=2.73$), this shows that prior private sector respondents were better at completing academic tasks within given time than public school respondents.

For item 1.11 (*I do not hesitate to ask the teacher questions in classroom*), respondents from prior private sector school group showed agreement ($p=.008$, $M=2.85$) that they did not hesitate to ask the teacher questions in classroom. The public sector group on the other hand showed disagreement ($M=1.95$) to the item. This shows that the respondents who had attended a public school had higher tendency of hesitating to ask teacher questions in the classroom.

In regards to item 1.12 (*I do not hesitate to ask the teacher for clarification of a concept in classroom*), both the groups showed agreement (mean above 2.5) to the item. However, respondents who had attended a private sector school showed higher agreement ($p=.040$, $M=2.91$) to not hesitating to request the teacher for clarification of a concept in classroom compared to their public school counterparts ($M=2.62$). The result shows that the respondents from prior public sector schools had more likelihood of hesitating to ask the teacher for clarification of a concept in classroom.

The overall results for the school groups show that there was a (statistically) significant difference between the academic adaptation experiences of the respondents from prior private and public sector schools. The results reveal that the respondents from prior public sector schools were finding it more challenging and faced more difficulties in managing the university academic workload (item 1.8); completing their academic tasks within given time (item 1.9); asking the teacher questions in classroom (item 1.11); and asking the teacher for clarification of a concept in classroom (item 1.12) compared to the respondents who had attended private schools.

The results on the role of prior college sectors show statistically significant results for five items (1.4, 1.5, 1.6, 1.9, and 1.11). In regards to item 1.4 (*I need to take tuition for completing my study tasks outside university hours*), although the mean for both the prior private sector and public sector college groups was disagreement (i.e. means below 2.5), those who attended a public college disagreed less strongly that they needed to take tuition for completing their study tasks outside university hours ($p=.045$, $M=2.09$) compared to the respondents from prior private sector colleges ($M=1.83$). This means that the respondents from public sector colleges were more likely to feel the need to take tuition for completing their study tasks outside university hours.

For item 1.5 (*I can cope with the university teachers' teaching style*), the mean scores show that respondents in both prior public and private sector college groups agreed with the item (mean above 2.5). However, respondents from prior public colleges agreed less strongly that they could cope with the university teachers' teaching style ($p=.027$, $M=2.56$) compared to those from prior private sector colleges ($M=2.85$). This means that respondents who had attended private colleges were relatively better at coping with the university teachers' teaching style compared to their public sector counterparts.

The results on item 1.6 (*I need to devote more time to my studies in university than I used to do in college*) shows that the respondents from both the groups expressed agreement to the notion. However, respondents from prior public sector colleges expressed relatively higher agreement of being in need to devote more time to their studies in university than they used to do in college ($p=.012$, $M=2.98$) compared to their private sector counterparts ($M=2.59$).

For item 1.9 (*I can complete my academic tasks within given time*), the results reveal that the respondents from both the groups showed agreement to the item. However, prior public sector college group agreed less strongly that they could complete their academic tasks within given time ($p=.004$, $M=2.69$) compared to those who had previously attended a private college

($M=3.03$). This shows that the private sector college group was relatively better at completing their academic tasks within given time compared to the public sector group.

Lastly, the data for item 1.11 (*I do not hesitate to ask the teacher questions in classroom*) shows that the mean was skewed towards agreement for the prior private school group ($p=.001$, $M=2.84$). On the contrary, the public sector college group expressed disagreement ($M=2.35$) to the notion. This shows that the latter group had higher tendency of hesitating to ask the teacher questions in the classroom.

The overall results for the college groups show that there was a (statistically) significant difference between the academic adaptation experiences of the respondents from prior private and public sector colleges. The results show that the respondents from prior public sector colleges were more in need to take tuition for completing their study tasks outside university hours (item 1.4); found it harder to cope with the university teachers' teaching style (item 1.5); needed to devote more time to their studies in university than they used to do in college (item 1.6); faced difficulty in completing their academic tasks within given time (item 1.9); and hesitated to ask the teacher questions in classroom (item 1.11) compared to the respondents from prior private sector colleges.

Both school and college groups results show similar results for two items (1.9 and 1.11). The results show that respondents who had attended public sector schools and colleges faced more problems in completing their academic tasks within given time, and hesitated to ask the teacher questions in classroom.

The overall results for statistically significant results for both prior school and college sectors show that respondents from public sector schools and colleges were finding it relatively more challenging to adapt to the university academic culture.

It has been observed internationally that the university academic culture and demands are quite different as compared to those at school and college. Hence, a majority of learners find it hard to adapt to the university culture as it demands the learning and adoption of new learning approaches as noted by Krause et al. (2005), McInnis et al. (1995), Webster and Yang (2012), and Yorke and Longden (2007). The current findings showed a similar situation where the university academic culture was posing a bigger challenge to the respondents from public school background. A possible reason for respondents from public sector schools and colleges finding it more challenging to adapt to university academic culture could be the low quality education imparted in public schools (see Section 1.3.3) and colleges. Another reason could be

public sector schools and colleges not preparing learners for university academic tasks which demand more time and hard work.

Social adaptation

The results for the influence of prior learning experiences on social adaptation experiences of the study respondents are presented in Table 4.7 below.

Table 4.7 Prior school and college sector and social adaptation

School Sector		N		Mean		Mean Ranks		<i>p</i>
Items		PS	GS	PS	GS	PS	GS	
2.1 I have made friends on campus		78	76	3.27	2.88	89.53	65.15	.000*
2.2 I feel shy to socialise with others on campus		77	76	1.95	2.26	69.40	84.70	.024**
College Sector		N		Mean		Mean Ranks		<i>p</i>
Items		PC	GC	PC	GC	PC	GC	
2.1 I have made friends on campus		99	55	3.20	2.85	84.61	64.70	.002*
2.2 I feel shy to socialise with others on campus		98	55	1.97	2.35	70.87	87.92	.016**

Note. Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
 PS: Private school, GS: Government (public) school; PC: Private college, GC: Government (public) college

The data concerning prior school sector indicates that only two items (2.1 and 2.2) showed statistically significant results for school groups. For item 2.1 (*I have made friends on campus*), respondents from both the groups showed agreement to the item (as the mean for both is above 2.5). However, the respondents from prior private sector schools showed higher agreement to making friends on campus ($p=.000$, $M=3.27$) compared to their public sector counterparts ($M=2.88$). This shows that the respondents from prior private schools were relatively better at making friends on campus compared to prior public sector school group.

With regard to item 2.2 (*I feel shy to socialise with others on campus*), respondents from both groups showed disagreement (mean below 2.5) to feeling shy to socialise on campus. However, the respondents from prior public sector group disagreed less strongly ($p=.024$, $M=2.26$) which shows that they had more tendency of feeling shy to socialise with others on campus compared to prior public sector school respondents ($M=1.95$).

The data for the college groups showed statistically significant results for two items (2.1 and 2.2) which were similar to those in regards to the school groups. It can be seen in case of item

2.1 (*I have made friends on campus*) that both the groups showed agreement (mean above 2.5) where prior private college respondents showed higher agreement to having made friends on campus. This shows that the respondents from prior private colleges were relatively better at making friends on campus ($p=.002$, $M=3.20$) compared to respondents from prior public sector colleges ($M=2.85$).

Both the groups showed disagreement (i.e. mean below 2.5) for item 2.2 (*I feel shy to socialise with others on campus*). However, the data revealed that respondents from prior private sector colleges showed higher disagreement which showed that this group had less tendency of feeling shy to socialise with others on campus ($p=.016$, $M=1.97$) compared to public sector colleges group ($M=2.35$).

The overall findings show that respondents from both the groups (private and public) in both the categories (school and college) had similar experiences with regard to items 2.1 and 2.2. However, respondents from private sector schools and colleges were relatively better at making friends (item 2.1) and had less tendency to feel shy to socialise with others on campus (item 2.2) compared to public sector school and college groups. The respondents from prior public schools and colleges on the other hand, found it relatively difficult to make friends on campus. Difficulty in making friends and shyness to socialise with others on campus may have a negative impact on learners' overall performance in university. A few previous studies (e.g. Evans & Morrison, 2011; Lowe & Cook, 2003) have highlighted that social adaptation challenges faced during the early months of transition can have a negative impact on the overall performance of learners in university. Terenzini et al. (1994) indicate that, since the university offers a completely different social setup as compared to the school and college life, it requires the learners to socialise actively during the transition period to create a social network (during which they have to make new social networks) in the new setting. Interview data provided explanations to learners' hesitation in socialising on campus and reasons for not making friends.

Linguistic adaptation

The results regarding the influence of prior high school and college sector on the linguistic adaptation experiences of the learners during their transition into university are outlined in Table 4.8.

Table 4.8 Prior school and college sector and linguistic adaptation

Items	School Sector		N		Mean		Mean Ranks		<i>p</i>
	PS	GS	PS	GS	PS	GS	PS	GS	
3.2 I can comprehend the lectures in English	75	75	2.83	2.56	81.91	69.09			.040**
3.4 I face no problem in taking assessments in English	76	76	2.95	2.62	84.23	68.77			.017**
3.6 I can speak English confidently	77	74	2.51	2.15	86.12	65.47			.002*
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	77	75	2.51	2.07	86.35	66.39			.003*
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	78	75	2.40	2.69	69.44	84.86			.021**

Items	College Sector		N		Mean		Mean Ranks		<i>p</i>
	PC	GC	PC	GC	PC	GC	PC	GC	
3.2 I can comprehend the lectures in English	96	54	2.80	2.50	80.32	66.94			.039**
3.3 I face no problem in writing assignments in English	97	55	2.90	2.56	81.43	67.80			.042**
3.4 I face no problem in taking assessments in English	97	55	2.90	2.58	81.46	67.75			.041**
3.6 I can speak English confidently	97	54	2.45	2.11	83.16	63.13			.004*
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	98	54	2.43	2.04	82.97	64.76			.010*

Note. Asymptotic Significance as calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$

PS: Private school, GC: Government (public) school; PC: Private college, GC: Government (public) college

Five items (3.2, 3.4, 3.6, 3.8 and 3.9) showed statistically significant results for the role of prior school sector in the respondents' linguistic adaptation to university. In regards to item 3.2 (*I can comprehend the lectures in English*), both the groups showed agreement (mean above 2.5). However, prior private sector school group showed higher agreement ($p=.040$, $M=2.83$) compared to their public sector counterparts ($M=2.56$). This shows that the respondents from prior private schools were relatively better at comprehending the lectures in English compared to the respondents who had attended a public sector school.

For item 3.4 (*I face no problem in taking assessments in English*), both the groups showed agreement (i.e. mean above 2.5). However, respondents from prior private sector schools expressed higher agreement which shows that this group had more likelihood to face no problem in taking assessments in English (Item 3.4, $p=.017$, $M=2.95$) compared to respondents who had attended a public school ($M=2.62$). This shows that respondents from public sector school group were relatively more likely to face problem in taking assessments in English.

The results for item 3.6 (*I can speak English confidently*) show that respondents from prior private sector schools responded in agreement ($p=.002$, $M=2.51$), whereas the respondents from prior public sector schools expressed disagreement to the item ($M=2.15$). The results reveal that the respondents who attended public sector schools found it more challenging to speak English confidently compared to their private sector counterparts.

Looking at the data for item 3.8 (*I can present orally in front of an audience without the fear of making English language mistakes*), it can be seen that the respondents who had attended a private school showed agreement ($p=.003$, $M=2.51$), while those from prior public sector schools showed disagreement ($M=2.07$) to the item. The results reveal that respondents who had attended a public school had higher tendency of facing difficulty in presenting orally in front of an audience without the fear of making English language mistakes compared to the respondents who had attended private schools.

The data for item 3.9 (*I have to take help (tuition/coaching) in learning and understanding English language*) shows that prior private sector group expressed disagreement ($p=.021$, $M=2.40$, where mean is below 2.5) to the notion compared to the respondents from prior public sector schools who showed agreement to the item ($M=2.69$, where mean is above 2.5). The results reveal that the respondents from prior public sector schools had more likelihood of feeling the need to take help (tuition/coaching) for learning and understanding English language.

The overall results for the five statistically significant items (3.2, 3.4, 3.6, 3.8, and 3.9) show that there was a significant difference in the linguistic adaptation experiences of the respondents from the two groups (private and public sector schools). The results reveal that the respondents who had attended public sector schools were facing more difficulties and challenges in comprehending lectures in English (item 3.2), taking assessments in English (item 3.4), speaking English confidently (item 3.6), and presenting orally in front of an audience without the fear of making English language mistakes (item 3.8); and were more in need to take help (tuition/coaching) in learning and understanding the English language (item 3.9) compared to the respondents from prior private schools.

The data for college sectors showed statistically significant score for five items (3.2, 3.3, 3.4, 3.6 and 3.8), where four items (3.2, 3.4, 3.6, and 3.8) were similar to those in the school group. The results for item 3.2 (*I can comprehend the lectures in English*) reveal that although both the groups showed agreement (mean above 2.5) to the item, the score from prior private sector college group was more skewed towards agreement ($p=.039$, $M=2.80$) compared to the public

sector group ($M=2.50$). This shows that respondents who had attended a public college agreed less strongly to the item and had the tendency to face more problems in comprehending lectures in English compared to the prior private sector college group.

For item 3.3 (*I face no problem in writing assignments in English*), the data shows that respondents from both the groups expressed agreement (mean above 2.5) to the item. However, the respondents from prior private sector colleges showed higher agreement ($p=.042$, $M=2.90$) to the item compared to their public sector counterparts ($M=2.56$). The results reveal that the respondents who had attended a private college had more likelihood of facing no problem in writing assignments in English compared to the respondents from prior public sector colleges.

The results for the next item with statistically significant score that was 3.4 (*I face no problem in taking assessments in English*) shows that respondents from both prior private and public sector colleges expressed agreement (i.e. mean above 2.5) for the item. However, respondents from prior private sector college group showed higher agreement ($p=.041$, $M=2.90$) compared to their public sector counterparts ($M=2.58$). This shows that the respondents who had attended a private college had more likelihood of facing no problem in taking assessments in English compared to the other group that had attended a public college.

With regards to item 3.6 (*I can speak English confidently*), the results reveal that both the prior private and public sector college groups showed disagreement (mean below 2.5) to the item. However, the disagreement was higher in case of the respondents who had attended a public college. The results show that respondents from both the groups found it challenging to speak English confidently. However, the respondents from prior public sector college ($p=.004$, $M=2.11$) found it more challenging to speak English confidently compared to the private sector group ($M=2.45$).

The last item that showed statistically significant score for the college groups was item 3.8 (*I can present orally in English in front of an audience without the fear of making English language mistakes*). The data for the item shows that both the groups expressed disagreement (i.e. mean below 2.5) to the item which reveals that both the groups faced difficulties in presenting orally in front of an audience without the fear of making English language mistakes. However, the score was skewed towards higher disagreement in case of prior public sector group ($p=.010$, $M=2.04$) compared to the respondents from prior private sector colleges ($M=2.43$). This shows that the respondents who had attended a public sector college had the tendency of finding it more challenging to present orally in English in front of an audience without the fear of making English language mistakes.

The overall results for the five statistically significant items (3.2, 3.3, 3.4, 3.6, and 3.8) for college groups show that there was a significant difference in the linguistic adaptation experiences of the respondents from private and public sector colleges. The results reveal that the respondents who had attended public sector colleges were facing more difficulties and challenges in comprehending lectures in English (item 3.2); writing assignments in English (item 3.3); taking assessments in English (item 3.4); speaking English confidently (item 3.6); and presenting orally in front of audience without the fear of making English language mistakes (item 3.8) compared to their private sector counterparts.

Overall the data for both categories (school and college) in both private and public sector shows that the respondents from public sector were facing more challenges compared to the private sector school and college groups. There were four items (3.2, 3.4, 3.6, and 3.8) that had statistically significant results for both the school and college categories. The results show that respondents from both private and public sector schools and colleges agreed that they could comprehend the lectures in English (item 3.2), and faced no problem in taking assessments in English (item 3.3). However, for item 3.6, respondents from private school sector agreed, whereas respondents from private college sector disagreed that they could speak English confidently. The response for the public sector school and college groups however was similar (i.e. disagreement) for both categories. Similar results were seen for item 3.8 too where for school category, respondents from private schools agreed that they could present orally in front of audience without the fear of making English language mistakes. However, the agreement changed to disagreement in case of respondents from private college sector. The response for item 3.8 however remained unchanged for respondents from public sector schools and colleges (i.e. disagreement). A possible reason for difference in response (agreement changing to disagreement) of private sector groups (in school and college categories) could be because a noticeable percentage of respondents indicated that they did their schooling in public sector but then crossed over to private sector for college education (see demographic results in Table 4.1). The data shows that 13.7 percent respondents who had had schooling in public sector got into private sector colleges. This increased the percentage of respondents who had attended private colleges (64.3%) compared to those who had attended private schools (50.6%). This might be a reason for this change in opinion.

A possible reason for respondents from public sector schools and colleges finding it more challenging to adapt to the university linguistic culture could be attributed to Urdu language of instruction and low level of English language teaching and learning being provided in public schools in Pakistan (see Section 1.3.3). In general, learners from public schools in Pakistan tend

to take help in the form of tuition or coaching for learning and understanding English language and find it challenging to adapt to the English language of instruction in university. One of the major reasons behind this issue is the dual language of instruction policy being practised in Pakistan, low quality of English language teaching, wide use of Grammar Translation method for teaching and learning English language, and no focus on developing English language speaking skill which lead to impaired language skills (as noted earlier in Section 4.3.3). This situation may lead to problems in doing various academic tasks, such as comprehending the lectures, writing assignments; taking assessments; making oral presentations; and speaking English confidently as found in the current study.

Environmental adaptation

The results for the influence of prior school and college sectors on the respondents' environmental adaptation experiences are outlined in Table 4.9 below.

Table 4.9 Prior school and college sector and environmental adaptation

Items	School Sectors		N		Mean		Mean Ranks		<i>p</i>
	PS	GS	PS	GS	PS	GS	PS	GS	
4.2 I was shocked on my first day on campus on finding it different from college	78	74	2.35	2.65	69.88	83.47			.046**
4.9 I want to carry on with my old ways of learning during my university years	78	73	2.33	2.64	68.78	83.72			.025**
Items	College Sectors		N		Mean		Mean Ranks		<i>p</i>
	PC	GC	PC	GC	PC	GC	PC	GC	
4.2 I was shocked on my first day on campus on finding it different from college	99	53	2.35	2.75	70.10	88.45			.010*
4.3 I felt nervous during the initial days on campus	99	54	2.39	2.89	69.10	91.49			.001*

Note. Asymptotic Significance as calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$

PS: private school, GS: Government (public) school; PC: Private college, GC: Government (public) college

The results show that two items had statistically significant scores for prior school sector (items 4.2 and 4.9). The results for item 4.2 (*I was shocked on my first day on campus on finding it different from college*) reveal that respondents from prior private schools expressed disagreement ($p=.046$, $M=2.35$) to the item. On the contrary, the respondents from prior public sector schools showed agreement to the item ($M=2.65$). The results show that respondents who had attended a public sector school had higher tendency of feeling shocked on their first day on campus on finding it different from college compared to their private sector counterparts.

The data for item 4.9 (*I want to carry on with my old ways of learning during my university years*) shows that the prior private sector group disagreed ($p=.025$, $M=2.33$) to the item. On the other hand, the respondents from prior public sector group showed agreement ($M=2.64$) to the item. This shows that respondents who had attended a public school had more tendency of wanting to carry on with their old ways of learning during their university years compared to their private sector counterparts.

The results show that there was a (statistically) significant difference in the environmental experiences of the two groups (private and public sector schools) with regard to two items (4.2 and 4.9). This shows that the respondents from prior public sector schools had higher tendency of feeling shocked on their first day on campus on finding it different from college (item 4.2), and wanting to carry on with their old ways of learning during their university years (item 4.9) compared to the respondents who attended a private school.

With regard to the data for college sector, two items (items 4.2 and 4.3) had statistically significant scores. For item, 4.2 (*I was shocked on my first day on campus on finding it different from college*), the data shows that respondents from prior private sector colleges expressed disagreement ($p=.010$, $M=2.35$), whereas the respondents from prior public sector colleges showed agreement ($M=2.75$) to the item. The results reveal that respondents who had attended a public college had higher tendency of feeling shocked on their first day on campus on finding it different from college compared to their private sector counterparts.

The results for item 4.3 (*I felt nervous during the initial days on campus*) reveal disagreement ($p=.001$, $M=2.39$) of prior private sector college group with the item. However, respondents from prior public sector colleges showed agreement ($M=2.89$) to the item. The results show that the respondents from prior public sector colleges had higher tendency of feeling nervous during their initial days on campus compared to their private sector counterparts.

The results show that there was a significant difference in the environmental experiences of the private and public sector colleges with regard to two items (4.2 and 4.3). This reveals that the respondents from prior public sector colleges had higher tendency of feeling shocked on their first day on campus on finding it different from college (item 4.2), and feeling nervous during the initial days on campus (item 4.3) compared to the respondents from prior private colleges.

The possible reason for the respondents from public sector schools and colleges finding some demands of the university environment relatively more challenging to adapt to compared to the

respondents from private sector schools and colleges could be better education and facilities provided in the private institutions that prepared them better for the university.

Since environmental adaptation is a low researched area in transition literature, these findings regarding the influence of prior school and college sector on environmental adaptation have brought to light some new findings and added a new dimension to transition literature.

The next section presents the findings and discussion on the influence of prior school and college types on respondents' adaptation to the university culture.

Prior school and college types

This section presents the findings and discussion on the influence of prior school and college types on study respondents' academic, social, linguistic and environmental adaptation during their transition into university. It is also to be noted that as existing studies on the influence of school attributes on learners' adaptation challenges in university culture have not studied this attribute, this study has extended the current literature on the influence of school attributes on learners' transition by investigating the influence of prior school and college types (single gender and mixed gender/co-ed) on transition.

Academic adaptation

The statistically significant results for academic adaptation are summarised in table 4.10.

Table 4.10 Prior school and college type and academic adaptation

Items	School Types		N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	SS	MS	
1.5 I can cope with the university teachers' teaching style	125	28	2.82	2.41	80.39	58.48			.006*
Items	College Types		N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	MC	SC	MC	SC	
1.5 I can cope with the university teachers' teaching style	132	20	2.80	2.35	79.72	55.25			.007*
1.11 I do not hesitate to ask the teacher questions in classroom	134	20	2.72	2.25	80.37	58.25			.030**

Note. Asymptotic Significance as calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$

SS: Single-gender school, MS: Mixed (co-ed) school; SC: Single-gender college, MC: Mixed (co-ed) college

With regard to the role of respondents' prior school type in their academic adaptation, only one item (Item 1.5: *I can cope with the university teachers' teaching style*) had significant score for the school groups. The results show that respondents who had attended single gender schools expressed agreement ($p=.006$, $M=2.82$) to the item. On the other hand, respondents from prior mixed gender schools showed disagreement to the item ($M=2.41$). This shows that respondents from prior mixed gender schools were finding it more challenging to cope with the university teachers' teaching style compared to their single gender school counterparts.

The data for the college types also showed statistically significant score for only two items (1.5 and 1.11). In regards to item 1.5 (*I can cope with the university teachers' teaching style*), the respondents from prior single gender colleges showed agreement to the item ($p=.007$, $M=2.80$). However, respondents from prior mixed gender colleges showed disagreement to the item ($M=2.35$). This shows that respondents who had attended mixed gender colleges were finding more difficulties to cope with the university teachers' teaching style.

The result for item 1.11 (*I do not hesitate to ask the teacher questions in classroom*) shows that the respondents from prior single gender college group expressed agreement ($p=.030$, $M=2.72$) to the item. On the contrary, the respondents from prior mixed gender colleges showed disagreement ($M=2.25$) to the item. This shows that the respondents from prior mixed gender colleges had higher tendency of hesitating to ask the teacher questions in classroom compared to the group from prior single gender colleges.

The results for both school and college categories show that the respondents from prior mixed gender schools and colleges were facing comparatively more problems compared to the respondents from prior single gender schools and colleges. It could not be known why this group faced hesitation in this regard.

Social adaptation

No statistically significant score was found for any item for the role of prior school and college types in respondents' social adaptation in this study which shows that there was no significant difference between the social adaptation of the two groups from the prior single gender and mixed gender schools and colleges. This means that respondents from both single and mixed gender schools and colleges were undergoing similar social adaptation experiences.

Linguistic adaptation

The data for the influence of prior school and college type on respondents' linguistic adaptation experiences in the current study are summarised in Table 4.11.

Table 4.11 Prior school and college type and linguistic adaptation

Items	School Types		N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	SS	MS	
3.2 I can comprehend the lectures in English	123	27	2.76	2.41	78.49	61.87	.040**		
3.4 I face no problem in taking assessments in English	124	28	2.89	2.32	81.08	56.23	.003*		
3.6 I can speak English confidently	123	28	2.45	1.82	82.10	49.21	.000*		
3.8 I can present orally in front of an audience without the fear of making English language mistakes	124	28	2.38	1.89	80.49	58.82	.013**		
Items	College Types		N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	SC	MC	SC	MC	
3.2 I can comprehend the lectures in English	130	20	2.75	2.35	78.10	58.58	.033**		
3.4 I face no problem in taking assessments in English	132	20	2.87	2.20	80.37	50.98	.002*		
3.6 I can speak English confidently	131	20	2.41	1.80	80.35	47.50	.001*		
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	132	20	2.36	1.80	79.88	54.20	.010*		

Note. Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
 SS: Single-gender school, MS: Mixed (co-ed) school; SC: Single-gender college, MC: Mixed (co-ed) college

The data shows statistically significant scores for four items (3.2, 3.4, 3.6 and 3.8) for the school type category. The results for item 3.2 (*I can comprehend the lectures in English*) show that the respondents from single gender group expressed agreement ($p=.040$, $M=2.76$) to the item. However, the results show that respondents who had attended mixed gender school showed disagreement to the item ($M=2.41$). The results reveal that the respondents from prior mixed gender schools found it more challenging to comprehend the lectures in English compared to the respondents from prior single gender schools.

For item 3.4 (*I face no problem in taking assessments in English*), it can be seen that respondents who had attended single gender schools showed agreement ($p=.003$, $M=2.89$) to the item. However, the mean for respondents from prior mixed gender schools was disagreement ($M=2.32$). The results show that respondents from prior single gender schools had higher tendency of facing no problem in taking assessments in English compared to the respondents

from prior mixed gender schools. On the other hand, respondents from mixed gender schools had higher tendency of facing problem in taking assessments in English.

Regarding item 3.6 (*I can speak English confidently*), the data showed mean disagreement (i.e. mean below 2.5) of respondents from both the prior school type groups. However, respondents from prior mixed gender schools showed higher disagreement ($p=.000$, $M=1.82$) compared to the respondents from prior single gender schools ($M=2.45$). The results show that respondents from prior mixed gender schools found it relatively more difficult to speak in English compared to their single gender school counterparts.

The results for the last item (3.8: *I can present orally in front of an audience without the fear of making English language mistakes*) with statistically significant score ($p=.013$) showed mean disagreement of both the groups. However, the mean was more skewed towards disagreement ($M=1.89$) for prior mixed gender school group compared to prior single gender school group ($M=2.38$). The result shows that the respondents from prior mixed gender school group found it relatively more challenging to present orally in front of an audience without the fear of making English language mistakes compared to their single gender school counterparts.

The data for prior college category showed statistically significant results for four items (3.2, 3.4, 3.6, and 3.8) which were similar to those in case of prior school type category. The results for item 3.2 (*I can comprehend the lectures in English*) show that the respondents from prior single gender colleges had mean agreement ($p=.033$, $M=2.75$) to the item. On the other hand, respondents who had attended mixed gender colleges showed mean disagreement ($M=2.35$) to the item. The results reveal that the respondents from prior mixed gender colleges faced relatively more difficulties in comprehending lectures in English compared to the respondents from prior single gender colleges.

For item 3.4 (*I face no problem in taking assessments in English*), the data showed mean agreement ($p=.002$, $M=2.87$) in case of prior single gender group. Whereas the respondents from prior mixed gender college group showed disagreement ($M=2.20$) to the item. The results show that the respondents from prior mixed gender colleges were more likely to face problems in taking assessments in English compared to the respondents who had attended a single gender college.

Further data showed that for item 3.6 (*I can speak English confidently*), both the groups in prior college type category showed mean disagreement (i.e. mean below 2.5) to the item. However, the respondents from mixed gender schools strongly disagreed with the item ($p=.001$, $M=1.80$)

compared to their single gender counterparts ($M=2.41$) which indicated that the former group found it more challenging to speak English confidently.

The data for the last item (3.8: *I can present orally in English in front of an audience without the fear of making English language mistakes*) with statistically significant score ($p=.010$) showed mean disagreement of respondents from both the groups. However, the respondents from prior mixed gender group strongly disagreed ($M=1.80$) in comparison to the prior single gender group ($M=2.36$). The results show that the respondents who had attended mixed gender colleges found it relatively more challenging to present orally in English in front of an audience without the fear of making English language mistakes compared to their single gender college counterparts.

The overall results for the items with statistically significant scores (3.2, 3.4, 3.6, and 3.8) show that there was a significant difference in the linguistic adaptation experiences of the two groups (single gender and mixed gender/co-ed) in both school and college categories in regards to these items. The results show that the respondents from prior mixed gender schools and colleges were facing more challenges in comprehending the lectures in English (item 3.2); taking assessments in English (item 3.4); speaking English confidently (item 3.6); and presenting orally in front of an audience without the fear of making English language mistakes (item 3.8) compared to the respondents from prior single gender schools.

Environmental adaptation

The data for the influence of prior school and college types on respondents' environmental adaptation experiences did not give any statistically significant results for both the categories which indicates that the respondents in both the groups in both the categories were undergoing similar environmental adaptation experiences during transition into university as there was no statistically significant difference in their experiences.

Since the results were skewed towards the respondents from the prior single gender schools and colleges, a possible reason for the difference between the adaptation experiences for some items in academic, social and linguistic adaptation categories may be the big difference between the sample distribution where the respondents from the single gender category were in a large majority compared to those from prior mixed gender category as can be seen in the demographic results presented in Table 4.1. The interview data provided further in-depth details to examine if there was any difference in the adaptation experiences of the single gender and mixed gender schools and colleges respondents.

These findings on the influence of prior school and college type on learners' transition into university have extended the literature on the influence of attributes of prior learning experiences and prior school/college on adaptation to university culture.

The next section presents the results on the influence of prior MOI on learners' transition into university.

4.4.2 Prior MOI and Transition

Research question 3 aimed at investigating the role of the study respondents' prior MOI in their transition into university. The current section presents only the statistically significant results for the four adaptation categories followed by an interpretation/discussion of the findings.

Academic adaptation

The academic adaptation results for statistically significant items are presented in Table 4.12 below.

Table 4.12 Prior MOI and academic adaptation

Items	School MOI		N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	EMI	UMI	
1.4 I need to take tuition for completing my study tasks outside university hours	73	81	1.79	2.04	70.29	84.00			.040**
1.9 I can complete my academic tasks within given time	72	80	3.07	2.76	85.27	68.61			.010*
1.11 I do not hesitate to ask the teacher questions in classroom	73	81	2.85	2.49	86.79	69.12			.010*

Note. Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
EMI: English medium of instruction, UMI: Urdu medium of instruction

The data shows that only three items (1.4, 1.9, and 1.11) had statistically significant scores for prior MOI at school and none for MOI in college category. The results for item 1.4 (*I need to take tuition for completing my study tasks outside university hours*) showed mean disagreement (mean below 2.5) for respondents from both prior English medium and Urdu medium schools. However, respondents from prior English medium school group showed disagreement ($p=.040$, $M=1.79$) more strongly compared to their Urdu medium counterparts ($M=2.04$). The results reveal that the respondents from prior Urdu medium schools were relatively more in need to take tuition for completing their study tasks outside university hours compared to prior English medium group.

On the other hand, while both the groups had a mean agreement for item 1.9 (*I can complete my academic tasks within given time*), the results show that the respondents from prior Urdu medium of instruction background agreed less strongly ($p=.010$, $M=2.76$) that they could complete their academic tasks within the given time than those from English medium background ($M=3.07$). This shows that the respondents from Urdu medium school background were more likely to face challenges in completing their academic tasks within given time.

For item 1.11 (*I do not hesitate to ask the teacher questions in classroom*), the results show mean agreement ($p=.010$, $M=2.85$) of English medium group to the item. However, the respondents from prior Urdu medium group showed mean disagreement ($M=2.49$) to the item. The results indicate that the respondents from prior Urdu medium schools had higher tendency of hesitating to ask the teacher questions in classroom compared to their Urdu medium counterparts.

The current data shows that Urdu language of instruction school background respondents were faced with more challenges compared to the English language of instruction background respondents. One of the major reasons behind these issues could be the dual language of instruction policy being practised in Pakistan, and low quality of English language teaching. Furthermore, academic challenges faced during transition into university can be attributed to low proficiency in the language of instruction which has a negative impact on learners' academic performance and can be a big reason behind the problems encountered while going through academic adaptation in university. Since pre-university experiences play an important role in learning in university (Astin & Lee, 2003; Bryson et al., 2009), language of instruction could be considered a significant pre-university experience affecting transition into university because it constitutes the language through which education is imparted (Lo Bianco, 1987; Rassool, 2007), and a change in language of instruction could have a significant impact on learners' experiences in university.

The fact that there were no statistically significant results at college level indicates that respondents from both prior English medium and Urdu medium college background in this study were undergoing similar academic adaptation experiences during their transition into university.

Social adaptation

Results for the influence of prior MOI at school and college on study respondents' social adaptation are presented in table 4.13.

Table 4.13 Prior MOI and social adaptation

Items	School MOI		N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	EMI	UMI	
2.1 I have made friends on campus	73	81	3.26	2.91	89.08	67.11			.001*
2.2 I feel shy to socialise on campus	73	80	1.96	2.24	69.88	83.50			.045**
Items	College MOI		N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	EMI	UMI	
2.1 have made friends on campus	105	49	3.14	2.94	82.07	67.71			.034**
2.7 I have joined a society/club/association on campus	104	49	2.03	1.80	81.75	66.92			.036**

Note. Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
EMI: English medium of instruction, UMI: Urdu medium of instruction

The data shows that only two items (2.1 and 2.2) had statistically significant scores for prior school MOI groups. The results for item 2.1 (*I have made friends on campus*) show mean agreement (i.e. mean above 2.5) for both prior MOI groups. However, the respondents from prior English medium schools strongly agreed ($p=.001$, $M=3.26$) to the item compared to prior Urdu medium group ($M=2.91$). The results reveal that respondents who had attended English medium schools had higher tendency of making friends on campus compared to prior Urdu medium group.

The results for item 2.2 (*I feel shy to socialise on campus*) show mean disagreement (i.e. mean below 2.5) of both prior MOI school groups. However, the mean score was more skewed towards disagreement ($p=.045$, $M=1.96$) in case of English medium group compared to prior Urdu medium schools group ($M=2.24$). The results indicate that the respondents from prior Urdu medium schools had relatively more tendency of feeling shy to socialise on campus compared to the prior English medium group.

With regard to prior MOI in colleges, the data shows statistically significant scores for only two items (2.1 and 2.7). The results for item 2.1 (*I have made friends on campus*) indicate that respondents from both prior English and Urdu medium colleges reported mean agreement (mean above 2.5) to the item. However, the results reveal that the respondents from prior English medium colleges strongly agreed to having made friends on campus ($p=.034$, $M=3.14$) compared to the respondents from prior Urdu medium colleges ($M=2.94$). The results indicate that the respondents from prior Urdu medium colleges had relatively less tendency of making friends on campus compared to the respondents who had attended English medium colleges.

Lastly, in regards to item 2.7 (*I have joined a society/club/association on campus*), the data shows mean disagreement (mean below 2.5) for both prior MOI groups. However, the data shows that the mean was more skewed towards disagreement ($p=.036$, $M=1.80$) in case of the respondents from prior Urdu medium colleges compared to prior English medium group ($M=2.03$). The results indicate that the respondents from prior Urdu MOI colleges had relatively less inclination to join a society/club/association on campus compared to their English medium counterparts.

The overall results for school and college MOI groups show that the respondents from Urdu medium school and college background found it relatively more challenging to adapt to the university social culture. The reason could be lack of confidence amongst Urdu language of instruction background respondents due to low proficiency, skill and knowledge of English language which arouses a feeling of nervousness and hesitation while participating in social activities, socialising with and sitting in the same classrooms with learners from English language of instruction background who feel more relaxed and at home in English language of instruction environment in the university. Learners with low proficiency in English may also hesitate to pose questions to teachers during/after a lecture being delivered in English. Similar problems have been reported in prior studies done by Hellekjær (2009) on Norwegian students and Huang (2009) on Taiwanese students.

The results also show that there was one common item (2.1) that had statistically significant score for both school and college MOI groups. The data shows that respondents from both prior English and Urdu medium school and college groups showed agreement to having made friends on campus. It was further seen that both English medium school and college groups showed agreement more strongly which shows that respondents from both Urdu medium schools and colleges had relatively less tendency to and were finding more problems in making friends on campus.

Linguistic adaptation

The results for the influence of prior school and college MOI on linguistic adaptation of respondents are presented in Table 4.14 below.

Table 4.14 Prior MOI and linguistic adaptation

School MOI	N		Mean		Mean Ranks		<i>p</i>
Items	EMI	UMI	EMI	UMI	EMI	UMI	
3.4 I face no problem in taking assessments in English	71	81	2.96	2.63	84.88	69.15	.015**
3.6 I can speak English fluently	73	78	2.49	2.18	85.30	67.29	.006*
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	72	80	2.47	2.13	84.68	69.14	.022**
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	73	80	2.38	2.69	68.69	84.58	.017**

College MOI	N		Mean		Mean Ranks		<i>p</i>
Items	EMI	UMI	EMI	UMI	EMI	UMI	
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	104	49	2.42	2.80	70.85	90.06	.007*

Note Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
EMI: English medium of instruction, UMI: Urdu medium of instruction

The results reveal that four items (3.4, 3.6, 3.8 and 3.9) had statistically significant scores for the school MOI category. The data for item 3.4 (*I face no problem in taking assessments in English*) showed mean agreement (mean above 2.5) for both MOI groups. However, the respondents from prior English medium schools agreed more strongly ($p=.015$, $M=2.96$) to the item compared to their Urdu medium counterparts ($M=2.63$). The results show that the respondents from prior Urdu medium schools had more likelihood of facing problems in taking assessments in English language compared to prior English medium schools group.

With regards to item 3.6 (*I can speak English fluently*), the data showed mean disagreement (mean below 2.5) for both prior MOI groups. However, the respondents from prior Urdu medium schools showed disagreement more strongly ($p=.006$, $M=2.18$) compared to prior English medium schools group ($M=2.49$). The results show that the respondents from prior Urdu medium schools found it relatively more challenging to speak English fluently compared to the English medium school background group.

The data for item 3.8 (*I can present orally in English in front of an audience without the fear of making English language mistakes*) shows that although the mean for both the MOI groups was disagreement (mean below 2.5), the respondents from prior Urdu medium schools group disagreed more strongly ($p=.022$, $M=2.13$) compared to prior English medium group ($M=2.47$). The results indicate that the respondents from prior Urdu medium schools group found it

relatively more challenging to present orally in English in front of an audience without the fear of making English language mistakes compared to prior English medium group.

The data for item 3.9 (*I have to take help (tuition/coaching) in learning and understanding the English language*) shows that the respondents from prior English medium schools showed disagreement ($p=.017$, $M=2.38$) to the item. Whereas, the respondents from prior Urdu medium schools expressed agreement to the item ($M=2.69$). The results reveal that the respondents from prior Urdu medium schools had more likelihood of taking help (tuition/coaching) in learning and understanding the English language compared to respondents who had attended an English medium school.

With regard to respondents from the college category, only one item (3.9: *I have to take help (tuition/coaching) in learning and understanding the English language*) was found to have statistically significant score ($p=.007$). The data shows mean disagreement ($M=2.42$) of respondents from prior English medium colleges to the item. On the contrary, respondents from prior Urdu medium colleges (like those from prior Urdu medium schools) agreed ($M=2.80$) that they needed to take help (tuition/coaching) for learning and understanding English language.

The overall results for statistically significant results for both prior school and college MOI show that the respondents from Urdu medium schools and colleges were finding it relatively more challenging to adapt to the university linguistic culture. Both school and college groups' results showed similar result for one item (3.9). The result for item 3.9 shows that respondents from both prior English medium schools and colleges expressed disagreement, whereas respondents from both prior Urdu medium schools and colleges showed agreement that they had to take help (tuition/coaching) in learning and understanding English language (item 3.9). This shows that the respondents from prior Urdu medium schools and colleges were more in need of taking help (tuition/coaching) for learning and understanding English language. The reason for prior Urdu medium school and college respondents reporting more likelihood to be in need to take help (tuition/coaching) for learning and understanding English language could lie in the general trend of Urdu medium learners taking tuition for learning English in Pakistan.

The findings regarding the influence of prior MOI on linguistic adaptation of the study respondents show that the adaptation experiences of respondents from both prior English and Urdu medium schools and colleges were quite similar except for a few areas where the Urdu medium groups were finding it comparatively more challenging to adapt to the university academic, social and linguistic culture. The academic challenges faced by these learners during transition into university may be attributed to the Urdu medium of instruction.

Environmental adaptation

The results for the influence of prior MOI on environmental adaptation of the current study respondents are summarised in Table 4.15.

Table 4.15 Prior MOI and environmental adaptation

Items	School MOI		N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	EMI	UMI	
4.4 I feel no difference between university and school culture	73	80	1.55	1.89	69.69	83.67	.031**		

Note Asymptotic Significance was calculated at two levels .01 and .05 where * $p \leq .01$ and ** $p \leq .05$
EMI: English medium of instruction, UMI: Urdu medium of instruction

Only one item (4.4) for the school category showed a statistically significant result ($p=.031$). For item 4.4 (*I feel no difference between university and school culture*), respondents from prior Urdu and English medium schools showed mean disagreement to the item. However, the respondents from prior English medium schools disagreed more strongly ($M=1.55$) than those from prior Urdu medium schools ($M=1.89$). The results show that the respondents from prior English medium schools had relatively more likelihood of finding university culture different from school culture compared to the respondents from prior Urdu medium schools. However, the reason for this experience could not be known.

The overall findings for the four adaptation categories show that the respondents from Urdu medium schools and colleges were facing relatively more challenges in adapting to the university culture compared to the respondents from prior English medium schools and colleges. The possible reason could be Urdu medium of instruction and learning English as second language. The majority of learners entering into universities in NESCs either do not have prior experience of learning through English MOI at school or have low competency in academic English as reported by Evans & Morrison (2011). This situation leads to adaptation problems in the university learning environment where various academic tasks need English academic skill in order to be accomplished (Evans & Morrison, 2011). The nature of the linguistic transition into university poses a big challenge for learners, especially in multilingual countries like Pakistan where English is not a native language and is taught and learned as a second/foreign language through the Grammar Translation Method. The current study findings resonate with Evans and Morrison's (2011) findings. They studied Hong Kong first year university students' language-related challenges in English MOI at university and found that Hong Kong students in their study encountered problems in comprehending lectures,

understanding vocabulary, and achieving university academic writing style to meet the university level English academic standard.

4.5 CHAPTER SUMMARY

This chapter has presented the results and discussed the findings of the quantitative strand of the study. The quantitative analysis presented in this chapter provided some important findings on research questions 1, 2 and 3, which relate to learners' perceptions of and the influence of their prior learning experiences including prior school and college sectors, types and MOI on their transition experiences. The findings revealed that the respondents found some demands of the university culture more challenging. The academic demands that the respondents found challenging were: the need to take extra help for completing study tasks inside university hours; devote more time to the studies in university than they used to do in college; work harder in university than they used to do in college; and difficulty in managing university academic workload. The social demands that presented the respondents with challenges were shyness to interact with the opposite gender on campus; feeling isolated on campus; having not joined a society/club/association on campus; not finding it easier to socialise on campus compared to college; and feeling shy to approach academic staff when in need of assistance in academic or other tasks outside classroom. The linguistic adaptation challenges faced by the respondents were difficulties in speaking English fluently and confidently, presenting orally in front of an audience without the fear of making English language mistakes; need to take help (tuition/coaching) in learning and understanding English language; and thinking in Urdu and then translating into English before final reproduction of a response in English. The environmental adaptation challenges faced by the respondents included feeling shocked on the first day on campus on finding it different from college; feeling nervous during the initial days on campus; feeling difference between university and school and college culture; and wanting to carry on with old ways of learning during their university years.

It was also found that there were some academic, social, linguistic, and environmental demands of the new culture that were presenting the respondents from prior public sector, mixed gender, and Urdu medium schools and colleges with more challenges in adapting to the university culture compared to their respective counterparts. In this regard, key transition challenges faced by the respondents from public sector schools in all the four adaptation categories included feeling hesitation to ask the teacher questions in classroom; difficulty in speaking English

confidently and presenting orally in front of audience without the fear of making English language mistakes; need to take help (tuition/coaching) in learning and understanding English language; feeling shocked on their first day on campus on finding it different from college; and wanting to carry on with their old ways of learning during their university years. Some of the key challenges faced by prior public sector college group included feeling hesitation to ask the teacher questions in classroom; feeling shocked on their first day on campus on finding it different from college; and feeling nervous during the early days on campus.

The key transition challenges faced by respondents from both prior mixed gender schools and colleges included: difficulties in coping with the university teachers' teaching style; problems in comprehending the lectures in English; and taking assessments in English. Some of the key challenges encountered by the Urdu medium school group included hesitation to ask teacher questions in classroom; and need to take help (tuition/coaching) in learning and understanding English language. The key transition challenge faced by the Urdu medium college group was the need to take help (tuition/coaching) in learning and understanding English language.

It was also found that the nature of the academic, social, linguistic and environmental challenges encountered by the current study respondents were more or less of the same nature as documented in the existing studies. However, there were some challenges that were found to be unique to Pakistani educational context. In this regard, shyness encountered in interacting with opposite gender on campus; the need to take help (tuition/coaching for learning and understanding English language; thinking in Urdu and then translating in English before final reproduction of a response in English; influence of prior school and college sectors, types and MOI on adaptation to university academic, social, linguistic and environmental culture presented Pakistani learners in this study with some unique transition experiences. The key findings for the quantitative strand of the current study are summarised in the tables below.

The key findings for research question 1 regarding the four adaptation categories are summarised in Table 4.16.

Table 4.16 Key transition experiences findings

Adaptation categories	Key transition experiences
Academic adaptation	Positive academic adaptation experiences A majority of respondents reported that they: <ul style="list-style-type: none"> • were finding the university academic tasks easier than those in college (Item 1.1) • were adapting to the university academic culture (Item 1.2) • did not need to take tuition for completing their study tasks outside university hours (Item 1.4)

	<ul style="list-style-type: none"> • could cope with the university teachers' teaching style (Item 1.5) • could complete their academic tasks within given time (Item 1.9) • did not hesitate to ask the teacher questions in classroom (Item 1.11) • did not hesitate to request the teacher clarification of a concept in classroom (Item 1.12) <p>Academic adaptation challenges A majority of respondents reported that they:</p> <ul style="list-style-type: none"> • needed to take extra help for completing their study tasks inside university hours (item 1.3) • needed to devote more time to their studies in university than they used to do in college (Item 1.6) • needed to work harder in university than they used to do in college (Item 1.7) • faced difficulty in managing university academic workload (Item 1.8) • felt shy to approach academic staff when in need of assistance in academic or other tasks outside classroom (item 1.10)
Social adaptation	<p>Positive social adaptation experiences A majority of respondents reported that they:</p> <ul style="list-style-type: none"> • had made friends on campus (Item 2.1) • did not feel shy to socialise with others on campus (Item 2.2) • liked to socialise on campus (Item 2.3) • liked to participate in social activities on campus (item 2.6) • were adapting to the university social culture (Item 2.8) <p>Social adaptation challenges A majority of respondents reported that they:</p> <ul style="list-style-type: none"> • felt shy to interact with the opposite gender on campus (Item 2.4) • felt isolated on campus (item 2.5) • had not joined a society/club/association on campus (item 2.7) • felt that it was not easier to socialise in university compared to college (item 2.9)
Linguistic adaptation	<p>Positive linguistic adaptation experiences A majority of respondents in this study reported that they:</p> <ul style="list-style-type: none"> • could do critical reading for comprehending the texts (in English) in the BS study syllabus (Item 3.1) • could comprehend the lectures in English (Item 3.2) • faced no problem in writing assignments in English (Item 3.3) • faced no problem in taking assessments in English (Item 3.4) • were adapting to the English language of instruction in university (Item 3.7) <p>Linguistic adaptation challenges A majority of respondents in this study reported that they:</p> <ul style="list-style-type: none"> • could not speak English fluently (Item 3.5) • could not speak English confidently (Item 3.6) • could not present orally in front of an audience without the fear of making English language mistakes (Item 3.8) • had to take help (tuition/coaching) in learning and understanding the English language (Item 3.9) • thought in Urdu and then translated into English before final reproduction of a response in English (Item 3.10)
Environmental adaptation	<p>Positive environmental adaptation experiences A majority of respondents in this study reported that they:</p> <ul style="list-style-type: none"> • felt welcome during their initial days on campus (Item 4.1)

	<ul style="list-style-type: none"> • were finding it easy to adapt to university culture (Item 4.6) • were learning to adapt to university culture (Item 4.7) • wanted to learn new ways to adapt to university culture (Item 4.8) • liked being at university (Item 4.10) • felt that university life had increased their confidence (Item 4.11) • felt that university life made them feel independent (Item 4.12) <p>Environmental adaptation challenges A majority of respondents in this study reported that they:</p> <ul style="list-style-type: none"> • were shocked on the first day on campus on finding it different from college (item 4.2) • felt nervous during the initial days on campus (Item 4.3) • felt the difference between university and school culture (item 4.4) • felt the difference between university and college culture (Item 4.5) • wanted to carry on with their old ways of learning during their university years (Item 4.9)
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The key findings for research question 2 for the influence of prior school and college sectors on respondents' transition into university in this study are outlined in Table 4.17.

Table 4.17 Key findings for school and college sectors

School sectors Academic adaptation	College sectors Academic adaptation
<p>1. Respondents from both groups (prior private and public sector schools) disagreed that they could manage the university academic workload. However, the private sector school group disagreed more strongly compared to their public sector counterparts (Item 1.8). This shows that the respondents from prior private sector schools were facing comparatively more problems in managing university workload.</p> <p>2. Respondents from both groups (prior private and public sector schools) agreed that they could complete their academic tasks within given time. However, the private sector school group agreed more strongly (item 1.9). This shows that the respondents from prior public sector schools were facing more difficulties in completing their academic tasks within time.</p> <p>3. The private sector school group agreed, whereas public sector school group disagreed that they did not hesitate to ask the teacher questions in the classroom (Item 1.11). This shows that the respondents from prior public sector schools were comparatively more likely to hesitate to ask the teacher questions in classroom.</p> <p>4. Respondents from both groups (prior private and public sector schools) agreed that they did not hesitate</p>	<p>1. Respondents from both groups (prior private and public sector colleges) disagreed that they need to take tuition for completing their study tasks outside university hours. The private sector college group disagreed more strongly (Item 1.4). This shows that the respondents from prior public sector colleges had comparatively more likelihood of feeling the need to take tuition for completing their study tasks outside university hours.</p> <p>2. Respondents from both groups (prior private and public sector colleges) agreed that they could cope with the university teachers' teaching style. The private sector college group agreed more strongly (Item 1.5). This shows that the respondents from prior public sector colleges were facing comparatively more problems in coping with the university teachers' teaching style.</p> <p>3. Respondents from both groups (prior private and public sector colleges) agreed that they needed to devote more time to their studies in university than they used to do in college. The public sector college group agreed more strongly (Item 1.6). This shows that the respondents from prior public sector colleges were comparatively more likely to need to devote more time</p>

<p>to request the teacher for clarification of a concept in classroom. The private sector school group agreed more strongly (Item 1.12). This shows that the respondents from prior public sector schools were comparatively more likely to hesitate to request the teacher for clarification of a concept in classroom.</p>	<p>to their studies in university than they used to do in college.</p> <p>4. Respondents from both groups (prior private and public sector colleges) agreed that they could complete their academic tasks within given time. The private sector college group agreed more strongly (Item 1.9). This shows that the respondents from prior public sector colleges were comparatively facing more problems in completing their academic tasks within given time.</p> <p>5. The private sector college group agreed, whereas public sector group disagreed that they did not hesitate to ask the teacher questions in classroom (Item 1.11). This shows that the respondents from prior public sector colleges were comparatively more likely to hesitate to ask the teacher questions in classroom.</p>
Social adaptation	Social adaptation
<p>1. Respondents from both groups (prior private and public sector school) agreed that they had made friends on campus. The private sector school group agreed more strongly (Item 2.1). This shows that the respondents from prior public sector schools were comparatively finding it more challenging to make friends on campus.</p> <p>2. Respondents from both groups (prior private and public sector schools) disagreed that they felt shy to socialise with others on campus. The private sector school group disagreed more strongly (Item 2.2). This shows that the respondents from prior public schools were comparatively more likely to feel shy to socialise with others on campus.</p>	<p>1. Respondents from both groups (prior private and public sector colleges) agreed that they had made friends on campus. The private sector college group agreed more strongly (Item 2.1). This shows that the respondents from prior public sector colleges were comparatively finding it more challenging to make friends on campus.</p> <p>2. Respondents from both groups (prior private and public sector colleges) disagreed that they felt shy to socialise with others on campus. The private sector college group disagreed more strongly (Item 2.2). This shows that the respondents from prior public colleges were comparatively more likely to feel shy to socialise with others on campus.</p>
Linguistic adaptation	Linguistic adaptation
<p>1. Respondents from both groups (prior private and public sector schools) agreed that they could comprehend the lectures in English. The private sector school group agreed more strongly (Item 3.2). This shows that the respondents from prior public sector schools were comparatively facing more problems in comprehending the lectures in English.</p> <p>2. Respondents from both groups (prior private and public sector schools) agreed that they faced no problem in taking assessments in English. The private sector school group agreed more strongly (item 3.4). This shows that the respondents from prior public</p>	<p>1. Respondents from both groups (prior private and public sector colleges) agreed that they could comprehend the lectures in English. The private sector college group agreed more strongly (Item 3.2). This shows that the respondents from prior public sector colleges were comparatively facing more problems in comprehending the lectures in English.</p> <p>2. Respondents from both groups (prior private and public sector colleges) agreed that they faced no problem in writing assignments in English. The private sector group agreed more strongly (Item 3.3). This shows that the respondents from prior public sector</p>

<p>sector schools were comparatively facing more problems in taking assessments in English.</p> <p>3. The private sector school group agreed, whereas the public sector school group disagreed that they could speak English confidently (Item 3.6). This shows that the respondents from prior public sector schools were facing comparatively more problems in speaking English confidently.</p> <p>4. The private sector school group agreed, whereas the public sector school group disagreed that they could present orally in English in front of an audience without the fear of making English language mistakes (Item 3.8). This shows that the respondents from prior public sector schools were facing comparatively more challenges in presenting orally in English in front of an audience without the fear of making English language mistakes.</p> <p>5. The private sector school group disagreed, whereas the public sector school group agreed that they had to take help (tuition/coaching) in learning and understanding the English language. (Item 3.9). This shows that the respondents from prior public sector schools were comparatively more likely to need to take help (tuition/coaching) in learning and understanding the English language.</p>	<p>colleges were facing comparatively more problems in writing assignments in English.</p> <p>3. Respondents from both groups (prior private and public sector colleges) agreed that they faced no problem in taking assessments in English. The private sector group agreed more strongly (Item 3.4). This shows that the respondents from prior public sector colleges were comparatively facing more problems in taking assessments in English.</p> <p>4. Respondents from both groups (prior private and public sector colleges) disagreed that they could speak English confidently. The public sector group disagreed more strongly (Item 3.6). This shows that the respondents from prior public sector colleges were facing comparatively more problems in speaking English confidently.</p> <p>5. Respondents from both groups (prior private and public sector colleges) disagreed that they could present orally in English in front of an audience without the fear of making English language mistakes. The public sector group disagreed more strongly (Item 3.8). This shows that the respondents from prior public sector colleges were facing comparatively more challenges in presenting orally in English in front of an audience without the fear of making English language mistakes.</p>
Environmental adaptation	Environmental adaptation
<p>1. The private sector school group disagreed, whereas the public sector group agreed that they were shocked on their first day on campus on finding it different from college (Item 4.2). This shows that the respondents from prior public sector schools were comparatively more shocked on their first day on campus on finding it different from college.</p> <p>2. The private sector school group disagreed, whereas the public sector school group agreed that they wanted to carry on with their old ways of learning during their university years (Item 4.9). This shows that the respondents from prior public sector schools had comparatively higher tendency of wanting to carry on with their old ways of learning during their university years.</p>	<p>1. The private sector college group disagreed, whereas the public sector group agreed that they were shocked on their first day on campus on finding it different from college (Item 4.2). This shows that the respondents from prior public sector colleges were comparatively more shocked on their first day on campus on finding it different from college.</p> <p>2. The private sector college group disagreed, whereas the public sector group agreed that they felt nervous during the early days on campus (Item 4.3). This shows that the respondents from prior public sector colleges had comparatively higher tendency of feeling nervous during their early days on campus.</p>

The key findings for the research question 2 in relation to the influence of respondents' prior school and college types on their transition are presented in Table 4.18.

Table 4.18 Key findings for prior school and college types

School types	College types
Academic adaptation experiences	Academic adaptation experiences
The single gender school group agreed, whereas the mixed gender group disagreed that they could cope with the university teachers' teaching style (Item 1.5). This shows that the respondents from prior mixed gender schools were facing comparatively more problems in coping with the university teachers' teaching style.	<p>1. The single gender college group agreed, whereas the mixed gender group disagreed that they could cope with the university teachers' teaching style (Item 1.5). This shows that the respondents from prior mixed gender colleges were facing comparatively more problems in coping with the university teachers' teaching style.</p> <p>2. The single gender college group agreed, whereas the mixed gender group disagreed that they did not hesitate to ask the teacher questions in the classroom (Item 1.11). This shows that the respondents from prior mixed gender colleges had comparatively more likelihood of hesitating to ask the teacher questions in classroom.</p>
Social adaptation experiences	Social adaptation experiences
No statistically significant finding was made for this adaptation aspect which indicates that the two groups (prior single gender and mixed gender school groups) were undergoing similar social adaptation experiences in regards to all the items measured under this adaptation aspect.	No statistically significant finding was made for this adaptation aspect which indicates that the two groups (prior single gender and mixed gender college groups) were undergoing similar social adaptation experiences in regards to all the items measured under this adaptation aspect.
Linguistic adaptation experiences	Linguistic adaptation experiences
<p>1. The single gender school group agreed, whereas the mixed gender group disagreed that they could comprehend the lectures in English (Item 3.2). This shows that the respondents from prior mixed gender schools were comparatively facing more problems in comprehending the lectures in English.</p> <p>2. The single gender school group agreed, whereas the mixed gender group disagreed that they faced no problem in taking assessments in English (item 3.4). This shows that the respondents from prior mixed gender schools were facing comparatively more problems in taking assessments in English.</p> <p>3. Respondents from both (prior single gender and mixed gender) groups disagreed that they could speak English confidently. The mixed gender group disagreed more strongly (Item 3.6). This shows that the respondents from</p>	<p>1. The single gender college group agreed, whereas the mixed gender group disagreed that they could comprehend the lectures in English. (Item 3.2). This shows that the respondents from prior mixed gender colleges were comparatively facing more problems in comprehending the lectures in English.</p> <p>2. The single gender college group agreed, whereas the mixed gender group disagreed that they faced no problem in taking assessments in English (Item 3.4). This shows that the respondents from prior mixed gender colleges were facing comparatively more problems in taking assessments in English.</p> <p>3. Respondents from both (prior single gender and mixed gender college) groups disagreed that they could speak English confidently. The mixed gender college group disagreed more strongly (Item 3.6). This shows that the</p>

<p>prior mixed gender schools were finding it comparatively more challenging to speak English confidently.</p> <p>4. Respondents from both (prior single and mixed gender schools) groups disagreed that they could present orally in English in front of an audience without the fear of making English language mistakes. The mixed gender group disagreed more strongly (Item 3.8). This shows that the respondents from prior mixed gender schools were finding it comparatively more challenging to present orally in front of an audience without the fear of making English language mistakes.</p>	<p>respondents from prior mixed gender colleges were finding it comparatively more challenging to speak English confidently.</p> <p>4. Respondents from both (prior single gender and mixed gender colleges) groups disagreed that they could present orally in English in front of an audience without the fear of making English language mistakes. The mixed gender college group disagreed more strongly (Item 3.8). This shows that the respondents from prior mixed gender colleges were finding it comparatively more challenging to present orally in front of an audience without the fear of making English language mistakes.</p>
Environmental adaptation experiences	Environmental adaptation experiences
<p>There was no statistically significant score for any item which reveals that respondents from both the prior single gender and mixed gender schools were undergoing similar environmental adaptation experiences in regards to all the items measured under this adaptation aspect.</p>	<p>No statistically significant score could be found for any item which reveals that respondents from both the prior single gender and mixed gender colleges were undergoing similar environmental adaptation experiences in regards to all the items measured under this adaptation aspect.</p>

The key findings for research question 3 pertaining the influence of prior school and college MOI on respondents' transition experiences in this study are presented in Table 4.19:

Table 4.19 Key findings for prior school and college MOI

School MOI	College MOI
Academic adaptation experiences	Academic adaptation experiences
<p>1. Respondents from both (prior English and Urdu medium schools) groups disagreed that they needed to take tuition for completing their study tasks outside university hours. The English medium group disagreed more strongly (Item 1.4). This shows that the respondents from prior Urdu medium schools were comparatively more in need to take tuition for completing their study tasks outside university hours.</p> <p>2. Respondents from both (prior English and Urdu medium schools) groups agreed that they could complete their academic tasks within given time. The English medium group agreed more strongly (Item 1.9). This shows that the respondents from prior Urdu medium schools were comparatively finding it harder to complete their academic tasks within given time.</p>	<p>No statistically significant score was found for any item regarding academic adaptation experiences which shows that respondents from both prior English and Urdu medium colleges were going through similar academic adaptation experiences in regards to all the items measured under this adaptation aspect.</p>

3. The English medium group agreed, whereas the Urdu medium group disagreed that they did not hesitate to ask teacher questions in classroom (Item 1.11). This shows that the respondents from prior Urdu medium schools were comparatively more likely to hesitate to ask the teacher questions in classroom.	
Social adaptation experiences	Social adaptation experiences
<p>1. Respondents from both groups (prior English and Urdu medium schools) groups agreed that they had made friends on campus. The English medium group agreed more strongly (Item 2.1). This shows that the respondents from prior Urdu medium schools were comparatively making fewer friends on campus.</p> <p>2. Respondents from both (prior English and Urdu medium schools) groups disagreed that they felt shy to socialise with others on campus. The English medium group disagreed more strongly (Item 2.2). This shows that the respondents from prior Urdu medium schools had comparatively more likelihood of feeling shy to socialise on campus.</p>	<p>1. Respondents from both (prior English and Urdu medium colleges) groups agreed that they had made friends on campus. The English medium group agreed more strongly (Item 2.1). This shows that the respondents from prior Urdu medium colleges were comparatively making fewer friends on campus.</p> <p>2. Respondents from both (prior English and Urdu medium colleges) groups disagreed that they had joined a society/club/association on campus. The Urdu medium group disagreed more strongly (Item 2.7). This shows that the respondents from prior Urdu medium colleges had comparatively lower tendency of joining a society/club/association on campus.</p>
Linguistic adaptation experiences	Linguistic adaptation experiences
<p>1. Respondents from both (prior English and Urdu medium schools) groups agreed that they faced no problems in taking assessments in English. The English medium group agreed more strongly (Item 3.4). This shows that the respondents from prior Urdu medium schools were facing comparatively more problems in taking assessments in English.</p> <p>2. Respondents from both (prior English and Urdu medium schools) groups disagreed that they could speak English fluently. The Urdu medium group disagreed more strongly (Item 3.6). This shows that the respondents from prior Urdu medium schools were facing comparatively more problems in speaking English fluently.</p> <p>3. Respondents from both groups (prior English and Urdu medium schools) groups disagreed that they could present orally in English in front of an audience without the fear of making English language mistakes. The Urdu medium group disagreed more strongly (Item 3.8). This shows that the respondents from prior Urdu medium schools were facing comparatively more problems in presenting orally in English in front of an</p>	<p>The English medium group disagreed, whereas the Urdu medium group agreed that they had to take help (tuition/coaching) for learning and understanding English language (Item 3.9). This shows that the respondents from prior Urdu medium colleges were comparatively more in need of help (tuition/coaching) for learning and understanding English language.</p>

audience	
4. The English medium group disagreed, whereas the Urdu medium group agreed that they had to take help (tuition/coaching) for learning and understanding English language (Item 3.9). This shows that the respondents from prior Urdu medium schools were comparatively more in need to take help (tuition/coaching) for learning and understanding English language.	
Environmental adaptation experiences	Environmental adaptation experiences
Respondents from both (prior English and Urdu medium schools) groups disagreed that they felt no difference between university and school culture. The English medium group disagreed more strongly (Item 4.4). This shows that the respondents from prior English medium schools had comparatively more likelihood of feeling difference between university and school culture.	No statistically significant score could be found for the influence of prior MOI on environmental adaptation. This indicated that respondents from both prior Urdu and English medium colleges were undergoing similar environmental adaptation experiences in regards to all the items measured under this adaptation aspect.

The next chapter presents the results from the qualitative strand of the study.

CHAPTER FIVE

QUALITATIVE FINDINGS

5.1 INTRODUCTION

This chapter presents the results and discusses the findings of the qualitative strand of the study, which was comprised of three semi-structured interview rounds with 14 learners. The first interview was conducted to get familiarity with the study participants' prior learning experiences and MOI, their perceptions of and expectations of the university culture during pre-university years, and first impressions of the new educational setting and culture at university. The second interview aimed at collecting information on the participants' adaptation and transition experiences. The third interview aimed to gather further information on the participants' transition experiences, lessons learnt from the first semester experiences, and their planning for the second semester.

In quoting the references from the interviews, a small Roman numeral (i, ii or iii) is used to indicate the Interview round and Arabic numerals (1, 2, 3 and so on) are used to indicate the page number for each interview transcript, for example, Interview i: 2 would refer to a quote from Interview one located on page two of the transcript. It is noted that the term public will be used for government schools; school will be used for secondary years; and college for higher secondary years (see Section 1.3.2).

The chapter starts with an overview of the interview participants' profiles which draw on the background information provided by the participants in the first interview. After that, a discussion is presented on the participants' transition experiences drawing on data from the second and third interviews with the 14 participants. The chapter concludes with a summary of the emerging themes and findings.

5.2 INTERVIEW PARTICIPANTS' PROFILES

This section presents a brief introduction to the interview participants. Table 5.1 provides a brief summary of the interview participants' profiles, including their BS major, gender, prior medium

of instruction at school and college, and prior school and college sector and type. This is followed by a more detailed description of each participant's educational background, based on the information shared by the participants in the first interview round.

Table 5.1 Interview participants' profiles

No.	Pseudonyms	Discipline/BS Major	Gender	MOI at School	MOI at College	School Sector/Type	College Sector/Type
1	Ayesha	Chemistry	Female	Urdu	English	Private/all girls (Year 1-8) Government/all girls (Year 9-10)	Private/all girls
2	Rabia	Chemistry	Female	Urdu (Year 1-5) English (Year 6-10)	English	Government/all girls Private/all girls	Private/all girls
3	Maria	Chemistry	Female	Urdu	English	Private/co-ed separate classrooms	Private/all girls
4	Nadia	Chemistry	Female	Urdu	English	Private/all girls	Private/all girls
5	Sarah	Computer Science	Female	English	English	Private/co-ed separate classrooms	Private/all girls
6	Faisal	Computer Science	Male	English	English	Private/co-ed separate classrooms	Private/all boys
7	Amir	Computer Science	Male	Urdu (Year 1-8) English (Year 9-10)	English	Private/all boys	Private/all boys
8	Ali	Computer Science	Male	Urdu	English	Private/all boys	Private/all boys
9	Rameez	Education	Male	English	English	Private/all boys	Private/co-ed
10	Subhan	Education	Male	Urdu (Year 1-5) English (Year 6-10)	English	Government/all boys (Year 1-5) Private/co-ed (Year 6-10)	Private/all boys
11	Sana	English Literature	Female	English (Year 1-8) Urdu (Year 9-10)	Urdu	Private/co-ed (Year 1-5), all girls (Year 6-8) Private/all girls	Government/all girls
12	Farwa	English Literature	Female	English (Year 1-5) English (Year 6-10)	English	Private/co-ed (Year 1-5) Private/all girls (Year 6-10)	Private/all girls
13	Saad	English Literature	Male	English	English	Private/co-ed (Year 1-5), Private/all boys (Year 6-10)	Private/all boys
14	Moosa	English Literature	Male	Urdu	Urdu	Private/co-ed (Year 1-5) Private/co-ed (Year 6-8) Government/ all boys (Year 9-10)	Government/ all boys

Ayesha

Ayesha was studying BS in Chemistry. She was born and brought up in a rural village. Ayesha had her schooling in a rural, private, Urdu medium, all girls school from year one to year eight. Believing that the rural school was not imparting quality education, her parents sent her to an urban, Urdu medium, all girls school in year nine at the age of fourteen. Ayesha had to live away from her family at her maternal uncle's place for two years as she wished to complete her secondary education in Science subjects with the aim of pursuing a medical career in the future. Ayesha had to face three big challenges at that stage: firstly, adjusting to city life; secondly living away from immediate family; and thirdly, adjusting to a big urban school. Ultimately these challenges may have affected her studies negatively as she could not perform well in her secondary school examination. Realising all the challenges their daughter had to go through and to avoid a similar situation for their other children, Ayesha's parents made a decision to move to the city for the sake of their children's education.

With the hope of performing better in the higher secondary years and getting into the medical college to pursue her dream of becoming a doctor, Ayesha's parents decided to send her to a private English medium college for girls. Ayesha had problems in adjusting to English MOI in college and there was also the pressure of getting good marks for pursuing her dream career. The challenges may have proved too big for her. Ultimately, Ayesha did not perform well in the higher secondary examination. However, still dreaming about a better future, she decided to take up major in Chemistry in her undergraduate study with the hope of becoming a teacher after completing her university degree.

Ayesha preferred to be interviewed in a mix of English and Urdu. She indicated that she was not proficient in spoken English; however, she tried to respond to a number of questions in English.

Rabia

Rabia belonged to a small town from where she daily commuted on public transport to attend university. It took her 45 minutes each way, an hour and a half daily to travel to and from her hometown.

Rabia had attended two different schools. Up to year five she went to a public, Urdu medium, all girls school; she then switched to an English medium all girls private school in year six and completed her secondary education in Science subjects, as she wanted to study towards gaining

entry into the medical profession in the future. Rabia reported that she had always relied on self-effort and did not take any tuition or help during her secondary school years although she faced the dual challenge of English medium and private school culture. This continued during her higher secondary years at a private all girls English medium college. However, Rabia did not succeed in getting the required grades to enter a medical college, so she ultimately decided to study towards a tertiary degree in Chemistry.

Rabia thought that she could speak in English confidently but not fluently, so she chose to be interviewed in a mix of Urdu and English.

Maria

Maria belonged to a small town and was living in the university hostel at the time of the study. Maria had her schooling in a private Urdu medium co-ed school with separate classrooms for girls and boys, in her small town. Maria took up Science subjects in her secondary education with the aim of pursuing a career in engineering. After completing school, Maria and her parents decided that she should attend a private English medium all girls college. Despite the linguistic adaptation challenges, she decided not to take up any tuition at all and completely relied on her hard work. Ultimately, however, the challenge of English MOI and Science subjects proved too big for her and she could not get good enough marks in the higher secondary examination to get entry into an engineering university. In order to pursue higher education, she got into BS in university to do major in Chemistry.

Maria indicated that she preferred to be interviewed in Urdu, saying that she had a low level of English language knowledge and low proficiency in spoken English.

Nadia

Nadia belonged to a small town and was boarding in the university hostel at the time of the study. Nadia completed her secondary education in Science subjects from a private, Urdu medium, all girls school in her hometown. With the aim of pursuing a career in medicine, Nadia's parents got her into a private English medium all girls college in a big town and since then she had been boarding in hostels. She had to face a number of challenges after she switched to English medium, and took up English language tuition during first year which helped her in

adapting to the English MOI in college. However, after her grades were not good enough to get entry into a medical college, Nadia enrolled in a BS in Chemistry.

Nadia also indicated that she preferred to be interviewed in a mix of English and Urdu due to her lack of proficiency in spoken English.

Sarah

Sarah indicated that she had been House Captain during her secondary years and Head girl during higher secondary years, which she felt had increased her confidence and had been helpful in making her transition into university culture easier.

Sarah reported that she had her schooling in an elite English medium school run by the Pakistan Army. Her father was an army officer, due to which he got a job transfer every third year and they had to move to different cities. When this occurred, she used to get transferred to a branch of the same school in the city her father got transferred to. Sarah came from an urban background and had always lived in big cities.

Sarah's school was co-ed up to year eight and from year nine onwards they had the same premises but separate corridors and classrooms for boys and girls. Sarah admitted that despite her prior schooling in an English medium elite school, her English language knowledge was not up to the mark during her secondary years. Sarah felt that she had to take tuition in English during her secondary years because of the lack of experienced and well-qualified English language teachers at school.

After completing her secondary school, Sarah joined the college section of the same institution. Sarah had decided to do a tertiary degree in Computer Science since her secondary school days and took the entrance examination for admission into BS in Computer Science in university with the intention of pursuing a career in this field.

Sarah indicated that she did not have any problem with being interviewed in English because she could speak English fluently, but that she would feel more comfortable to interact in a mix of Urdu and English. However, she replied to most of the questions in all the three interview rounds in English and spoke English very fluently and confidently. Sarah attributed her good English spoken skill and knowledge to her own effort and interest in learning English.

Faisal

Faisal was doing BS in Computer Science. He belonged to a well-off business family. He had an urban background and was born and brought up in a big city. He had decided to do a tertiary degree in Computer Science following his secondary school years. This was not for pursuing a career in the Computer Science field but because he held great value for education, and wanted to attain higher education and a good university degree.

Faisal had his schooling and college education in the same army institutions as Sarah. He revealed that he was the head boy during higher secondary years, was a member of his school football team, and used to participate in art and craft competitions during secondary and higher secondary years. Faisal added that these experiences enabled him to gain confidence which helped him in adapting to the university culture.

Faisal indicated that he could speak English fluently and confidently, but preferred to be interviewed in a mix of English and Urdu because he could express his views better that way. However, he tried to answer most of the questions in English during all the three interview rounds. Faisal revealed that his spoken English was not good during secondary school. He added that one of his sisters helped him in improving his spoken English. Faisal had a chance to travel overseas on a business trip with his father and he reported that the experience helped him in both increasing his confidence and getting an opportunity to speak English. Faisal indicated that he never had any problem in understanding English but had some problems in English grammar during the higher secondary school examination.

Amir

Amir came from a very small and under-developed town and was boarding in university hostel at the time of the study.

Amir had his schooling from a private all boys school from year one to eight in his hometown. After that he moved to a low status, private English medium all boys school in his hometown. Amir revealed that he managed to overcome any academic problems through taking extra coaching classes and tuition in English which also contributed significantly to improving his English language skills.

Amir reported that since there was no good college in his hometown and his parents wanted him to study Science subjects in order to pursue a career in engineering, he had to enter an English medium, private, all boys college in a small city near his hometown. He took accommodation in the college hostel and used to go home on weekends. Amir felt that there was freedom in college and hostel life regarding studies. The freedom may, however, have ultimately affected his higher secondary examination as he could not get the required marks to get entry into an engineering university. He therefore decided to take up a career in Computer Science.

Amir preferred to be interviewed in Urdu and admitted that he was not competent in speaking in English.

Ali

Ali came from a small and poor town and was living in the university hostel at the time of the study. Ali had his initial schooling in private Urdu medium all boys schools in the small town he came from. Ali reported that he changed school in year six but left that school in year eight. After that he completed his education from year eight to ten in a private Urdu medium all boys school. Ali revealed that he had to change school many times because most of the schools in his town did not have full teaching staff available and his parents were not satisfied with the educational standard. Ali reported he had taken English language tuition for six months during year nine and three months during year ten. Ali did his secondary schooling with Science subjects and, after he completed that, his parents sent him to a private English medium all boys college in his hometown with the aim of pursuing a career in engineering. Ali admitted that English MOI was a big challenge for him. He had to take up tuition in English and Physics, but even that could not help him get sufficient grades for getting entry into engineering at university. Ultimately, he had to apply to enter into BS in Computer Science to pursue a good career.

Ali indicated that he could not speak English confidently because his English language knowledge was weak. Therefore, he preferred to be interviewed in Urdu.

Rameez

Rameez had his schooling from an urban, private, English medium, all boys school. Although hailing from a rural background and belonging to a well-off farming and business family, Rameez was born, had been living and had been educated in a big city. He completed his secondary schooling in Science subjects. Rameez was fascinated with flying and wanted to become a fighter pilot. However, he did not do well in the Pakistan Air Force entrance examination. He switched to studying towards an engineering career and got admission into a private, co-education, English medium college.

Rameez was the only participant who had experienced sharing classrooms with girls at college level. He reported that he had to face many problems in adjusting to the co-ed environment in his college. He also indicated that he could not do well in the Science subjects and was unable to meet the criterion for entry into engineering university, so he ultimately decided to do a university degree in Education. He indicated that he was not interested in taking up a job after completing his degree and that he would do farming and look after his family business. He added that he got into university for the sake of getting higher education because he held great value for education.

Rameez indicated that he had competence in English but felt hesitant about speaking in English. Therefore, he preferred to be interviewed in a mix of English and Urdu.

Subhan

Subhan was doing BS in Education and wanted to become a primary school teacher. Subhan had his primary schooling in a public, all boys, Urdu medium school in his village. During his primary schooling, Subhan had to face many challenges due to a lack of teaching staff. He reported that they had only two teachers who had to teach all five classes in the school each day. Subhan reported that some students were left sitting in the classroom without a teacher for most part of the day.

According to Subhan, his elder sister helped him with his studies at home and he got really good marks in the year five examination. At that stage, Subhan's parents decided to move to a city for the sake of their children's education and got him into a private English medium co-education school because they wanted him to get good education. However, Subhan had to face countless challenges during year six, his first year in the new setting, and found it really hard to

understand the school culture and to adjust to both the English medium and the co-ed environment.

After struggling hard through secondary school and getting a B+ grade, Subhan switched from Science subjects to Commerce subjects to try his luck in that instead of his previous choice of a career in engineering. After that Subhan reported that his parents got him into a private, English medium, all boys college but the problems he had encountered in the English medium and the private educational institution culture kept on following him during the two college years and he could not get good grades. Ultimately, he got into BS in Education at university.

Subhan preferred Urdu language for the interviews because he thought that he was not competent in spoken English.

Sana

Sana had changed school once in year nine. Prior to that she was at a low status school from year one to eight, but then her father suggested that she should do years nine and ten at a good school and get quality education. Her first school was a private English medium school with co-education up to year five, and girls only from year six onwards. Sana's second school was also a private school, but it was an Urdu medium, girls only school. Sana reported that she took up Arts and Humanities subjects in her secondary years. After completing her secondary school with good grades, Sana entered a government, all girls college where Arts and Humanities subjects were taught in Urdu.

Sana indicated that her preferred language for interview was a mix of English and Urdu because she could share information more easily this way. Another reason she gave for this choice was not being able to speak English fluently. However, Sana reported that her father, an Assistant Professor, had always helped her with her studies at home. She developed interest in English Literature during her secondary school years and gained entry into BS in English Literature.

Farwa

Farwa was doing BS in English Literature at the time of the study. She indicated that she had planned to do a Masters degree in English Literature after completing her BS. Farwa was the

older sister of Sana, and their father worked as an Assistant Professor at the same university that they were studying in.

Farwa started at a low status private, co-education, English medium school from year one to five. Then in year six, she got into an elite private, English medium, all girls school because she had to study Science subjects for pursuing a career in medicine. However, she reported that she could not perform well in her year nine examination because of some personal problems. After that she took a gap year which affected her grades negatively.

Farwa revealed that she did not lose heart, and got into a private, English medium, all girls college with the aim of continuing her effort for pursuing her dream career. But unfortunately, the challenge proved too big for her and she could not get good grades.

Farwa revealed that she used to receive help from her father in her studies during secondary and higher secondary years and that she was still taking help from her father after entering university. Farwa preferred to be interviewed in a mix of English and Urdu because she thought that she could not speak English fluently.

Saad

Saad was a student of BS in English Literature. Saad lived in a nearby small town that was his hometown and commuted daily from there on his motor bike. Saad explained that his father, who worked as a principal in a college in their hometown, had always helped him with learning English during his early years at school.

Saad had attended from year one to ten the same private, English medium school in his hometown. The school had co-education from year one to five, but from year six onwards the school had separate campuses for boys and girls. Saad stated that, despite his lack of interest in Science, he had to study Science subjects in secondary and higher secondary years due to pressure from his father. Saad had his higher secondary education from a private, English medium, boys only college in a big city near his hometown and he used to commute to this college daily. Saad could not do well in his higher secondary examination and decided to do BS in English Literature at university as it interested him.

Saad thought that he could speak English confidently and fluently but preferred to be interviewed in a mix of English and Urdu due to the ease of expression associated with that.

Saad admitted that, due to getting educated at an English medium school, he became over-confident about his English language knowledge and neglected English language prior to the higher secondary examination, which affected his overall result.

Moosa

Moosa was doing BS in English Literature. He was only seventeen years old at the time of the study and the youngest amongst his class fellows at university. Moosa's father worked as an Assistant Professor in the same university.

Moosa reported that he changed school twice due to moving to different cities because of his father's job. He completed his schooling from year one to five in a private, Urdu medium, co-ed school and then went to a low standard private, Urdu medium, co-ed school from year six to eight. Finally, he got into a good standard public, Urdu medium, all boys school in year nine and completed his secondary certificate examination from there. Moosa reported that although he did not need tuition for Science subjects during secondary years, he took some tuition because everyone in his class was doing this.

Moosa went to a public all boys college and did his studies in Urdu medium because of taking up Arts and Humanities subjects. Moosa reported that he changed his subjects because he could not get good marks in Science subjects in the secondary examination and his father advised him to change his subjects and select Arts and Humanities subjects instead of Science subjects. Moosa admitted that his father had made a very good decision for him because he performed really well during higher secondary years and got good grades in the final examination. Moosa reported that he held great value for education and had always looked forward to entering university and getting a tertiary degree. Moosa had plans to be either a university lecturer or join Civil Services after completing his university education.

Moosa admitted that he hesitated to speak in English because he thought in Urdu and then it took him time to translate that into English which made him hesitant to speak in English. Moosa added that his hesitation in speaking English was the reason for his preference to be interviewed in a mix of English and Urdu.

The next section presents a synopsis of the educational background of the interview participants.

5.2.1 Synopsis of Educational Background

The interview participants' profiles reveal that there are three categories that relate to their prior learning backgrounds (see table 5.1). These three categories are: private/public Urdu MOI; private English MOI; and cross-over learners (who switched schools one or more times moving from one MOI or one school sector/type to another). It is to be noted that public Urdu MOI institutions are single gender; therefore, participants from this background would not have had prior experience of learning in a mixed gender environment. In regards to private Urdu and English MOI institutions, there are both single gender and mixed gender schools. Therefore, participants from private Urdu and English MOI learning background have come from either single or mixed gender schools.

When identifying these groups, only schools were considered and college attendance was excluded for two reasons. Firstly, a majority (12/14) of participants went to private English medium colleges and only two participants (Sana and Moosa) went to public colleges. Secondly because college (higher secondary) education in Pakistan, comprises a duration of two years (only) after the completion of ten years of school education that constitutes the major portion of an individual's learning experiences.

A brief description of the three groups is presented next.

Private/Public Urdu MOI

Five interview participants came from prior private/public Urdu MOI background. These were Ayesha, Moosa, Maria, Nadia and Ali. Ayesha and Moosa started their schooling in private Urdu medium schools, and switched to public Urdu medium single gender schools in year nine and completed their secondary examination in Urdu medium. However, in case of Ayesha, the private Urdu MOI school she went to was single gender and in Moosa's case both the private Urdu MOI schools that he went to were co-ed schools. The other three interview participants (Maria, Nadia and Ali) had had ten years schooling at private Urdu medium schools. Maria's school was a co-ed one with separate classrooms for boys and girls, while Nadia and Ali went to single gender private Urdu MOI schools.

Private English MOI

Five interview participants, Sarah, Faisal, Rameez, Saad and Farwa came from prior private English MOI schools. Sarah and Faisal went to a mixed gender school with provision of separate classrooms for boys and girls. It is to be noted that both these participants went to the same school. Rameez had his schooling at an all boys private English MOI school. Both Saad and Farwa attended mixed gender schools up to year 5 and from year 6 onwards went to single gender private English MOI schools.

Cross-over participants

There were four participants who were identified as 'cross-over' as they had changed school one or more times, moving from one MOI to another or one sector/type school to another. These four participants were Rabia, Amir, Subhan and Sana. Rabia (in year 6), Amir (in year 9) and Sana (in year 9) moved from public Urdu MOI, single gender schools to private English MOI, single gender schools. However, Subhan moved from a public all boys Urdu MOI school to a private mixed gender English MOI school in year six.

The three educational background groupings identified above (private/public Urdu MOI, private English MOI, and cross-over) will be referred to, where relevant, in the following discussion of the interview participants' transition experiences. This provides some additional insights into the answers to research questions two and three on the influence of prior experiences and MOI. The next section presents a thematic analysis and discussion of the qualitative findings based on the interview participants' transition experiences.

5.3 TRANSITION EXPERIENCES

The following analysis and discussion of the interview data is presented under three broad categories: prior perceptions and first impressions of university, later transition experiences, and looking forward.

5.3.1 Prior Perceptions and First Impressions of University

In order to explore the transition experiences in moving from school to university, the interview participants were asked to share their learning and other experiences during the four years of

secondary (years 9-10) and higher secondary education (years 11-12), their perceptions of university before university entrance and their first impressions of the university culture. This section is based on further data collected in the first interview round.

Prior perceptions of university

All the interview participants reported having different perceptions of university before arriving, except for Ali who was from private/public Urdu MOI group and Rameez who was from the private English MOI group. Ali admitted that he had not built any picture of university life before actually entering it:

I never thought about university life during secondary and higher secondary years...but I had heard from people that there is co-education in university....and...also that instead of annual system, there is semester system...and that university life is full of activities (Interview i: 23).

Rameez also reported never having thought about university during his earlier school days because he had planned to join a flying school at that time.

For Ayesha and Moosa (from private/public Urdu MOI group) and Farwa (from private English MOI group), thinking about university brought strange feelings due to the co-educational context. Ayesha particularly reported that she used to worry about how she would cope and interact with boys:

At that time, it felt strange to think about university...like...how would I cope with university life?...what would it be like?... My main fear about university was co-education...because I would have to interact with boys at university...I felt really nervous (Interview i: 16).

Maria (from private/public Urdu MOI group), Sarah, Faisal and Saad (all three from private English MOI group) on the other hand, were excited about and looked forward to the freedom at university. Maria said: “*There was strictness regarding study at school and we were forced to study all the time. University meant freedom to me, from strict and controlled environment*” (Interview i: 18). Maria added further insights into her views about the freedom at university:

There is freedom and independence here. ... we have semester system here which is much better compared to the annual system. Knowledge was restricted to text books in

school but now we have the freedom to explore other sources and expand our knowledge which I had always looked forward to get at university (Interview i: 19).

Sarah (from private English MOI group) elaborated: “*During school days...university seemed to me an enchanting place....so fascinating... it was so exciting to think about going to university one day...for me university meant freedom*” (Interview i: 15). After her first encounter with university culture, however, Sarah reported having felt hesitation, nervousness and uneasiness due to the co-educational setting. Nonetheless, she indicated that she overcame these feelings in just two weeks' time.

For Faisal (from private English MOI group), university was a symbol of freedom from the burden of study. He felt university study would be easier compared to school because of the semester system. Faisal explained: “*At that time, I thought that university study would be easy... I had heard that semester system is easier than the annual system*” (Interview i: 22).

For Saad (from private English MOI group) university meant independence and freedom from the restrictions at school and college. He explained:

We have to attend fewer classes in university compared to school and we can come and go at will. I always looked forward to this freedom. On an average school day, we had to attend six to seven classes a day and we used to become fed up; whereas in university we have to attend only three lectures each day (Interview i: 18).

Nadia (from private/public Urdu MOI group) revealed that she was intimidated by the idea of joining university. She explained her apprehensions:

I feared that it would be a completely different environment compared to college and I had many apprehensions regarding the type of people I would be encountering in university. I was really confused but I really felt good after actually coming here (Interview i: 20).

For all the participants from the cross-over learners group, university meant a place full of opportunities and chances to get educated and grow in life. For instance, Subhan stated:

I used to think that university is a place where if you want to get education...I mean, if you want to focus on study you get an opportunity to do that...but at the same time you can ruin your future by getting into wrong habits and company. It depends on an

individual what they get out of university and how they make use of this opportunity
(Interview i: 23).

The interview data reveals that the main perceptions of participants comprised nervousness and hesitation due to the co-ed environment at university and the excitement regarding the freedom and independence, and educational opportunities at university.

First reactions to the new environment

With regard to the reactions to and impressions of the new environment, the participants reported having mixed feelings and experiences during their early days on campus, including nervousness and confusion, as well as feeling unwelcome, intimidated and isolated. In addition, they indicated feeling shy, excited and happy when they encountered the new culture for the first time. It was noted that the participants' first reactions to the university culture were influenced by their prior perceptions of the new culture. In particular, they reported not finding it similar to what they perceived it to be or had heard about it. These reactions to and feelings about the new culture are further discussed in conjunction with the participants' later transition experiences in Section 5.3.2 in this chapter.

All the interview participants reported feelings of hesitation, nervousness and uneasiness due to co-education at university. For example, Ayesha (from private/public Urdu MOI group) revealed:

I hesitated to interact with the boys during early days in university due to two reasons. Firstly, I did not know what type of background they came from and secondly, due to shyness because I went to a girls only school (Interview i: 29).

Moosa (from private/public Urdu MOI group) noted: *"I felt shy to interact with girls during early days on campus...However, I overcame my shyness in about two weeks' time"* (Interview i: 25).

Along with the afore-mentioned reactions, some participants faced some other difficulties. Ali (from private/public Urdu MOI group) had difficulties in his experience of the early days in hostel as well:

I had a problem in adjusting to hostel because I did not know anyone there...and...I really felt lonely...I had a problem in adjusting with new people...We are five boys in

one room and everyone has different habits because of which...it was really difficult to adjust there during the early days (Interview i: 29).

Along with nervousness, Rameez (from private English MOI group) revealed that he felt unwelcome on his first day in university because of the unfriendly atmosphere. He explained: *"I felt unwelcome on my very first day on campus...The administration staff was very un-cooperative...I felt that the people were very unfriendly and the atmosphere was unwelcoming...I felt like going back to college"* (Interview i: 22).

Similarly, Saad (from private English MOI group) reported the negative attitude of senior students and said: *"Some seniors had a very rude attitude...they did not treat us in a good way...and were being a little arrogant...they were behaving like bosses"* (Interview i: 26).

Amir (from cross-over learners group) particularly reported having experienced the feeling of isolation during early days on campus, due to the co-ed setting, although this disappeared as time went on:

I used to have a feeling of isolation during the early days here...because I did not know anyone...but gradually I made friends...I was very shy and reserved and I did not seek help from anyone in case I was not able to understand something...The reason for the nervousness and shyness during early days was...because I did not have prior experience of studying in a co-ed institution...I felt that no one in the university was ready to guide the newcomers (Interview i: 23).

The findings on participants' first impressions of university show that the interviewees, although excited about joining university, were faced with shyness, nervousness and hesitation on first encounter with the new culture, particularly because of co-educational environment and different culture compared to their prior educational institutions.

5.3.2 Later Transition Experiences

The data on the study participants' later transition experiences was collected in the second interview round. These transition experiences, for all the interview participants, comprised several challenges faced in adapting to the new learning culture in university. In particular, the interview data revealed that the participants' adaptation challenges and transition experiences were connected to and in reaction to their prior perceptions and expectations of the new culture. The participants' under-preparedness emerged as another major factor influencing their

transition experiences and presenting them with adaptation challenges in this study. The participants tended to consider themselves under-prepared for university in terms of coping with several academic demands of the university culture. In particular, all the participants reported that they had not been prepared to meet the demands of university academic and linguistic culture. The participants faced challenges and difficulties with meeting deadlines, research-based writing, meeting the linguistic challenge, coping with the university teachers' style and letting go of scaffolds, the university assessment experience, no access to library service, and the mixed environment dilemma. The findings on these challenges are presented next.

Expectations of and preparedness for the new culture

The interview data revealed that along with the participants' prior learning experiences (school and college sector and type, and MOI), two other key influences that shaped the transition experiences of all the interview participants were their unrealistic expectations and lack of preparedness for the new learning culture. Clearly, the mismatch between what they expected from a new culture presented them with several challenges to adapt to the demands of the new setting on finding it different to what they expected. The participants initially seemed to have had a general expectation that the university learning environment would be similar to their experiences at school and college. However, all the participants reported feeling the opposite after actually coming in contact with the new learning culture at university.

All the interview participants from the three educational groups reported that they had misconceptions about university learning culture. They indicated that their unrealistic expectations of the university culture made the first semester, and particularly the first few weeks after their university entrance, quite difficult because they could not understand the demands of the new learning culture. Another unrealistic expectation that was reported by all the participants in this study was that the teachers in the university would provide them directed and scaffolded learning, or learning support similar to that provided by the teachers at school and college. These findings are discussed in detail, under relevant themes in this sub-section.

Three participants, Amir, Subhan and Ali, were finding it relatively more challenging to adapt to the university culture. Amir, who was from the cross-over learners group, in particular revealed that he was finding it very hard to adjust to the university culture. He thought that he might not be able to adjust by the end of the first semester and it might take him the whole of the second semester to fully adjust to the university culture. Amir was really concerned regarding his situation, as explained below:

I am finding it very hard to adjust to the university academic culture. I am facing multiple challenges. I did not perform well in the mid-semester exam...and my assignments and presentations are also not going well. I can hardly follow the teachers and I don't understand much of the lectures...I simply don't know what to do. (Interview ii: 16).

Subhan, another participant from the cross-over learners group, expressed his concern on the sudden rise in academic standard in university: “*University academic standard is much higher compared to school and we were not prepared for this jump, because of which we are facing challenges in adapting to the university academic culture*” (Interview ii: 19).

Ali who was from the prior private/public Urdu MOI group, shared the challenges he was facing and the efforts he was making to adjust to the university culture:

I am trying to adjust to the university academic culture...I am making my utmost effort to manage time...to adjust to the university system and culture...and how to cover the course material...There are so many challenges...and I am trying to adjust because I have to survive the four years here (Interview ii: 20).

Rabia, Sana and Subhan reported that they expected the semester system to be easier but had found that it was actually harder than the annual system at school and college. They particularly expressed concern regarding the shorter semester duration. In the example below, Subhan (from cross-over learners group) explained how his first exposure to the semester system was a challenging one:

I am finding semester system quite challenging and hard. I had heard that it is easier but it's not... I thought that study here would be much easier due to semester system but...we have to work really very hard to get through a semester successfully. This is definitely not what I was expecting (Interview ii: 8).

For Amir (from cross-over learners group), university was a symbol of freedom from the burden of study where study would be easier, because of the semester system. However, Amir quickly revised his pre-university perceptions:

I used to think that there will be freedom in university and that the semester system will be easier than the annual system, but actually that is not the case...university study is hard...rather harder than school and college (Interview ii: 12).

The participants' unrealistic expectations of the university in the current study appear to be caused by the wide difference between school/college and the university culture in Pakistan. For a majority of learners, moving from their prior learning culture to new learning culture was a big leap as they were not prepared for or provided with any information regarding the new learning culture and how to adapt to its demands and routines. They appear to have entered the university with the same picture in their mind that they had of school and college and expected university to be similar to what they had experienced over the last 12-13 years of their life, with the exception of some added freedom. Some participants thought that university would be better than school and college. Perhaps, the reason for this situation can be located in the lack of collaboration and link between the secondary/higher secondary and higher education in Pakistan, where learners are not provided with any opportunities for visiting the universities or attending information seminars which might prepare them for entering the next phase of their educational career. There is thus a need to understand the influence of the participants' preparedness on their transition experiences.

Meeting the deadlines and managing the workload

A common experience shared by all the participants was university academic workload and time management. However, the participants indicated that they had learnt more about independent time management after coming to university. Moosa (from private/public Urdu MOI group) explained: *"I felt very frustrated during early days...I didn't know how to manage the workload and meet deadlines...but now I have learnt how to manage my time"* (Interview ii: 3).

Rameez (from private English MOI group) was the only learner who felt that university workload was less than secondary and higher secondary academic tasks. He explained: *"In fact I have to give less time to my studies now. The main reason behind that is we have fewer subjects in a semester at university as compared to secondary and higher secondary years"* (Interview ii: 2). However, all the other participants noted that as university academic tasks were harder and there was more burden of work, the time to complete these was difficult to manage. For example, Faisal (from private English MOI group) elaborated:

As compared to school and college, the university academic tasks are quite difficult and hard...We have to do assignments, presentations...sometimes we have two presentations or assignments in a day and we get only two to three days' time to prepare those...It's quite hard to manage time. We are facing time management

issue...I mean I find it challenging to divide time between various study tasks and subjects (Interview ii: 9).

Farwa (from private English MOI group) also shared the challenges she was facing in managing university workload which left no time for other activities:

We have more workload in university...we have to devote more time to university academic and study tasks because we have to search a number of sources to find relevant material for doing our projects, presentations and assignments and...it is quite time consuming...so much so that we have to forsake other activities to spend more time doing university work to finish it on time (Interview ii: 13).

Rabia (from cross-over learners group) indicated:

We have more workload in university...we have to devote more time to university academic and study tasks...We have to do so many different academic tasks in a close deadline...we are busy with university work all the time and don't get any leisure time (Interview ii: 9).

To become independent learners, university entrants are required not only to take greater responsibility for their learning but also to learn the skill of managing the university academic workload and time. Many study participants reported that they had to struggle in this regard due to their prior habit of working slowly during the annual system at school and college. Reporting a similar difficulty in keeping a balance between university academic workload and time, Maria (from private/public Urdu MOI group) stated: *"We have so many tasks to complete in short time...sometimes we have to complete two assignments and a presentation in a week which is very hard to manage"* (Interview ii: 13).

Another point raised regarding university workload was the participants finding no spare time to take part in extra-curricular and social activities in university. Since their university entrance no participant was even thinking about or planning to take part in any such activity because of the university academic workload. Faisal (from English MOI group) said: *"I am so busy in my studies at university that I can't even think about playing a sport and taking time out for that"* (Interview ii: 17).

These findings are consistent with a number of existing studies reporting difficulties faced by learners in managing university workload and time management (e.g. Asmar et al., 2000; Krause & Coates, 2008; van der Meer et al., 2010). van der Meer et al. (2010) conducted a study

to compare the issues around first-year students' time management at the University of Groningen, Netherlands, and the University of Otago, New Zealand. van der Meer et al. (2010) concluded that time management was a challenge for students from both universities. A majority of the current study participants (13/14) also found it hard to manage time to meet the deadlines and complete various academic tasks within deadlines.

Another similarity that van der Meer et al.'s (2010) study shared with the current study was the teachers' lack of concern or indifference with the difficulty students faced in managing time and students' inability to understand what the teachers expected from them. van der Meer et al. (2010) maintained that although it is the students' responsibility to learn time management, the role teachers can play in developing this skill cannot be denied. A similar concern was reported by the participants in the current study which is discussed later (under 'Coping with the university teachers' style and letting go of scaffolds') in this sub-section.

The interviewees in this study were found to expect that they would be required to do less academic work in university compared to school and college. This situation presented them with problems in managing time and workload in university. A majority of the interviewees (13/14) also noted that they were facing difficulty in managing time to complete all the academic tasks at university by deadlines. The participants reported initially taking university academic workload in a lighter manner due to their habit of working slowly during school and college where they had lesser workload because of the annual system. However, the reality was different at university.

All the participants reported that they used to work harder near the examination during the school and college and managed to do well. Following the same routine, they did not understand that a semester goes fast and is shorter (four to five month's duration only) and requires them to speed up their academic work to meet the closer deadlines. The participants also reported not paying any attention to time management and most of them found it was hard for them to juggle multiple academic tasks assigned to be completed within a fixed period of time ranging from a week to a fortnight. As Moosa (from private/public Urdu MOI group) indicated: "...greater workload and university academic tasks are harder compared to those at school and college and are something that is more difficult to manage" (Interview ii: 18).

Revealing his expectations of university workload, Amir (from cross-over learners group) indicated: "*I always looked forward to less study work at university*" (Interview i: 10).

Participants such as Faisal, Moosa, Amir, Maria and Sana reported that, for them, university initially represented freedom from long working hours and burden of study that they had to bear during secondary and higher secondary years. For example, Maria (from private/public Urdu MOI group) stated:

For me university meant plenty of free time to spend with family and friends...but when I came here, all my expectations proved wrong...I have to work more than what I used to do at school and college...I hardly get any free time...I have to meet deadlines and work on daily basis (Interview ii: 13).

The examples of these learners resonate with the findings of Walsh (2007) who studied Australian university entrants and found that many learners had unrealistic expectations regarding workload at university especially as “some learners expect that there will be less work at university because there are fewer contact hours” (p. 6). Participants in the current study were found undergoing similar experiences as reported by Walsh (2007) in case of Australian university entrants.

Research-based writing

All the interview participants indicated that research culture and particularly research-based and reflective academic writing was a new experience for them and was presenting them with a significant challenge in university. All the participants reported that they had never done internet search before and they learnt how to do it after joining university. However, the interview participants reported that they were enjoying learning how to research and how to use it in doing their academic tasks. Nonetheless, an important issue was the lack of guidance provided by the teachers on how to take up research. For instance, Sana (from cross-over learners group) elaborated:

I did not know how to take up research when I first came to university...They did not teach us how to do that at school and college...Even the teachers at university did not guide us how to take up research when they gave us our first assignment task...They did not tell us where to search the material from (Interview ii: 18).

Moosa (from private/public Urdu MOI group) believed that the colleges should introduce the learners to research culture to help smooth their transition into university academic culture:

I think that students should be given some training in the colleges regarding research culture. They should at least introduce the students to what research is...and we should be given a little idea of the new academic setting so that we are prepared to face a totally opposite academic culture (Interview ii: 13).

Lack of skill in academic writing was reported by all the participants to be posing a significant academic challenge to them in university. They revealed that they were not taught academic writing skill at school and college. Hence, this was something new for all the interview participants. Another challenge was lack of skill and knowledge of using sources other than text books and incorporating them into assignments. This challenge was a novel experience for all the participants. The participants reported that they found it very challenging to incorporate sources into writing.

Learning in university is reliant on various academic skills which must be learned and mastered and participants in this study reported to be not skilled in reflective, academic and critical writing due to which they found it hard to adapt to the university academic culture. As Ayesha (from private/public Urdu MOI group) reported: *"I scored a very low mark in my first assignment because I did not know how to write an assignment"* (Interview ii: 16). Similarly, Faisal (from private English MOI group) revealed: *"I did not even know how to do academic writing because I was never taught how to do that"* (Interview ii: 14). The findings of this study suggest that the study participants were not equipped with the requisite academic writing skills.

All the participants indicated that they did not have any of the essential skills required to adjust easily to the university learning culture, such as, note-taking, independent learning, deep learning, and critical and reflective thinking, reading and writing, as their prior educational institutions had not taught them these skills. For example, Moosa (from private/public Urdu MOI group) said: *"I never used to read a book chapter before we were taught that in the class"* (Interview ii: 18). Maria (from private/public Urdu MOI group) indicated: *"Note taking is really a difficult thing... I am finding it very hard to keep pace with the teachers to take down notes"* (Interview ii: 21).

Past studies also report that university-level study requires learners to develop a range of advanced literacy practices that will equip them to engage effectively with their chosen fields of disciplinary study. One such literacy practice highlighted in existing literature is the writing of research-based assignments (Brew, 2006; Goodyear & Zenios, 2007; Neary & Winn, 2009; Ramsden, 2008). The interviewees in this study reported finding problems in writing research-

based assignments due to having no prior experience in this area and lacking support from the university academic staff in how to go about this task.

It appears from the findings of the current study that the gap between the context for learning in secondary and higher secondary education in Pakistan may be a key reason why the participants were not ready for university academic culture in this study. These findings are consistent with Venezia and Jaeger's (2013) findings who studied US university entrants. They found that the under-preparedness of their study participants for post-secondary coursework was caused due to differences between what high schools teach and what universities expect, as well as large disparities between the instruction offered by high schools with high concentrations of learners in disadvantaged schools/colleges and that offered by high schools/colleges with more advantaged learners and better academic and non-academic provisions. A similar situation appears to have presented the participants in the current study with problems in meeting the university academic demands.

Meeting the linguistic challenge

English MOI was not new to any of the interview participants except Moosa (from private/public Urdu MOI group) as all of them had experienced studying through English MOI at one or more stages of their educational career before university entrance. Moosa was the only participant who had the whole of his 12 years of pre-university education in Urdu MOI. Nonetheless, a majority of the interview participants (12/14) revealed facing problems, except two participants from private English MOI group, Sarah and Faisal. These two participants reported that despite a few problems, they adapted to the university linguistic culture smoothly. Sarah reported having no problem in adjusting to the university linguistic culture due to her positive prior experiences:

Prior English medium of instruction and my interest in English language helped me in adjusting to the linguistic culture in the university and produce the required level of academic work (Interview ii: 17).

The rest of the participants, from both prior English and Urdu MOI, were facing challenges to adapt to the university linguistic culture. These participants reported several challenges they had to face to meet the university linguistic demands and also put forth a number of reasons for their problems. A majority of the study participants (10/14) reported having problems in comprehending lectures and content in English; and taking notes. For instance, Farwa (from

private English MOI group) explained: *“Our lectures in university are completely in English...teachers use English language only to teach due to which I face a lot of problem in understanding the lectures”* (Interview ii: 17). Ali (from cross-over learners group) reported: *“I can't keep pace with the teacher to take down notes because of the lectures being in English”* (Interview ii: 18). The possible reason for this challenge could be that in a majority of schools in Pakistan, little attention is paid to developing learners' English listening and reading comprehension skills to the required level. This problem leads to difficulties in comprehending the academic lectures in university which are mainly delivered in English. At the same time learners also lack the text comprehension skill due to little attention paid to developing reading comprehension skill at schools.

Although experiencing similar difficulties, Ayesha (from private/public Urdu MOI group) explained that teachers were helpful when asked:

Our lectures in university are completely in English...teachers use English language only to teach, due to which I face a lot of problem in understanding the lectures... I have to request the teachers to explain in easy and simple language. They are very kind...and they re-explain in simple English (Interview ii: 27).

Amir (from cross-over learners group) also indicated he was having problems in adjusting to the university linguistic culture due to the complexity of the subject content textbooks which were also written by non-Pakistani authors:

Our Computer Science books at university are all high standard and high level books authored by foreign writers which I find hard to understand. I either take help from dictionary or ask a friend for the meanings. I also face problem in writing in English (Interview ii: 33).

These participants also identified the low level of English syllabus books taught from year one to eight in Urdu MOI and low standard English MOI schools. As learners found the secondary and higher secondary books harder, this may also have affected their later ability to handle university texts. Rabia (from cross-over learners group) elaborated:

We were taught very low level English text books from year one to eight...and the level suddenly became higher in the secondary years and even harder for us during the higher secondary years. I had difficulty doing independent English reading comprehension during secondary years...and the teachers only focused on finishing the

syllabus, they did not seem to care if we were able to follow them or not (Interview ii: 14).

Making oral presentations was another new experience for all the participants and a majority (12/14) of them appeared to face problems in presenting due to reasons like the presence of an audience, English language, and speaking without any aids or written material in their hands. They identified that a lack of proficiency in English speaking skill made them feel hesitant and scared to make the presentations. For example, Rameez (from English MOI group) reported:

I learnt my presentation by heart...I started presenting orally and whenever I forgot, I read out of the paper that I had with me...It was both oral as well as paper reading...I tried to explain the concepts orally and forgot twice in between the presentation...and I stopped...but then I had to do paper reading. I stopped and started doing paper reading during the presentation because I can't speak English fluently...I have the fear of making a mistake...I can't make an oral presentation in English (Interview ii: 27).

Faisal and Sarah were the only interview participants, amongst all the cases, who reported that they presented confidently. They attributed their confidence to both their prior English MOI and their previous roles as Head boy and Head Girl at college which provided them with exposure and experience to speaking in front of audience in English. As Faisal explained:

I made my presentation confidently in English. I did not feel any hesitation, shyness or fear while presenting because...since I was the head-boy at my college...being the head-boy I used to address the students during assemblies. Although it was my first presentation at university and I presented in front of my whole class and a senior teacher...I presented confidently...and I did not stop at any point (Interview ii: 22).

Sana (from cross-over learners group) revealed that she was so scared of facing the audience that she did not make the first presentation:

I was prepared for the presentation...but I was feeling very nervous and scared to present before the audience...I didn't know how to face the audience so I did not present and the teacher gave me a zero (Interview ii: 28).

All the participants voiced concern about the low level of English language teaching and learning at schools which had negatively influenced their adaptation to the university academic and linguistic culture. They felt that schools should focus more on developing learners' English language skills. For instance, Faisal (from private English MOI group) revealed:

I feel that had the teachers taught us in English only at school, it would definitely have had a positive effect on developing our English language skills. They used a mix of English and Urdu and mostly Urdu to deliver lessons. Our school had the policy to make students speak in English at school...Our teachers only used to encourage us to speak in English sometimes but they never made us speak in English...they should have been a bit strict in making us speak in English (Interview ii: 28).

Participants also pointed out that their previous schools had not paid any attention to teaching academic writing skills. The participants from prior private English MOI group revealed that despite the MOI being English, the teachers mainly used a mix of Urdu and English languages for both teaching and interacting with the learners. For instance, Rameez believed that despite coming from English MOI, the low level of English language taught at his school had not helped him in adjusting to the higher level at university:

I come from English medium of instruction background but the standard was quite low at our school, which did not help me much, and I am facing some problems in adjusting to the university linguistic culture due to higher standard here (Interview ii: 29).

Saad also commented: “*They did not teach us academic writing skills at school and college*” (Interview ii: 26).

Further elaborating on the standard of English language teaching and syllabus, Saad (from private English MOI group) said: “*The syllabus books were in English because the school was English medium, but the [other] teachers used Urdu and English language for delivering the lesson*” (Interview ii: 26).

Sarah (from private English MOI group) reported that the English language teachers were inexperienced and not competent enough to teach at secondary and higher secondary levels.

There was very little importance and value given to English compared to the Science subjects but I knew that I will have to work hard in English to get overall good result. Each and every subject holds weightage in our final result...and we should not take any subject for granted. I focused on my own way of preparing for English, I stopped following the teacher...and...I used to take help from my father (Interview ii: 25).

All the participants reported having restricted English language knowledge due to a lack of emphasis on oral skills taught at their schools and a focus on simply copying answers from the text book. For example, Subhan (from cross-over learners group) explained:

During secondary years, my English language knowledge was restricted and limited to the syllabus books only...I could read the syllabus books only and write down the answers I learnt out of them...I could not speak in English at that time because I hesitated and felt nervous because of my low level English knowledge (Interview ii: 29).

Similarly, Sana (from cross-over learners group) reported having restricted English language knowledge due to a lack of emphasis on oral skills in the text books taught at her school.

The participants did not feel that their respective schools had done enough to develop their English language skills and knowledge to meet the university academic requirements. They reported that no attention was paid at their schools to teaching practical English usage and complex tenses. Therefore, they found it hard to construct sentences in English and faced problems in both writing and speaking in English. For instance, Ali (from private/public Urdu MOI group) said:

They taught us only the three basic tenses: past, present and future...they did not teach us which form to apply while using past or some other tense...we did not know when to use continuous or perfect tense and so on...all we knew was using simple past, present or future tense (Interview ii: 22).

Low level of English language teaching and learning at school may be a significant reason for a majority of the study participants' low proficiency and skill level in English language. A majority of the participants (11/14) indicated they had low level of English language knowledge and proficiency in spoken English and faced difficulties in learning advanced level content in English. Ayesha, Rabia, Maria, Nadia, Amir, Ali, Rameez, Subhan, Sana, Farwa and Moosa, all indicated that they either could not speak English fluently or hesitated to speak in English due to having a low skill level in spoken English, and low vocabulary. In addition, the habit of thinking in Urdu and translating it into English before producing a verbal or written response in English was most probably influenced by the Grammar translation method of learning English widely used in Pakistani schools and colleges. Only three participants, Sarah, Faisal and Saad, who were all from prior private English MOI group, reported facing little or no problem in speaking English fluently and confidently. Many participants therefore appeared to be struggling to meet the linguistic demands of the university academic culture due to factors like low skill in English language knowledge and proficiency, mainly due to having learnt English as a second language through Grammar Translation Method.

These findings are consistent with Evans and Morrison's (2012) findings who conducted a longitudinal study to track the linguistic experiences of 28 Hong Kong students at a polytechnic institute. They found that although the students succeeded in adjusting to the English medium, they still faced linguistic adjustment problems during first year such as, understanding advanced vocabulary, lectures, and academic writing.

The current study findings revealed that the participants' prior MOI, ESL and the methods used for teaching English were also noteworthy reasons for their under-preparedness for the university academic and linguistic cultures and MOI. Thus, this study extends on Venezia and Jaeger's (2013) reasons for US university entrants being under-prepared for university academic culture due to prior school and college sector, to also include prior MOI and ESL. There is much evidence from the current study that shows that the prior non-English MOI at school was an additional contributor to the participants' difficulties in meeting the university academic demands.

Although the participants from both prior English and Urdu MOI were facing more or less similar academic adaptation challenges, the prior Urdu MOI learners appeared not to be prepared for meeting the MOI demands of university and faced further difficulties in understanding lectures imparted in English, text books and course content.

Reflecting on their preferred MOI for school and college education in Pakistan, nearly all of the participants showed preference for English MOI, except for Sana (from cross-over learners group). For example, Ali responded: *"English is the best choice for medium of instruction"* (Interview ii: 35). Similarly, Rameez (from private English MOI group) stated:

I prefer English medium of instruction because the biggest problem with Urdu medium of instruction is that when you finish your school, college education is different and if you are from prior Urdu medium background you have to face untold problems in further studies and you become confused because you are unable to understand the course material in English. Your overall academic performance is negatively affected. But if you have had your schooling in English medium, your future becomes secure...getting schooling in English medium is the first and main step towards securing your future (Interview ii: 32).

On the other hand, Sana (from cross-over learners group) explained her choice for mixed medium of instruction: *"There should be open choice for students to either study in English or Urdu medium of instruction"* (Interview ii: 25).

However, all the other participants showed preference for English MOI for university education. For example, Moosa (from private/public Urdu MOI group) responded: *"My preferred choice for language of instruction for university education is English medium"* (Interview ii: 34). On being asked if the university medium of instruction should be switched to Urdu MOI, Moosa replied: *"University language of instruction should not be changed...instead of changing university medium of instruction to Urdu, they should implement English medium of instruction in all the schools"* (Interview ii: 34).

All the participants acknowledged the importance of learning and mastering English language because of its role in education and as an international language. According to Faisal (from private English MOI group):

English language knowledge and skills are the guarantee to a successful and secure future and good career. English is international language and everyone should know it. Teaching and learning of English should start at basic level...like I started learning English from start that is why I have never faced any problem in English language. Schools should focus on developing spoken English skills... students should be encouraged to speak in English. English language teaching level should be improved because it will help students to adjust easily into linguistic culture in university (Interview ii: 31).

Farwa (from private English MOI group) also revealed that for her English language was very important because of its status as an international language:

If we search on internet, we find more data in English language as compared to Urdu. There is more information available in English because...English is the international language...and that is one of the main reasons I am doing BS in English. I want to improve my English language knowledge (Interview ii: 28).

According to Maria (from private/public Urdu MOI group) *"English language knowledge and skills are the guarantee to a successful and secure future and good career"* (Interview ii: 29).

These findings show that the participants hold great value for English language and believe that as it is an international language, it is the medium to gain knowledge and stay up to date with the current development and research taking place in the world. Moreover, they understand how important it is to have good knowledge of and skill in English language to gain a good university degree and the role it plays and position it holds in a promising career. However,

getting no chance to learn English well, or achieving only a low standard of English language hampers both their learning at university and future careers. It is possible that the participants' positive views and beliefs about English language will eventually help them in making a successful transition to the university linguistic culture.

Coping with the university teachers' style and letting go of scaffolds

Another academic adaptation challenge reported by all the interview participants was facing problems with adjusting to the university teachers' teaching style. The participants indicated they had depended on and been over-reliant on teachers during secondary and higher secondary years. They also reported that they had to make an effort to adapt to the teaching style of university teachers. Comparing the university teachers to the secondary and higher secondary teachers, they commented that university teachers did not provide sufficient learning support and help to the learners and left a large portion of work on learners to deal with independently. The participants reported that some university teachers were difficult to understand and did not provide guided support for tasks. Ayesha (from prior private/public Urdu MOI group) explained:

Some teachers teach so well that we find no problem at all with their teaching style but there are some other teachers who we find hard to understand. They don't guide us and give no instructions regarding an academic task like our teachers at school used to do (Interview ii: 18).

Rabia (from cross-over learners group) also revealed that it was hard for her to catch up with her teachers' teaching pace:

I am facing many problems in adapting to university teachers' teaching style, such as our English language teacher has a very fast pace of teaching...she should bring down her lecture speed. No doubt, she teaches really good and whatever she teaches she makes sure that we understand it well, but...the whole class has problem in catching up with her pace because while we are trying to understand one thing, she has moved on to the other by that time and we can't catch pace with her (Interview ii: 15).

All the participants acknowledged having depended on and been over-reliant on teachers during secondary and higher secondary years. Faisal (from private English MOI group) revealed that due to being over-reliant on teachers, students' knowledge remained restricted and they could not become independent learners. He explained how this was different from university:

Things used to be different at school and college, where teachers used to provide us with all the material related to a topic and we had set textbooks which we had to learn from...University is different...We have to do most of the work ourselves...independently (Interview ii: 17).

Rameez (from private English MOI group) also mentioned that moving away from depending on teachers during school was positive:

We did not get so much to learn in school because we were dependent on teachers over there but here in university we get to learn a lot due to the independence that university gives us...and whatever we learn during university life is going to go a long way and help us in our practical life (Interview ii: 27).

All the participants reported that teachers used to give them individual attention and provided them with guidance in every matter at school and college; however, this was not the case in university. For example, Ayesha (from private/public Urdu MOI group) stated: *“Teachers at school gave individual attention to students...and...they were more caring but this is not so in university”* (Interview ii: 18).

All the participants also showed concern regarding teachers' teaching style and attitude towards the learners in university. For example, Amir (from cross-over learners group) said:

During school, our teachers used to pay individual attention to students...they used to guide us in every matter. If they gave us homework, they used to give us instructions how to do it and where to get more information on the topic from...but the teachers here are indifferent, they just deliver lectures and give us topics for assignments...they don't guide us how and where to search the information from. They don't even tell us what they want from us in the assignments (Interview ii: 23).

All the current study participants reported the university teachers' indifference to the learners' problems. Rabia (from cross-over learners group) shared that one problem she was facing was regarding the university teachers' indifferent attitude to the academic challenges faced by the learners. She stated:

Teachers here in the university leave everything on us...They expect us to do everything ourselves...they put all the responsibility on us. They do not guide us how to do assignments, they simply tell us to do them...they just give us the topic and leave the

rest on us. For example, we have to write an essay within one day and they did not even tell us which books and articles to consult (Interview ii: 12).

Ali (from private/public Urdu MOI group) also concluded that *"Lecturers here don't pay individual attention to students"* (Interview ii: 25).

Saad (from private English MOI group) pointed out how independent university study involved more work:

During secondary and higher secondary years, teachers gave us individual attention...and we used to be more dependent on our teachers...there was less burden of studies...but in university the teachers leave most of the work on us and we are overburdened (Interview ii: 14).

Subhan (from cross-over learners group) reported: *"During secondary and higher secondary years, we were more dependent on our teachers... there was less burden of studies"* (Interview ii: 14). Recalling his dependence on teachers during school and college years, Moosa (from private/public Urdu MOI group) said: *"(laughing) our teachers used to elaborate and explain everything in a spoon-feeding style"* (Interview ii: 26).

The findings regarding the expectations of the university entrants of university teachers' teaching style, the need to change prior learning approach and habits, and acquire more independent and autonomous learning style with less reliance on teachers coincide with Lowe and Cook's (2003) findings. Lowe and Cook surveyed Irish learners and collected information on pre-enrolment learners' expectations and compared the information with their academic and social experiences during the first two months after university entrance. Lowe and Cook (2003) also found that a large number of the Irish university entrants in their study expected the university teachers' teaching styles to be similar to those at school. The learners in their study therefore reported difficulty in acquiring the independent study style, shedding off the old study habits and taking more responsibility of their learning. The unrealistic expectations on part of these Irish learners presented them with academic difficulties during transition into university, in a similar way as to the current study participants.

Another finding is regarding the current study participants' difficulty in understanding what the teachers expected from them in the assignments. This finding resonates with that of Blair (2016) who studied 51 first-year students at one UK university. Blair found that the students in his

study were unable to comprehend what their tutors expected and wanted from them in assignments.

Another issue reported by all the participants was feeling hesitant to approach teachers outside the classroom in the case where they might need their help or support. For example, Ayesha (from private/public Urdu MOI group) explained:

Things used to be different at school and college...We knew where to find our teachers...and they were always happy to help us...Here in university we don't know how to find the teachers...and we don't know how they would react if we ask them for help (Interview ii: 18).

In fact, all the participants reported feeling hesitant to interact with the teachers both inside and outside classrooms. For example, Moosa (from private/public Urdu MOI group) elaborated: *"I keep silent and don't ask teacher to explain something I don't understand...I feel shy...and I don't know how they would react"* (Interview ii: 19).

The participants in this study appeared to face academic and social challenges because of lack of access to teachers outside class and not being able to build relationships with them outside classrooms. As a result, learners hesitated and felt shy to interact with teachers in the class and to approach them outside the class in university. In contrast, many participants said that it used to be easier to approach teachers outside class hours during school and college, and to ask questions during and after the class, and they mainly attributed this to the caring attitude of the teachers. For example, Subhan (from cross-over learners group) said:

It was easier to go and talk to the teachers in school and college...But...in university...teachers are so busy that we feel reluctant to go and ask them for support...if we go to see them, they are never there in their offices (Interview ii: 18).

Some other reasons for the current study participants perceiving that the teachers were indifferent to their problems could be either the teachers' expectation that the learners come prepared for university academic work, or the teachers might be purposely trying to make the learners realise and take responsibility for working towards becoming independent learners.

Similar findings were reported by Sevinç and Gizir (2014). They conducted a qualitative case study of 25 first-year university students from various faculties at Mersin University, Turkey to investigate the most common factors that negatively affected the students' adjustment to university and coping strategies. They concluded that there were two main categories that

affected the academic adjustment of these Turkish first-year students, namely teaching quality of faculty and their relationships with faculty. The students in Sevinç and Gizir's (2014) study described their faculties as less warm, supportive, and caring. The current study participants also reported similar feelings with regards to the university teachers. They revealed that they intentionally avoided approaching the teachers due to their indifferent and unsupportive attitude. Continuing in the same manner and not developing relationships with the teachers outside classrooms may prolong their academic and social adaptation time and ultimately affect their transition period and process.

The participants reported that the university teachers expected that the learners would exhibit the skills vital to adapt to university academic culture. They highlighted that their teachers expected them to exhibit independent learning and information literacy. In addition, according to the participants, the teachers expected them to have the knowledge of searching and using online and library sources, writing assignments and preparing presentations, as well as the ability to engage in critical academic discourse. The participants expressed their concern about being unable to understand what the academics expected from them. The participants also appeared to be facing difficulty in accepting their new roles as independent learners. According to the interview participants, the teachers did not guide them on how to go about taking up the role of being independent learners.

The study participants appear not to realise that university freedom does not come without a cost. They were not only entering adulthood but were going to get freedom from the restricted and controlled environment of school and college, and they were allured with the idea of entering a new place that offered freedom and independence in all respects. They perhaps did not realise that this freedom brings with it greater responsibility, and demands that they should adopt the role of being more independent learners. Taking on this responsibility and adopting the new learner identity and role of adult and higher education learner does not only mean letting go of dependence on parents but also on teachers.

Again this shows the mismatch between expectation and reality of the participants in this study who seem to be unprepared for the challenge of switching their identity from a dependent learner to an independent learner. That challenge is, however, vital for a smooth transition into university academic culture.

The university assessment experience

The mid-semester examination was not a good experience for all the interview participants as reported by them. They felt that they were not ready for the examination as they were still settling into the new culture when the examination was imposed on them. Moosa (from private/public Urdu MOI group) felt that they had not been introduced to the assessment system and they were pushed into sitting the examination:

They should give us sufficient time to adjust in the university life and culture...before making us sit an exam...Teachers should guide us as we adjust in university culture...they should guide us how to do certain tasks...We were not given any guidance regarding mid-semester exams and what they expected from us (Interview ii: 29).

Subhan (from cross-over learners group) also shared similar views:

We had no idea of examination question paper format and how to attempt the questions. They should have provided us with some practice how to attempt examination papers through some practice class tests....to help us become familiar with the assessment system and question paper format...This would have helped us to prepare for the exam in a better way (Interview ii: 21).

All the other participants also voiced their dissatisfaction with the lack of preparedness for the university assessment system. For example, Saad (from private English MOI group) said:

They should at least tell us what they expect from us in the examination and what standard they follow for marking...we didn't have any idea how to attempt the exam paper. We came to know of their expectations from us after our scripts got marked and we received our results. I am really unhappy with this...I could have performed better if I had the knowledge of the assessment system (Interview ii: 16).

Furthermore, Sana (from cross-over learners group) suggested that under-performance in the mid-semester examination was not uncommon: *"Almost all the students could not perform well in the mid-semester exam... mid-semester was not a good experience"* (Interview ii: 18).

All the study participants reported facing difficulties in understanding the university assessment system, particularly how to attempt the questions and what their teachers expected from them. Ayesha (from private/public Urdu MOI group) explained: *"We were not given any guidance*

regarding mid-semester exams...we had no idea of examination question paper format and how to attempt the questions” (Interview ii: 29).

Amir (from cross-over learners group) also said: *“They should at least tell us what they expect from us in the examination and what standard they follow for marking the scripts” (Interview ii: 16).*

A similar finding was documented by Kantanis (2000) in questionnaire data collected from Australian Arts undergraduates taking first-year English. In the light of the questionnaire responses, Kantanis (2000) reported that the university academics have a common conception that first year students exhibit independent learning skills. However, the academics do not explain to the students what they actually expect from them, and hope they will accomplish these skills unassisted, immediately upon university entrance. Hence, as expectations on both sides seem to be unrealistic, there is a need for new learners to understand how to develop greater autonomy in their learning and, conversely, for the university academics (and institutions) to acknowledge that ‘the process of independent learning’ is ‘a cumulative progression’ (Kantanis, 2000, p. 105). One dimension that the current study adds to Kantanis’ finding is that the unrealistic expectations that the university academics may have of university entrants are not only limited to the independent learning skills but are extended to the learners’ assessment skills too. The interviewees in the current study reported that academics expected the learners to be already aware of the university assessment system and ignored the significant difference between university and school/college assessment system as well as university entrants’ lack of knowledge, skill and experience in the new assessment system. Clearly, the requirements and expectations of the new assessment system need to be explained to the university entrants before they are examined.

No access to library services

Having no access to library services, even by half way through the semester, was a cause of great concern amongst all the interview participants. For example, Sarah (from private English MOI group) indicated:

I have not been issued my library card yet...I am extremely unhappy with the slow process...we even have not been issued our university identity cards yet and if we want to go and sit in the library we are not allowed to enter it without our university identity

cards because we need to prove that we are university students and not some outsiders
(Interview ii: 22).

Ali (from private/public Urdu MOI group) also noted his unhappiness about delay in the issuance of library cards due to which he was unable to have access to the library resources:

The delay in library cards is because of the lethargic and irresponsible attitude of the administration staff in our department. They have not sent our roll number list to the library yet. I went to see the librarian personally and they told us that they have not received the students' list from our department and that they will issue the cards once they get the list. Actually our department is responsible for the delay (Interview ii: 22).

No access to library sources through first few months after university entrance may increase participants' problems in adapting to the university academic and linguistic culture, especially in the light of the university's expectations for independent study.

The mixed environment dilemma

All the participants, except for Rameez (from prior all boys school and co-ed college), reported a little nervousness, hesitation and shyness to interact with the opposite gender on campus during the early days, although that quickly passed. For example, Faisal (from prior co-ed school with separate classrooms for girls and boys, and all boys college) remarked:

I felt a little hesitation to interact with girls during the first two weeks only...and...I faced some problems in sharing the same classroom with girls and while doing group work with them during the early days. I don't face any problem now (Interview ii: 3).

In contrast, Rameez reported having no problem in adjusting to the co-ed and interaction with girls because of his prior experience of getting education in a co-ed higher secondary institution. He indicated: *"I did not face any problem in adjusting to co-education because I already had the experience...and...that is why I did not have any problem in interacting with girls"* (Interview ii: 6).

Nonetheless, Sana (from prior all girls school and college) indicated:

I hesitated to interact with the boys during early days due to two reasons. Firstly, I did not know what type of background they came from and secondly, I felt shy to interact with them...It took me almost one month to overcome my shyness (Interview ii: 7).

Sharing the classroom was also a new experience which made some participants (Farwa, Nadia and Maria) feel hesitation, nervousness and uneasiness during the early days in university.

Saad (from prior all boys school and college) believed that the social and cultural norms were responsible for making him hesitant and develop shyness to interact with the opposite gender:

We had both male and female teachers...but almost all the boys felt hesitation in talking to the female teachers because of the environment... I mean environment of the society. Our social norms disapprove interaction with the opposite gender...and we have to consider the other person's reaction as well...whether they approve of interaction with you or not (Interview ii: 3).

Similarly, all four participants from the cross-over learners group reported that they hesitated to interact with teachers of the opposite gender or felt shy to do so. For example, Subhan (from prior co-ed school and all boys college) reported that his shyness with female students also extended to female teachers: *"I even used to feel hesitation in talking to female teachers during early days on campus"* (Interview ii: 4).

Nadia (from prior all girls school and college) also stated:

I never had a chance to interact with boys before coming here, and I was really scared and didn't know how to face this situation...I did not know how to face the boys and interact with them...I had apprehensions regarding their attitude towards girls (Interview ii: 8).

Another problem reported by all the participants was doing group work in mixed groups. A majority of the participants attributed their difficulties to lack of prior experience in a co-ed setting. For example, Maria (from prior co-ed school and all girls college) shared about how the co-ed setting influenced her reactions to the group work experience: *"We have mixed groups for English only and single gender groups for other subjects...I felt shy to interact with the boys in the group"* (Interview ii: 12).

Feeling shy to interact with opposite gender peers and teachers may create problems for learners both at social and academic level. Failing to interact with peers may also lead to alienation and/or rejection. On the academic level, this may affect learning, as a number of learning activities in university require either group work or pair work. All the participants reported a feeling of uneasiness while working together in mixed groups during the early days in university. The participants also noted problems in interacting in group activities. Nadia (from

prior all girls school and college) shared her feelings about group work experience in these words “...*I felt shy to interact with the boys in the group during early days*” (Interview ii: 18). Similarly, Faisal reported: “*I felt a little hesitation to interact with girls...sharing the same classroom...and doing group work during the first two weeks only*” (Interview ii: 11).

However, all the students except Sana (from prior co-ed school and all girls college) were in favour of participation in group activities and believed that such activities would be helpful in gaining and increasing their confidence both in university life and practical life. For example, Faisal (from prior co-ed school with separate classrooms for girls and boys, and all boys college) believed: “*Working in mixed groups helps me in learning how to work with girls which will help me how to work with female colleagues in my professional life after completing my university education*” (Interview ii: 12).

The current study finding on problems faced in doing group work have some links with the study by Sheridan and Dunne (2012) who studied the academic transition experiences of Irish undergraduate students during the first semester in their first year. Sheridan and Dunne (2012) reported that the students in their study found group work to be more problematic and more complex than it appears. The reasons put forth by the students in Sheridan and Dunne's study were that it was a new experience and secondly problem in working with peers who were not their friends as it raised leadership issues. The current study participants also reported that group work was a new experience for them, but a particular issue in this study was feeling shyness to work in mixed gender groups which is different to Sheridan and Dunne's (2012) finding where the Irish students reported facing leadership problems.

5.3.3 Moving Forwards

Further data was collected during the third interview on participants' transition experiences, what new things they had to learn to adapt to the university culture, the lessons they learnt from their transition and adaptation experiences during first semester and their plans for the second semester. The findings of the third interview data are presented and discussed next.

Changing old learning skills and approaches

All the participants except for Faisal (from prior private English MOI group) reported that they used to do surface learning during school and college but that, after entering university, they realised that their old learning approach was not going to work there. They also reported that

while doing surface learning, they used the strategy of rote-learning the text and did not do deep learning to comprehend it. The participants further explained that it was a common conception that reproducing the text-book content word to word in the examination guaranteed a higher mark and the teachers at school and college also encouraged the reproduction of text-book content in examination to get good marks. Commenting on the need to change the learning approach from surface and rote-learning to deep learning in university, Rameez (from prior private English MOI group) said:

I had to change my learning approach in university...I always used to learn by rote...because sometimes the concepts remained unclear in Science subjects...I could understand the language but not the concepts that is why I had to learn by rote...But this is not going to work in university and now I have switched to deep learning (Interview iii: 4).

Replying to the researcher's question why he used to rote-learn during school and college, Rameez reported:

During secondary years, we were encouraged to learn everything by rote even if we didn't understand anything. They were only concerned with helping us get good grades...no one cared if we even understood what we were learning and writing in the exam (Interview iii: 5).

Rabia (from cross-over learners group) also talked about her habit of learning by rote during school and college and that she had to switch to deep learning at university. She elaborated:

In school and college...we were expected to produce the textual knowledge... and...that is why we used to learn by rote...(giggling)...Whoever was good at learning by rote got good marks... I used to learn the Science subjects like Chemistry and Physics by rote because we were advised at school that if you want to get good marks in these subjects then learning by rote is the best way...Our teachers used to assure us that if we learn everything from books by heart, we will surely get good mark in the exams (Interview iii: 8).

However, after university entrance, Rabia had to change this habit: "University study requires us to do deep learning and that is why I have switched my learning approach" (Interview iii: 8).

All the participants reported that they had realised that the learning approach that had been getting them success in school and college years was not going to be helpful in university. As a

result, they realised there was a need to switch their learning methods and they were trying to adopt the required style. However, Sana and Subhan (from cross-over learners group) explained that making this change was difficult. Sana elaborated:

Old habits and learning approaches are not going to work in university...but still I am working the same way although I understand that it won't work here. I need some more time to become serious and focused about the university studies...I wish to...but it's really hard to shun old habits (Interview iii: 2).

Subhan indicated that during pre-university years, teachers and examination markers encouraged reproduction of textual knowledge and material and it was regarded as good knowledge of the subject:

If you want to get good mark...you will have to write exactly what you read in the text book...and the best way to do that is learning everything by rote...and this is what a majority of learners do to get good mark...But in university, rote-learning does not work...we have to understand everything and do deep learning here...I am finding it very hard to change my old habit (Interview iii: 6).

The study participants reported facing various challenges to meet the demands of the university academic culture that required them to change their learning approaches and habits developed during school and college years to become a university learner. After realising the mismatch between their expectations of university and the reality, and their under-preparedness for the demands of the university culture, a majority of the participants (9/14) including Ayesha, Moosa, Farwa, Subhan, Sarah, Faisal, Rameez, Maria and Saad appear to have realised that for successful transition, they need to take up the responsibility for their learning and become independent learners. However, a few learners (5/14) including Amir, Rabia and Sana (from cross-over learners group) and Nadia and Ali (from private/public Urdu MOI group) were still sticking to their old habits of rote and surface learning and were finding it hard to learn how to develop more independent and autonomous learning approaches and take responsibility for their learning. This was creating difficulties for them and could also indicate that they might take more time to undergo a successful transition.

Ayesha (from private/public Urdu MOI group) referred to the shock she underwent on learning that her prior learning approach had become redundant because of different academic demands of the university learning culture compared to school and college: *"I had to change my prior learning habits and style and I think that is the reason why it's taking me more time to adjust to*

the university academic culture compared to other learners in my class" (Interview iii: 4). Ayesha further added that during secondary and higher secondary years she used to learn by rote but: *"I don't do surface learning in university because I know that it is not going to work here"* (Interview iii: 5).

Moosa (from private/public Urdu MOI group) also indicated that he had to switch his learning approach from rote and surface learning to deep learning. Moosa reported that during secondary years he used to learn the content of Science subjects by heart. He realised that his prior learning approach was not going to work in university and that is why he had consciously switched to deeper learning strategies: *"I continued using the old learning approach that I used during school and college, now I know that I need to do deep learning only"* (Interview iii: 3).

The interview findings of this study suggest that learners' preference for a learning approach is not context bound, but rather it is based on their prior learning background and experiences. For example, although Amir and Faisal were enrolled in the same study programme and attended the same classes, Faisal (from private English MOI group) did not have any problem in learning and adopting the new learning approach, whereas Amir (from cross-over learners group) was struggling hard to learn this. The reason for this difference could perhaps be that Amir belonged to a small and under-developed town; was boarding in university hostel at the time of this study; and had his first eight years of schooling in a public Urdu medium school. On the other hand, Faisal had had his secondary and higher secondary education from a private/elite English MOI institution and had always lived in a big city which possibly helped him in facing the challenges better and taking lesser time in making academic transition compared to Amir. These findings resonate with the findings of Biggs & Tang (2007) and Prosser and Trigwell (1999) who argue that approaches to learning are related to learners' perception of the teaching and learning context.

Kember and Gow (1990), who studied the learning approaches of learners at a Hong Kong tertiary institution, maintain that learners who prefer the deep approach are more often found in situations where the academics are perceived to show a genuine interest in learners' work and adopt teaching styles that encourage critical thinking and discussion and where the curriculum is perceived to allow learners room to explore academic interests. Biggs and Tang (2007) suggest that conversely, a surface approach to learning is reinforced when learners perceive a heavy workload, unclear academic goals, crammed course content, inadequate feedback and teaching/assessment strategies that demand quantitative learning outcomes. In the current study, a majority of learners (13/14) reported doing surface learning during their secondary and higher

secondary education due to heavy workload and encouragement from the teachers to reproduce the text in examination as it ensured good grades. As a different practice was needed in order to succeed in university, this posed academic adaptation challenges for the learners in this study who were facing difficulty in adopting a deep learning approach which is vital for academic success in university.

The participants in the current study also expected that they could continue with the same learning approach, habit, and amount and quality of work that helped them succeed in school and college, and hoped that these will help them succeed in university too. The study participants reported that they expected that university study would be similar to that at school and college and they did not know that their old academic learning approach and habit would not work at university. The participants initially appeared not to realise that the study skills and learning strategies adopted and applied in pre-university education would no longer be entirely relevant to the more independent and advanced approaches of learning expected in university. However, later on when they realised this, a majority of the participants (9/14) switched their learning approach and habits and the remaining participants (5/14) were making efforts to do so.

Developing new friendship patterns and social relationships

University presented all the participants with a new and different social environment, which brought a change in their friendship and socialisation patterns and routine. The participants reported that they were keeping their friend circles limited and were not taking part in socialisation as frequently and enthusiastically as they used to do during pre-university years. However, the participants had differing reasons for not developing peer relationships and social circles. Sharing her social adaptation experiences, Nadia (from prior all girls school and college) revealed that she was intentionally keeping a distance from her new friends at university: *"I have made many friends here...but I like to keep a distance from them at the same time because I don't know them well and we have been together only for a few months"* (Interview iii: 11).

Moosa (from prior all boys school and college), however, indicated that, as in the past, he had continued to be very choosy in making friends:

I have some principles and values of my own which I follow while making friends and there always were very few people who met my criteria...I used to wait for the other person to approach me. I was shy...and this attitude has persisted in university too (Interview iii: 16).

Subhan (from prior co-ed school and all boys college) indicated that he used to have more friends during school and college days:

It was easier to socialise in school and college compared to university...[but] there is a mix of people here from different backgrounds which makes it a little difficult to understand them...and due to this, one has to be a little cautious and choosy to make friends (Interview iii: 10).

However, Saad (from prior all boys school and college) reported that he had continued to have a lot of friends in university:

Despite being new here...I still have quite a lot of friends. I never find a problem in making friends, be it school, college or university. University life did not affect my social activities at all, I still socialise the same way as I have always done (Interview iii: 14).

Some participants also reported that another reason why they had not made as many friends as they used to have during secondary and higher secondary years was due to lack of choice because of both gender learners. For example, Farwa (from prior all girls school and college) reported that she had made fewer friends in university because of the co-ed environment: *"I had quite a lot of friends in school because I went to all girls school. We have co-ed at university which restricts our choice to make friends"* (Interview iii: 13).

Faisal (from prior co-ed school with separate classrooms for girls and boys, and all boys college) indicated that he was quite popular in school and college and had a big number of friends: *"Everyone wanted to be my friend"* (Interview iii: 12). He indicated that even in university, all his class fellows wanted to be his friend, but that now he had become very selective in making friends:

The connections and friends you make during university years last for life time. That is why I have become careful in choosing friends now because we have people from diverse backgrounds over here. It is good to meet and share views with people from different backgrounds and experiences but I can't befriend everyone. I have to be careful because I don't know all of them personally (Interview iii: 13).

Amir (from prior all boys school and college) explained that his reasons for making fewer friends in university was related to the diversity of the group:

We don't know people here because they are from different backgrounds, different cities and regions and they speak different regional languages. They are strangers and I really find it hard to interact with them. I have a group of four friends here who also live in hostel. They are from the same region that I come from...We daily sit together in the class and we are so busy in our study tasks that we don't get any time to interact with other people (Interview iii: 15).

Subhan (from prior co-ed school and all boys college) also indicated that he had a problem adjusting to class mates from diverse backgrounds. He explained:

During the early days, I had a problem adjusting with class fellows from diverse backgrounds...I had problem because of their nature and habits...and I also faced some problem in finding my classroom...and did not feel good sitting in over-crowded classroom (Interview iii: 6).

Rabia (from prior all girls school and college) revealed that she used to have a lot of friends at school and used to love to socialise. However, she reported that this changed at university:

I have made very few friends. I am a little hesitant to make friends in university because we don't get sufficient time to know people well...I socialise within a limit...I want to keep my friends' circle limited (Interview iii: 12).

Rabia said she was hopeful that she would overcome this situation with the passage of time, as she adjusted to the university social culture and was able to make more friends.

Sana (from prior all girls school and college) also indicated that she had always loved making friends and she had a big group of friends both during school and college days. However, she explained that she did not make many friends in university:

I used to have a large number of friends during school and college days but I have not had a good experience of making friends in university so far. I have become selective and careful in making friends in university. I have very few friends now because it is difficult to socialise here compared to school and college (Interview iii: 11).

According to Sana, one reason for difficulty in socialising in university was due to diversity:

...because there are various types of people here...from different types of study background like Sciences, Computer Science, Information Technology, Commerce,

etc...their likes and dislikes are different...and then there is another factor...family background...so it is quite difficult to socialise (Interview iii: 12).

However, Sana also admitted that a major factor for not making friends was her father's presence in the same university as she indicated: *"I go and sit in my father's office during free time instead of sitting with other students"* (Interview iii: 12). She had made a very few friends in university at the time of the study. She reported: *"I spend most of the time with my sister and go to my father's office with her when we have free time"* (Interview iii: 13).

Maria (from prior co-ed school with separate classrooms for girls and boys, and all girls college) reported having more friends during school and college days. She explained that there was less opportunity to build friendships at university:

I used to have more friends in school and college compared to university. We don't have time to make friends in university...I mean university duration per day is only three to four hours whereas we used to spend six to seven hours at school and college due to which we had more time to spend with and make friends...Over here we come for a few hours, attend classes and then leave (Interview iii: 14).

On the other hand, Ali (from prior all boys school and college) revealed that he had always been shy to approach other people and this had not changed at university:

I did not have many friends in school. I have made a few friends in university. I find it hard to mix up with new people... it is difficult to make friends in university because people have come from different cities and places (Interview iii: 19).

Overall, the interview participants had varied experiences in relation to social adaptation during transition. Some interviewees (5/14) indicated that it was easier to socialise in university compared to school and college but they were facing hesitation to or intentionally avoiding participating in social activities. A majority of these learners (12/14) indicated that they used to have a large number of friends and wide social networks during school and college. In contrast, they were either reluctant to make new peer relationships in the new social setting in the university or were facing some difficulties in approaching other people or learners for developing new social networks. Amir (from prior all boys school and college) reported having experienced isolation during early days on campus. He recalled: *"I used to have a feeling of isolation during the early days here...because I did not know anyone"* (Interview iii: 5). Since the university offers a completely different social setup compared to school and college life, it

demands active participation in socialisation during the transition period to create a social network.

The interview findings indicate that participants had not been successful in developing secure peer relationships and this attitude might be affecting their social and environmental transition into university negatively. This situation is concerning as research studying emerging adults identifies a significant link between the quality of university learners' peer relationships and their adjustment to university (e.g. Fass & Tubman, 2002; Lapsley & Edgerton, 2002). It is significant that Fass and Tubman (2002) found that poor and insecure attachment was associated with lower ratings of scholastic competence. Similarly, Lapsley and Edgerton (2002) say that as compared to insecure attachments, secure attachment styles are associated with better social adjustment which some participants in the current study appeared so far to be unsuccessful in developing. While this study does not cover a sufficiently long period of transition, and focuses only on the experiences during the first semester, it is not known whether the participants would succeed in developing secure peer relationships by the end of their first year at university or not.

Another reason reported by many interview participants (8/14) for not developing peer relationships in university was that they were intentionally making fewer friends due to lack of choice because of both gender learners being in one class. Rameez (from private/public English MOI group) reported that he had made fewer friends in university: *"It was easier to make friends in school because all my class fellows were boys, but in university almost half of the class comprises girls and due to that I have a limited choice available"* (Interview iii: 13).

Clash in natures and habits due to different backgrounds of the learners in university was another reason reported by a majority of the interview participants (10/14) for forming limited friendship circles. This attitude may lead similar background learners to come together and develop friendship networks based on background (regional, social, language, and educational). For example, learners from Urdu medium, rural low SES school background may feel shy to approach the learners from English medium, urban high SES school background, and prefer to form friendships with learners who share similar background with them. Similarly, learners from English medium, urban high SES schools may consider themselves superior to the learners from low SES background and avoid developing friendships with them. For example, Ayesha (from private/public Urdu MOI group) who had a rural background and went to Urdu medium school revealed that she was keeping a distance from her friends at university: *"I have made many friends here...but I like to keep a distance at the same time because I don't know them*

well and we have been together only for a few months” (Interview iii: 11). Amir (from cross-over learners group) who came from a small town revealed: *“We don’t know people here because they are from different backgrounds, different cities and regions”* (Interview iii: 11). Faisal who had his education in elite English medium school and college, and had always lived in a big city also indicated that he had become very selective in making friends.

The current study findings regarding the influence of the notion of university entrants’ expectations of the new learning culture resonate with some findings of Smith and Wertlieb (2005). They compared the social expectations of first-year US students with their experiences at the middle and then again at the end of the first year. Their results suggested that, in general, student expectations were not aligned with their social experiences in the first year. In the current study, many participants’ prior social experiences were found to be misaligned with their actual social adaptation experiences during transition into university. However, it is unclear whether, or to what degree, their school/college experiences influenced their expectations for social interaction in university. In addition, the present study findings were based on the participants’ experiences during the first six months of first year only, whereas Smith and Wertlieb (2005) conducted a longitudinal study over a period of one year and based their findings on comparison of the data collected in two stages. Most of the current study participants have shown maturity in approaching new people by being selective and observing others first before developing peer relationships.

Lessons learnt and looking forwards

Since the final interview was conducted after the first semester examinations had ended, by then the participants had learnt from their first semester experience and had decided to adopt a different strategy in the second semester. All but one of the participants, Rameez (from private English MOI group) reported having planned to change their strategy in the second semester because their first semester, and particularly the mid-semester examination experience, did not turn out to be a good one.

Rameez was determined to continue with his present strategy and said: *“I plan to start the second semester the same way as I did the first semester...I will continue with the same strategy as I used during the first semester because I am satisfied with it”* (Interview iii: 21). However, all the other interviewees indicated that while they were unprepared for the first semester, they had learnt a lot through the challenging experiences in the first semester and they had decided to try not to repeat the mistakes. The participants explained their reasons for deciding to change

their strategies for next semester. For example, Moosa (from private/public Urdu MOI group) indicated:

I did not have a good result in the mid-semester exam and after that...I decided to make more effort... and I have changed my study style. I have made a strategy for the second semester and I believe that I will achieve all my goals systematically, one by one...one at a time if I follow my plan. I have planned to take up a spoken English course during summer vacation and I also plan to focus on practical English grammar and improve my academic writing skill (Interview iii: 22).

Maria (from private/public Urdu MOI group) also intended to start the second semester in a planned manner and said: *"I will follow a study schedule from day one so as to cover the course material on time"* (Interview iii: 18).

Nadia (from private/public Urdu MOI group) shared how the mistakes she made in organising her workload during the first semester helped with her plan to rectify this in the second semester. She explained:

I had to face many problems during the mid-semester exam because I had not studied on daily basis and it was really hard to cover the lengthy course material in a few days before exam. Now I have changed my strategy and am covering the course regularly and daily. I will follow the same strategy through the final exams and will manage to cover everything by then. (Interview iii: 19).

Ali (from prior private/public Urdu MOI group) also planned to start second semester in a more serious and composed manner to avoid repeating the mistakes he had made in semester one due to lack of knowledge of university academic culture and its demands:

I kept on using the same strategy as I used at school and college before mid-semester but now I have realised that it does not work at university. I did not take my studies seriously during the first few months but now I have realised my mistake and I will follow a schedule in semester two to improve my academic performance (Interview iii: 19).

Farwa (from private English MOI group) admitted making similar mistakes during first semester: *"I did not study on daily basis and put off the task to last day...I simply did not manage time in the right way...I made mistakes and I will not repeat these in the next semester"* (Interview iii: 25).

Saad (from private English MOI group) also reported that he did not set goals during first semester which affected his academic performance during the first semester: *"I made the mistake of not setting goals in the first semester. Now I have set my goals for second semester and I will try not to repeat my mistakes"* (Interview iii: 19).

Rabia, Sana and Subhan (from the cross-over learners group) reported having learnt a lesson from the first semester experience and hoped to perform better in the second semester as they were more aware of the demands of the university learning culture now. For example, Rabia indicated that she would take more responsibility for her learning in the second semester:

The real problem is that there is freedom in university and no one prompts us to study ...I was also carried away by this freedom and I neglected my studies and thought that I would be able to cover the course material near the exams, but...I was wrong. I have to take the responsibility of my studies. I have changed my attitude now and I have decided to study on daily basis and have become more focused (Interview iii: 23).

However, Amir (from cross-over learners group) reported that it would take him one more semester to fully adapt to the university and that he was hopeful that he would adjust to the university by the end of the first year. He explained:

I don't feel that I may be able to adjust by the end of the first semester. I think it will take me the whole of the second semester to fully adjust to the university academic culture (Interview iii: 26).

While the majority of interviewees reported bad performance in their first mid-semester examination, all of the participants took the experience as a motivation to work harder for the end of semester examination as they had learnt a number of things from that experience and were determined to perform better in the final examination. They believed that they would not repeat the mistakes they had made because of lack of knowledge of university culture, for example assuming that university assessment was similar to secondary and higher secondary assessment system. All the interviewees except Sana, reported they had developed new strategies for studying and preparing for the first semester examination after having a lower than expected performance during the mid-semester examination.

5.4 CHAPTER SUMMARY

This chapter has discussed the findings of the study within the context of the existing literature. The discussion was guided by the four research questions. In relation to the Pakistani learners' transition into university, the discussion was focused on four key aspects in compliance with the four research questions: adaptation challenges (including academic, linguistic, social, and environmental adaptation challenges during transition into university); role of prior learning experiences in adaptation to university culture; role of prior medium of instruction in adaptation to university culture; and how learners adapt to the university culture during transition.

Based on the findings of this study, it appears that the major academic adaptation challenges faced by the participants include: unrealistic expectations of higher education and university culture; ill- or-under-preparedness for university academic culture, university learning approaches, skills and habits; time management; workload; language medium of instruction; independent learning; university teachers' teaching style; lack of university teacher support; difficulty in understanding and meeting university teachers' expectations; academic writing, research and presentation skills; and difficulty in understanding and adjusting to the university assessment system.

The findings reveal that the participants face a number of linguistic adaptation challenges irrespective of their prior medium of instruction which include: making presentations, academic writing, content learning, critical reading and reflection, comprehending complex texts in English, and advanced vocabulary.

In addition, the social adaptation challenges that appear to be faced by the participants, as revealed by the qualitative findings in the current study, include: nervousness during early days on campus; socialisation; making friends; alienation; interaction and socialisation with students from diverse backgrounds; shared classrooms, mixed groups and interaction with the opposite gender; freedom, independence and lack of strictness in self-discipline; and difficulty in developing relationships with the academic staff.

The qualitative findings show that adaptation experiences and challenges faced by the participants were not simply based on their individual characteristics, but many of these challenges had their origin in the participants' prior learning experiences and contexts, and MOI. The findings reveal that the participants from prior public sector and single gender schools and colleges, and rural background were finding it relatively more challenging to adapt to the university culture. However, a significant finding was that there was not much difference

in the transition experiences and challenges for participants from either prior English or Urdu medium of instruction background. It was also found that participants from elite English medium schools were finding it relatively less challenging to meet the demands of and adapting to the new learning culture compared to the participants from low status English medium schools.

The findings also show that adaptation appears to be an ongoing process for most of the participants, extending beyond the first semester at university which was the focus of this study. By the end of the third interview, the majority of participants had begun adapting to the university culture by forming a new learner identity of independent university learner. The findings however suggest that adaptation of the participants may continue beyond the time of the study. Therefore, transition is unlikely to be complete after just one semester for most participants.

This chapter has presented the results and interpreted/discussed the qualitative findings of the study. Based on these findings, it is suggested that the transition experiences of the study participants may not be simply shaped by their prior learning experiences and MOI but may have their origin in the learners' perceptions and expectations of, preparedness for, and the demands of the university culture. The findings have revealed three emerging themes: Expectations of university, (under-) preparedness for transition, and challenges in becoming a university learner. It was further found that the three emergent themes are connected because the challenges faced by the participants during transition into university originate from and are embedded in their expectations of and preparedness for university. For instance, the participants expected to receive similar scaffolded teacher support at university as they received at school. However, upon university entrance they realised that no such support is available at university and they need to become independent learners. This situation presented them with an academic challenge. Similarly, the participants reported they were not taught and prepared for academic writing at schools and colleges. This lack of preparedness for academic writing presented them with an academic challenge at university. The key qualitative findings for the three emerging themes, expectations of university, (under-) preparedness for transition, and challenges in becoming a university learner are summarised in the figure 5.1 below.

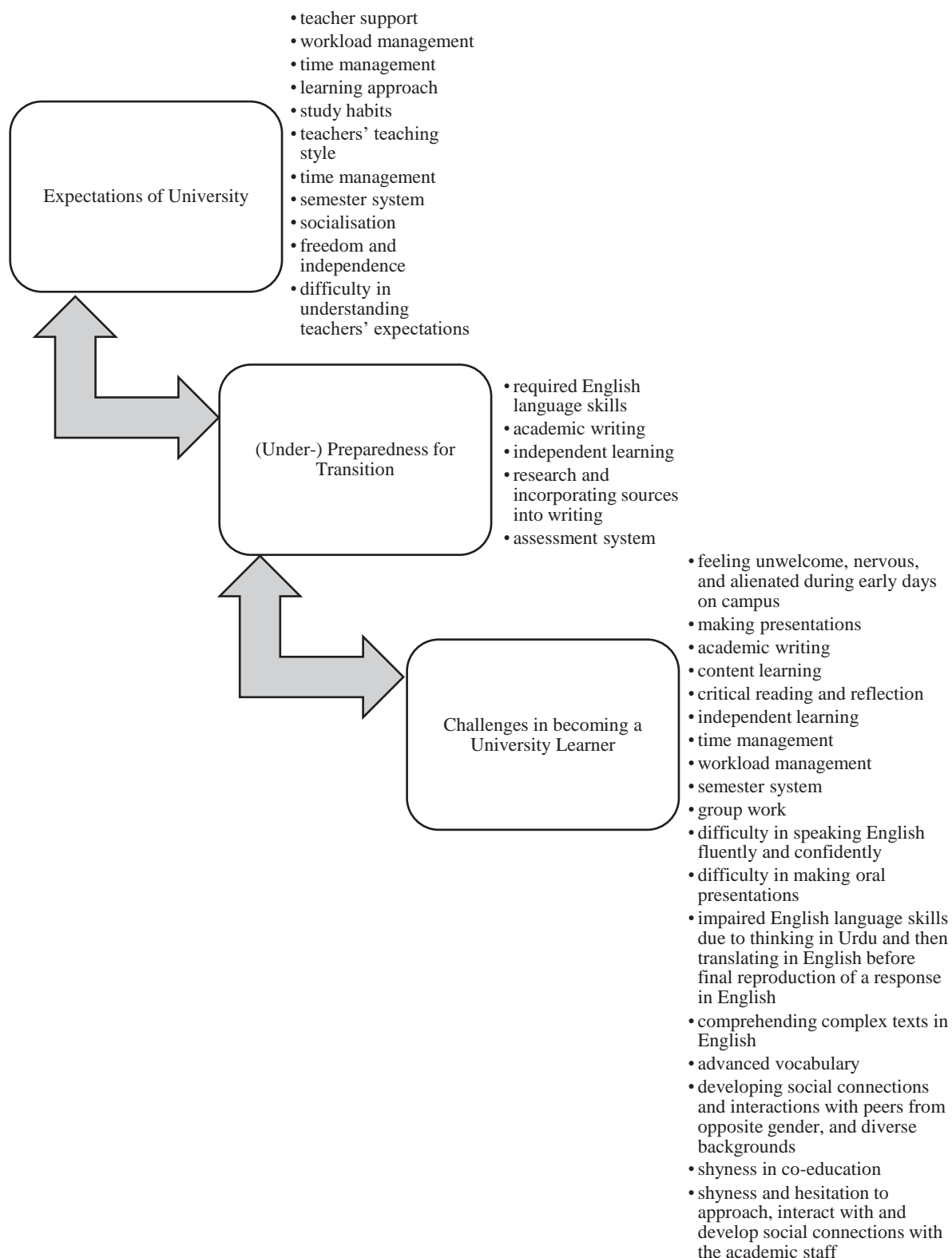


Figure 5.1 Emerging Themes and Key Qualitative Findings

CHAPTER SIX

INTEGRATED DISCUSSION

6.1 INTRODUCTION

The current chapter presents an integrated discussion of the quantitative and qualitative findings. The aim of integrating the findings from the two strands is to present answers to the research problem in a more comprehensive manner (Creswell & Clark, 2011, 2013). Initially quantitative findings presented a broader picture of the transition experiences and the influence of various factors on these. The later qualitative findings helped in getting rich in-depth insights into the transition experiences of the Pakistani learners in the current study. Furthermore, where most of the quantitative findings addressed the 'what' of transition, the qualitative findings helped in answering the 'why' and 'how' of the transition experiences as well as gaining more in-depth understanding of the transition process of the Pakistani learners in this study.

The following table summarises the key findings presented against the research questions 1, 2 and 3, major themes, and sources of evidence from both the survey questionnaire and the thematic analysis.

Table 6.1 Key Integrated Findings

Research Questions	Themes	Key Findings	Quan	Qual
1. What are the learners' perceptions of their transition experiences in their first year of university?	Academic adaptation challenges	Need to take extra help for completing study tasks inside university hours	✓	
		Difficulty in time management	✓	✓
		Difficulty in workload management	✓	✓
		Need to devote more time to studies in university than used to do in college	✓	✓
		Need to work harder in university than used to do in college	✓	✓
		Difficulty in academic writing		✓
		Difficulty in content learning		✓
		Difficulty in critical reading and reflection		✓

		Difficulty in independent learning		✓
		Difficulty in doing group work		✓
		Lack of teacher support		✓
		Need to adopt new learning approach		✓
		Need to change study habits		✓
		Difficulty in coping with teachers' teaching style and understanding teachers' expectations		✓
		Lack of knowledge and skill in taking up research and incorporating sources into writing		✓
		Difficulty in adapting to the semester system		✓
		Feeling shy to approach academic staff when in need of assistance in academic or other tasks outside classroom	✓	✓
	Social adaptation challenges	Shyness to interact with opposite gender on campus	✓	✓
		Feeling isolated on campus	✓	
		Lack of interest in joining clubs/societies/associations on campus	✓	✓
		Feeling that it is not easier to socialise in university compared to college	✓	
		Difficulty in doing group work		✓
		Difficulty in developing social connections and interaction with peers from opposite gender, and diverse backgrounds		✓
	Linguistic adaptation challenges	Difficulty in speaking English fluently and confidently	✓	✓
		Difficulty in making presentations in English	✓	✓
		Need to take help (tuition/coaching) in learning and understanding the English language	✓	✓
		Difficulty in comprehending lectures in English		✓
		Difficulty in understanding advanced vocabulary		✓

Pakistani Learners' Transition into University

		Difficulty in comprehending complex texts in English		✓
		Impaired English language skills due to thinking in Urdu and then translating in English before final reproduction of a response in English	✓	✓
	Environmental adaptation challenges	Feeling shocked on the first day on campus on finding it different from college	✓	
		Feeling nervous during the initial days on campus	✓	✓
		Feeling the difference between university and school culture	✓	
		Feeling the difference between university and college culture	✓	
	Expectations of university	Provision of teacher support		✓
		Less workload and easier time management		✓
		Prior learning approach will be effective		✓
		Prior study habits will be effective		✓
		Teachers' teaching style will be same as at school and college		✓
		Semester system will be easier		✓
		Socialisation will be easier		✓
		There will be freedom and independence in university		✓
	(Under-) preparedness for transition	Required English language skills		✓
		Academic writing		✓
		Independent learning		✓
		Research and incorporating sources into writing		✓

Pakistani Learners' Transition into University

2. What are the learners' prior learning experiences and how do these relate to their transition into university?	Prior School & College Sectors	The respondents from prior public sector schools and colleges were facing comparatively more challenges to adapt to the university during transition	✓	✓
	Prior School & College Types	The respondents from prior mixed gender schools and colleges were facing comparatively more challenges to adapt to the university during transition	✓	✓
3. How does prior medium of instruction influence the learners' transition into university?	Prior School & College MOI	The respondents from prior Urdu medium were finding it comparatively more challenging to adapt to the university during transition	✓	✓

Table 6.1 demonstrates that there are various findings that have evidence from either quantitative or qualitative data only. These findings have already been discussed in the respective quantitative and qualitative chapters (Chapter Four and Five) and will not be included in the integrated discussion. The integrated discussion will focus only on the findings where evidence is provided from both the strands and where qualitative information adds further explanations to certain quantitative findings. It is also to be added that Chapter five (Qualitative Findings) provided some evidence for addressing research questions 4 (How do the learners adapt to the university culture during the transition phase?). However, the integrated discussion of the findings from the two strands (quantitative and qualitative) provides more comprehensive explanation of learners' transition process.

The current study findings revealed that transition is a dynamic, complex and adaptive process and each learner has to form new identity as an independent university learner for successful transition. Considering this, the discussion that follows is presented under three broad categories emerging after integrating the two sets of findings. The three categories are: Transition as a dynamic and complex process, transition as an adaptive process, and transition success as identity transformation. The next section discusses the dynamic and complex nature of transition into university, as revealed in this study.

6.2 TRANSITION AS A DYNAMIC AND COMPLEX PROCESS

The findings show that the unique nature of transition experiences for a learner depends not only on their prior learning experiences and background characteristics but also their expectations of and preparedness for the new learning culture at university. Besides these factors, learners' prior MOI also plays an important role in transition, particularly in NESCIs where school education follows a different MOI to university education that is imparted in English MOI. Along with these pre-university factors, some post-shift factors also influence the transition experiences. These factors are the first impressions of university and learners' reactions to the new culture, the various demands of the new learning culture and the challenges faced by the learners to meet these demands for becoming a university learner that is marked by new identity formation as an independent university learner. For successful transition, the learners are required to go through various stages of identity formation and re-formation.

In the light of these findings, the current study extends Levin's (1987) and Bolt and Graber's (2010) definitions of transition and perceives transition as a dynamic and complex process during which a learner moves from the old, known and familiar learning culture (school/college) to the new, unknown and unfamiliar learning culture (university). The current study contends that each learner has their own unique transition experiences that are influenced by various pre-university and post-shift factors. The pace of transition is also different for each learner based on these factors. The pre-university factors are the prior learning experiences of school and college sectors, types and MOI; and learners' expectations of and preparedness for university culture. The learners' expectations are based on their personal traits, background characteristics and beliefs and values. On the other hand, the preparedness for the new learning culture depends on prior learning experiences which involve the role of school and college in teaching learners the required skills, and preparing and equipping them for the move to the next educational stage (university).

The post-shift factors that the current study revealed to be influencing transition were learners' impressions of and reactions to the new culture and the demands of the new learning culture. Clearly, challenges will be posed if one is not able to meet these demands. The demands included in the current study were academic, social, linguistic, and environmental aspects that present the learners with challenges during transition. The four adaptation aspects work like a circular process, and are interconnected. For instance, successful academic adaptation cannot take place without successful linguistic adaptation as academic tasks need a language to be achieved. Similarly, social adaptation is linked to academic adaptation as various academic

tasks involve interaction with others such as, group work and class discussions. Likewise, social interaction needs a language, so the university entrants also have to adapt to the university linguistic culture. In addition, for successful academic adaptation, learners need to undergo successful environmental adaptation and cope with various environmental demands of the university. It is further perceived that learners' first impressions of university culture are embedded in their expectations of and preparedness for the new culture. In order to transition successfully, a learner needs to have realistic expectations and be prepared to switch their identity from that of a school/college leaver, who is largely a dependent learner, to that of an independent university learner. These factors do not function in isolation as all of these contributing factors are interconnected and influence the transition process.

Both the quantitative and qualitative findings revealed that the transition experiences of the Pakistani learners in this study basically comprised of adaptation challenges put forth by the university academic, social, linguistic and environmental culture demands. Meeting these demands held critical importance for transition into the university culture of the Pakistani learners in this study. More or less similar adaptation challenges were revealed by both quantitative and qualitative findings. However, the qualitative findings helped in bringing richness into the findings by providing in-depth details to the 'why' and 'how' behind the 'what' of transition. For example, while the quantitative findings revealed that the learners felt nervous during the initial days on campus, the qualitative findings provided the answer to why the learners felt as they did. The qualitative findings showed that the learners had this feeling because of the first time exposure to the co-ed culture and sharing classroom with class fellows from diverse backgrounds.

The current study findings also revealed that learners hailing from similar prior learning background (e.g. public or private schools) may undergo different transition experiences due to individual factors related to their expectations, preparedness, personal values, and geographical backgrounds. For example, a learner from an elite English medium co-ed urban school (e.g. Faisal) may have different transition experiences to a learner from low SES English medium co-ed school (e.g. Amir). They may be prepared for university academic, social and linguistic culture but may experience adaptation challenges due to the unrealistic expectation from the university academic staff to provide them similar support as was provided by the teachers at school and college and therefore find it hard to adapt to the university academic culture due to unrealistic expectations about becoming an independent learner. Similarly, if a learner is expecting the university culture to be different from school and college but lacks the key academic, social and linguistic skills to adapt to the university culture due to prior learning

experiences (e.g. belonging to prior low SES English co-ed school, such as Subhan), they may face multiple challenges during transition. Similarly, a learner belonging to public Urdu medium school in a rural setting (e.g. Ali) may have different transition experiences compared to the one from public Urdu medium urban school (e.g. Moosa).

Figure 6.1 presents the notion of transition that emerged from the current study findings, in a diagrammatical form. The aspects on the left side of the learner in the figure show pre-university factors that influence transition. Whereas the aspects on the right side of the learner depict post-shift factors that influence transition.

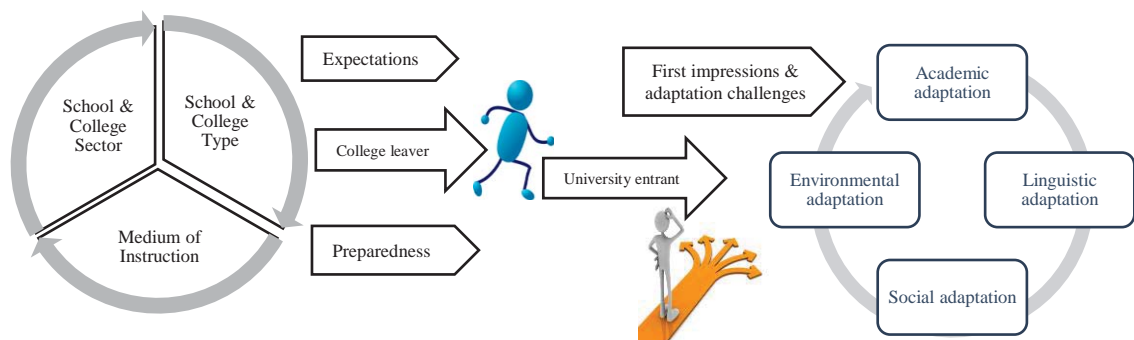


Figure 6.1 Transition from High School/College to University

The next sections present an integrated discussion on the transition process of the Pakistani learners' adaption to the new learning culture in the current study. The discussion is supported by evidence from quantitative and qualitative findings of the study and existing literature.

6.3 TRANSITION AS AN ADAPTIVE PROCESS

Both the quantitative and qualitative findings revealed that the transition process of the Pakistani learners in this study comprised various stages, starting with learners' perceptions of and expectations of the university from the time of leaving college, identifying adaptation challenges, and finally leading to the formation of the new identity as independent university learners. Each of these stages will be discussed now, starting with the learners' first impressions of and reactions to the new learning culture. The discussion then leads on to the learners'

unrealistic expectations, and the demands of the new learning culture and the transition challenges.

6.3.1 First Impressions of and Reactions to the New (University) Culture

The quantitative findings revealed that 44.4 percent respondents reported that they felt unwelcome and 58.1 percent felt nervous during their initial days on campus. All the interview participants also reported having similar feelings on first contact with the new learning culture. The qualitative findings suggested that the reasons for these reactions to the new learning culture could be located in the participants' unrealistic expectations of and prior knowledge of the new culture based on what others told them. Although all the participants had almost similar reactions to and feelings during the initial days in the new culture but they put forth several different reasons for this. For instance, Rameez reported feeling unwelcome due to the uncooperative attitude of teachers and administration staff during his early days on campus. Saad commented on the unfriendly and arrogant attitude of senior students and did not feel good about that. A majority of participants (12/14) reported that they felt nervous during their early days on campus due to first time exposure to co-education institution (e.g. Ali, Ayesha and Moosa). Some learners (7/14) also reported that they felt shy and nervous to share a classroom with class fellows from diverse backgrounds (e.g. Amir, Subhan and Sana).

The current findings show that the learners felt unwelcome and nervous during early days on campus because of their unrealistic expectations. This finding is consistent with the finding of Crisp et al. (2009) who conducted a study on Australian university entrants. Crisp et al. found that the university entrants' expectations may not align with the realities of the common university practices. Similarly, all the interview participants in the current study indicated having entered university with unrealistic expectations, which in turn may have influenced their perceptions of university environment.

A majority of questionnaire respondents reported that university life made them feel the need to be more independent (81.4%). At the same time, most also acknowledged the importance of transition in making them become more confident (90.0%). All of the interview participants reported that they were conscious of the fact that they were going to get freedom from the more restricted and controlled environment of school and college. They were allured by the idea of entering a new place that offered freedom and independence. All of the interview participants reported feeling this freedom and independence on their entrance into university. However, the participants in this study perhaps did not realise that this freedom brings with it greater

responsibility, and demands that they should adopt the role of independent learners. Taking on this responsibility and adopting the new identity and role of an adult and a higher education learner does not only mean letting go of dependence on parents but also of dependence on teachers. This was a factor for which the Pakistani university entrants in this study appeared not to be prepared for. In other words, participants may have developed unrealistic expectations of university culture because of being under-prepared for transitioning into a new learning environment while they were simultaneously facing the other big challenge of entering into adult life. However, all of the interview participants believed that too much freedom and independence was not good and that there should be some discipline and restrictions in the university, particularly regarding attending classes and studies.

The transition to university can be an exciting, albeit stressful, time in learners' lives as many move away from friends and family and must adapt to a new and increasingly demanding academic, social, and linguistic culture, all while adjusting to life in an unfamiliar setting. In a study of Taiwanese university students, Lin (2011) identified a series of stages through which tertiary learners progress. These include shock and disappointment, uncertainty and instability followed by coping and acceptance, resource usage and ability enhancement, belongingness and identity, and retrospection and integration. The participants in the current study were also found to be progressing through a similar series of stages as identified by Lin (2011).

6.3.2 The Unrealistic Expectations

The unrealistic expectations by many learners in this study appear to be caused by the wide gap between school/college and university culture in Pakistan. According to McInnis et al. (1995), going to university is a challenging hurdle for most learners, but for some it can be a more daunting leap into the unknown. A similar situation was seen in case of learners in the current study, where a majority of questionnaire respondents reported finding the university culture different from both their prior school (90.2%) and college (85.5%) cultures. Similarly, most of the interviewees reported that university culture was different to what they had expected. This unknown place presented some learners with a state of nervousness and shock (e.g. Ayesha, Rameez and Sarah). A key reason for these learners' feelings of nervousness and shock during their early days on campus can be linked to a majority of questionnaire respondents finding the university culture different from both their prior school and college cultures. Similar views were put forth by a majority of interview participants (13/14) who regarded university entrance a big change from the limited, controlled, and supportive environment of school and college.

Therefore, most Pakistani learners in this study had a sense of going through a phase of nervousness and shock during early days of transition into university.

For a majority of questionnaire respondents and all of the interview participants, university was different from school and college. The interview participants explained that moving from old learning culture to new learning culture was a big leap as they were not prepared for and provided with any information regarding the new learning culture, and how to adapt to its demands and routines. They appear to have had an experience allied to culture shock as they entered the university with the same picture in their mind that they had of school and college, and therefore they expected university to be similar to what they had experienced for the last 12-13 years of their life. Perhaps, the reason for this situation can be located in the lack of collaboration and link between the higher secondary and higher education in Pakistan where learners are not provided with any chances of visiting the universities or attending information seminars, induction or orientation sessions in order to be prepared for entering the next phase of their educational career.

Although there are many issues that contribute to learners' feelings about experiencing nervousness and shock during the transition phase, the mismatch between learners' expectations and issues in relation to the new environment is a significant concern in this study. Being different, compared to school and college, the university culture and its demands present university entrants with a plethora of challenges, and hence that can make it harder for the learners to have a smooth transition. A number of researchers (e.g. Briggs et al., 2012; Brinkworth et al., 2009; Kantanis, 2000; Smith & Hopkins, 2005; Tranter, 2003; Walsh, 2007) have found that the mismatch between the learners' pre-university aspirations and the reality of their first year at university creates difficulty for learners to adapt to university culture during transition. Kantanis (2000), who studied first year students at an Australian multi-campus university, also found that misconceptions regarding university environment led to many of the challenges faced by the learners during transition into the new learning culture. Furthermore, transition into university can present learners with a feeling or state of shock which they have to manage and come out of for a successful transition, as reported by both Brinkworth et al. (2009) and Walsh (2007) who examined Australian university entrants.

Clark and Lovric (2009) also suggest that the transition phase is associated with an emotional upheaval akin to culture shock. Thus, after initial feelings of excitement of getting into university, learners then enter a period of shock, learn how to resolve the issues and finally, in the incorporation phase, adjust to the new situation. According to Bolt and Graber (2010),

although there are many issues that contribute to learners' sense of nervousness and shock during the transition phase, the mismatch between learners' expectations and issues in relation to the learning environment - including social issues - appear to be the most common causes for concern. Pakistani learners in the current study were found to be caught up in a similar situation where their under-preparedness and unrealistic expectations perhaps prevented them from realising that university freedom does not come without a cost.

6.3.3 The Demands of the New Learning Culture and the Transition Challenges

In order to successfully transition into university, university entrants are required to become independent learners and take the responsibility for their learning. For this, they have to master various skills and meet numerous demands of the university culture that are discussed next.

The academic demands at university

One of the foremost demands of becoming an independent learner is the acquisition of and mastering the skills of time and workload management. The current study findings (both quantitative and qualitative) revealed that the learners were faced with the challenge of managing university academic workload and were finding it hard to meet the deadlines. The quantitative findings suggested that more than half of the respondents reported needing to give more time to their studies in university than they used to do in college (61.5%) and facing difficulty to manage the university academic workload (57.6%). All of the interview participants reported going through similar experiences in relation to time and workload management.

The interview findings provided reasons for the participants' difficulties in managing time and workload in university. The participants reported that they entered the university with the unrealistic expectation that the university academic culture will be similar to that at school and college. Due to the unrealistic expectation of the new culture, these learners were unable to realise that the university demands were different and that their old learning habits and approaches were no longer relevant and helpful. While these issues appear to have resulted from learners' general expectation of a learning environment at university being similar to what they experienced at school/college, this might also reflect a mismatch between the learning culture at school/college and that at university. This is apparent in the quantitative findings as well, where a large proportion of respondents to the survey (61.5%) indicated that they were in need of spending more time to complete university academic tasks compared to those at school/college. Similar feelings were expressed by some of the participants in the interview as in case of

Moosa, Saad, Farwa, Sana, Maria and Amir who reported that they felt they were finding the university academic culture not the same as they had expected. These findings can be compared to those of a student engagement survey conducted by Cengage Learning India (Strang, 2015) which indicated that a little more than half (53.0%) of the university entrants found difficulty in managing time, felt the difference in managing time during pre-university years and at university, and felt the need to adopt new time management skills at university as also found in the current study.

Most of the questionnaire respondents (90.2%) reported that they expected university study would be similar to that school and college. The interview participants also reported initially taking university academic workload in a lighter manner. They attributed this to their habit of working slowly during school and college where they had a lesser workload because of the annual system. The participants reported that they had a slow progression of learning and working in the annual system, as the examination to move to the next class took place at the end of the academic year. Following the same routine, these learners could not understand that a semester goes fast, which requires them to speed up their academic work to meet the deadlines within the few months of a semester. All the interview participants reported not paying any attention to time management and most of them found it hard to juggle the multiple academic tasks assigned to be completed within a fixed period of time, often ranging from a week to a fortnight. For example, Moosa indicated that the greater workload and harder university academic tasks compared to those at school and college were difficult to manage. The interview participants reported facing difficulty in balancing university academic workload and time, for example Maria stated that they frequently had to complete so many tasks in short time (such as two to three assignments and a presentation within a week) which was very hard to manage.

The qualitative findings show that the learners expected that they would be required to do less academic work in university compared to school and college. This finding resonates with the finding of Walsh (2007) who maintains that Australian university entrants have unrealistic expectations regarding workload at university and "some learners expect that there will be less work at university because there are fewer contact hours" (p.6). The current findings are also similar to the findings of Webster and Yang (2012), who investigated the transition challenges of first year experience of Hong Kong Chinese undergraduates and found that the learners were presented with academic adaptation challenges during the first year at university due to the mismatch between their general expectation of university and the reality of the university academic culture. This had a significant effect not only on the learners' academic success in Webster and Yang's (2012) study but also on their social and personal growth. Similarly, the

learners in the present study were also found to have entered university with unrealistic expectations regarding academic workload, which not only presented them with difficulties in adjusting to the university academic culture but was also linked to the challenges all the interview participants experienced in developing peer relationships and participation in social activities on and off campus.

These findings are similar to those of Lowe and Cook (1999) who surveyed first year learners in the University of Ulster in UK to find out if the students' study habits formed in secondary school persisted to the end of the first semester of university life. Lowe and Cook (1999) concluded that although a majority of learners appeared to have managed the transition into university life successfully, there were some (20-30%) who were unable to bridge the gap between school and university quickly and effectively and consistently experienced academic and personal problems, and consequently coming to university had been a negative experience for these learners. A clear example of slower progression towards successful transition in the current study is Amir who was taking more time to adapt to the university culture compared to the other 13 interviewee participants.

All the interviewees in this study appear to be struggling to become more active in organising their learning and in seeking, rather than receiving, knowledge in university. The participants also reported that the teachers did not guide them on how to go about taking up the role of independent learners which may reflect an unrealistic expectation that the learners have come prepared to take up the new role and responsibility. Hence, expectations on both sides may be unrealistic. This finding supports the need for new learners to understand how to develop greater autonomy in their learning and, conversely, for institutions to acknowledge that "the process of independent learning... [is] a cumulative progression" as suggested by Kantanis (2000, p. 105) who studied Australian university entrants.

The academic culture in the university calls for an increased application of the constructivist pedagogy which requires learners to play a central role in constructing their own knowledge, while the teacher facilitates, but is not central to, student learning (Lave & Wenger, 1991; Vygotsky, 1978). Learners in this study appeared to be facing difficulty in accepting their new roles as independent learners as they were not initially ready to accept autonomy and responsibility of their learning.

The findings suggest that the transition experiences of learners are shaped by their prior learning experiences, MOI, demographic background, expectations of and preparedness for the university. Their reaction to the new learning culture, the way they meet the challenges and the

pace of their transition depends on all these background characteristics. For example, Amir and Faisal were enrolled in the same university study programme and attended the same classes. In this regard, it could be expected that both the participants would be faced with similar academic demands. However, Faisal did not have any problem in learning and adopting new learning approach, whereas Amir was struggling hard to do this at the time of the study. Some reasons for this may perhaps be because Amir belonged to a small and under-developed town; was boarding in university hostel at the time of this study; and had his first eight years of schooling in a public Urdu medium school. On the other hand, Faisal had had his secondary and higher secondary education from a private/elite English medium institution and had always lived in a big city which is possibly why he faced fewer challenges in making academic transition compared to Amir. Amir may have faced more challenges compared to Faisal as he had to not only meet the demands of the academic culture but also adapt to the demands of hostel life, mixed gender environment, urban and big city setting, and English MOI.

The quantitative findings revealed that learners from prior public sector schools were finding some academic adaptation experiences more challenging. The challenges have already been discussed in section 4.5.1. The reason for the respondents from public sector schools facing more challenges could be that academic tasks in school did not demand the amount of time and hard work (due to low quality education) and so these learners were not well prepared for university academic tasks which demand more time and hard work. Public schools in Pakistan are marked by a lack of funds and facilities which is a big factor behind the low quality education being imparted in this sector as also acknowledged by ICG (2004), Rahman (2002), and Razzaq and Forde (2014). Due to this situation, public schools in Pakistan are widely recognised by Pakistanis as generally low socio-economic, under-privileged or disadvantaged schools (ICG, 2004). This situation may have a lasting impact on the learning and knowledge of interview participants who had had their schooling in low SES public schools (e.g. Amir and Ali).

Venezia and Jaeger (2013) also report that US learners from public schools were unprepared for post-secondary coursework for many reasons including differences between what the schools teach and what universities expect. Various other studies (e.g. Cook & Leckey, 1999; Webster & Yang, 2012) have shown that learners from low SES schools are increasingly underprepared for university studies. The current study also found a similar situation in the case of Pakistani learners where learners from prior public and low SES schools were found to be facing more challenges in meeting the demands of and adapting to the university culture.

The new linguistic culture

It can be seen in this study that learners entering university faced language-related challenges along with other transition difficulties, especially when adapting to the demands of a second language such as English language of instruction in this case. This situation is different to English speaking countries. The present study's findings (both quantitative and qualitative) showed that many learners appeared to be struggling to meet the linguistic demands of the university academic culture due to their low level of English language knowledge and proficiency. This appeared to be mainly due to having learnt English as a second language.

The linguistic challenges reported by the questionnaire respondents included: making oral presentations (60.5%), speaking English fluently (63.0%) and speaking confidently in English (58.3%). Making oral presentations was identified as a new experience by all of the interview participants in this study. A majority of the interviewees (12/14) reported facing problems in making oral presentations in English (e.g. Subhan, Sana and Saad). They explained that problems in presenting were related to the presence of an audience, low English language proficiency, lack of confidence, and speaking without any aids or written material in hand. In the interviews, Faisal and Sarah were the only participants who reported having presented confidently. Both of these participants attributed their confidence to their prior English medium and their roles as Head boy and Head Girl at college, which provided them with exposure to and experience in speaking in front of an audience. It is also to be noted here that out of all the interview participants, only Faisal and Sarah had had their schooling at a local branch of one of the high SES English medium elite school chains in Pakistan. The other three prior English MOI participants (Rameez, Farwa and Saad) had had their schooling in local, low status, English medium schools.

The findings reveal that the academic adaptation challenges faced by the learners in the current study may be quite similar to those faced by learners in English speaking countries. However, the Pakistani learners may be finding it more challenging to adapt to the university academic culture. The reason lies in the fact that learners in English speaking countries learn English as a first language. On the contrary, being in an NESC, Pakistani learners learn English as a second language. Further problems may be presented in learning English by poor provision of teaching English, perceived lack of competence or non-availability of English teachers, low quality English textbooks, little attention given to developing English language skills, and Urdu MOI in public and low SES schools (see Section 1.3.3). This issue may have a lasting effect on university entrants who find it hard to adapt to the new linguistic culture while at the same time

struggling to meet the demands of the university academic culture. The prior MOI and low skill in English language appears to have had a direct impact on their academic achievement. However, the English language skill level is reportedly better in the case of those who have had their schooling in high SES elite private English MOI schools, as supported by Khan et al. (2012). A similar situation was found in the current study in the cases of Sarah and Faisal who reported facing no linguistic adaptation challenges due to having schooling in high SES elite private English MOI school. In contrast, the interviewees from Urdu MOI and public schools appeared to struggle more to adapt to the university linguistic culture while at the same time facing the same academic adaptation challenges as other learners. Learners from Urdu MOI, low SES English medium and public schools in Pakistan tend to take more help in the form of tuition or coaching for learning and understanding English language during school and college years and therefore may need additional help during university too, as indicated by the questionnaire data in this study.

Low level of English language teaching and learning at school may be a key reason for a majority of Pakistani learners' low proficiency and skill level in English language. A large number of respondents (72.4%) to the survey indicated they had the habit of thinking in Urdu and then translating the content before finally producing a response in English. A majority of interview participants (11/14) also indicated they had a low level of English language knowledge and proficiency in spoken English and faced difficulties in learning advanced level content in English. Ayesha, Rabia, Maria, Nadia, Amir, Ali, Rameez, Subhan, Sana, Farwa and Moosa, all shared that they either could not speak English fluently or hesitated to speak in English. These issues posed a barrier in learning and understanding the content in English as well as writing assignments and taking assessments. When the learners carry on the same practice in university, it leads to errors which are mainly caused by their failure to understand the difference in the grammatical and structural rules of the two languages.

Linguistic transition into university can be done smoothly through developing skill in the language of instruction in the four modes: reading, writing, listening and speaking (Naoko and Naoko, 2006; Rouf, 2012). All of the interview participants reported that their schools paid little attention to developing the speaking skills. According to the interview participants, since the lessons were mostly imparted in a mix of Urdu and English language or only Urdu language, their listening skills also were left unattended. Low skill in any or all of these areas may lead to adaptation problems with regard to the university linguistic culture which utilises English MOI.

The findings in this study are also supported by Rouf's (2012) findings in his study conducted on Bangladeshi university entrants that linguistic transition into university can have a negative effect on learning because of the learners' low level of listening, reading, writing and speaking skills in the university language of instruction. This situation may lead to problems in doing various academic tasks, such as comprehending the lectures, understanding course content and requirements; writing assignments; and taking assessments.

The linguistic adaptation challenges faced by the learners, and the reasons for the related problems found in the current study are quite similar to those reported by Naoko and Naeko (2006). These researchers studied the adjustment difficulties faced by Japanese students who had graduated from regular Japanese high schools, to adapt to new English only teaching and learning environment at university. Naoko and Naeko (2006) found that the Japanese university entrants in their study faced challenges due to low skill in spoken (listening and speaking) and written (reading and writing) skills basically due to the different approaches used for instruction by high schools and universities. They also found that the use of the Grammar Translation method to teach English during school years hindered students' academic writing and text comprehension skills that are vital for adapting to the university linguistic culture. These students found it hard to shun the translation habit. The current study findings also revealed that learners can face adaptation problems during transition because of low levels of English language competence and self-confidence due to the lack of prior experience in using English; using translation method; and university teachers' expectations that learners will learn independently through the target language of English.

Making new social networks

The current study quantitative findings identified that 46.1 percent respondents felt shy to interact with the opposite gender on campus. On the other hand, all of the interview participants reported facing a similar challenge. Explaining this experience, the participants reported that sharing the classroom with students of the opposite gender was also a new experience which made some interviewees (e.g. Farwa, Nadia and Maria) feel hesitant, nervous and uneasy during the early days in university. The reason for this challenge appears to be linked to the fact that a majority of the survey respondents (81.8%) as well as the interview participants (10/14) in this study had their pre-university education from prior single gender schools/colleges and were taught by same gender teachers. Lack of prior experience in and exposure to mixed environment and co-ed culture could be the reason for these learners finding it relatively difficult to interact with the opposite gender on campus. This finding is unique to the current study.

Another finding was regarding a majority of the study respondents' (79.8%) lack of interest in joining a club/society/association on campus. All of the interview participants also indicated that they were either not interested in joining such bodies and participate in social activities or did not have time to spare for such activities. Universities in Pakistan offer learners opportunities for participation in a number of social activities which are not offered in a majority of Pakistani schools and colleges, such as various societies, clubs, associations, and groups. Perhaps due to this reason, a majority of the Pakistani learners in the interview phase of this study found it quite challenging to get involved in such activities during the transition phase. This was reported to be due to either having no knowledge of any such opportunities or to being too busy with academic work and the challenges of time management. This finding offers a new insight to that provided in studies on transition to university in other international settings. Many interview participants reported that they had to stop all other activities to devote more time to their academic tasks (e.g. Farwa, Rabia and Faisal). This raises the issue of university academic workload.

The questionnaire data revealed that 31.4 percent respondents felt shy to socialise with others on campus. Similarly, there were a few interview participants (Sana, Farwa and Moosa) who did not want to become a part of the university social life and hesitated to develop new social circles. Despite facing various challenges in developing peer relationships, a few learners (Rabia, Nadia and Ali) had developed friendships and social connections during their initial months at university that seemed likely to be long lasting in keeping with these individuals' social identity. Such beliefs may help learners practically in adapting to the university social culture in a successful manner.

It was further revealed by the qualitative findings that greater social transition challenges may be faced by the learners from rural and small town backgrounds. These learners would have to confront multiple social adaptation challenges, like: city life, living away from home, co-education, both gender teachers, and the university environment being quite different from their prior social experiences. Some learners continued to live at home during the transition period. Ayesha initially came from a rural background but her family had moved to the city to provide better education for their children. Rabia, Maria, Nadia, Amir, Ali and Saad came from small towns and both Rabia and Saad commuted daily to the city to attend university, whereas Maria, Nadia, Amir and Ali were boarding in the university hostel at the time of this study. Despite having mixed living arrangements, all of these learners reported facing social adaptation challenges in university. This contrasts with the findings of Fraley and Davis (1997) who studied young adults from an American university and contended that there is a possibility that

those learners who are still living at home turn to their parents for help, while those living in a university hostel away from their family unit may start to seek support from friends to help them through big life changes. However, the current study did not identify any difference between the development of peer relationship and social networks of the learners staying at home and those staying at university hostel. There was, however, a difference in the learners (Sana and Farwa) who spent time in their father's office and avoided spending time socialising.

6.4 TRANSITION SUCCESS AS IDENTITY TRANSFORMATION

Changing identity from school/college leaver to independent university learner appears to have an important place in the transition process, which suggests that the transition period ends with the formation of a new identity as a university learner. However, since the current study had a relatively short time frame, the identity formation process was unlikely to be completed in this time. Nonetheless, there were indications that such a change in identity would be a necessary part of the transition process for many learners.

Baltes et al. (1999) maintain that, in order to have a successful adaptation in the new culture, it is essential for entrants entering a new culture to undertake a meaningful exploration of the ideals and roles of the new culture, followed by commitment to goals and values for forming a new identity while undergoing a dual development phase of their life where both intellectual and biological growth are taking place simultaneously. The learners in the current study were found to be going through a similar experience during the first semester in university in that they were faced with the dual challenge of formulating new identities, both as emerging adults (social and environmental identities) and higher education learners (academic and linguistic identities). Prior research (e.g. Alder, 2016; Conley, 2005; Stieha, 2010) in other nations documented that the transition from high school/college to university is a complex undertaking for anyone, considering the time and the challenges they face due to their prior lack of knowledge of university culture.

The higher education institution can be, for its new learners, a huge, unknown space, very different from the almost familial spaces in which they previously exercised the skills of school and college learner. Learners may therefore be required to develop new skills to become independent learners at university. The skills that the new entrants would have learned and mastered over the 12 years of their previous learning at school and college may not be sufficient for them to deal with the challenges of university. In fact, transition to the university learning

system is so distinct from the school and college structure that many supposedly experienced learners are faced with the need to transform and/or update their survival strategies. Therefore, it may be necessary to undergo an identity transformation if they aspire to become legitimate university learners. This transition or transformation implies a change, which occurs not only at the academic, linguistic, social levels but at environmental level too. The learning of the art and skills of being an independent learner requires learning new cultural codes and mastering them, as suggested by Dias and José Sá (2012) who studied the transition of university entrants in a Portuguese university. Dias and José Sá (2012) named the art of learning and mastering new cultural codes as “the student’s craft” (p. 278). The learners in the current study were found to be learning the new cultural codes and many were still struggling with the challenge of mastering this art when the study ended.

The discussion that follows will look at how learners in the present study began the process of forming new identities through making links with the theory of adaptation and exploring what role their beliefs played in their adaptation to the new learning culture. Berry (2003, 2005) and Samnai et al. (2013) maintain that the effectiveness of an individual’s adaptation to a new culture is based on two types of attitudes: the desire to stick to the original cultural beliefs and values; and the desire to adopt the beliefs and values of the new culture. These two attitudes may lead to four different strategies being adopted by the newcomers during the transition phase: assimilation, separation, integration and marginalisation (Berry, 2003, 2005; Samnai et al., 2013). Assimilation occurs when the newcomers abandon their past or original culture and fully adopt the new culture; separation refers to complete maintenance of the past culture and full rejection of the new culture; integration is a mix of holding some values of the past culture along with adopting some values of the new culture; and marginalisation is the complete rejection of both cultures (Berry, 2003, 2005). However as explained earlier in Section 2.2.2, the current study included only the three strategies of assimilation, separation and integration. Marginalisation strategy was excluded because it is concerned with student attrition which was not the focus of this study. The new identity formation of the current study learners regarding the four adaptation aspects (academic, social, linguistic, and environmental) will be discussed next in the light of these theories.

6.4.1 Academic Adaptation

The questionnaire findings revealed that although a majority of respondents (83.0%) reported that they were adapting to the university academic culture, 17.0 percent indicated that they were not adapting. This shows that where a majority of respondents were integrating into the

university academic culture during the first semester, there was a small number of respondents who were still utilising the separation strategy and were finding it hard to adopt the new learner identity. The interview findings suggest that with regard to academic adaptation, some learners (including Rabia, Ali, Nadia, Sana and Amir) were still utilising separation strategy while a majority (including Ayesha, Sarah, Faisal, Moosa, Farwa, Subhan, Rameez, Maria and Saad) were utilising an integration strategy to adapt to the new culture. However, the survey shows that more than half of the respondents (53.0%) were still maintaining their past learning approaches and habits although 37.2 percent indicated that they wanted to learn new ways to adapt to the university culture. All the participants in the interview and a majority of the survey respondents (76.3%) indicated that they were learning to adapt to the university culture, which indicates that they were utilising an integration strategy in their transition into the university academic culture. However, the interview findings revealed that many participants also realised that it was going to take some time for them to completely integrate into the university academic culture, including the challenge of becoming independent learners.

The current study findings suggest that the interviewees who had begun to adopt the ways of the new academic culture without maintaining the original (or prior) culture were making a smoother transition despite some challenges. On the contrary, those sticking to the prior learning approaches and habits they brought from the old learning culture (as in case of Sana, Amir, Rabia, Nadia and Ali) acknowledged they were facing more difficulties in adapting to the university academic culture and learning new academic and learning requirements. It is to be noted that two of the latter interviewees were from private/public Urdu MOI group (Nadia and Ali) and three were from the cross-over learners group (Sana, Amir, and Rabia). This may suggest that learners from prior Urdu MOI, and those who switch schools one or more times, may face more academic adaptation challenges compared to those from prior private English MOI background. These findings are unique to the current study.

6.4.2 Social adaptation

Regarding social adaptation, more than half of the respondents (56.5%) appeared to be utilising an integration strategy, as they were adapting to the university social culture while holding some values of the past culture along with adopting some values of the new culture. They were making friends (86.3%) and social networks but often very carefully and within limits. In regard to developing relationships with the academic staff, many learners were utilising a separation strategy at the time of the study as they were not yet ready to go ahead (42.3%) in forming new relationships and accepting the new culture. In relation to adapting to the university social

culture, 43.5 percent of respondents reported having some problems adapting socially to the university culture, which suggests that a large proportion of these respondents was still utilising the separation strategy and was finding it hard to integrate into university social culture and develop new social relationships and formulate new social identity. These findings reveal that the respondents were willing to integrate into the university social culture but were finding it hard to build relationships with staff and other students in their first semester. Although the survey was undertaken first, not much change in the afore-mentioned experiences was reported by the interview participants. The qualitative findings showed that the interview participants were slow at developing new peer relationships and were not yet ready to formulate interactions and relationships with the academic staff. The findings also showed that, with regard to developing peer relationships, many of these participants were integrating slowly into the university social culture. However, in regard to interaction and relationships with the academic staff, most learners were utilising the separation strategy and were not yet able to come out of this state. Although slowly changing, these learners were gradually realising that developing social identities was vital for forming both mature adult and university learner identities. This realisation is particularly reflected in Faisal's belief that social connections and relationships developed during university years last for ever, however those developed at school are usually lost once one leaves them behind and moves into university.

Learners' acknowledgement of the importance of developing social relationships both with peers and teachers in the current study is similar to the findings presented by Alder (2016). Alder undertook a phenomenographic study in which he interviewed eight first-year and four second-year students enrolled in English degree programs at Edinburgh Napier University, UK. At the end of her study, Alder identified the anxieties associated with transition and challenges faced by students in balancing academic and social identities while becoming independent learners within a new social and academic context/culture. Learners in the current study were also seen undergoing similar struggles and making efforts to integrate into the new social fabric along with reformulating academic or learner identity.

6.4.3 Linguistic adaptation

For linguistic adaptation, the quantitative findings revealed that three quarters (75.0%) of the respondents had accepted the new linguistic culture and were showing readiness to fully adopt the new linguistic culture as reported in response to item 3.7 (*I am adapting to English language of instruction in university*). All the interview participants also showed their preference for the English MOI for university education and acknowledged its importance and advantage for both

their higher education and future professional life. These findings reveal that a large proportion of the university entrants in this study were utilising the assimilation strategy for adapting to the university linguistic culture. However, 25.0 percent survey respondents revealed that they were not adapting to English language of instruction in university which suggests that these learners were utilising the separation strategy at the time of the survey.

Several existing studies note that identity formation within the higher education environment can be both a complex and contradictory notion (e.g. Alder, 2016; Kasworm, 2010; Mazzoni & Iannone, 2014; O'Shea, 2014), as the identities available in certain environments do not necessarily fit existing selves and, in some cases, may exist in contradiction to the established self. This can certainly be the case for learners entering the new learning context, as in the case of the present study where learners leave the known environment or culture of school and college and enter the new learning culture in university. It is therefore possible, as indicated by Ivanic (1998), that the existing cultural and learning identities may not match the new identity positions available, leading to a "mismatch between the social contexts, which have constructed their identities in the past, and the new social context, which they are entering" (p.12) that is, the university.

The current study findings suggest that most of the interview participants had accepted the challenges of university life and realised that it was important to overcome these to complete the four years of university study successfully. Although they were caught unaware and did not have any knowledge of or support available for smooth transition, each participant was adapting to the university culture in their own way, supported by their beliefs. All of the interviewees emphasised the importance of learning English language because of its importance in university education and as international language. For instance, Subhan reported that English language knowledge and skills were the keys to a successful and secure future and good career. Sana also revealed that, for her, English language was very important because of its status as an international language.

The findings show that the interview participants understood how important it was to have effective knowledge of and skill in English language in order to gain a good university degree and the role it plays and position it holds in a promising career. This perception about the importance of the knowledge of English language could prove valuable in helping Pakistani learners adapt to the university academic and linguistic culture. However, if there was no chance to learn English effectively, or if learners only gained a low level of English during pre-

university years, this could hamper both their learning at university as well as their future careers.

6.4.4 Environmental adaptation

The quantitative findings indicated that a majority of respondents reported that they liked being at university (84.1%), university had increased their confidence (90.0%), and university life made them feel independent (81.4%). The qualitative findings also revealed that all the participants were happy with the independence that the university offered them and acknowledged its importance in making them become more responsible both as a person and as a learner. This perception seems likely to help them in accepting and adapting to their roles both as emerging adults and university learners and adapt to the university culture during transition. A number of interview participants (e.g. Rabia, Sana and Subhan) however, perceived that too much freedom and the academic staff's indifference regarding learners' attendance and academic progress was affecting their academic adaptation negatively.

The findings suggest that a majority of Pakistani learners in this study could eventually develop positive academic, social and linguistic identities if they became conscious of the importance of higher education, university life, and English language. At the end of the study, all the interviewees except for Sana were ready to make changes in response to the environmental demands of university culture, hence indicating chances of successful adaptation and transition. However, the time for a successful transition to be undertaken may vary according to individual background characteristics and prior learning experiences. These adaptations can occur quickly, or they can be extended over the longer term. As Beiser et al. (1988) reported that after a period of time, some long-term positive adaptation to the new cultural context usually takes place for most individuals. Optimistically, following this study, it is hoped that this will also occur for most learners in this study.

6.5 CHAPTER SUMMARY

This chapter has integrated the quantitative and qualitative findings of this study and discussed the findings within the context of the existing literature. The integrated findings revealed that transition process is dynamic and complex, and adaptive in nature. The transition experiences of the Pakistani learners in this study were not simply based on the background characteristics,

prior learning experiences and MOI. The learners' expectations of and preparedness for the university culture, and the demands of the new culture also influenced their transition experiences and adaptation challenges. Furthermore, learners' first impressions of and reactions to the new learning culture also played a decisive role in shaping their transition experiences and meeting the academic, linguistic, social and environmental adaptation demands of the university culture. It was found that, based on the interaction of all these factors, the transition experience may be similar in nature but the time taken for transition by each learner is unique and different. In order to complete the process of transition, learners may need to undergo a degree of identity transformation in all the four aspects of academic, linguistic, social and environmental adaptation to become independent learners. It has been suggested that the identity formation process involves three strategies: separation, assimilation and integration. The Pakistani learners in the current study were at various stages in their identity re-formation as university learners. Figure 6.2 summarises the process of this transition as captured by the current study's integrated findings.

Pakistani Learners' Transition into University

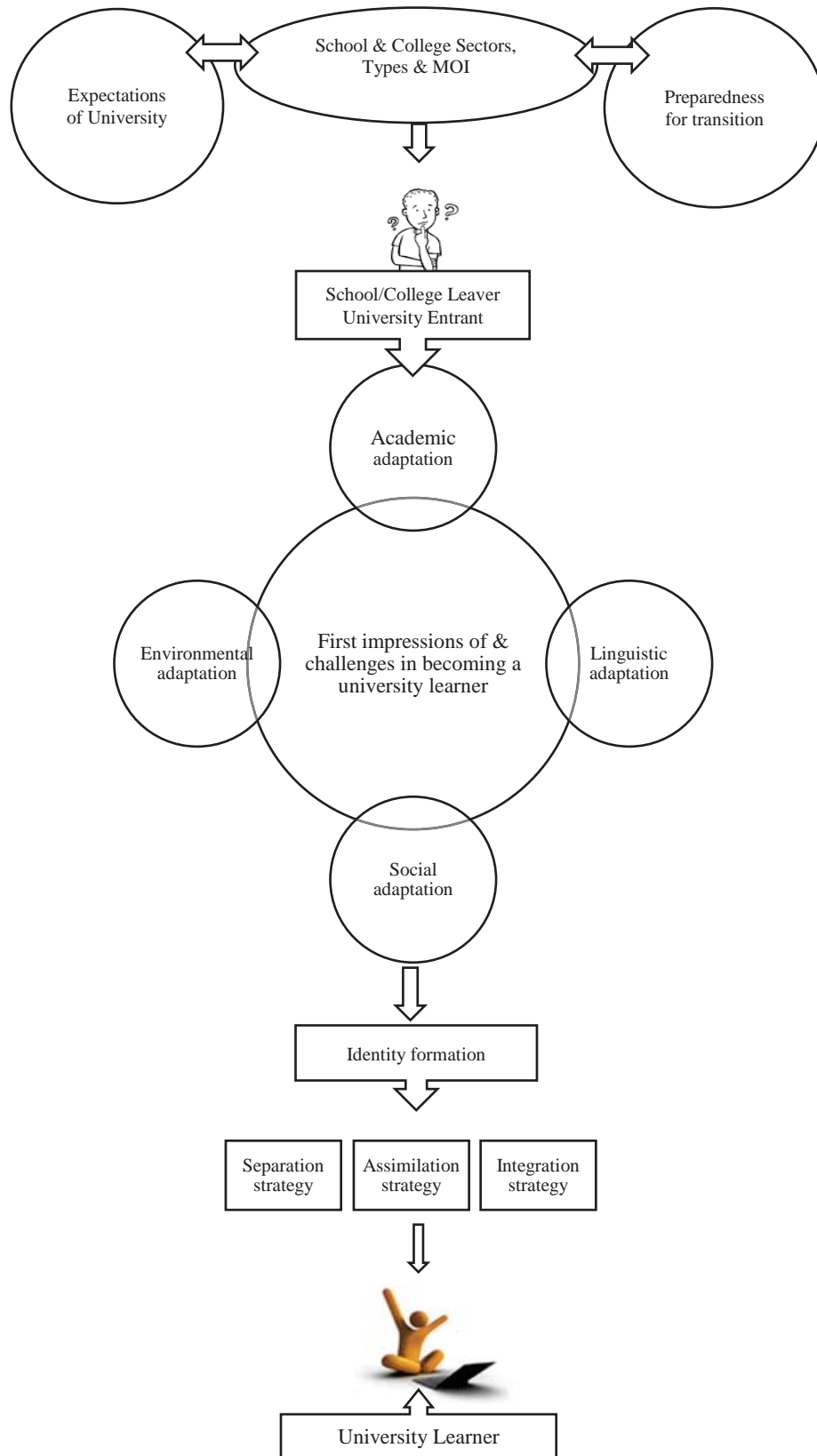


Figure 6.2 The Transition Process

The next chapter presents the conclusion of the study.

CHAPTER SEVEN

CONCLUSION & IMPLICATIONS

7.1 INTRODUCTION

The study that is reported in this thesis aimed to explore Pakistani learners' transition into university. It included their experiences during the journey from the known to the unknown educational culture and how they adapted to the demands of the new learning culture. It also investigated the influence of the learners' expectations of and preparedness for university, prior learning experiences and their MOI in transition into university. Lastly, it examined how Pakistani learners in this study form new identities as independent learners to successfully transition into university.

To meet the research objectives and address the research questions, this study employed a mixed methods research approach. The quantitative data was collected through a questionnaire filled-in by 154 Pakistani university learners enrolled in the first semester in four BS majors in a public sector university in Pakistan. This data gave a general picture of the adaptation experiences faced by these Pakistani learners. Following this, three rounds of face-to-face interviews over the first semester were conducted with 14 learners who indicated willingness to participate in phase two of the study on their questionnaire. The interviews aimed to gain in-depth qualitative insights into and rich explanations of the factors influencing learners' adaptation to the university culture and the transition process.

The findings of this study revealed that many of the transition experiences of the Pakistani learners in this study were similar to those of other students in international settings. However, some experiences were different in nature due to the country's educational, cultural and historical background. In particular, the country's parallel school education system and dual medium of instruction policy were found to have a significant influence on the learners' transition into university, shaping both pre-university and post-shift influences on the adaptation process.

This chapter concludes the study. It begins by presenting the key findings, before moving on to discuss the limitations of the current study, implications for research methodology and future research and making recommendations for future educational practice and policy. The chapter ends with the researcher's final thoughts.

7.2 KEY FINDINGS

The results from both the quantitative and qualitative strands of the study revealed that a majority of Pakistani learners in this study were faced with various academic, social, linguistic and environmental adaptation challenges during their transition into university. However, the prior Urdu MOI public school background learners were found to be struggling more with fitting into the new role of university learners and into the co-ed environment compared to the prior English MOI private school background learners. There were also variations in the extent to which learners from these two backgrounds were coping with the new culture and its demands. Another minor finding was regarding learners from mixed gender schools and colleges who were finding it more challenging to adapt to some aspects of academic and linguistic adaptation during transition into university.

The learners in the current study reported a number of academic challenges that they were confronted with during the first semester and particularly during the first few weeks after their university entrance. Most of the learners reported unrealistic expectations of higher education and university culture as they expected it to be similar to school and college. Furthermore, the learners felt under-prepared for university academic culture and it appeared that their prior schools and colleges did not equip them with the kind and level of academic and linguistic skills required to adjust to the university culture. Being used to an annual system, the learners had been accustomed to a slower academic pace and encountered challenges in adapting to the semester system and managing the greater workload in university. Further challenges were posed by the assessment system that comprised various formats like writing research-based assignments, making presentations, doing group projects, and sitting mid-semester and end-of-semester examinations.

Adopting the role and identity of independent learners was another challenge for many learners. According to the learners, the university culture expected that the learners would change from their former roles as dependent learners in school to quickly become more independent learners at university.

The university linguistic demands created difficulties in doing academic work and affected the work quality as reported by many learners. They reported that high level course content full of difficult vocabulary made it difficult to do critical reading and understand the course content and requirements. Understanding the lectures in English was also very challenging for the learners with low skill in English listening and many learners reported facing difficulty in making presentations in English due to a low level of English speaking skill. As a result, many learners needed to take tuition or seek help for learning and understanding English language in order to comprehend the course content and write assignments.

University social culture also presented the learners with a number of challenges. Many learners reported that the first day left them in a state of cultural shock, nervousness and confusion, and they felt unwelcome as the senior students and staff seemed indifferent, unfriendly and unhelpful. Sharing classrooms and grounds with the opposite gender was also a challenge for a majority of these learners, particularly for those coming from single gender institutions and rural background. During the first week, many students felt shy, intimidated and hesitant to interact with others. Making friends with people from diverse backgrounds was also challenging. Doing group work was another new experience for many and some learners reported feeling uneasy about interacting with other group members. Furthermore, the learners were hesitant about interacting with teachers both inside and outside the classrooms. These factors were likely to have increased their academic challenges.

Another significant point that was highlighted by the qualitative interviews with the learners was that difficulty in coping with university academic workload was the reason behind learners' not joining clubs or societies in the university as well as avoiding making lots of new friends and extending their social circle.

The major reasons for learners facing significant adaptation challenges may be due to the lack of a bridge between higher secondary institutions and universities in Pakistan. Some other factors may arise from the education policy for English language teaching and school/college system in Pakistan. The dual education policy in the secondary and higher secondary education system against a uniform policy in university education seemed a big reason in leading to transition difficulties for a major faction of learners hailing from the public sector Urdu MOI schools and low status English medium schools. Some students had experienced a low level of English language teaching which impacted on their skill development in English reading, writing, listening and speaking as well as academic writing and critical reading of text in English language. The interviews revealed there appeared a mismatch between the academic

skills and knowledge imparted during secondary and higher secondary years and the type and level of academic skills required in university education.

Despite the transition from higher secondary institutions to university proving to be a complex undertaking for the interviewees, the learners' current beliefs regarding the importance and value of English language and English MOI and higher education played a decisive role in helping them keep a positive stance. This is likely to improve their chances of successful adaptation to the new culture during the future months as they complete the transition into university.

7.3 LIMITATIONS OF THE STUDY

The limitations of this research include the study's scope, time constraints and the size of the sample.

The scope of the current study was limited to the learners' transition experiences at sociocultural level only and did not include the major psychological effects (such as cognitive, motivational and emotional) and physical effects (such as health, mental and physical stress) that might be involved in transition to the new culture.

Another limitation was the researcher's time constraints. The data collection took place over three months as the study aimed to collect data regarding the learners' transition experiences during the first semester in university only. Since adaptation continued beyond the time of the study, so transition was unlikely to be complete for most students after just one semester. Time constraints did not allow a chance to study the complete transition process of all the learners in this study.

In addition, it was not possible to conduct random sampling from the population of all undergraduate majors. The sample was restricted to students within four majors in one Pakistani public university. This limited the ability to generalise the results of this study to a wider population of university students.

Another limitation was that, despite a focus on the Pakistani university entrants' experiences in single gender and co-ed schools and colleges, the study did not look specifically at comparing the experiences of male and female learners.

These limitations lead to some future research suggestions which are presented in the next section.

7.4 IMPLICATIONS FOR FUTURE RESEARCH

The current research was the first study to investigate Pakistani learners' experiences during their transition into university. This study therefore sets the stage for further studies regarding the challenges faced by Pakistani learners during transition. In particular, the findings of this study highlight the need to conduct more extensive longitudinal studies on learners' transition into university in Pakistan. Since this study was limited to exploring learners' transition experiences only during semester one, it would be valuable for future studies to collect more extensive longitudinal data on learners' experiences in the learners' first year and the first few months of second year at university. This would enable the adaptation challenges to be investigated in more depth, especially with regard to examining how learners adapt to the university culture in a more holistic manner, exploring the links between learners finishing their first year at university successfully and their perceptions of their transition experiences at the start of the second year.

Another suggestion for future research would be to begin the study in the last year at higher secondary institutions and conduct a longitudinal study on learners through to the end of the first year at university. This would help in understanding more clearly the nature of the changes that take place in the learners' beliefs, learning habits and approaches, social behaviour and interactions, and perceptions of university culture and higher education when a shift takes place in the educational culture and level.

Since the sample for this study was from one public sector university only, future studies on Pakistani learners' transition into university could also include more universities both from public and private sector to increase generalisability. Expanding the research scope would also help in investigating the Pakistani learners' transition experiences in more depth and detail. This could involve including in future studies psychological and physical aspects as well as the role of other factors, such as parental education, occupation and income; family and social norms and values; and epistemological beliefs about learning.

It is also suggested that it would be useful to compare the difference in the transition experiences of learners from rural and urban backgrounds. The outcomes of such studies would

help universities in identifying any specific support required by the learners from these two groups during the transition phase.

Another suggestion for future research could be to undertake some comparative studies of the transition and adaptation experiences of male and female Pakistani learners. By conducting gender based studies it would be possible to compare factors that differentially influence the transition experiences and adaptation challenges of male and female university entrants in Pakistan. This could be particularly pertinent with reference to the experiences of single and mixed gender prior education.

Studies could also be conducted to compare the transition and adaptation experiences of female university entrants in women universities and co-ed universities. This could be particularly relevant to social and environmental adaptation challenges of female university entrants in Pakistan.

Other comparative studies could also be conducted on groups of Urdu MOI and English MOI school background university entrants. Their initial English language skills could be measured using a standard English language proficiency test, and then examined to identify any differences in their transition experiences.

A further suggestion could be to conduct studies on a control group of learners provided with English language knowledge and skill improvement through language learning programmes and compare them with groups that had not been provided with these opportunities. These findings may be helpful in improving academic and linguistic adaptation experience of university entrants.

Studies are also needed to explore the influence of school shifts in pre-university years, particularly in relation to the influence of movements between school sectors, types and MOI. This may provide some important information regarding schooling decisions and how prior transition experiences during school years (help with or) influence learners' transition into university.

Yet another suggestion could be to conduct research on the influence of parental decisions regarding learning, education, and career on learners' transition into university. For instance, it may be useful to study the influence of parental decisions regarding school choice on the transition experience. In addition, it could be interesting to investigate how pressure or influence from parents to study toward a specific career affects learners' academic performance during

high school years. Furthermore, changing career and educational choice due to being unsuccessful in getting entry into specific study programme and/or due to low marks in the higher secondary examination would help in understanding more about this aspect of learners' transition experiences.

Given that it was not possible to confirm the information learners provided on schools/colleges and university teachers/staff, it is suggested that it would be useful to add these perspectives to future research. This will help in seeing the transition process from differing perspectives, and could provide additional insights into the factors influencing transition.

Another future research suggestion could be to include a search of relevant policy documents in relation to the transition process of university entrants. This would help in investigating the influence of various educational policy clauses on learners' transition and adaptation to university. This would also help in pinpointing the loopholes in policies in regards to both secondary/higher secondary and higher education; and language in education and medium of instruction policies.

Lastly, experimental studies could include a control group of learners who are provided with support and assistance during the transition period, compared with a group who did not receive such support. This would help to determine the value and effectiveness of such programmes in easing the transition process. However, the current study does indicate that prior educational factors seem to be influential on transition, so any future experimental studies would need to control for these factors.

7.5 IMPLICATIONS FOR THEORY

The current study extended Bolt and Graber's (2010) and Levin's (1987) concept and definition of transition by contending that transition is a dynamic and complex process which is unique for each learner due to the influence of various factors. These factors include a network of pre-university and post-shift factors that are interconnected (see Section 6.2 and Figure 6.1). This complex process also involves several stages, and influences that may vary across these stages. The current study ultimately presented a model of the transition process based on all the stages involved in the process and the different factors influencing it (see Figure 6.2).

Another dimension in the current study was Berry's (2003, 2005) adaptation theory. The current study contends that transition incorporates three adaptation strategies: assimilation, separation

and integration (see Section 6.4). The findings from the current study suggest that the adoption of integration strategy is most likely to lead to a successful transition because, by using this, learners can hold some values of the past culture while gradually adopting some values of the new culture. It should be noted that this study did not look into the role of Berry's fourth strategy of marginalisation in transition because it leads towards attrition (resulting due to unsuccessful transition into university culture) which is a different phenomenon to that studied in this research.

Although there exist a number of previous studies on learners' transition into university, the majority of these emerge from western contexts and English speaking countries. The current study contributed to the transition literature by adding a study from Pakistan which presents a perspective on the phenomenon from the less explored context of a NESC with a postcolonial, multicultural and multilingual background where English is taught as second language and holds the status of official language. In fact, it is the first study undertaken on university entrants' transition in the Pakistani context.

This study also explored environmental adaptation as one of the main categories of adaptation. It was felt that learners' adaptation to university was likely to be significantly affected and influenced by their specific experiences within the new learning environment, particularly on very first exposure and during the first few weeks in the new educational setting. In this regard, learners' reactions to the new environmental culture and their feelings during the first few days on campus and particularly their feelings on first exposure to university helped in understanding learners' transition in a more holistic way. Environmental adaptation remains an under-researched category in learners' transition into university; nonetheless it is of note that Farrell and Farrell (2000) developed and administered a pilot transition programme named "Tertiary Awareness Programme Pilot" (TAPP). A course was developed for suitable preparation of high school students for university life and was administered to 27, year 12 students at Glenmore State High School, Queensland, Australia. The fundamental aim of the programme was the integration of four aspects of transition (academic, social, economic and environmental). This transition programme may also be useful in the Pakistani context.

This study extended the literature on the influence of school characteristics on learners' adaptation to and transition into university. While some earlier studies have explored the impact of school sector on learners' transition, this is the first study to have explored the role of school/college type on transition. There were two types of schools/colleges included in this study, single gender and co-ed schools/colleges. The findings revealed that along with other

factors, prior school and college type may have a significant influence on learners' transition experiences.

Another new dimension to the social adaptation category added by the current study was regarding the importance learners in this study placed on knowing someone's background before making friends. The findings revealed that learners from similar background (educational, social, geographical, etc.) appear to relate to each other and feel comfortable in developing friendships, but may also intentionally avoid making friends amongst people coming from a different background to theirs.

While developing the questionnaire, learners' geographical background (rural and urban) was not considered because the study was mainly focused on the prior educational experiences and MOI. However, during interviews, the factor of rural/urban background emerged as one of the important influences on learners' transition experiences.

7.6 PRACTICAL RECOMMENDATIONS FOR EDUCATIONAL PRACTICE & POLICY

As a result of this study, practical recommendations are provided for secondary and higher secondary institutions (schools and colleges), universities, learners, university academic staff, policymakers and English language curriculum developers.

7.6.1 Practical Recommendations for Schools and Colleges

It is quite likely that learners who go to a school or college where a high quality of teaching and learning environment is provided, may face fewer challenges in their transition into university culture, as schools and colleges influence learner outcomes through a range of demographic, institutional, and environmental factors. The findings of this study suggest that a school/college's ability to provide for learners' transition needs may influence future educational outcomes and the post-secondary transition experience.

In the light of the current study findings, the following recommendations are suggested for the schools and colleges in Pakistan. Schools and colleges should:

1. work in liaison with universities to develop and adjust the academic skill development programmes in accordance with the university learning demands;
2. arrange at least one visit to the university during the learners' last three months at college;
3. provide English language skill development curricula to improve students' English language skills;
4. provide non-curricular activities to develop students' social skills.

7.6.2 Practical Recommendations for Universities

The current study findings suggested that not only did the school/college university gap appear to increase by the secondary and higher secondary systems that produce under-prepared learners for higher education, but that the university at the same time appeared to be under-prepared to accommodate these learners.

In the light of the current study findings, the following recommendations are made for the universities. The universities should:

1. work in liaison with the higher secondary institutions to arrange at least one visit by the prospective university entrants to the university to introduce them to the university culture;
2. provide guidance and support to the new entrants through orientation, induction, and/or seminars before the semester start and during the semester;
3. set up special help desks at key places in the university for assistance to help new entrants during the first two weeks on campus;
4. hold one-off academic skill development courses regarding key areas including academic writing, critical reading, searching and using online and library sources for writing assignments, time management, preparing and making presentations, and preparation for taking assessment activities;
5. revise university strategies particularly in relation to administrative staff's co-ordination, co-operation and communication with the new entrants;
6. provide university entrants access to library and sources during the first week after university entrance and avoid delays in this regard;
7. provide training to the academic staff on how to reach and support the new entrants at university;

8. offer English language courses to learners who want to improve their English language knowledge and skills and consider the possibility of offering credit for these;
9. provide new entrants with chances of and encouragement for their participation in social activities, at least at their department level, to help them develop a sense of belonging to the university culture.

7.6.3 Practical Recommendations for University Staff

The present study findings demonstrated that not only did the learners have unrealistic expectations of the university academic staff but the learners perceived that the university academic staff also had unrealistic expectations that learners would exhibit independent learning skills, and have the information literacy to search sources for writing assignments and preparing and making presentations, as well as the ability to engage in critical academic discourse as part of their assessments.

The following recommendations are made for the university teachers in the light of the present study findings. The university teachers should:

1. in the first contact class with the new entrants give a brief introduction to the expectations for higher education learners;
2. build bridges to the new academic curriculum through facilitating access to (not encouraging continued dependence) learner support systems for those learners who are experiencing academic or personal difficulties;
3. be aware of the challenges first-year learners may experience in managing their time, and the considerable transition learners will go through on entering university, and play an active role in helping learners to meet the expectations related to time management and self-study;
4. encourage new university learners to become involved with learning as well as to engage in social activities and clubs, and to interact with peers and academic staff.

7.6.4 Implications and Recommendations for English Language Curriculum for Schools and Colleges

The study participants reported that the current curriculum and assessment system at schools and colleges encourages Pakistani learners to study English content through cramming information and to answer the literary questions in the examination by quoting from what is

printed in the textbooks, instead of learning and demonstrating the practical usage of English language. The study participants also revealed that the current curriculum does not include provision for teaching and developing the academic, reflective and critical reading and writing skills of Pakistani learners.

In the light of the current findings, the following recommendations are suggested for further development of the Pakistani English curriculum for schools and colleges. The English language curriculum should:

1. introduce course content with lessons and language exercises aimed at imparting practical usage of English language through the development of skills in listening, speaking, reading and writing;
2. include activities and exercises that develop learners' academic English skills, especially with regard to reading and writing which would act as a bridge to further developing the academic English skills required for doing university academic tasks.
3. discourage the use of Grammar Translation Method and the use of Urdu language for teaching English;
4. prepare the learners for transition into higher education by developing academic skills;
5. focus more on developing independent learning skills;
6. develop deep learning skills and discourage the over-use of surface learning.

7.6.5 Implications and Recommendations for Learners

It was found that learners in this study initially perceived themselves to be ready and well-prepared for university study because they believed that university would be similar to school and college. However, when they actually entered university they realised that they were not well prepared for university studies and that they had held misconceptions about university all of their secondary and higher secondary years. The learners reported that they also had unrealistic expectations with regard to maintaining their school level of academic performance at university, despite the impact of greater social and academic freedom.

Based on the present findings, the following recommendations are presented for the learners. The learners should:

1. explore university culture and life a little by either visiting university or seeking guidance from a previous or current university learner amongst family or friends to be better prepared for the unexpected;

2. be willing to ask when they need help and not shy away from seeking help or support from peers, and administrative and academic staff at university when required.

7.6.6 Implications and Recommendations for Policy

The current study findings indicate a mismatch between the secondary/higher secondary education policy and the higher education policy in Pakistan, as each seems to be developed for a different context and each remains detached from the other. In reality, the higher education policy should be developed in conjunction with the policy principles related to secondary/higher secondary education system. However, in the case of Pakistan, the two systems seem to be completely disjointed. The school/high school is based on a dual system regarding institution sectors (public and private sector) and types (single gender and co-ed institutions), curriculum (local and foreign), assessment system (local and foreign), and MOI (Urdu and English). On the contrary, university education system follows a uniform system and policy regarding curriculum, assessment system, and MOI.

Based on the current study's findings, the following recommendations are made with regard to Pakistan's educational policy. There is the need to:

1. bring in major policy shifts to align the secondary/higher secondary education policy with the higher education policy;
2. introduce a holistic education policy for secondary/higher secondary system which would ensure the production of higher calibre higher secondary education leavers;
3. introduce policy for creating links and collaboration across the secondary/higher secondary and higher education system to make transition a smoother process;
4. introduce policy that supports teachers through the development of resources that scaffold and enhance the process of teaching and learning academic literacy and information skills in multidisciplinary contexts;
5. revise policy regarding continuous professional development making it mandatory for both the secondary/higher secondary and higher education academic staff to keep abreast of students' future higher education learning needs and requirements;
6. provide teachers with training on how to develop learners' higher level academic skills.

7.7 FINAL THOUGHTS

This study has helped me not only in understanding what the learners have to go through during transition but it has also provided a segment of Pakistani university entrants with the chance to raise their concerns regarding their adaptation challenges and to share their transition experiences. Furthermore, this study has helped me to understand my role and obligation towards the university entrants, to assist and facilitate them during their simultaneous transition into higher education and adult life. I was unable to fully understand their situation before undertaking this study.

This study has revealed that Pakistani learners are faced with a number of adaptation challenges during their transition into university and an understanding of these challenges holds promise for finding ways of easing the transition process. It is therefore important to consider various background and foreground factors that shape learners' transition experiences, and the interplay between these. In turn, it is hoped that they will have a greater opportunity to become successful higher education learners and ultimately emerge as adults who are more productive members of the society.

To achieve change, the first step is the identification of the challenges faced by Pakistani learners during their transition into university culture which was the focus of this study. Ultimately, the findings of this study call for educational policy and practice shifts in response to assisting learners with their adaptation challenges and transition process.

The recommendations show the importance of the link between secondary/higher secondary and higher education policies, systems and institutions. Preparing the learners for their next educational stage is a responsibility of the secondary/higher secondary system. However, welcoming and facilitating their adaptation to the demands of the higher education system during transition is the responsibility of the universities. Being left with no support pre-and post-university entrance, has the potential to make the transition into university more challenging for some learners. This study has assisted in identifying steps that need to be undertaken at both educational policy and practice level. It is therefore suggested that all stakeholders need to be involved in making the transition from secondary/higher secondary to university level a smoother process.

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APPENDICES

Appendix A Letter Requesting Access to Faculty



Pakistani Learners' Transition into University

Fareeha Javed
373 Botanical Road
West End
Palmerston North 4412
New Zealand

Dean
Faculty of Arts, Humanities & Social Sciences/Science
University X
Pakistan

Date_____

Dear Dr _____

Requesting Access to the Faculty of Arts, Humanities & Social Sciences/Science for PhD Research

I am writing this letter to provide you a brief introduction of my research and to formally request your permission to conduct this project in your faculty. I am a lecturer in English, at Higher Education Department, Government of Punjab, Pakistan. I am currently pursuing my PhD studies at Massey University, New Zealand. This research is part of my PhD Thesis at Massey University, New Zealand.

The purpose of this study is to explore the learners' experiences as they adapt to the university culture during the transition in the first semester. It aims to:

1. explore and understand the challenges faced by the learners to adapt to the higher education culture;
2. understand how the learners adapt to the higher education culture;
3. explore and understand the role played by the learners' prior learning experiences, beliefs and values in their transition into higher education, and
4. explore and understand the role of the learners' prior language of instruction in their transition into higher education.

This institution was selected as it is a public sector university and is representative of the wider population of Pakistani university students. The project will employ two main tools to collect data: questionnaire and semi-structured interview.

Questionnaire: The projected time for questionnaire is January 2014. All the students enrolled in the first semester of BS Majors in English Literature, Education, Information Technology and Chemistry will be invited to fill in the questionnaire. However, the decision to fill in and return the questionnaire will be solely their own. The questionnaire is expected to take no more than 30 minutes to complete and has both English and Urdu versions. The students will be given 3 days to return the completed questionnaire to a sealed box provided with your permission at the reception desk of the concerned faculty. The researcher will herself collect the sealed box at the end of the third day. Students interested in participating in the follow-up interviews at a later date will be asked to provide contact details at the end of the questionnaire.

Interviews: Three rounds of interviews will be conducted with 16 participants. Four participants each (two each from prior Urdu and English language of instruction) will be randomly selected from the BS Majors in English Literature, Education, Information Technology and Chemistry out of the students who will show interest in participation in interview and provide their contact details. The projected time for interviews is January to March 2014. Each student will be interviewed separately for three times during the period of three months. Each interview duration will be a maximum of one hour and will be conducted during university hours, out of the participants' class times and within university premises. I would be grateful if you allow me to use either a small classroom or an office for that purpose. The interviews will be audio recorded with the participants' prior permission.

I am requesting access to the BS first semester students in the English Literature, Education, Information Technology and Chemistry Majors in your faculty for the purpose of distributing questionnaires and conducting interviews. Permission will be sought from the relevant teachers. In case any student becomes upset as a result of interviews, your permission is requested to refer them to the university's Counseling Service.

Data management: Data will be published in a thesis and all the publications and presentations arising from the project. Data will be kept confidential and only the researcher and supervisors will have access to it. The participants will be offered a copy of the summary of research findings. Information provided by the participants will be kept confidential and will strictly be used for the current study only. The identity of the institution and participants will not be

disclosed at any stage of the study. Pseudonyms and code words will be used to protect identities.

Participants' rights: The participants will be under no obligation to accept the invitation to participate in the study. The participants will have the right to:

- withdraw from the study at any time during the data collection;
- ask any questions about the research before and during participation;
- decline to answer any particular question;
- ask for the audio recorder to be switched off at any stage during interviews;
- receive a summary of the project findings after its completion;
- provide information on the understanding that the names of the institution and the participating students will not be used unless they give permission to do so.

You will be provided with a copy of the summary of the findings after the completion of the project.

For further information and questions, you can correspond with me at my email address or telephone. Alternatively, you can contact my supervisors.

Doctoral Student: Fareeha Javed, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: New Zealand +64 210 258 1085

Pakistan 0300 602 2890

Email: fareeha.javed.1@uni.massey.ac.nz

Chief Supervisor: Dr Penny Haworth, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84446). Email: p.a.haworth@massey.ac.nz

Co-Supervisor: Dr Karen Ashton, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Pakistani Learners' Transition into University

Phone: +64 6 356 9099 (ext 84445). Email: K.Ashton@massey.ac.nz

MUHEC Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 13/91. If you have any concerns about the conduct of this research, please contact *Dr Nathan Matthews*, Chair, Massey University Human Ethics Committee: *Southern B*, telephone +64 6 350 5799 x 80877, email humanethicsouthb@massey.ac.nz

I thank you for your time and co-operation.

Yours sincerely,

(Fareeha Javed)

Date: _____

Appendix B Faculty Consent Form



Pakistani Learners' Transition into University

This form will be held for a period of five (5) years

I have read the Information Sheet thoroughly and understood the significance of the study. All the concerns have been explained in detail to my satisfaction.

I allow/do not allow the research to be conducted in my faculty/institution.

Signature _____

Full Name - printed _____

Email
address _____

Faculty _____

Appendix C Teacher Information Letter



Pakistani Learners' Transition into University

Fareeha Javed
373 Botanical Road
West End
Palmerston North 4412
New Zealand

Dear Dr/Mr/Mrs/Ms _____

Requesting access to the classroom and students for data collection through questionnaire and interviews

I am writing this letter to provide you a brief introduction of my research and to formally request your permission to have access to your classroom and students for data collection. I am a lecturer in English, at Higher Education Department, Government of Punjab, Pakistan. I am currently pursuing my PhD studies at Massey University, New Zealand. This research is part of my PhD Thesis at Massey University, New Zealand.

The purpose of this study is to explore the learners' experiences as they adapt to the university culture during the transition in the first semester. It aims to:

1. explore and understand the challenges faced by the learners to adapt to the higher education culture;
2. understand how the learners adapt to the higher education culture;
3. explore and understand the role played by the learners' prior learning experiences, beliefs and values in their transition into higher education, and
4. explore and understand the role of the learners' prior language of instruction in their transition into higher education.

The project will employ two main tools to collect data: questionnaire and semi-structured interview.

Questionnaire: The projected time for questionnaire will be January 2014. All the students enrolled in the first semester of BS Majors in English Literature, Education, Information Technology and Chemistry study programmes will be invited to fill in the questionnaire. However, the decision to fill in and return the questionnaire will be solely their own. The questionnaire is expected to take no more than 30 minutes to complete and has both English and Urdu versions. The students will be given 3 days to return the completed questionnaire to a sealed box provided at the reception desk of the concerned faculty. The researcher will herself collect the sealed box at the end of the third day. Students interested in participating in the follow-up interviews at a later date will be asked to provide contact details at the end of the questionnaire.

Interviews: Three rounds of interviews will be conducted with 16 participants. Four participants each (two each from prior Urdu and English language of instruction) will be selected randomly from the BS English Literature, Education, Information Technology and Chemistry study programmes out of the students who will show interest in participation in interview and provide their contact details. The projected time for interviews is January to March 2014. Each student will be interviewed separately for three times during the period of three months. Each interview duration will be a maximum of one hour and will be conducted during university hours, out of the participants' class times and within university premises. The interviews will be audio recorded with the participants' prior permission.

I am requesting access to the BS first semester students in your class for the purpose of distributing questionnaires and conducting interviews. Permission has been received from the relevant Dean.

Data management: Data will be published in a thesis and will be used in all the publications and presentations arising from the project. Data will be kept confidential and only the researcher and supervisors will have access to it. The participants will be offered a copy of the summary of the research findings. Information provided by the participants will be kept confidential and will strictly be used for the current study only. The identity of the institution and participants will not be disclosed at any stage of the study. Pseudonyms and code words will be used for protecting identities.

Participants' rights: The participants will be under no obligation to accept the invitation to participate in the study. The participants will have the right to:

- withdraw from the study at any time during the data collection;
- ask any questions about the research before and during participation;
- decline to answer any particular question;
- ask for the audio recorder to be switched off at any stage during interviews;
- receive a copy of the summary of the project findings after its completion.
- provide information on the understanding that the name of the institution and the participating students will not be used unless they give permission to do so.

Pakistani Learners' Transition into University

You will be provided with a copy of the summary of findings after the completion of the project.

For further information and questions, you can correspond with me at my email address or telephone. Alternatively, you can contact my supervisors.

Doctoral Student: Fareeha Javed, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: New Zealand +64 210 258 1085

Pakistan 0300 602 2890

Email: fareeha.javed.1@uni.massey.ac.nz

Chief Supervisor: Dr Penny Haworth, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84446). Email: p.a.haworth@massey.ac.nz

Co-Supervisor: Dr Karen Ashton, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84445). Email: K.Ashton@massey.ac.nz

MUHEC Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 13/91. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone +64 6 350 5799 x 80877, email humanethicsouthb@massey.ac.nz

I thank you for your time and co-operation.

Yours sincerely,

(Fareeha Javed)

Date: _____

Appendix D Teacher Consent Form



Pakistani Learners' Transition into University

This form will be held for a period of five (5) years

I have read the Information Sheet thoroughly and understood the significance of the study. All the concerns have been explained in detail to my satisfaction.

I allow/do not allow the research to be conducted with students in my class.

Signature _____ **Date** _____

Full Name - printed _____

Email address _____

Department _____

Designation Stamp _____

Appendix E Information Sheet for Questionnaire Participants



Pakistani Learners' Transition into University

Introduction: This information sheet is intended to provide a brief introduction of my study and to invite you to participate in that. I am a lecturer in English, at Higher Education Department, Government of Punjab, Pakistan. I am currently pursuing my PhD studies at Massey University, New Zealand.

Aim of the study: The purpose of this project is to explore the Pakistani learners' experiences as they adapt to the university culture during their first semester of the study. It aims to:

1. explore and understand the challenges faced by the learners to adapt to the higher education culture;
2. understand how the learners adapt to the higher education culture;
3. explore and understand the role played by the learners' prior learning experiences, beliefs and values in their transition into higher education, and
4. explore and understand the role of the learners' prior language of instruction in their transition into higher education.

The project will employ two main tools to collect data: questionnaire and semi-structured interviews.

Questionnaire: You are invited to participate in the project by filling in the attached questionnaire. However, the decision to fill in and return the questionnaire will be solely your own. The questionnaire is expected to take no more than 30 minutes to complete. You can select either English or Urdu version. You are encouraged to complete the questionnaire independently. You will be given 3 days to return the completed questionnaire to a sealed box labeled **FAREEHA JAVED** provided at the reception desk of your faculty. The researcher will herself collect the sealed box at the end of the third day.

Completion and return of the questionnaire will indicate your consent to participate in the project. The information provided by you in the questionnaire will be kept confidential.

Interviews: The project also involves follow-up interviews with students which will be held at a later date. Students interested in participating in the interviews at a later date are invited to provide contact details in the space provided at the end of the questionnaire. A total of 16 students will be.

selected for interviews from those who show willingness to participate in the interviews. The criteria for selection is your BS Major and prior language of instruction. The final decision for participant selection will be made after a pre-selection meeting with the prospective participants

Four students will be selected randomly from each department out of those who show interest in being interviewed. The potential participants will be invited individually to attend one-to-one pre-selection meetings. More participants will be contacted if needed. If the prospective participants agree to be interviewed, the interview venue, dates and time will be decided with them at the end of the pre-selection meeting.

Data management: Data will be published in a thesis and all the publications and presentations arising from the project. Only the researcher and supervisors will have access to data. The data will be destroyed five (5) years after the completion of the project.

Participants' rights: You will be under no obligation to accept the invitation to participate in the project. You will have the right to:

- ask any questions about the research before and during participation;
- provide information on the understanding that your name and that of the institution will not be used unless you give permission to do so;
- be offered a copy of the summary of the project findings after its completion.
To get the summary of the project findings, you can contact me at my email address provided in my contact details below.

For further information and questions, you can correspond with me at my email address or telephone. Alternatively, you can contact my supervisors.

Doctoral Student: Fareeha Javed, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: New Zealand +64 210 258 1085

Pakistan 0300 602 2890

Email: fareeha.javed.1@uni.massey.ac.nz

Chief Supervisor: Dr Penny Haworth, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84446). Email: p.a.haworth@massey.ac.nz

Co-Supervisor: Dr Karen Ashton, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84445). Email: K.Ashton@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 13/91. If you have any concerns about the conduct of this research, please contact *Dr Nathan Matthews*, Chair, Massey University Human Ethics Committee: *Southern B*, telephone +64 6 350 5799 x 80877, email humanethicsouthb@massey.ac.nz

Appendix F Questionnaire



Pakistani Learners' Transition into University

Learners' adaptation to university is based on their prior experiences, beliefs, values and language of instruction. Based on this idea, this study aims to explore the learners' experiences during their transition from college into university. It is hoped that by investigating the learners' experiences, the process of transition into and adaptation to university can be further understood.

This questionnaire is not a test and the information provided in this questionnaire will not affect your academic grades. All the information provided will be strictly kept confidential, and will be used for this study and the publication emerging from it only.

Completing this questionnaire indicates your agreement to participate in the study.

This questionnaire will take no more than 30 minutes to complete.

If you wish to be provided with a summary of the project findings, you can contact me on my email address provided in my contact details given at the end of the information sheet.

General Instructions

1. This questionnaire has **TWO** sections. Please complete both the sections.
Section A: Background Information
Section B: Adaptation Experiences
2. Indicate the answer that best describes you. There are no right or wrong answers.
3. Please return the Questionnaire to the sealed box labelled **FAREEHA JAVED**, provided at your department's reception desk within **THREE** days.
4. If you are interested to participate in the follow-up interviews, please provide your contact details on the separate detachable sheet provided at the end of the questionnaire.

Thank you for your participation.

Fareeha Javed

Section A

Background Information

Instructions for Completing the Questionnaire

- Choose your answer to each question and put a tick in the box in front of the answer you choose. Please tick only **ONE** answer for each question unless asked otherwise.

Example

Which Language of Instruction was followed by the high school you attended? ☐ English ☒ Urdu

- If you want to change an answer you have marked, cross out the tick and put a new tick in another box in the same line.

- What is your BS Major?
☐ Chemistry ☐ Computer Science
☐ Education ☐ English Literature
- What school sector did you attend for your secondary (matriculation) education?
☐ Private ☐ Government
- What college sector did you attend for your higher secondary (intermediate) education?
☐ Private ☐ Government
- What type of school did you attend for your secondary education?
☐ Co-ed ☐ Single gender
- What type of college did you attend for higher secondary (intermediate) education?
☐ Co-ed ☐ Single gender
- What was the medium of instruction in your school during secondary education?
☐ English ☐ Urdu

7. What was the medium of instruction in your college during your higher secondary (intermediate) education?

☐ English

☐ Urdu

Section B

Adaptation Experiences

Instructions for Completing the Questionnaire

- There are four possible answers for each question, “Strongly Disagree, Disagree, Agree and Strongly Agree”. Please tick the box that best applies to your situation and experiences.

Key: 1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly disagree

Example:

Strongly disagree Disagree Agree Strongly agree

1 2 3 4

I am finding the university academic tasks easier than those in college. ☐ ☐ ☒ ☐

- If you wish to change an answer you have marked, cross out the tick and put a new tick in another box that best describes your answer, in the same line.
- Please tick only **ONE** answer for each question.

Adaptation Experiences	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Academic Adaptation				
1.1 I am finding the university academic tasks easier than those in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 I am adapting to the university academic culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 I need extra help for completing my study tasks inside university hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 I need to take tuition for completing my study tasks outside university hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 I can cope with the university teachers' teaching style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 I need to devote more time to my studies in university than I used to do in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 I need to work harder in university studies than I used to do in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 I can manage the university academic workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 I can complete my academic tasks within given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 I do not hesitate to ask the teacher questions in classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 I do not hesitate to request the teacher for clarification of a concept in classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Adaptation				
2.1 I have made friends on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I feel shy to socialise with others on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 I like to socialise on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I feel shy to interact with the opposite gender on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 I feel isolated on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 I like to participate in social activities on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 I have joined a society/club/association on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 I am adapting to the university social culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 It is easier to socialise in university as compared to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptation Experiences	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Linguistic Adaptation				
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 I can comprehend the lectures in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 I face no problem in writing assignments in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 I face no problem in taking assessments in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 I can speak English fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 I can speak English confidently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 I am adapting to the English language of instruction in university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 I have to take help (tuition/coaching) in learning and understanding the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 I think in Urdu and then translate in English before final reproduction of a response in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Adaptation				
4.1 I felt welcome during my initial days on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I was shocked on my first day on campus on finding it different from college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 I felt nervous during the initial days on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 I feel no difference between university and school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 I feel no difference between university and college culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 I am finding it easy to adapt to university culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 I am learning to adapt to university culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 I do not want to learn new ways to adapt to university culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 I want to carry on with my old ways of learning during my university years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 I like being at university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 University life has increased my confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12 University life makes me feel independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Invitation to participate in the follow-up interviews

I am willing to be contacted regarding participation in follow-up interviews. Yes/No

Name _____

Telephone No. _____

Mobile No. _____

Email Address _____

Appendix G

Information/Invitation Sheet for Interview Participants



Pakistani Learners' Transition into University

Thank you for completing the questionnaire and indicating that you would be willing to be interviewed for my study. I would like to invite you to participate in a series of three interviews.

Interview participant identification and selection: The project also involves follow-up interviews with students which will be held at a later date. Students interested in participating in the interviews at a later date are invited to provide contact details in the space provided at the end of the questionnaire. A total of 16 students will be selected for interviews from those who show willingness to participate in the interviews. The criteria for selection is your BS Major and prior language of instruction. The final decision for participant selection will be made after a *pre-selection* meeting with the prospective participants. *Four students will be selected randomly from each department out of those who show interest in being interviewed. The potential participants will be invited individually to attend one-to-one pre-selection meeting. More participants will be contacted if needed.* If the prospective participants agree to be interviewed, the interview venue, dates and time *will be decided with them at the end of the pre-selection meeting*. The interviews will be audio recorded with the participants' prior permission.

Timeframe for data collection through interview: Three rounds of individual interviews will be conducted from January to March 2014. Each interview duration will be a maximum of 1 hour. Interviews will be conducted during the university working hours, not in class times and within the university premises. All interview sessions will be audio recorded. Interviews will be conducted in the language of your choice, either English or Urdu or bilingually. You will later be provided with your interview transcripts so that you can make changes to any points which you feel that I may not have understood.

Data management: The audio tapes will be transcribed and stored on the researcher's password secured computer. Only the researcher will have access to the audio tapes and the transcribed data. The recordings and transcriptions will be destroyed after five (5) years following the completion of the study. Data will be used for the current study and will be published in a thesis and all the publications and presentations arising from this study.

Confidentiality and anonymity: The identity of the institution and participants will be kept

confidential and not disclosed at any stage of the study. Pseudonyms will be used for the participants.

Participants' rights: You will be under no obligation to accept the invitation to participate in the study. If you agree to be interviewed, you will have the right to:

- ask any questions about the research before and during participation;
- decline to answer any particular question;
- withdraw from the study within the first two weeks of data collection being completed;
- provide information on the understanding that your names will not be used unless you give permission to do so;
- ask for the recorder to be turned off at any time during the interview;
- ask for a copy of the audio tape;
- ask for and make amendments to the transcription;
- ask for a copy of the summary of the project findings after its completion.

For further information and questions, you can correspond with me at my email address or telephone. Alternatively, you can contact my supervisors.

Doctoral Student: Fareeha Javed, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: New Zealand +64 210 258 1085

Pakistan 0300 602 2890

Email: fareeha.javed.1@uni.massey.ac.nz

Chief Supervisor: Dr Penny Haworth, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84446). Email: p.a.haworth@massey.ac.nz

Co-Supervisor: Dr Karen Ashton, Institute of Education, College of Humanities & Social Sciences, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand.

Phone: +64 6 356 9099 (ext 84445). Email: K.Ashton@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 13/91. If you have any concerns about the conduct of this research, please contact *Dr Nathan Matthews*, Chair, Massey University Human Ethics Committee: Southern B, telephone +64 6 350 5799 x 80877, email humanethicsouthb@massey.ac.nz

Appendix H

Participation Consent Form for Interview



Pakistani Learners' Transition into University

This form will be held for a period of five (5) years

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being sound recorded.

I wish/do not wish to have my recordings returned to me.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature _____ **Date** _____

Full Name Printed _____

Email/Postal address to send summary of the research findings _____

Appendix I Interview Guide

Interview I

Topics for Discussion
<ul style="list-style-type: none">• Prior learning experiences• Prior MOI• Perceptions and expectations of the university culture during pre-university years• Initial reactions to and impressions of the new educational setting and learning culture

Interview II

Topics for Discussion
<ul style="list-style-type: none">• Experiences in the university since entrance regarding academic, social, linguistic and environmental adaptation• Steps being taken to meet the demands of the new learning culture and adapt to the university academic, social, linguistic and environmental culture

Interview III

Topics for Discussion
<ul style="list-style-type: none">• Transition and adaptation experiences• The overall experience during first semester• Lessons learnt from the first semester experiences• Planning for the second semester

Appendix J Detailed Breakdown of Mann-Whitney *U* Test Results

School and College Sectors

Academic Adaptation

School Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PS	GS	PS	GS	PS	GS	
1.1 I am finding the university academic tasks easier than those in college	77	76	2.58	2.70	74.7	79.28	.489
1.2 I am adapting to the university academic culture	78	75	2.88	2.77	79.46	74.45	.351
1.3 I need extra help for completing my study tasks inside university hours	78	76	2.74	2.84	75.55	79.50	.564
1.4 I need to take tuition for completing my study tasks outside university hours	78	76	1.81	2.04	71.17	83.99	.055
1.5 I can cope with the university teachers' teaching style	77	75	2.81	2.68	79.87	73.04	.267
1.6 I need to devote more time to my studies in university than I used to do in school/college	77	76	2.70	2.76	76.02	77.99	.772
1.7 I need to work harder in university than I used to do in school/college	78	76	2.82	2.88	76.85	78.16	.848
1.8 I can manage the university academic workload	78	73	2.17	2.49	68.86	83.63	.031
1.9 I can complete my academic tasks within given time	77	73	3.08	2.73	85.66	67.10	.004
1.10 I feel shy to approach academic staff when I need assistance in academic and other tasks outside classroom	78	74	2.91	2.77	80.47	72.31	.161
1.11 I do not hesitate to ask the teacher questions in classroom	78	76	2.85	2.47	85.54	68.22	.008
1.12 I do not hesitate to ask the teacher for clarification of a concept in classroom	78	76	2.91	2.62	84.47	70.35	.040

Note. PS: private school, GS: Government (public) school

College Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PC	GC	PC	GC	PC	GC	
1.1 I am finding the university academic tasks easier than those in college	98	55	2.67	2.58	79.61	72.35	.289
1.2 I am adapting to the university academic culture	98	55	2.88	2.75	79.51	72.53	.212
1.3 I need extra help for completing my study tasks inside university hours	99	55	2.69	2.98	73.06	85.50	.082
1.4 I need to take tuition for completing my study tasks outside university hours	99	55	1.83	2.09	75.52	86.47	.045
1.5 I can cope with the university teachers' teaching style	98	54	2.85	2.56	81.54	67.36	.027
1.6 I need to devote more time to my studies in university than I used to do in school/college	98	55	2.59	2.98	70.61	88.38	.012
1.7 I need to work harder in university than I used to do in school/college	99	55	2.77	3.00	73.90	83.98	.158
1.8 I can manage the university academic workload	99	52	2.23	2.50	72.02	83.56	.109
1.9 I can complete my academic tasks within given time	98	54	3.03	2.69	83.42	63.94	.004

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1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside classroom	97	55	2.91	2.73	80.42	69.58	.074
1.11 I do not hesitate to ask the teacher question sin classroom	99	55	2.84	2.35	85.87	62.44	.001
1.12 I do not hesitate to ask the teacher for clarification of a concept in classroom	99	55	2.87	2.58	82.03	69.35	.077

Note. PC: Private college, GC: Government (public) college

Social Adaptation

School Sectors

Items	N		Mean		Mean Ranks			<i>p</i>
	PS	GS	PS	GS	PS	GS		
2.1 I have made friends on campus	78	76	3.27	2.88	89.53	65.15	.000	
2.2 I feel shy to socialise with others on campus	77	76	1.95	2.26	69.40	84.70	.024	
2.3 I like to socialise on campus	76	75	2.91	2.67	81.76	70.17	.078	
2.4 I feel shy to interact with the opposite gender on campus	78	76	2.32	2.39	75.84	79.20	.627	
2.5 I feel isolated on campus	75	73	2.08	2.27	69.72	79.41	.148	
2.6 I like to participate in social activities on campus	75	73	2.75	2.64	76.77	72.17	.484	
2.7 I have joined a society/club/association on campus	78	75	2.04	1.87	81.13	72.71	.202	
2.8 I am having no problem to adapt socially to the university culture	78	76	2.67	2.46	83.32	71.53	.080	
2.9 It is easier to socialise in university as compared to school/college	78	76	2.53	2.41	80.03	74.91	.454	

Note. PS: private school, GS: Government (public) school

College Sectors

Items	N		Mean		Mean Ranks			<i>p</i>
	PC	GC	PC	GC	PC	GC		
2.1 I have made friends on campus	99	55	3.20	2.85	84.61	64.70	.002	
2.2 I feel shy to socialise with others on campus	98	55	1.97	2.35	70.87	87.92	.016	
2.3 I like to socialise on campus	96	55	2.83	2.71	78.55	71.55	.306	
2.4 I feel shy to interact with the opposite gender on campus	99	55	2.33	2.40	76.52	79.27	.703	
2.5 I feel isolated on campus	94	54	2.07	2.35	69.78	82.72	.063	
2.6 I like to participate in social activities on campus	96	52	2.73	2.63	75.54	72.03	.580	
2.7 I have joined a society/club/association on campus	98	55	1.99	1.89	79.09	73.27	.397	
2.8 I am having no problem to adapt socially to the university culture	99	55	2.66	2.40	82.40	68.68	.051	
2.9 It is easier to socialise in university as compared to school/college	99	55	2.49	2.42	78.40	75.87	.722	

Note. PC: Private college, GC: Government (public) college

Linguistic Adaptation

School Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PS	GS	PS	GS	PS	GS	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	75	76	2.63	2.51	79.07	72.97	.341
3.2 I can comprehend the lectures in English	75	75	2.83	2.56	81.91	69.09	.040
3.3 I face no problem in writing assignments in English	76	76	2.91	2.64	82.24	70.76	.075
3.4 I face no problem in taking assessments in English	76	76	2.95	2.62	84.23	68.77	.017
3.5 I can speak English fluently	78	76	2.38	2.16	83.71	71.13	.058
3.6 I can speak English confidently	77	74	2.51	2.15	86.12	65.47	.002
3.7 I am adapting to English language of instruction in university	78	74	2.92	2.81	79.86	72.96	.269
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	77	75	2.52	2.07	86.35	66.39	.003
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	78	75	2.40	2.69	69.44	84.86	.021
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	78	74	2.76	2.74	77.58	75.36	.727

Note. PS: private school, GS: Government (public) school

College Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PC	GC	PC	GC	PC	GC	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	96	55	2.65	2.44	80.07	68.90	.093
3.2 I can comprehend the lectures in English	96	54	2.80	2.50	80.32	66.94	.039
3.3 I face no problem in writing assignments in English	97	55	2.90	2.56	81.43	67.80	.042
3.4 I face no problem in taking assessments in English	97	55	2.90	2.58	81.46	67.75	.041
3.5 I can speak English fluently	99	55	2.33	2.16	81.04	71.13	.153
3.6 I can speak English confidently	97	54	2.45	2.11	83.16	63.13	.004
3.7 I am adapting to English language of instruction in university	98	54	2.86	2.89	76.11	77.20	.867
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	98	54	2.43	2.04	82.97	64.76	.010
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	99	54	2.46	2.69	73.05	84.25	.018
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	99	53	2.77	2.72	77.28	75.05	.737

Note. PC: Private college, GC: Government (public) college

Environmental Adaptation

School Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PS	GS	PS	GS	PS	GS	
4.1 I felt welcome during my initial days on campus	78	75	2.47	2.43	78.84	75.09	.574
4.2 I was shocked on my first day on campus on finding it different from school/college	78	74	2.35	2.65	69.88	83.47	.046
4.3 I felt nervous during the initial days on campus	78	75	2.42	2.72	70.65	83.60	.054
4.4 I feel no difference between university and school culture	78	75	1.60	1.85	72.01	82.19	.116
4.5 I feel no difference between university and college culture	77	75	1.69	1.91	71.27	81.87	.106
4.6 I am finding it easy to adapt to university culture	78	74	2.62	2.55	78.08	74.84	.623
4.7 I am learning to adapt to university culture	77	75	2.87	2.79	78.94	74.00	.414
4.8 I do not want to learn new ways to adapt to university culture	78	75	2.29	2.28	77.06	76.94	.986
4.9 I want to carry on with my old ways of learning during my university years	78	73	2.33	2.64	68.78	83.72	.025
4.10 I like being at university	78	73	3.05	2.95	79.29	72.48	.264
4.11 University life has increased my confidence	77	73	3.27	3.23	78.02	72.84	.417
4.12 University makes me feel independent	78	73	3.10	2.96	80.11	71.61	.190

Note: PS: private school, GS: Government (public) school

College Sectors

Items	N		Mean		Mean Ranks		<i>p</i>
	PC	GC	PC	GC	PC	GC	
4.1 I felt welcome during my initial days on campus	99	54	2.47	2.41	78.65	73.97	.503
4.2 I was shocked on my first day on campus on finding it different from school/college	99	53	2.35	2.75	70.10	88.45	.010
4.3 I felt nervous during the initial days on campus	99	54	2.39	2.89	69.10	91.49	.001
4.4 I feel no difference between university and school culture	99	54	1.66	1.85	74.63	81.35	.321
4.5 I feel no difference between university and college culture	98	54	1.72	1.93	74.19	80.69	.342
4.6 I am finding it easy to adapt to university culture	99	53	2.63	2.52	78.32	73.09	.449
4.7 I am learning to adapt to university culture	98	54	2.85	2.80	78.06	73.67	.486
4.8 I do not want to learn new ways to adapt to university culture	99	54	2.29	2.28	77.21	76.61	.932
4.9 I want to carry on with my old ways of learning during my university years	98	53	2.42	2.60	73.15	81.26	.245
4.10 I like being at university	98	53	3.03	2.94	78.00	72.30	.372
4.11 University life has increased my confidence	97	53	3.29	3.19	78.19	70.58	.254
4.12 University makes me feel independent	98	53	3.07	2.96	77.67	72.91	.483

Note. PC: Private college, GC: Government (public) college

School and College Types

Academic Adaptation

School Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	
1.1 I am finding the university academic tasks easier than those in college	125	28	2.64	2.64	77.24	75.91	.875
1.2 I am adapting to the university academic culture	125	28	2.86	2.71	78.28	71.27	.313
1.3 I need extra help for completing my study tasks inside university hours	126	28	2.72	3.11	74.37	91.59	.052
1.4 I need to take tuition for completing my study tasks outside university hours	126	28	1.91	1.96	76.84	80.48	.674
1.5 I can cope with the university teachers' teaching style	125	27	2.82	2.41	80.39	58.48	.006
1.6 I need to devote more time to my studies in university than I used to do in school/college	125	28	2.69	2.93	75.05	85.70	.226
1.7 I need to work harder in university than I used to do in school/college	126	28	2.83	2.96	76.45	82.21	.516
1.8 I can manage the university academic workload	125	26	2.33	2.31	76.02	75.90	.990
1.9 I can complete my academic tasks within given time	124	28	2.95	2.71	79.14	64.82	.085
1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside classroom	124	28	2.84	2.86	76.01	78.68	.722
1.11 I do not hesitate to ask the teacher questions in classroom	126	28	2.72	2.39	80.27	65.04	.087
1.12 I do not hesitate to request the teacher for clarification of a concept in classroom	126	28	2.80	2.61	79.04	70.55	.340

Note. SS: Single-gender school, MS: Mixed (co-ed) school

College Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	SC	MC	
1.1 I am finding the university academic tasks easier than those in college	133	20	2.63	2.70	76.66	79.28	.788
1.2 I am adapting to the university academic culture	133	20	2.84	2.75	75.56	73.28	.591
1.3 I need extra help for completing my study tasks inside university hours	134	20	2.76	3.00	76.14	86.60	.305
1.4 I need to take tuition for completing my study tasks outside university hours	134	20	1.91	2.00	76.87	81.70	.627
1.5 I can cope with the university teachers' teaching style	132	20	2.80	2.35	79.72	55.25	.007
1.6 I need to devote more time to my studies in university than I used to do in school/college	133	20	2.71	2.85	76.22	82.18	.555
1.7 I need to work harder in university than I used to do in school/college	134	20	2.84	2.95	76.85	81.83	.625
1.8 I can manage the university academic workload	132	19	2.33	2.32	76.01	75.92	.993
1.9 I can complete my academic tasks within given time	132	20	2.92	2.80	77.73	68.35	.325
1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside	132	20	2.82	3.00	74.95	86.70	.173

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classroom								
1.11 I do not hesitate to ask the teacher questions in classroom	134	20	2.72	2.25	80.37	58.25		.030
1.12 I do not hesitate to request the teacher for clarification of a concept in classroom	134	20	2.79	2.60	78.57	70.30		.418

Note. SC: Single-gender college, MC: Mixed (co-ed) college

Social Adaptation

School Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	
2.1 I have made friends on campus	126	28	3.28	3.07	77.89	75.75	.793
2.2 I feel shy to socialise with others on campus	125	28	2.11	2.07	77.32	75.57	.842
2.3 I like to socialise on campus	123	28	2.81	2.68	77.51	69.38	.337
2.4 I feel shy to interact with the opposite gender on campus	126	28	2.34	2.43	76.92	80.13	.721
2.5 I feel isolated on campus	120	28	2.15	2.29	73.10	80.50	.387
2.6 I like to participate in social activities on campus	122	26	2.71	2.62	75.41	70.25	.550
2.7 I have joined a society/club/association on campus	125	28	1.97	1.89	77.42	75.11	.786
2.8 I am having no problem to adapt socially to the university culture	126	28	2.60	2.43	79.18	69.95	.291
2.9 It is easier to socialise in university as compared to school/college	126	28	2.46	2.50	76.91	80.14	.715

Note. SS: Single-gender school, MS: Mixed (co-ed) school

College Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	SC	MC	
2.1 I have made friends on campus	134	20	3.07	3.15	77.29	78.88	.866
2.2 I feel shy to socialise with others on campus	133	20	2.11	2.10	77.13	76.15	.923
2.3 I like to socialise on campus	131	20	2.78	2.85	75.71	77.90	.822
2.4 I feel shy to interact with the opposite gender on campus	134	20	2.35	2.40	77.25	79.15	.854
2.5 I feel isolated on campus	128	20	2.16	2.30	73.56	80.50	.479
2.6 I like to participate in social activities on campus	129	19	2.71	2.63	75.08	70.58	.647
2.7 I have joined a society/club/association on campus	133	20	1.96	1.90	77.30	74.98	.812
2.8 I am having no problem to adapt socially to the university culture	134	20	2.57	2.50	78.17	73.00	.606
2.9 It is easier to socialise in university as compared to school/college	134	20	2.46	2.55	76.72	82.70	.556

Note. SC: Single-gender college, MC: Mixed (co-ed) college

Linguistic Adaptation

School Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	123	28	2.62	2.36	78.91	63.20	.056
3.2 I can comprehend the lectures in English	123	27	2.76	2.41	78.49	61.87	.040
3.3 I face no problem in writing assignments in English	124	28	2.84	2.50	79.03	65.29	.098
3.4 I face no problem in taking assessments in English	124	28	2.89	2.32	81.08	56.23	.003
3.5 I can speak English fluently	126	28	2.32	2.07	79.58	68.14	.184
3.6 I can speak English confidently	123	28	2.45	1.82	82.10	49.21	.000
3.7 I am adapting to English language of instruction in university	125	27	2.90	2.70	78.60	66.80	.148
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	124	28	2.38	1.89	80.49	58.82	.013
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	125	28	2.53	2.61	76.27	80.25	.645
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	124	28	2.78	2.61	77.99	69.89	.321

Note. SS: Single-gender school, MS: Mixed (co-ed) school

College Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	SC	MC	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	131	20	2.60	2.40	77.61	65.43	.197
3.2 I can comprehend the lectures in English	130	20	2.75	2.35	78.10	58.58	.033
3.3 I face no problem in writing assignments in English	132	20	2.83	2.40	78.88	60.80	.058
3.4 I face no problem in taking assessments in English	132	20	2.87	2.20	80.37	50.98	.002
3.5 I can speak English fluently	134	20	2.31	2.00	79.55	63.75	.110
3.6 I can speak English confidently	131	20	2.41	1.80	80.35	47.50	.001
3.7 I am adapting to English language of instruction in university	133	19	2.89	2.74	77.86	66.97	.249
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	132	20	2.36	1.80	79.88	54.20	.010
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	133	20	2.53	2.65	75.99	83.70	.436
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	132	20	2.80	2.45	78.55	63.00	.096

Note. SC: Single-gender college, MC: Mixed (co-ed) college

Environmental Adaptation
School Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SS	MS	SS	MS	SS	MS	
4.1 I felt welcome during my initial days on campus	125	28	2.50	2.25	79.14	67.45	.175
4.2 I was shocked on my first day on campus on finding it different from school/college	124	28	2.44	2.71	74.40	85.79	.196
4.3 I felt nervous during the initial days on campus	124	28	2.53	2.75	75.32	84.50	.292
4.4 I feel no difference between university and school culture	125	28	1.66	2.00	75.12	85.38	.221
4.5 I feel no difference between university and college culture	124	28	1.78	1.86	76.61	76.00	.942
4.6 I am finding it easy to adapt to university culture	125	27	2.62	2.44	78.00	69.54	.325
4.7 I am learning to adapt to university culture	124	28	2.85	2.71	78.35	68.29	.196
4.8 I do not want to learn new ways to adapt to university culture	125	28	2.34	2.07	79.04	67.88	.201
4.9 I want to carry on with my old ways of learning during my university years	123	28	2.44	2.68	74.12	84.25	.238
4.10 I like being at university	123	28	2.99	3.04	75.58	77.86	.771
4.11 University life has increased my confidence	122	28	3.27	3.18	76.39	71.63	.560
4.12 University makes me feel independent	123	28	3.07	2.86	77.63	68.86	.293

Note. SS: Single-gender school, MS: Mixed (co-ed) school

College Types

Items	N		Mean		Mean Ranks		<i>p</i>
	SC	MC	SC	MC	SC	MC	
4.1 I felt welcome during my initial days on campus	133	20	2.49	2.20	78.74	65.43	.178
4.2 I was shocked on my first day on campus on finding it different from school/college	132	20	2.47	2.65	75.51	83.03	.457
4.3 I felt nervous during the initial days on campus	133	20	2.56	2.65	76.50	80.35	.699
4.4 I feel no difference between university and school culture	133	20	2.71	1.85	76.27	81.85	.561
4.5 I feel no difference between university and college culture	132	20	1.83	1.60	78.00	66.58	.238
4.6 I am finding it easy to adapt to university culture	133	19	2.58	2.63	76.30	77.87	.875
4.7 I am learning to adapt to university culture	132	20	2.83	2.85	76.39	77.20	.928
4.8 I do not want to learn new ways to adapt to university culture	133	20	2.32	2.05	78.43	67.50	.275
4.9 I want to carry on with my old ways of learning during my university years	131	20	2.44	2.75	74.07	88.65	.138
4.10 I like being at university	131	20	2.99	3.05	75.44	79.65	.640
4.11 University life has increased my confidence	130	20	3.25	3.30	75.14	77.85	.772
4.12 University makes me feel independent	131	20	3.06	2.85	77.03	69.23	.414

Note. SC: Single-gender college, MC: Mixed (co-ed) college

MOI at School and College

Academic Adaptation

MOI at School

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
1.1 I am finding the university academic tasks easier than those in college	72	81	2.56	2.72	73.29	80.30	.286
1.2 I am adapting to the university academic culture	73	80	2.89	2.77	80.01	74.26	.285
1.3 I need extra help for completing my study tasks inside university hours	73	81	2.77	2.81	76.73	78.19	.832
1.4 I need to take tuition for completing my study tasks outside university hours	73	81	1.79	2.04	70.29	84.00	.040
1.5 I can cope with the university teachers' teaching style	72	80	2.79	2.70	79.27	74.01	.393
1.6 I need to devote more time to my studies in university than I used to do in school/college	72	81	2.67	2.79	74.40	79.31	.470
1.7 I need to work harder in university than I used to do in school/college	73	81	2.77	2.93	74.38	80.31	.386
1.8 I can manage the university academic workload	73	78	2.21	2.24	70.55	81.10	.123
1.9 I can complete my academic tasks within given time	72	80	3.07	2.76	85.27	68.61	.010
1.10 I feel shy to approach academic staff when I need assistance in academic and other tasks outside classroom	73	79	2.92	2.77	81.12	72.23	.127
1.11 I do not hesitate to ask the teacher questions in classroom	73	81	2.85	2.49	86.79	69.12	.010
1.12 I do not hesitate to request the teacher for clarification of a concept in classroom	73	81	2.90	2.64	84.32	71.36	.060

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

MOI at college

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
1.1 I am finding the university academic tasks easier than those in college	104	49	2.72	2.47	80.96	68.60	.079
1.2 I am adapting to the university academic culture	104	49	2.85	2.80	77.78	75.34	.671
1.3 I need extra help for completing my study tasks inside university hours	105	49	2.80	2.78	77.97	76.50	.842
1.4 I need to take tuition for completing my study tasks outside university hours	105	49	1.90	1.96	76.74	79.13	.739
1.5 I can cope with the university teachers' teaching style	104	48	2.73	2.77	75.67	78.29	.692
1.6 I need to devote more time to my studies in university than I used to do in school/college	104	49	2.75	2.69	77.48	75.98	.837
1.7 I need to work harder in university than I used to do in school/college	105	49	2.81	2.94	77.85	81.03	.481
1.8 I can manage the university academic workload	104	47	2.31	2.36	75.24	77.68	.741
1.9 I can complete my academic tasks within given	104	48	2.96	2.79	79.38	70.27	.189
1.10 I feel shy to approach academic staff when I need assistance in academic or other tasks outside classroom	105	49	2.89	2.74	78.87	71.21	.224

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1.11 I do not hesitate to ask the teacher question in classroom	105	49	2.72	2.53	80.81	70.41	.158
1.12 I do hesitate to request the teacher for clarification of a concept in classroom	105	47	2.78	2.73	78.41	75.55	.698

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

Social Adaptation

MOI at School

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
2.1 I have made friends on campus	73	81	3.26	2.91	89.03	67.11	.001
2.2 I feel shy to socialise with others on campus	73	80	1.96	2.24	69.88	83.50	.045
2.3 I like to socialise on campus	72	79	2.90	2.68	81.60	70.89	.104
2.4 I feel shy to interact with the opposite gender on campus	73	81	2.32	2.40	75.64	79.18	.610
2.5 I feel isolated on campus	70	78	2.06	2.28	68.80	79.62	.107
2.6 I like to participate in social activities on campus	71	77	2.75	2.65	76.76	72.42	.509
2.7 I have joined a society/club/association on campus	73	80	2.05	1.86	81.73	72.68	.170
2.8 I am having no problem to adapt socially to the university culture	73	81	2.64	2.49	82.27	73.20	.179
2.9 It is easier to socialise in university as compared to school/college	73	81	2.55	2.40	81.23	74.14	.299

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

MOI at College

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
2.1 I have made friends on campus	105	49	3.14	2.94	82.07	67.71	.034
2.2 I feel shy to socialise with others on campus	104	49	2.07	2.18	75.16	80.90	.430
2.3 I like to socialise on campus	103	48	2.86	2.63	78.81	69.97	.211
2.4 I feel shy to interact with the opposite gender on campus	105	49	2.41	2.24	79.58	73.05	.380
2.5 I feel isolated on campus	102	46	2.14	2.26	72.73	78.43	.430
2.6 I like to participate in social activities on campus	101	47	2.71	2.66	74.84	73.78	.881
2.7 I have joined a society/club/association on campus	104	49	2.03	1.80	81.75	66.92	.036
2.8 I am having no problem to adapt socially to the university culture	105	49	2.61	2.47	80.19	71.74	.244
2.9 It is easier to socialise in university as compared to school/college	105	49	2.49	2.43	78.09	76.24	.802

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

Linguistic Adaptation

MOI at School

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	71	80	2.62	2.53	78.73	73.58	.422
3.2 I can comprehend the lectures in English	70	80	2.81	2.59	81.15	70.56	.090
3.3 I face no problem in writing assignments in English	71	81	2.90	2.67	81.96	71.72	.112
3.4 I face no problem in taking assessments in English	71	81	2.96	2.63	84.88	69.15	.015
3.5 I can speak English fluently	73	81	2.38	2.17	83.61	71.99	.081
3.6 I can speak English confidently	73	78	2.49	2.18	85.30	67.29	.006
3.7 I am adapting to English language of instruction in university	73	79	2.92	2.82	79.54	73.69	.349
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	72	80	2.47	2.13	84.68	69.14	.022
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	73	80	2.38	2.69	68.69	84.58	.017
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	73	79	2.74	2.76	76.94	76.09	.894

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

MOI at College

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
3.1 I can do critical reading for comprehending the texts (in English) in my BS study syllabus	103	48	2.61	2.58	77.63	72.50	.455
3.2 I can comprehend the lectures in English	103	47	2.70	2.68	75.76	74.94	.903
3.3 I face no problem in writing assignments in English	103	49	2.80	2.73	77.70	73.98	.589
3.4 I face no problem in taking assessments in English	104	48	2.78	2.79	76.35	76.82	.946
3.5 I can speak English fluently	105	49	2.30	2.22	78.94	74.41	.525
3.6 I can speak English confidently	103	48	2.34	2.31	76.66	74.59	.771
3.7 I am adapting to English language of instruction in university	103	49	2.81	3.00	73.16	83.52	.121
3.8 I can present orally in English in front of an audience without the fear of making English language mistakes	103	49	2.35	2.16	79.27	70.67	.235
3.9 I have to take help (tuition/coaching) in learning and understanding the English language	104	49	2.42	2.80	70.85	90.06	.007
3.10 I think in Urdu and then translate in English before final reproduction of a response in English	104	48	2.71	2.83	75.02	79.71	.491

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

Environmental Adaptation

MOI at School

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
4.1 I felt welcome during my initial days on campus	73	80	2.41	2.49	75.88	78.02	.749
4.2 I was shocked on my first day on campus on finding it different from school/college	73	79	2.34	2.63	69.60	82.87	.052
4.3 I felt nervous during the initial days on campus	73	80	2.42	2.70	70.67	82.78	.072
4.4 I feel no difference between university and school culture	73	80	1.55	1.89	69.69	83.67	.031
4.5 I feel no difference between university and college culture	73	79	1.66	1.92	70.28	82.44	.059
4.6 I am finding it easy to adapt to university culture	73	79	2.59	2.58	76.93	76.10	.900
4.7 I am learning to adapt to university culture	73	79	2.88	2.78	78.88	74.30	.449
4.8 I do not want to learn new ways to adapt to university culture	73	80	2.27	2.80	76.07	77.85	.792
4.9 I want to carry on with my old ways of learning during my university years	73	78	2.38	2.58	70.97	80.71	.144
4.10 I like being at university	73	78	3.05	2.95	78.96	73.23	.347
4.11 University life has increased my confidence	72	78	3.28	3.23	78.42	72.81	.379
4.12 University makes me feel independent	73	78	3.07	3.00	78.41	73.74	.472

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction

MOI at College

Items	N		Mean		Mean Ranks		<i>p</i>
	EMI	UMI	EMI	UMI	EMI	UMI	
4.1 I felt welcome during my initial days on campus	104	49	2.51	2.33	79.98	70.68	.194
4.2 I was shocked on my first day on campus on finding it different from school/college	104	48	2.51	2.46	77.35	74.66	.713
4.3 I felt nervous during the initial days on campus	104	49	2.57	2.57	77.23	76.52	.992
4.4 I feel no difference between university and school culture	104	49	1.69	1.80	75.54	80.10	.511
4.5 I feel no difference between university and college culture	104	48	1.75	1.90	74.31	81.25	.325
4.6 I am finding it easy to adapt to university culture	104	48	2.60	2.56	77.30	74.77	.721
4.7 I am learning to adapt to university culture	103	49	2.86	2.76	78.00	73.35	.471
4.8 I do not want to learn new ways to adapt to university culture	104	49	2.37	2.12	80.71	69.12	.109
4.9 I want to carry on with my old ways of learning during my university years	104	47	2.51	2.43	77.36	73.00	.545
4.10 I like being at university	104	47	3.04	2.91	78.43	70.63	.236
4.11 University life has increased my confidence	103	47	3.23	3.30	74.97	76.66	.806
4.12 University makes me feel independent	104	47	3.03	3.04	74.92	78.39	.620

Note. EMI: English medium of instruction; UMI: Urdu medium of instruction