COLLEGE ADJUSTMENT: A STUDY ON ENGLISH PREP SCHOOL
STUDENTS STUDYING IN NORTHERN CYPRUS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ZEYNEP EDA SUN SELİŞIK

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

DECEMBER 2009

Approval of the Graduate School of Social Sciences

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ABSTRACT

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December 2009, 224 pages

This study was conducted to explore the college adjustment of first year college students studying at a university in Northern Cyprus. Study I which used longitudinal mixed method design, examined changes in social, academic, and total college adjustment, perceived stress, self-esteem, college adjustment self-efficacy, cultural distance levels of students through three assessments (3 months, 6 months, 9 months); and investigated college adjustment process and experiences of students through three interviews at three stages (3 months, 6 months, 9 months). Participants were 14 English Preparatory School Turkish students at a university in the Northern Cyprus. Study II, investigated the role of gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance, on college adjustment. Participants were 186 English Preparatory School Turkish students at a university in the Northern Cyprus. In Study II, data were collected at the end of the academic year.

In Study I, it was found that, students' self-controlled persistence of activity dimension of CASES scores increased significantly from 3 to 6 months, and students' cultural distance scores increased from 3 to 9 months. However, no

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significant differences were encountered in other variables' scores among three assessments. The qualitative findings indicated that students experienced several challenges and frequently used active coping strategies to deal with them. During this challenging process family and friends were the two prime sources of support for the students. Students also revealed that their first year experience contributed to several positive personal changes and their supportive social network and previous experiences/life style were two important facilitative factors in their adaptation process.

In Study II, the results of the three hierarchical regression analyses demonstrated that combination of all 5 predictors in three steps explained 34 % of variance in total college adjustment, 31 % of variance in social adjustment, and 34 % of variance in academic adjustment scores of the students. Among all individual predictor variables; self adjustment in human relations dimension of CASES, self-esteem, student club membership were positive predictors of overall college adjustment and social adjustment; academic achievement and self-controlled persistence of activity dimension of CASES were positive predictors of academic adjustment. On the other hand, perceived stress was a negative predictor of overall college adjustment and academic adjustment.

Keywords: College adjustment, social adjustment, academic adjustment, mixed method design

ÖZ

KUZEY KIBRIS'TA OKUYAN İNGİLİZCE HAZIRLIK OKULU ÖĞRENCİLERİNİN ÜNİVERSİTEYE UYUMU ÜZERİNE BİR ÇALIŞMA

Sun-Selışık, Zeynep Eda

Doktora, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Doç. Dr. Oya Yerin Güneri

Aralık 2009, 224 sayfa

Bu çalışmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti'nde İngilizce Hazırlık Okulu'nda okuyan TC uyruklu öğrencilerin üniversiteye uyumunu araştırmaktır. Boylamsal karma araştırma deseninin kullanıldığı birinci çalışmada, öğrencilerin sosyal, akademik ve genel üniversiteye uyum, algılanan stres, benlik değeri, üniversiteye uyumda kendine yeterlilik ve kültürel uzaklık düzeylerindeki değişiklikler ilk seneleri içerisinde alınan üç ölçümle incelenmiş (3 ay, 6 ay, 9 ay) ve öğrencilerin üniversiteye uyum süreci ve yaşantıları (karşılaşılan güçlükler, baş etme yöntemleri, destek kaynakları, kazanımları) 3 aşamada (3 ay, 6 ay, 9 ay) gerçekleştirilen 3 ölçümle araştırılmıştır. Katılımcılar TC uyruklu 14 İngilizce Hazırlık Okulu öğrencisidir. İkinci çalışmada cinsiyet, akademik başarı, öğrenci topluluklarına üyelik, algılanan stres, benlik değeri, üniversiteye uyumda kendine yeterlilik ve kültürel uzaklığın üniversiteye uyum üzerindeki etkileri araştırılmıştır. Katılımcılar TC uyruklu, Kuzey Kıbrıs'taki bir üniversitede okuyan 186 İngilizce Hazırlık Okulu öğrencisidir. İkinci çalışmada veriler akademik yılın sonunda toplanmıştır.

Birinci çalışmada, ÜÜKYÖ'nün boyutlarından etkinliklerin kişisel çabayla yürütülmesi alt boyut puanlarında 3. aydan 6 aya ve kültürel uzaklık puanlarında 3. aydan 9. aya anlamlı bir şekilde artış olmuştur. Ancak diğer

değişkenlerin düzeyinde zamana göre bir değişiklik gözlenmemiştir. Çalışmanın nitel bulguları ise öğrencilerin üniversitedeki ilk yıl içinde çeşitli zorluklar yaşadığını ve bu zorluklarla baş etmede sıklıkla aktif başa çıkma yöntemlerini kullandıklarını göstermiştir. Aile ve arkadaşlar, öğrencilerin, ilk yıllarında en önemli destek kaynakları olarak görülmektedir. Ayrıca, öğrenciler üniversitedeki ilk senelerinin kendilerine olumlu kişisel özellikler edinmede yardımcı olduğunu ve destekleyici sosyal çevrelerinin ve daha önceki yaşantılarının uyumlarını kolaylaştırdığını belirtmiştir.

İkinci çalışmadaki üç regresyon analizi sonuçları, tüm yordayıcı değişkenlerin üniversiteye uyum puanlarındaki toplam varyansın %34'nü, sosyal uyum puanlarındaki toplam varyansın %31'ni ve akademik uyum puanlarındaki toplam varyansın %34'nü açıkladığını göstermiştir. Bulgular, tüm yordayıcı değişkenler arasında ÜÜKYÖ'nün insan ilişkilerine uyum boyutunun, benlik değerinin ve öğrenci topluluğuna üyeliğin üniversiteye uyumu ve sosyal uyumu pozitif olarak yordadığını, akademik başarı ve ÜÜKYÖ'nün boyutlarından aktivitenin kişisel çabayla sürdürülmesinin ise akademik uyumu pozitif olarak yordadığını göstermiştir. Öte yandan bulgular, algılanan stresin ise üniversiteye uyumu ve akademik uyumu negatif olarak yordadığını göstermiştir. Bunların yanı sıra sonuçlar, cinsiyet ve ÜÜKYÖ'nün bilgiye dayalı karar verme becerisi boyutunun, üniversiteye uyumu, sosyal ve akademik uyumu yordamadığını ortaya koymuştur.

Anahtar Kelimeler: Üniversiteye uyum, sosyal uyum, akademik uyum, karma araştırma deseni

To whom it may concern

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Attending college is a key to a good job and successful economic future
(Pascarella & Terenzini, 2005). As is the case around the world, being a
university graduate is required, although not always sufficient, in order to have
jobs with good salaries in Turkey. Thus, entering university has decorated
dreams of most of the youth in Turkey. However, it is also a night mare since
entrance to university is quite difficult. Starting from 1974 students were
accepted to universities in accordance with the results of the examinations
organized by the Higher Education Council Student Selection and Placement
Center (ÖSYM). The statistics regarding number of applicants for student
placement examination (ÖSS) and the percentage of students placed in
programs of higher education in 2005 illustrates the difficulty of entering into a
university. In 2005, these statistics demonstrated that 1730876 students applied
to take the exam. However, only 607994 were placed to higher education
programs including four year institutions, two year community colleges and
open university system as well (ÖSYM, 2006). Since there is only limited
opportunities to enter a university in Turkey, universities in Turkish Republic of
Northern Cyprus (TRNC) constitute one of the closest opportunities to
complete a university degree for several Turkish students from mainland
Turkey. Actually, Turkish students at universities in TRNC constitute
approximately 60 % of the college population in TRNC (S. Yıldırım, personal
communication, December 1, 2009). Turkish students, as is the case in Turkey,
are also placed in universities in TRNC based on their scores in student
placement examination (ÖSS).

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Attending university for the first time though generally perceived as a positive experience offering many opportunities, also involves a stressful period of adaptation process in which students go through multiple and simultaneous changes. Students' living arrangements, academic environments, and friendship networks change and they adapt to greater independence and responsibility both in their academic and personal lives (Pittman & Richmond, 2007). In addition to changes and challenges associated with this transitional period, international students experience several cultural and environmental changes which in turn leads to a more stressful college adjustment process (Hechanova-Alampay, Beehr, Christiansen, & Van Horn, 2002; Kaczmarek, Matlock, Merta, Ames & Ross, 1994). Thus, Turkish students who study at universities in TRNC might experience a double adjustment process challenge (i.e., adjustment to college, and adaptation to anew culture) and hence a more stressful one.

Entering university might also be considered a starting point of transition from adolescence to adulthood. Arnett (2000) postulates that most of individuals in industrialized societies, specifically those individuals aged between 18 and 25 years, go through a distinct period of development, what he refers to as *emerging adulthood.* Emerging adulthood is characterized by changes in and exploration of life possibilities available to individuals in early adulthood and gradually reaching more enduring decisions and commitment in love, work, and worldviews. In this period of exploration where individuals are yet not constrained by adult roles and responsibilities (e.g., marriage and parenthood) and less likely to be monitored by parents, they might frequently involve in risk behaviors including binge drinking, substance use, driving at high speeds in search for novel and intense experiences. Actually, in part from not being monitored by parents and in part high level of alcohol related activities, problem drinking is one of the common problems among college students. Large percentages of college students report heavy episodic or binge drinking (Wechsler, Dowdall, Davenport, & Castillo, 1995). Thus, both due to multiple changes associated with this age period and changes associated with entering a

totally new environment – i.e., transition from high school to college - is a complicated and challenging process.

For successful college adjustment students need to cope with a number of challenges. Freshmen students experience more problems than do students in more senior years of college (Houston, 1971). The challenges of freshmen include homesickness and friendsickness (Campbell, 2002; Fisher & Hood, 1987; Paul & Brier, 2001), loneliness and social dissatisfaction (Bohnert, Aikins, & Edidin, 2007), developing an autonomous relationship from family and assuming responsibility for making decisions (Conway, 2008), managing interpersonal conflicts with roommates, peers, family, and romance (Keup, 2007; Roe, 2000), academic difficulties such as more demanding courses, excessive physical demand due to changes in sleeping, eating, and exercise habits, and difficulty in managing time (Dextras, 1993), and financial issues (Baker & Siryk, 1986; Halamandaris & Power, 1997). If students cannot deal with these challenges effectively and become unable to adjust to university life they experience higher level of stress, depressive symptoms (Bouteyre, Maurel, & Bernaud, 2006; Dyson & Renk, 2006) and drop-out early in their first year of college (Mallinckrodt & Sedlacek, 1987). In contrast, successful adjustment to university life was found to be associated with psychological well-being of individuals (Rooijen, 1986) and higher retention rates of enrolment (Gerdes & Mallinckrodt, 1994).

Thus, it is imperative to explore the variables which might have effect on college adjustment in order to plan and implement preventive methods to support youth in this challenging transition process and help them make a smooth transition to college life. To address these issues several researchers conducted various studies on college adjustment with specific foci on the role of individual as well as contextual variables which are thought to conjointly affect college adjustment (Pascarella & Terenzini, 2005).

In the abovementioned studies, some of the individual-level variables studied in relation to college adjustment included gender (Schultz, 2008) and SES (Kilinc & Granello, 2003), perfectionism (Rice & Mirzadeh, 2000), neuroticism, psychoticism, and extraversion (Halamandaris & Power, 1999), intrinsic motivation (Baker, 2004), optimism and locus of control (Aspinwall & Taylor, 1992), resilience (Yalım, 2007), coping styles (Leong & Bonz, 1997), and variables reflecting academic and social functioning such as academic achievement (Thompson & Fretz, 1991) and extracurricular involvement (Bettencourt, Charlton, Eubanks, Kernahan, & Fuller, 1999), and mental health variables such as stress (Alvan, Belgrave, & Zea, 1996), psychosomatic stress symptoms (Rooijen, 1986), social anxiety (Strahan, 2003), self-esteem (Hertel, 2002), self-efficacy (Zychowski, 2007), depressive symptomatology and depression (Bouteyre et al., 2006; Dyson & Rank, 2006).

A large portion of studies on college adjustment used cross-sectional design (e.g., Boulter, 2002; Torres & Solberg, 2001) while some others used longitudinal designs to better capture the changes in variables and their effect on change in college adjustment level of students (e.g., Bettencourt et al., 1999; Myers, 2004). Although lower in number qualitative studies also took their place in college adjustment studies (e.g., Dextras, 1993; Keup, 2007). However, there seems to be a paucity of research using longitudinal mixed method design in exploring changes in college adjustment through both qualitative and quantitative data collection methods.

Gender as a demographic variable was frequently examined in college adjustment studies. Findings on gender differences in college adjustment pointed out somewhat mixed findings with some studies indicating no significant gender differences (e.g., Fisher & Hood, 1988; Leong & Bonz, 1997; Pritchard & Wilson, 2003) and some demonstrating significant gender effects on college adjustment level of students; either in favor of boys (e.g., Enochs & Roland, 2006; Schultz, 2008; Wintre &Yaffe, 2000; Yalım, 2007) or girls (e.g., Halamandaris & Power, 1999).

Involvement in extracurricular activities (e.g., sports, student clubs) is seen as an important factor affecting students' success and personal growth (Astin, 1999; Fredricks & Eccles, 2006). Studies demonstrated that participating in extracurricular actvities was positively associated with GPA, academic and social adjustment (Bettencourt et al., 1999) and psychological adjustment of students (Toyokawa & Toyokawa, 2002).

In most studies on college outcomes, college academic achievement was tested either as an indicator of academic adjustment (Dennis, Phinney, & Chuateco, 2005) or as a predictor of student retention/attrition (Johnson, 1997; Okun & Finch, 1998; Wintre & Bowers, 2007). In the latter type of studies, GPA was found to be negatively associated with drop-out rates (Johnson, 1997; Okun & Finch, 1998). Although limited in number, some studies also investigated the effect of GPA on college adjustment. In these studies GPA was either found to be a positive predictor of academic adjustment (Hurtado, Han, Saenz, Espinoza, Cabrera, & Cerna, 2007) or not to be a significant predictor of either academic or social adjustment (Thompson & Fretz, 1991), yielding a mixed picture.

Among the individual level variables mentioned earlier, mental health variables were given considerable attention in studies of college adjustment. Szulecka, Springett, and de Pauw (1987) suggested that the major causes of attrition in the first year of college were emotional rather than academic factors. For example, Brooks and DuBois' (1995) findings demonstrate that emotional variables exerted a strong influence on how well students adjusted to their first year of college, attested to this suggestion.

As one of the mental health variables studied in relation to college adjustment, perceived stress was found to be a significant negative predictor of overall college adjustment, personal-emotional, academic, and social adjustment during transition to college (Friedlander, Reid, Shupak, & Cribbie, 2007; Kerr, Johnson, Gans, & Krumrine, 2004; Wintre & Yaffe, 2000).

Another mental health variable self-esteem, that is also studied frequently in relation to college adjustment was found to positively predict college adjustment (Becker, 2008; Toew & Yazedjian, 2007) and its all dimensions (i.e., academic, social, personal-emotional, goal commitment/institutional attachment) (Mooney, Sherman, & Lo Presto, 1991).

Self-efficacy specific to skills required for college adjustment have been studied in relation to several college outcomes. In these studies self-efficacy was found to be a positive predictor of academic and social functioning (Chemers, Hu, & Garcia, 2001; Torres & Solberg, 2001), persistence at university (Gloria & Ho, 2003), overall adjustment and all facets of college adjustment (Zychowski, 2007).

Contextual/environmental variables' (e.g., student-faculty relationships, social support, and perceived university environment) influences on college outcomes were also investigated in several studies. Perceived social support was one of the most frequently studied environmental level variable in college adjustment literature. These studies demonstrated that perceived social support from family and friends was a positive predictor of overall college adjustment (Katz, 2008; Strage, 2000; Rood, 2008, Zychowski, 2007) and social adjustment (Katz, 2008; Rood, 2008) and academic sucesss (Strage, 2000; Zychowski, 2007). Perceived social support, in general, was also found to be a positive predictor of overall college adjustment and negative predictor of psychosocial maladjustment (i.e., loneliness, social withdrawal, aggressive behavior, anxiety, and depression) (Calvate & Connor-Smith, 2006; Halamandaris & Power, 1999; Zea, Jarama, & Bianchi, 1995) in college freshmen.

Instructors were also identified to be sources of information and support during freshman year (Weissman, Bulakowski, & Jumisko, 1998). Thus quality of relationships among students and their instructors also appeared to be very important in academic involvement (Roe, 2000), academic success (Strage,

2000), and self-perceived intellectual and personal development of freshman students (Pascarella & Terenzini, 1978).

College adjustment process is considered to be a more stressful period for international sojourners since apart from common challenges associated with this transitional period they also experience several cultural changes with less access to sources of support such as families and friends (Hechanova-Alampay et al., 2002).

Since international university students experience double adjustment (i.e., adaptation to a new culture and adjustment to university) studies conducted with these students explored both variables associated with college adjustment and variables related with their acculturative experiences some of which were common variables (i.e., age, gender, coping styles, social support). Thus, in adjustment studies with international students, in addition to variables mentioned so far some of the variables associated with students' acculturative experiences examined were society of origin, economic situation, societal attitudes, acculturation strategies, and cultural distance (Berry, 2006). Cultural distance, perceived level of dissimilarity between two cultures in contact, has been one of the most frequently studied variable in the acculturation literature. In general, findings from acculturation studies demonstrated that as cultural distance increases stress and associated psychological symptoms also increase (Furukowa, 1997; Greenland & Brown, 2005).

College adjustment among Turkish students in Turkey and adjustment of Turkish students abroad have attracted significant researcher attention. In studies investigating college adjustment of Turkish students, perceiving monthly income as sufficient, being satisfied with one's physical appearance, holding strong religious beliefs, having satisfactory relationships with one's family and friends, involvement in extracurricular activities (Alperten, 1993); active coping/problem solving and seeking/ using emotional support (Tuna, 2003; Yalım, 2007); ego-resiliency and optimism (Yalım, 2007) were found to

be associated with higher levels of college adjustment. Studies conducted with Turkish students studying abroad pointed out to various adjustment problems such as difficulties in English, problems related to cultural differences, homesickness, and financial issues (Kilinc & Granello, 2003; Yildirim, 2009); and demonstrated that higher proficiency in English language was associated with higher adjustment whereas being younger and not receiving scholarships were associated with lower adjustment problems (Poyrazli, Arbona, Bullington, & Pisecco, 2001). Although there are studies that focused on college adjustment among Turkish students they all used cross-sectional methods. Thus there is a paucity of research which is more exploratory in nature that investigates the college adjustment process of Turkish students. In addition, there is only one study conducted with international Turkish graduate students using mixed method design (Mathews, 2007) examining factors effecting academic success of 23 Turkish Higher Education Council (YÖK) scholars who were enrolled in graduate programs abroad. Besides, although Turkish students who come from Turkey constitute the highest proportion of college students in TRNC to date there has been no qualitative, longitudinal, or mixed method studies investigating the adaptation process of Turkish students who study at universities in TRNC. To the best of the author's knowledge, there is so far only one study which investigated the problems of university students studying at one of the universities in TRNC through survey method. In this study, Sun-Selışık and Yerin-Güneri (2007) in a sample of 444 college students from all grades it was found that students' problems were clustered under 5 factors, namely, depression-somatic problems, academic issues, difficulty in relationships and adjustment, social anxiety, and sexual issues. Researchers found gender differences in total scores and depression-somatic subdimension with girls scoring higher. Authors also indicated a grade level difference in academic issues among English Preparatory students who experienced less academic difficulties than other senior grade levels. Thus considering the paucity of research conducted with Turkish students studying at universities in TRNC, need for studies to examine the college adjustment process of Turkish students studying in universities in TRNC remains.

1.2. Purpose of the Study

This thesis is composed of two studies that explored the factors affecting college adjustment process of Turkish, first year English Preparatory School students studying at a university in Turkish Republic of Northern Cyprus. In Study I, a longitudinal mixed method design was used to examine the college adjustment of English Preparatory School students during their first year in college. In the quantitative part of the Study I, changes in social, academic, and total college adjustment, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance levels of students were examined through three assessments (3 months, 6 months, 9 months stages). In this study it was expected that stress, self-esteem, college adjustment, college adjustment self-efficacy and cultural distance of students would change as a function of time in university. In the qualitative part of Study I, college adjustment process of students was explored in depth through 3 interviews (3 months, 6 months, 9 months stages) concurrently conducted with quantitative assessments. Qualitative design was used for two purposes first to support and refine the quantitative part of Study I and generate a deeper understanding of the experience of students' college adjustment experiences and influential factors. In Study II, aim was to examine the role of both Study I quantitative variables (academic achievement, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance) and other variables (student club membership and gender) on college student adjustment in a larger representative group. In the Study II, predictive value of above variables was examined at the end of the academic year.

1.3. The Significance of the Study

College adjustment and college adjustment process have been investigated extensively through both quantitative and qualitative methods. Qualitative studies (e.g., Knapp-Williams, 1991; Roe, 2000) focused on students' prior expectations pertaining to college life, challenges experienced in the adjustment

process and strategies to overcome these challenges, personal changes observed during the process of adjustment, as well as facilitative factors of college adjustment. Whereas quantitative studies primarily investigated either the relationship between college adjustment and several individual and / or contextual factors or assessed predictive role of these factors on college adjustment through longitudinal (e.g., Becker, 2008; Campbell, 2004) or cross-sectional designs (e.g., Martin, Swartz-Kulstad, & Madson, 1999; Ramos-Sanchez & Nichols, 2007). Qualitative methods, specifically in depth semi-structured interviews were strongly recommended in exploring the adjustment process of college students because of their value in generating a deeper understanding of the experience of students which is affected by combination of multiple factors (Bektaş, 2004; Clark, 2005). Toew and Yazedjian (2007) also suggested conducting qualitative studies to further explore college adjustment process and longitudinal studies to investigate predictors of college adjustment over time (which might be helpful in establishing causal relations between various personal and environmental factors and college adjustment). Thus, mixed method research which combines quantitative and qualitative approaches and provides more comprehensive evidence for studying a research problem than either approach (Creswell & Clark, 2007) is thought to better serve the purpose of the study. In college adjustment literature, despite their value in contributing to understanding of college adjustment studies which use a mixed method design (e.g., Torres, 2006) are sparse. Thus, it is expected that this study with its use of mixed method design will contribute to relevant literature by providing a better understanding of college adjustment phenomenon through converging quantitative data and specific details from qualitative data and impart the needs of first year college students studying at universities in TRNC who are making their transition to college. Moreover, it is hoped that present study with its longitudinal nature will contribute to relevant literature by increasing the understanding of college adjustment process with its focus on changes in adjustment level of students as well as changes in associated variables of adjustment over time. This study with a mixed method design which gave equal weight to qualitative and quantitative research methods is the

first study that longitudinally examined college adjustment process of first-year Turkish students studying in TRNC. In the literature, there was one study conducted with international Turkish graduate students which used a mixed method design (Mathews, 2007). Despite the large number of Turkish students studying at universities in TRNC, there were no studies on college adjustment of Turkish students studying at universities in TRNC was encountered.

Curtis and Curtis (1966) indicated that freshmen constitute the high risk group of 'drop-out'. The drop-out rates were found to be as twice as high for freshmen (22%) as for seniors (11%) (Rickinson, 1995). Giddan (1988) also asserted that the first year of college is the most difficult period of adjustment a student faces (Paul & Brier, 2001). First-year international students might be even considered to be at higher risk for drop-out since their adjustment also involves adaptation to a new culture and experience acculturative stress which in turn may lead to experiencing a more difficult college transition (Hechanova-Alampay et al., 2002), and maladjustment (Gerdes & Mallinckrodt, 1994). Thus, it is essential that researchers and practitioners strive to untangle and understand the complex web of social and intellectual challenges facing first year college students and develop prevention and intervention efforts to aid a smooth and productive transition (Paul & Brier, 2001). As a first step in developing counseling and outreach interventions it is necessary to identify the key challenges or stressors in adjusting to university life and the resources students can add to their repertoire to deal with them (Pancer, Pratt, Hunsberger & Alisat, 2004). Thus, one of the expected contributions of this study is identification of factors which facilitate college adjustment that could constitute a starting point in designing effective services and counseling interventions for freshmen sojourners.

In conclusion, this study will serve three functions; (a) to contribute to relevant literature; by filling in paucity of research on college adjustment process of Turkish students studying in universities in TRNC; (b) to be a starting point in designing effective counseling interventions for first year students by examining unique predictive value of several variables of college adjustment

and exploring factors effecting college adjustment process; (c) to contribute to university policies in general and specifically to that of the particular university where study was conducted by providing information for administrators, faculty, and staff who have a say in policy and decision making regarding things to be done to facilitate the adjustment process of first-year students through providing relevant programs and services to address the adjustment needs and concerns of these students.

1.4. Definition of Key Terms

College adjustment refers to how well students think they fulfill various academic and social demands associated with university experience (Akbalık, 1998).

Academic adjustment is an aspect of college adjustment, reflecting how well students think they cope with various educational demands inherent in university life (Baker & Siryk, 1984a).

Social adjustment is an aspect of college adjustment, representing how well students think they cope with various interpersonal-societal demands inherent in university life (Baker & Siryk, 1984a).

Perceived stress refers to the extent to which individuals perceive experienced events as stressful (Cohen, Kamarck, & Mermelstein, 1983).

College adjustment self-efficacy is composed of three dimensions pertaining to students' degree of confidence in three basic skills, namely, *judgmental ability based on objective information (*i.e., judgmental skills), s*elf-controlled persistence of activity* (self-control skills) and s*elf-adjustment in human relations, (*interpersonal skills) required to attain a college degree (Hirose, Wada, & Watanabe, 1999).

Self-esteem refers to one's overall feeling of self-worth (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995).

Cultural distance refers to the perceived distance between two cultures based on their social and physical characteristics (Babiker, Cox, & Miller, 1980).

Academic achievement in the present study refers to the average of 5 mid-term scores.

CHAPTER II

REVIEW OF LITERATURE

This chapter will provide review of the literature on following areas (a) theories and models of student change, (b) conceptualization of college adjustment, (c) studies related to college adjustment and (d) studies on Turkish student adjustment.

2.1. Theories and Models of Student Change

College years are regarded as a transitional period in which individuals move from adolescence to adulthood. As true for all transitions in one's life, during this period individuals go through several changes. As college has been considered to be a part of the transition to adulthood, it is important to explore the impact of this experience on individuals who take part in it. Extensive efforts to understand college experience have been conducted since 1950s. Studies in 1950s and 1960s investigating the effect of the university experience on student development primarily focused on various forms of psychological adjustment and change. Studies constructed in the 1970s, 1980s, and 1990s focused more on how higher education affected students' social outcomes, and in this period theoretical models of student change were developed (Montgomery & Cote, 2006).

In reviewing these decades of studies, Pascarella and Terenzini (1991; 2005) have contributed to this field of research in the original and revised text, 'How College Affects Students' in which they listed about 20 formal theories or models of student change. Pascarella and Terenzini (2005) clustered the theories and models of student development and change in two broad

categories: developmental theories or models and college impact models. Developmental theories primarily deal with the nature and content of intraindividual change whereas college impact models, carrying more of a sociological perspective, focus primarily on the institutional and interindivididual origins of change being not necessarily developmental. However, to a certain extent the models and theories clustered within these two broad categories emphasize both individual characteristics (e.g., gender, pre-enrollment characteristics) and environmental factors (e.g., institutional structures, policies, services, values of other members of an institution) in examining student change and independently contributes to our understanding of college as a transition to adulthood (Pascarella & Terenzini, 2005).

2.1.1. Developmental Models / Theories of Student Change

Developmental models were grouped into psychosocial models, cognitive structural theories, and typological models. *Psychosocial models* describe individual development as the accomplishment of several 'developmental tasks' and that individuals' success in resolving each task influences the resolution of succeeding tasks which in turn determines the rate and extent of psychosocial development. Psychosocial models deal specifically with identity development (e.g., Marcia's Model of Identity Status) and overall psychosocial development. *Chickering's Seven Vectors of Student Development Model* (1969, 1993) with its emphasis on overall psychosocial development is one of the pioneer examples of psychosocial models with significant contribution to college student development research and practice (Pascarella & Terenzini, 1991; 2005).

Chickering (1969) identified seven vectors of student development which were then revised by Chickering and Reisser (1993) based on accumulated research findings in that era. The revision included reordering, renaming and broadening the content of the vectors and aimed at having a more gender and culture free language. Chickering and Reisser (1993) saw these seven vectors "as maps

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determining the students' place on development and the ways they were heading" and they stated that "movement along the vectors might occur at different rates and occur in interaction with movement along others and movement within any vector from 'lower to higher' lead to more awareness, skill, confidence, complexity, stability and integration" (p.34). The seven vectors mentioned in the model were as follows; (a) developing competence (intellectual, physical and manual, and interpersonal), (b) managing emotions, (c) moving through autonomy toward interdependence, (d) developing mature interpersonal relationships, (e) establishing identity, (f) developing purpose, and (g) developing integrity.

Cognitive structural theories focus on the nature and processes of thinking and evolving frames of reference through which individuals give meaning to their worlds. All of these theories (e.g., Perry's Scheme of Intellectual and Ethical Development, Kohlberg's Theory of Moral Development) suggest a serious of universal stages which are often hierarchical with the successful accomplishment of one stage considered to be a prerequisite for moving to the next. They also postulate that, developmental change is activated in a chain of stimulus and response format. That is, a new information or experience that conflicts with or challenges the validity of a current cognitive structure precipitates adaptive responses which either results in new cognitive structures (accommodation) or the experience or information being reinterpreted to be consistent with the current structure (assimilation) (Chickering & Reisser, 1993; Pascarella & Terenzini, 2005).

Typological models focus on distinctive and relatively stable characteristics (e.g., learning style, personality type, temperament or socioeconomic background) among individuals and illuminate how these individual differences influence students' college experiences. *Person-environment theories or models* beginning with the premise that students with different characteristics can experience the same environment differently focuses in detail on environment and how it affects behavior through its interaction with characteristics of

individual. Although these two theories are useful in understanding differing college experiences of students they are not considered technically developmental since they do not explain either the processes of change or development or ways to foster it (Chickering & Reisser, 1993; Pascarella & Terenzini, 2005).

In conclusion, all of these models have searched for ways in which college contributes to student psychosocial, cognitive, and moral development as well as student personal adjustment (Montgomery & Cote, 2006).

2.1.2. College Impact Models of Student Change

College impact models were classified into Astin's Theory of Involvement, Tinto's Theory of Student Departure, Weidman's Model of Undergraduate Socialization, and Pascarella's General Model for Assessing Change. *Astin's Theory of Involvement's* basic premise is that students' quality and quantity of involvement in college greatly influence the amount of student learning and personal development and thus, the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to foster student involvement. Astin in his theory of involvement proposed five basic postulates: (a) involvement refers to the investment of physical and psychological energy in various 'objects' (e.g. activity, people, tasks); (b) involvement takes place in a continuum with different students investing different degrees of time and energy to different objects at different times; (c) involvement can be assessed in both quantitative and qualitative terms; (d) the amount of learning and personal development is directly proportional to the quality and quantity of involvement; (e) educational effectiveness of any policy or practice is directly related to capability of that policy or practice to enhance student involvement (Astin, 1999). Astin's definition of a highly involved student captures but not limited to dedication of considerable energy to studying, spending much time on campus, participating actively in campus

organizations, and interacting frequently with faculty members and students (Astin, 1999).

Tinto's Theory of Student Departure posits that individuals enter university with several personal, family and academic characteristics and skills as well as intentions and personal goals and that students' intentions and commitments are continuously reshaped with ongoing interactions between the individual and the structures and members of the academic and social systems of the institution (Pascarella & Terenzini, 2005).

Tinto (1988), specifically seeking to explain the college student withdrawal process, proposes that longitudinal process of institutional persistence as well as departure involves three major stages or passages – separation, transition, and incorporation – through which students go through in order to complete their undergraduate education. During these stages, individual needs to accomplish several tasks - disassociating themselves from past communities (e.g., family, high school network) and past habits to varying degrees, coping with stresses associated with separation and not yet establishing personal bonds underlying new community membership, acquiring the norms and behaviors appropriate to integration in the new college environment, establishing contact with other members of the institution - in order to be successfully integrated in the social and academic communities of college as a competent member.

According to Tinto's (1993) model of student departure, students' integration into college both academically and socially, in other words, perceived level of P-E fit, influences retention. The model posits that congruence between a person and her or his environment results in greater satisfaction, lower levels of stress, and higher levels of achievement (cited in Hutz, Martin, & Beitel, 2007). Integration refers to the extent to which students share the normative attitudes and values with peers and faculty in the institution and keeps with the formal and informal structural requirements for membership in that community and as integration increases, it reinforces students' commitments to both their personal

goals and to the institution through which these goals may be achieved (Pascarella & Terenzini, 2005).

Pascarella (1985) and Weidman (1989) also proposed two different models of student change (cited in Pascarella & Terenzini, 2005). In both models, researchers defined various student pre-enrollment characteristics (e.g. aptitude, aspiration), institutional characteristics (e.g., size, quality), and interaction with agents of socialization (e.g., peers, faculty) which conjointly played a role in explaining process of student change. However, in Weidman's *Model of Undergraduate Socialization* noncognitive changes involving career choices, lifestyle preferences as a result of college experience was emphasized whereas in Pascarella's *General Model for Assessing Change*, learning and cognitive development was investigated as a change outcome. Also in comparison to other college impact models of student change Weidman's model underlined the importance of non-college influences such as current and possible future employers, continuing socializing role of parents, and community organizations on student socialization outcomes (Pascarella & Terenzini, 2005).

In sum, the college impact models put the emphasis on how social context variables affect both developmental and non-developmental markers of change (Montgomery & Cote, 2006). All of these models illuminated the effects of several contextual as well as individual level variables on successful college adjustment and success after college life (i.e., long-term effects of successful completion of university).

2.2. College Adjustment and Related Variables

Upcraft and Gardner (1989) define college adjustment, in his words *freshman success,* as students' progressing toward accomplishing their educational and personal goals; (a) developing academic and intellectual competence; (b) establishing and maintaining interpersonal relationships; (c) developing an

identity; (d) deciding on a career and life style; (e) maintaining personal health and wellness; (f) developing an integrated philosophy of life.

Baker and Siryk (1984a; 1986) also view college adjustment as multifaceted which involves responding to several demands associated with four different domains of adjustment. Academic adjustment requires fulfillment of various tasks associated with educational demands such as focusing on studying and keeping track of their academic work. Academic adjustment entails attitudes toward academic goals and work, academic efforts and performance, and satisfaction with the academic environment. Social adjustment requires adapting to interpersonal – societal demands of college experience such as making friends, being involved in social activities, managing social relocation and being away from home and it also involves satisfaction with the social environment of campus. Personal-emotional adjustment is associated with physical and mental health of the individual and assessed by asking whether an individual is experiencing psychological distress and its somatic consequences such as feeling tense and nervous and problems in sleeping. Goal commitment-institutional attachment is associated with student's feeling about being in college in general and institution attended in particular and especially refers to quality of bond established between student and the institution such as expectations of staying at university and completing one's degree, and perceiving oneself as a part of the university.

In assessing the validity of the 4 facets of college adjustment, authors found that academic achievement (i.e., GPA) and being selected to an academic honor society in the junior or senior year were positive correlates of academic adjustment, appeal for psychological services was a negative correlate of personal-emotional adjustment, taking part in campus social activities and likelihood of being selected for a dormitory assistant position were positive correlates of social adjustment whereas attrition was a negative correlate of goal commitment-institutional attachment (Baker & Siryk, 1984a).

In the literature these 4 facets of college adjustment were frequently studied in relation to various variables. In these studies, academic adjustment was found to be positively associated with academic achievement motivation (Baker & Siryk, 1984b), academic achievement (Bettencourt et al., 1999), academic self-efficacy (Ramos-Sanchez & Nichols, 2007), informational style of identity processing (i.e., actively searching out, evaluating, and using self-relevant information) (Berzonsky & Kuk, 2000), internal locus of control over positive outcomes (Njus & Brockway, 1999); hardiness (Mathis & Lecci, 1999), self-esteem and peer support (Grant-Vallone, Reid, Umali, Pohlert, 2003-2004; Hertel, 2002), managing resources of campus and interaction with faculty (Hurtado, Carter, & Spuler, 1996), number of extracurricular activities (Bettencourt et al., 1999), and negatively associated with social anxiety (Strahan, 2003), negative aspects of internet use (i.e., students feeling negative about internet use) (Lanthier & Windham, 2004), and preoccupied attachment style (Bernier, Larose, Boivin, & Soucy, 2004).

Social adjustment was found to be positively correlated with self-esteem (Mooney et al., 1991), social self-esteem (Friedlander et al., 2007), self-efficacy (Torres & Solberg, 2001), autonomy (Conti, 2000), internal locus of control over positive outcomes (Njus & Brockway, 1999), social propensity (i.e., having interest in various kinds of interactions with other people) (Baker & Siryk, 1983), stronger attachment to father and being from intact families (Hannum & Dvorak, 2004), secure adult attachment (Lapsley & Edgerton, 2002), optimism and social network size (Brisette, Scheier, & Carver, 2002), perceived social support from family and friends (Katz, 2008; Rood, 2008), socializing with friends and ease in getting to know one's way around in campus (Hurtado, Carter, & Spuler, 1996), number of extracurricular activities (Bettencourt et al., 1999), and negatively associated with social anxiety (Strahan, 2003), and negative aspects of internet use (i.e., students feeling negative about internet use) (Lanthier & Windham, 2004).

Personal-emotional adjustment was positively associated with self-efficacy (Zychowski, 2007), self-esteem (Mooney et al., 1991), autonomy (Conti, 2001), secure adult attachment (Lapsley & Edgerton, 2002), managing resources in campus and maintaining family relationships and support (Hurtado, Carter, Spuler, 1996), and negatively associated with perceived stress (Baker, 2004), preoccupied attachment (Bernier et al., 2004), and negative aspects of internet use (i.e., students feeling negative about internet use) (Lanthier & Windham, 2004).

Goal commitment / institutional attachment was reported to be positively correlated with self-efficacy (Zychowski, 2007), self-esteem (Mooney et al., 1991), ease in getting to know one's way around in campus (Hurtado, Carter, & Spuler, 1996), and decidedness regarding academic major (Smith & Baker, 1987), and negatively correlated with preoccupied attachment (Bernier et al., 2004).

Overall college adjustment was indicated to be positively associated with self-esteem (Protinsky & Gilkey, 1996), self-efficacy (Marder, 2009), positive feelings about separation (Rice, Cole, & Lapsley, 1990), perceived support from family and friends (Katz, 2008; Rood, 2008), satisfaction with social support and active coping (Tao, Dong, Pratt, Hunsberger, & Pancer, 2000), positive rapport with instructors (Strage, 2000), and negatively correlated with perceived stress (Kerr et al., 2004), and negative aspects of internet use (i.e., students feeling negative about internet use (Lanthier & Windham, 2004).

Several other facilitative factors of college adjustment have been encountered in studies in which quantitative and qualitative data collection methods were used. Balancing priorities in three facets of life (academic, relationships, extracurricular activities) (Conway, 2008); having a goal focus, higher degree of self-confidence, self-knowledge, discipline, and sense of being in control, good skills of time management and study, clearly articulated institutional expectations, and opportunities for social integration (Knapp-Williams, 1991;

Mooney et al., 1991); support from family, close friends, faculty and staff (Katz, 2008; Weissman et al., 1998) were found to have a facilitative role in college adjustment.

In conclusion, adjustment to college is a multifaceted phenomenon which is conjointly affected by several personal or environmental factors. Previous research building on theories and models of student change demonstrated the relationships of college adjustment and its facets to these factors to illuminate this complex phenomenon.

The following subsections will review literature on the relationships between college adjustment and college adjustment self-efficacy, perceived stress, self-esteem, academic achievement, gender, extracurricular activities, and cultural distance.

2.2.1. College Adjustment and College Adjustment Self-Efficacy

Self-efficacy term has its roots in social cognitive theory of Bandura (1986). In social cognitive theory, self-referent thoughts are seen as mediators between knowledge and actions. In other words, how an individual interprets the results of their performance attainments apprises and alters their environments and their self-beliefs, which in turn affects one's subsequent performance. These self-beliefs or self-referent thoughts include perceptions of self-efficacy, that is, "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p.391).

Devonport and Lane (2006) found that self-efficacy specific to successful completion of the first year of a sport degree was predictive of course dropout among students. More specifically, students who received significantly lower scores on five dimensions of self-efficacy (managing time, using resources, work in groups, work well in lectures) as assessed during the fifth week of the

first semester withdrew from the course (as indicated by the central registry documents). In another study examining the relationships among friendship, self-efficacy, and college adjustment in a sample of 90 first-year university students, general self-efficacy was found to be significant positively associated with college adjustment (Marder, 2009).

Zajacova, Lynch, and Espenshade (2005) examined the joint effects of self-efficacy and stress on three outcome variables, first-year college GPA, the number of accumulated credits, and college retention after the first year. Authors assessed self-efficacy and stress with regard to the same college related (academic) tasks. The findings of the study indicated that self-efficacy had a strong positive effect on freshman grades and credits earned but no significant effect on students' persistence in the second year. With regard to effects of stress on the outcome variables, it was found that stress had a negative but insignificant association with GPA and no relationship with college credits. Authors also unexpectedly found that the stress was though marginally, positively related to persistence.

One important point in assessing self-efficacy as a predictor of a specific performance outcome is to utilize domain and task specific self-efficacy measures to provide the consistency between self-efficacy judgments and domain of functioning or task under investigation (Bandura, 1986; Pajares, 1996). A large meta analysis of studies investigating self-efficacy in relation to academic performance and persistence concluded that strongest associations were found in studies where self-efficacy measures corresponded most closely with performance criteria (Multon, Brown, & Lent, 1991).Accordingly, in investigating self-efficacy in relation to college outcomes, several researchers (e.g., Chemers, Hu, & Garcia, 2001; Devonport & Lane, 2006; Myers, 2004) developed self-efficacy scales specific to skills required for successful college adjustment (e.g., completing an undergraduate degree, making and keeping new friends) modeling after those used by Bandura.

In another longitudinal study, Myers (2004) found that academic efficacy assessed prior to arrival on campus positively predicted academic functioning (as indicated by self-reported functioning, average peer reported functioning, first quarter GPA) but not social functioning (as indicated by self-reported and peer reported functioning) whereas social efficacy assessed prior to arrival on campus positively predicted social functioning and negatively predicted academic functioning.

In a longitudinal study carried out with 256 first year university students Chemers et al. (2001) found direct effects of academic self-efficacy on challenge threat evaluations, academic expectations, and academic performance. That is, highly efficacious students had higher challenge-threat evaluations (they perceived the university experience as a challenge rather than a threat), greater academic expectations and better academic performance. They also encountered mediated effects of self-efficacy on academic expectations, academic performance, stress, health and adjustment (satisfaction with the academic progress and intention to persist at the university). That is, highly efficacious students had higher challenge-threat evaluations, which resulted in greater academic expectations, which in turn led to better academic performance. With regard to second mediated effects of self-efficacy, they found that higher levels of self-efficacy through challenge-threat evaluations resulted in less stress, which in turn led to less health problems and better adjustment.

Hechanova-Alampay et al. (2002) also found self-efficacy to be associated with greater adjustment and less strain and the association being stronger upon entry than after six months for both domestic and international sojourners. In another study with college freshmen Zychowski (2007) found that academic self-efficacy was a significant positive predictor all facets of university adjustment (academic, personal-emotional, social, and institutional adjustment).

Poyrazli (2001) examined the role of academic self-efficacy, assertiveness, and English proficiency on psychosocial adjustment (as indicated by two outcome measures; loneliness and student adjustment strain) of 122 graduate international students. Researcher found that level of assertiveness, and academic self-efficacy predicted adjustment level of the students. That is, students with higher levels of assertiveness and academic self-efficacy reported fewer adjustment problems. Moreover, results indicated students with lower levels of self-efficacy reported higher loneliness.

Hirose et al. (1999), considering problematic self-efficacy beliefs as one of the possible factors that contribute to college adjustment difficulties, extended the career adjustment self-efficacy concept to the adjustment of college students (since what students have chosen to study at college determine their subsequent careers) and developed an instrument (College Adjustment Self-Efficacy Scale, CASES) to assess students' degree of confidence in three main basic competencies (judgmental, self-control, and interpersonal skills) to complete their college career. Hirose et al. (1999), examining 13 different majors in relation to self-efficacy, found that different majors required different self-efficacy characteristics. However, authors indicated that on the overall, well adjusted students scored higher than the poorly adjusted students. In another study conducted with 153 university students, college self-efficacy was also found to be a significant positive predictor of persistence at university (Gloria & Ho, 2003).

Torres and Solberg (2001), using an instrument to assess self-efficacy pertaining to college-related academic and social tasks (College Self-Efficacy Inventory), found that college self-efficacy was associated negatively with academic stress, strongly positively associated with social integration (connection to faculty and students) and persistence intentions which were two indicators of college adjustment.

Ramos-Sanchez and Nichols (2007) examined the predictive role of college self-efficacy (pertaining only to college-related academic tasks) on academic adjustment. The authors found that self-efficacy assessed at the beginning of the academic year was predictive of perceived academic adjustment at the end of the year.

In sum, self-efficacy was found to be a positive predictor of academic and social functioning (e.g., Myers, 2004; Torres & Solberg, 2001), persistence at university (e.g., Devonport & Lane, 2006; Gloria & Ho, 2003), overall college adjustment (e.g., Hechanova-Alampay, et al. 2002; Martin et al, 1999) and its dimensions (e.g., Zychowski, 2007). In some of the studies the observed relationships between self-efficacy and positive college outcome seemed to correspond with self-efficacy pertaining to social tasks being correlated with social outcomes and self-efficacy pertaining academic tasks being associated with academic outcomes (e.g., Myers, 2004; Ramos-Sanchez & Nichols, 2007).

2.2.2. College Adjustment and Perceived Stress

Experience of living away from home for the first time at university might put extra stress on shoulders of the students in their transition to university due to difficulties stemming from trying to find their way in a new city or town, finding themselves in a new community where they have few or no friends, dealing with financial issues, setting their own limits on social activities, sharing accommodations with unfamiliar roommates, and being miles away from people whom they generally turn to for support (Lafreniere & Ledgerwood, 1997). Thus researchers (Baker, 2004; Kerr et al., 2004) found a negative relationship between students' perception of stress and overall college adjustment and personal-emotional adjustment during transition to college

The study of Friedlander et al. (2007) also pointed at the negative association of perceived stress and college adjustment as well as its dimensions. Researchers, examining the effect of self-esteem and stress on adjustment of 115 first-year

undergraduate students (10 week-period) in a longitudinal design, found that changes in self-perceived stress was a major predictor of changes in adjustment. That is, students who experienced decreases in their stress levels across the 10 week-period showed improvements in personal, emotional, academic, social, and overall adjustment.

Findings of another longitudinal study indicated that psychological well-being variables were robust predictors of college adjustment (Wintre & Yaffe, 2000). More specifically, increase in perceived stress and depressive symptomatology across time predicted lower adaptation to college. Moreover, stress was as assessed in the beginning of the fall semester also found to be a significant negative predictor of college adjustment.

In a study with 536 university students from three grade levels (i.e., second, fourth, sixth-year) it was seen that for female students adaptation to university was negatively associated with psychosomatic stress symptoms. Moreover in the study adaptation to university was found to be negatively correlated with depressive mood, loneliness, and interpersonal helplessness for the whole sample (Rooijen, 1986).

In sum, perceived stress was found to be a significant negative predictor of overall college adjustment, personal-emotional, academic, and social adjustment during transition to college (Friedlander et al. , 2007; Kerr et al., 2004; Wintre & Yaffe, 2000).

2.2.3. College Adjustment and Self-Esteem

Global self-esteem, in more used term self-esteem, is an overall feeling of self-worth whereas specific self-esteem is a feeling of competence pertaining to a specific area of life such as academics and social relations (Rosenberg et al., 1995).

Becker (2008) in a longitudinal study with 211 first-semester freshmen, using composite variables (i.e., calculating means of variables assessed at three time intervals) found that self-worth and satisfaction with one's social network were positive predictors whereas depression was a negative predictor of overall college adjustment.

Another study conducted with 88 female freshmen indicated that self-esteem was a positive predictor of all dimensions of college adjustment, namely, academic, social, personal-emotional, and institutional attachment as well as overall college adjustment (Mooney et al. , 1991).

Protinsky and Gilkey (1996), investigating the predictive role of personal authority and self-esteem, health problems and GPA on college adjustment of 102 female students from each four grade levels, found self-esteem to be the strongest predictor of college adjustment.

Toew and Yazedjian (2007), examining the predictive role of self-esteem, parental education, parental support, and peer support in a sample of 883 freshman composed of three ethnic backgrounds (i.e., White, Hispanic, Black), indicated that self-esteem was a positive predictor of college adjustment among all groups except Hispanic males.

Wintre & Yaffe (2000) examining the longitudinal effects of self-esteem on college adjustment found that self-esteem assessed in the midst of the winter term was found to be a positive predictor of college adjustment in females. That is, females with higher levels of self-esteem following six months in the university reported a higher degree of adaptation.

In another study conducted with 124 freshmen, self-esteem was found to be a positive predictor of overall college adjustment. Moreover, there were significant differences in self-esteem scores of students as a function of three levels of university adjustment (i.e., high, intermediate, low) with students in

the high adjustment group reporting higher level of self-esteem than intermediate and low adjustment group (Halamandaris & Power, 1997).

Aspinwall and Taylor (1992) found a mediated effect of self-esteem on college adjustment and academic achievement. More specifically, the beneficial effect of self-esteem on adjustment was mediated by the nonuse of avoidance coping, greater use of active coping, and greater seeking of social support. Authors also found that, the effect of self-esteem on academic performance was mediated by increased motivation to succeed.

Boulter (2002), using a domain specific measure of self-concept, found that self-perception of intellectual ability was a positive predictor of academic achievement among freshman students.

Friedlander et al. (2007), also using specific means of assessing self-esteem indicated that increased global, academic and social self-esteem predicted decreased depression and increased academic and social adjustment, respectively. Thus, this finding provided partial support to the hypothesis of authors that the specific type of self-esteem (i.e., academic and social self-esteem) was a predictor of the corresponding type of adjustment since global self-esteem was not found to be associated with overall adjustment.

Bettencourt et al. (1999), conducting assessments at two time points (first 45 days of the first term and last 45 days of the second term) found that personal and collective self-esteem (the extent to which individuals evaluate their social groups positively) were positively correlated with both academic and social adjustment at two time points. Bettencourt et al. (1999) also indicated that change in personal self-esteem and collective self-esteem were predictors of both social and academic adjustment. That is, increase in personal and social self-esteem was associated with increase in both social and academic adjustment.

In another study with college students, self-esteem was found to be a negative predictor of intention to drop out (Pritchard & Wilson, 2003). In other words, students who indicated their intent to drop out had lower self-esteem than peers.

In sum, these findings demonstrated that self-esteem was a direct as well as indirect positive predictor (Aspinwall & Taylor, 1992) of all facets of college adjustment (e.g., Friedlander, 2007; Mooney et al., 1991), and overall college adjustment (e.g., Becker, 2008; Toew & Yazedjian, 2007) and a negative predictor of intention to drop out (Pritchard & Wilson, 2003).

2.2.4. College Adjustment and Academic Achievement

College academic achievement is a variable which is frequently studied in relation to college adjustment. In most of the studies in literature, academic achievement was tested either as a predictor of student retention/attrition (Johnson, 1997; Okun & Finch, 1998; Wintre & Bowers, 2007) or as an outcome variable indicating academic adjustment (Dennis et al. , 2005; Pritchard & Wilson, 2003).

In a longitudinal study examining factors which differentiated students who persisted and those who dropped out of university, GPA and faculty-and staff-student interaction and connection were found to be the significant distinguishing characteristics. More specifically, retained students had a higher mean GPA and had better and more connections with university personnel than the dropout students (Johnson, 1997). In another longitudinal study, Okun and Finch (1998) found cumulative GPA to be a strong negative predictor of institutional departure.

Wintre and Bowers (2007), investigating predictors of university persistence, found first year GPA, parental support, goal and school commitment to be positive and direct predictors of persistence. Dennis et al. (2005), examining motivational characteristics' and environmental social supports' predictive role

on college outcome variables (GPA, college adjustment reflecting institutional attachment, college commitment) found that perceived lack of peer support positively predicted GPA and college adjustment whereas career / personal motivation predicted only college adjustment.

Pritchard and Wilson (2003), assessing the effects of emotional and social health on GPA and intention to drop out, found that different emotional health variables predicted students' GPA and intentions to drop out. More specifically, perfectionism and stress were predictors of GPA whereas self-esteem and fatigue were predictors of intention to drop out. In the study social health variables (membership in an academic honor organization, frequency of alcohol consumption) were found to be predictors of GPA whereas none of social health variables were found to predict intention to drop out.

Although college academic achievement and academic adaptation are found to be related concepts (Bettencourt et al., 1999), several researchers (e.g., Hurtado et al., 2007; Wintre & Yaffe, 2000) underlined the importance of distinguishing the two concepts since academic adaptation is a subjective measure of students' perceptions of their ability to adapt to academic responsibilities of university whereas GPA represents an objective measure of students' actual academic performance. Becker's (2008) findings attested to the difference of these two concepts. The researcher found that the variables predicting student-reported adjustment were not identical to those predicting first semester GPA.

Wintre and Yaffe (2000) found that perceived academic adaptation assessed in the beginning of the winter term predicted academic achievement at the end of the academic year. Since GPA was attained at the end of the academic year it was reasoned that the original outcome variable (adaptation) could serve as a predictor.

Hurtado et al. (2007) explored the key factors impacting college adjustment as indicated by two outcomes based on factor-derived scales, namely, success in

managing the academic environment and sense of belonging. Success in managing the academic environment consisted of understanding professor expectations, developing effective study skills, adjusting to academic demands, getting to know faculty, and managing time whereas sense of belonging involved measuring the extent to which student felt belong to his/her respective institution. Researchers found that college GPA (one of the indicators of academic development and performance) strongly predicted students' success in managing the academic environment, in other words, academic adjustment whereas it did not have a direct effect on sense of belonging. Thompson and Fretz (1991), testing whether college GPA predicted college adjustment among 171 university students found that GPA did not predict either academic or social adjustment of university students.

In sum, GPA was found to be negatively associated with drop out rates (Johnson, 1997; Okun & Finch, 1998). Studies investigating effect of GPA on college adjustment yielded different findings in which GPA was either found to be a positive predictor of academic adjustment (Hurtado et al., 2007) or not to be a significant predictor of either academic or social adjustment (Thompson and Fretz, 1991).

2.2.5. College Adjustment and Gender

Gender in relation to college adjustment was also examined in several studies. Literature findings on gender differences in college adjustment revealed mixed findings with some of the studies indicating no significant gender differences (e.g., Fisher & Hood, 1988; Leong & Bonz, 1997; Pritchard & Wilson, 2003) and some of them revealing significant gender differences on college adjustment level of students; either in favor of boys (e.g., Enochs & Roland, 2006; Schultz, 2008; Wintre &Yaffe, 2000; Yalım, 2007) or girls (e.g., Halamandaris & Power, 1999).

Enochs and Roland (2006), examining gender and living environment differences on college adjustment of 511 first-year students, found that male students' level of overall college adjustment were higher than females' level of adjustment regardless of living environment.

Wintre and Yaffe (2000), in a longitudinal study with 408 freshmen found significant gender differences in overall college adjustment scores in favor of men. Thus, authors run the predictive analyses separately for males and females and encountered with substantial differences in predictive models. That is, three common predictors explaining college adjustment for males and females were initial stress, change over time in both stress and depressive symptomatology. Additional predictors of college adjustment for males were possessing a sense of identity and perceived reciprocity in relationships with parents whereas differing predictors of college adjustment for females were initial depressive symptomatology, positive self-esteem in the winter, and degree of discussion with parents concerning university issues.

Yalım (2007), in a study conducted with 420 first-year university students, also encountered gender difference in college adjustment scores in favor of males. Moreover, results of the study indicated that the factors predictive of adjustment differed for males and females. Ego resiliency, problem solving coping, seeking social support coping, fatalistic coping and helplessness self blaming coping were found to be predictors of male students adjustment scores, whereas ego resiliency, optimism and seeking social support were predictors of females' adjustment scores. explained males' higher scores in adjustment by the gender roles (i.e., males being more individualistic, using problem-focused coping which is a healthier coping mechanism to alter a situation, males' greater tendency to be less related to family than females).

In a study conducted with 323 freshmen at Alaska University, Schultz (2008) found that males scored higher on personal-emotional adjustment than females. However, results of the study indicated no gender differences on academic,

social, and attachment/goal commitment adjustment of students. Schultz concluded that his findings were partially consistent with previous research. His findings supported previous findings in the sense that males were found to score higher on personal-emotional adjustment (Baker & Siryk, 1999; Lopez, Campbell, & Watkins, 1986) and contradicted previous research (Baker & Siryk, 1999) which represented the normative scores on social adjustment as generally higher for females than males.

In contrast with the findings of studies which demonstrated higher college adjustment levels for males, Halamandaris and Power (1999) in a study with 183 first-year students found that female students scored higher in overall adjustment to university life than male students. However, when gender was entered into regression equation with other demographic variables (i.e., age, marital status) in the first step none of the demographic variables was found to be a significant predictor of adjustment to university life.

Fisher and Hood (1988), in a study with 196 freshmen, found no differences in college adjustment scores of participants or experienced homesickness as a function of gender. However, researchers encountered gender differences in levels of psychological disturbance with females reporting more signs of psychological disturbance.

Leong and Bonz (1997) also did not find significant gender differences on overall college adjustment or four facets of college adjustment among 161 freshmen. Authors explained this finding with gender socialization on measured outcomes (i.e., coping styles) not being influential on self-reported experiences of anxiety and depression as assessed by the Personal-Emotional Adjustment Scale, and satisfaction with their college which was assessed by the attachment/goal commitment scale. Researchers, though not reached significance, encountered with a trend in which females were better adjusted both academically and socially. Authors offered two alternate explanations for females scoring higher in these dimensions; socialization into traditionally

female role providing them to adapt to academic and social demands of college or not being socialized into gender specific roles helping them to adjust better. Consequently, Leong and Bonz suggested future research to test their findings with different samples.

In their study, Lafreniere and Ledgerwood (1997) although didn't find a main effect of gender on college adjustment levels of students reported a significant three-way interaction effect of gender, place of residence, and social support on college adjustment. That is, when family support was perceived to be low, females who lived away from home were significantly better adjusted to university whereas males appeared to be better adjusted when they continued to live at home. Authors also indicated a gender difference in the level of perceived stress in transition to university with girls scoring higher.

To sum up with findings on gender differences in college adjustment pointed out somewhat mixed findings with some of the studies indicating no significant gender differences (e.g., Fisher & Hood, 1988; Leong & Bonz, 1997; Pritchard & Wilson, 2003) and some of them demonstrating significant gender differences on college adjustment level of students; either in favor of boys (e.g., Enochs & Roland, 2006; Schultz, 2008; Wintre &Yaffe, 2000; Yalım, 2007) or girls (e.g., Halamandaris & Power, 1999).

2.2.6. College Adjustment and Extracurricular Activities

The most important element to success and retention in the first year is student involvement (Astin, 1999). Based on the involvement principle, the amount of benefits that students can obtain from university attendance is not only determined by how much time students spend in academic-related activities, but also as a function of time students involve themselves in extracurricular activities such as socializing with friends, engaging in cultural events and in volunteer activities on and off campus.

Participation in high-quality extracurricular activities, such as sports and student clubs is a productive use of students' leisure time which provides diverse opportunities for growth and development (Fredricks & Eccles, 2006). In her study with college freshmen, Roe (2000) explored that students' definitions of success determined their level of college involvement. For instance, students who perceived involvement to be valuable to their success actively sought for opportunities to become involved in as many college activities as possible and also were involved in extracurricular clubs.

Conway (2008), in her qualitative study with college freshmen, found that each student at least investigated one type of activity whereas a few of the students postponed significant involvement in co-curricular activities until upcoming years giving priority to the academic or social facets of their first year. Dextras (1993) also found that students in their first year of college focused more on forming social groups and academic responsibilities rather than involving themselves in extracurricular activities or student club memberships and added that it were residence hall activities which students primarily chose to enroll in when they wanted to participate in an activity. Students' leisure time activities during their first year included sleeping, watching television, spending time in some other students' rooms, lounging and communicating with peers.

There is a growing body of research demonstrating the beneficial effects of extracurricular involvement on students' college adjustment level (e.g., Bettencourt et al., 1999; Toyokowa & Toyokowa, 2002). For example, in a study with college freshmen Bettencourt et al. (1999) found that number of extracurricular activities involved was positively associated with GPA, academic and social adjustment of students.

In the same vein, Toyokawa and Toyokawa (2002) in their study with international university students found that students who engaged in more extracurricular activities were more satisfied with their lives in general (psychological adjustment), more involved in their academic work and

perceived studying as useful to explore their future goals (academic adjustment).

In a qualitative study conducted by Weissman, Bulakowski, and Jumisko (1998), most of the students reported that taking part in activities outside of the classroom provided them with an opportunity to meet old and new friends and this helped them feel involved. The role of extracurricular involvement on academic, psychological, and social adjustment of adolescents was also examined in longitudinal studies (e.g., Bohnert et al. , 2007; Fredricks & Eccles, 2006). Bohnert et al. (2007) for instance, investigated whether participation in organized activities across the transition to college predicted two indices of social adaptation, development of high-quality friendships, and loneliness and social dissatisfaction. Authors found that intensity of activity involvement as indicated by number of hours per week involved in all activities during the first year positively predicted friendship quality in students who had experienced high levels of loneliness and social dissatisfaction prior to college entrance. Intensity of activity involvement was also found to be strongly and negatively associated with loneliness and social dissatisfaction in students who had low quality relationships before entering college.

Fredricks and Eccles (2006) examined the effects of participation in three types of extracurricular activities (school clubs, sport, prosocial activities) on academic (GPA and educational expectations at 11th grade, educational status 1 year after high school) and psychological adjustment (self-esteem, depression, internalizing and externalizing behavior) of adolescents in a longitudinal panel design after controlling for prior level of adjustment. Results of the study indicated that participation in school clubs was associated with academic adjustment at 11th grade. That is, adolescents who participated in school clubs had higher 11th grade GPAs and educational expectations than those students who were not involved. The relation between involvement in school clubs and indicators of psychological adjustment was mixed; involvement in student clubs predicted a decrease in externalizing behavior, however, it did not predict either

self-esteem or depression levels of participants. Sport participation was found to be significantly associated with both academic and psychological outcomes. Participation in sports predicted higher 11th grade GPAs and higher educational expectations. Students who participated in sports also reported lower level of depression and internalizing behavior and higher levels of self-esteem than did non- participators. With regard to participation in prosocial activities only significant association was with educational expectations. The results for the prediction of adjustment at 1 year after high school revealed that participation in three types of activities at 11th grade were significant predictors of academic adjustment but not psychological adjustment after controlling for associated dependent variable scores of the participants at eight grade. The results of the study also indicated that breadth of activity (number of participated activities) at 11th grade was positively associated with indicators of academic and psychological adjustment at 11th grade.

In sum, studies indicated that participating in extracurricular activities was positively associated with GPA, academic and social adjustment (Bettencourt et al., 1999) and psychological adjustment of students (Toyokawa & Toyokawa, 2002).

2.3. College Adjustment in International Students

Acculturation is a reciprocal process in which cultural and psychological change takes place as a result of contact between two or more cultural groups as well as their individual members. Acculturation occurs for a number of reasons including colonization, military invasion, migration, refuging, and sojourning (e.g., tourism, international studies, and overseas positing) (Berry, 2005). International students compose a remarkable group of sojourners whose purpose is to study and gain professional qualifications. Time frame for international students' stay in the host country varies based on type of education they receive in the host country. For international students who attend university abroad time frame may take several years (Bochner, 2006).

Several researchers have investigated adjustment of international students (e.g., Pascale, 2006; Poyrazli & Grahame, 2007) and compared international students' college adjustment level to those of domestic students (e.g., Hechanova-Alampay et al., 2002; Kaczmarek et al., 1994). Kaczmarek et al. (1994), in comparing college adjustment levels of international students studying in U.S. to that of U.S. students, found that internal students scored lower on the social and the attachment/goal commitment adjustment scale indicating international students experience greater difficulty in adjusting to college than their host nationals.

Hechanova-Alampay et al. (2002), in comparing adjustment level of 294 domestic and international student sojourners, found that adjustment among international sojourners was lower than that of domestic sojourners upon entry and three months into the semester. Authors concluded that studying in a different country college adjustment process may be far more complicated since it also involves adaptation to a new culture and experience acculturative stress which in turn may lead to experiencing a more difficult college transition.

In this period of double adjustment (i.e., adaptation to a new culture, college adjustment) international university students experience several challenges pertaining to (a) satisfying their basic needs such as accommodation, transportation, getting required documents for their stay, food and health care (Poyrazli & Grahame, 2007) (b) personal and social life like language difficulties, a feeling of a sense of loss and loneliness, being isolated or feeling rejected by members of the new social and academic culture, and homesickness (McClure, 2007; Pascale, 2006); (c) academic life such as stress resulting from competition, deadlines, work overload, work responsibilities and expectations and low academic achievement (Misra & Castillo, 2004; Poyrazli & Kavanaugh, 2006). In a similar vein, Leong (1984) classified the types of problems international students experienced as follows: (a) common problems experienced by all college students (e.g., being autonomous), (b) problems

related to being away from home for a long time (e.g., culture shock), and (c) problems unique to international students (e.g., immigration difficulties) (Kaczmarek et al., 1994).

How students respond to their acculturative experiences (i.e. acculturative stress) is affected reciprocally by several individual or group level factors which existed prior to or during acculturation and acculturative processes which is formed by interactive effects of these factors. Society of origin involving political context, economic situation, demographic factors, and society of settlement including social support, and attitudes constitute group level factors which existed prior to acculturation whereas factors such as age, gender, education, health, language, migration motivation and cultural distance compose individual level variables which existed prior to acculturation. Factors - individual and/or group level - arising during acculturation includes social support, societal attitudes, coping strategies, and acculturation strategies (Berry, 2006).

Cultural distance, level of dissimilarity between two cultures in contact, has been one of the most frequently studied pre-entry individual level characteristic in the acculturation literature (Chapdeline & Alexitch, 2004; Greenland & Brown, 2005). In general, research findings indicated that acculturative stress and associated psychological symptoms increase when a greater cultural distance is perceived between one's own culture and host society (e.g., Furukowa, 1997; Galchenko & van de Vijver, 2007).

In a study conducted with 211 international exchange students, Furukowa (1997) found that a larger perceived cultural distance between Japan and the foreign country was associated with more psychological distress. In the same vein with the Furukowa's (1997) findings, Galchenko and van de Vijver (2007), conducting a study with 168 international exchange students, found that students experienced more stress when they perceived a larger cultural distance between mainstream and host culture and socialized more with people from

host nation when they perceived a smaller cultural distance between their own and the host nations'. However, authors did not encounter with a significant association between perceived cultural distance and self-esteem which was used as another psychological outcome variable in the study. Greenland and Brown (2005) also indicated cultural distance to be a positive predictor of psychosomatic illness over time in Japanese students studying abroad.

Gloria, Castellanos, and Orozco (2005), in a study with 98 Latino /a American undergraduate students, found cultural congruity and taking planned, positive actions in coping with educational barriers to be significant positive predictors of psychological well-being of Latino/a Americans studying in US. In another study conducted with 195 male international graduate students, an indirect relationship between psychological outcomes and cultural distance was encountered (Chapdelaine & Alexitch, 2004). More specifically, higher levels of perceived cross-cultural differences were associated with lower level of interaction with host society which in turn was associated with higher levels of culture shock.

Hechanova-Alampay et al. (2002), in a study examining and comparing adjustment of international and domestic sojourners, though in the expected direction (i.e., negative relationship) found an insignificant and weak relationship between cultural distance and adjustment of 106 international students. Authors explained this nonsignificant relationship with the promotion of cultural diversity by U.S. universities.

In a study with 160 Asian American undergraduates increased cultural congruity was found to be associated with increased self-efficacy and self-esteem but was not encountered to be an influential factor on persistence at university (Gloria & Ho, 2003).

2.4. Turkish Student College Adjustment

2.4.1. College Adjustment of Turkish Students

College adjustment and factors effecting college adjustment were also examined in studies conducted in Turkey (e.g., Alperten, 1993; Yalım, 2007). Alperten (1993), investigating the influence of several personal, social, and familial variables on adjustment of 735 college students from all grades, found that students who perceived their monthly income as sufficient, were satisfied with their physical appearance, and had strong religious beliefs reported higher levels of adjustment as indicated by Hacettepe Personality Inventory. Researcher also found that having satisfactory relationships with one's family and friends, and being involved in extracurricular activities were associated with higher adjustment levels.

Alpan (1992) examined the difficulties experienced by students in adjusting to college life and coping styles used in dealing with daily problems. Results of the study demonstrated that students attributed reasons of failure to psychological problems experienced as well as their inability to use their capacities to adjust to the novel environment. It was also reported that students did not have difficulty in making friends and that they chose their friends from their own city of origin. Alpan also indicated that students' most frequently used ways of coping when encountered with a problem was to talk about it with their friends and families and to relieve themselves through smoking. Other strategies employed was going out with friends and crying.

Yalım (2007) in her study with 420 first-year university students, who were domestic sojourners, found that coping styles, ego resiliency and optimism predicted college adjustment. More specifically, results of the study indicated that students who scored high on resilience, optimism, and used fatalistic and helplessness / self-blaming coping style adjusted to college better. Yalım also encountered with gender differences in college adjustment scores in favor of

males. Moreover, results of the study indicated that the factors predictive of adjustment differed for males and females. That is, ego resiliency, problem solving, seeking social support, fatalistic, and helplessness/self-blaming coping styles predicted adjustment of male students, whereas ego resiliency, optimism, and seeking social support and helplessness/self-blaming coping styles predicted adjustment of female students.

In another study investigating coping styles in relation to college adjustment in 665 Turkish and 448 American first-year university students, Tuna (2003) found that active coping and using emotional support were common positive predictors whereas denial and behavioral disengagement were common negative predictors of overall adjustment and all four dimensions of college adjustment in both Turkish and American sample. Tuna also reported some cross cultural differences in the effects of coping strategies on college adjustment.

2.4.2. College Adjustment of Turkish Students Studying Abroad

Despite the high number of Turkish university students (i.e. 12,030 for 2007-2008 academic year) studying at American colleges and universities, accounting for 1.9 % of the international student enrollment, there are only a few studies specifically focused on Turkish students (Yildirim, 2009). One of these studies was conducted by Poyrazli, Arbona, Bullington, and Pisecco (2001) which examined the relationships between demographic variables and adjustment level of 79 undergraduate and graduate students. Poyrazli et al. (2001) assessed adjustment level of participants with the Inventory of Student Adjustment Strain which measures the stresses and adjustment strains experienced by international students. Researchers found significant relationships between adjustment level of students and demographic variables of having a scholarship and age. More specifically, the group that received scholarships reported more adjustment problems than the group that did not receive scholarships and younger students reported fewer adjustment problems than older students did. Moreover, authors indicated that higher writing and

reading proficiency in English language were associated with fewer adjustment problems.

Mathews (1997) studied the relationship between academic success, English proficiency, academic background, and sponsoring university in Turkey through both qualitative and quantitative data obtained from 23 'Turkey's Higher Education Council (YOK) scholars'. Researcher indicated that students' success in their studies abroad were associated with the following variables; more advanced English levels, more education or education at higher quality Turkish universities, and being sponsored by the more prestigious new universities. Students who failed or achieved moderate success abroad were found to have come in general from lower quality Turkish universities and to have had less experience in English.

Kilinc and Granello (2003), in a study with 120 Turkish students studying abroad at one of the U.S. colleges, examined participants' overall satisfaction level, source and degree of difficulties experienced, sources of knowledge about mental illness, sources of psychological help, and the relationship of help-seeking attitudes and several variables (age, gender, educational level, SES, academic major, degree of religiosity, previous therapy experience, beliefs about mental illness, degree of acculturation). The results of the study demonstrated that participants indicated a moderate to high degree of satisfaction with their lives in the U.S., with the highest area of satisfaction being overall life, and the lowest area of satisfaction being religious / spiritual life. The highest degree of difficulty reported was homesickness, followed by financial life, and language difficulty. Students' primary source for knowledge about mental illness was reported to be media followed by training and classes. As for the sources of help, 50% of the participants reported that they would go to a friend. For the relationship between help-seeking behavior and 9 of the variables there were significant relationships, however, of the nine variables only two of them (age, previous therapy experience) significantly predicted

help-seeking behavior. That is, younger students with previous therapy experience held more favorable help-seeking attitudes.

Yildirim (2009), investigating the adjustment problems of Turkish students studying in dual diploma engineering programs in the US, indicated that students experienced a moderate level of difficulty in their new social and academic life in the US. Students' adjustment problems pertained to (a) differences in educational systems of the two institutions (e.g., teaching methods being more lecture based vs. more discovery based, assessment being more final based vs. more continuous); (b) English proficiency (e.g., problems with writing, difficulty in following lectures, speaking and listening problems in social interactions; (c) problems associated with unique design of the program (e.g., difficulties in following courses at the beginning of each year, difficulties with maintaining relationships with host national students and other international students; (d) problems related to cultural differences (e.g., American students being reluctant to talk about courses, assignments, and grades, American professors' not 'bending rules'; (e) problems related to spending most of the time with dual diploma students (e.g., limited use of English, not integrating with Americans and other international students); (f) problems associated with orientation (e.g., pre-departure orientation being insufficient, not attending to the orientation given in the host university); (g) other problems (e.g., differences in weather conditions, concerns about readjusting to Turkey when returned). Yildirim also found that students' level of adjustment was strongly and positively associated with English-related difficulties and negatively related to participants' TOEFL scores and self-perceived proficiency in English.

2.5. Summary of the Reviewed Literature

In conclusion, college adjustment is a complex and challenging process influenced by multitude of variables. In the literature college adjustment and its dimensions have been found to be positively associated with several personal

factors (e.g., self-efficacy, internal locus of control, self-esteem, secure adult attachment, academic achievement) and environmental factors (e.g., support from family, friends, and instructors, involvement in extracurricular activities, interaction with faculty) whereas negatively associated with certain variables such as social anxiety, negative aspects of internet use, perceived stress, preoccupied attachment. Studies on college adjustment revealed that for students studying abroad, college adjustment process was more challenging since it also involved adaptation to a new culture. Thus, in addition to factors affecting college adjustment, other factors associated with acculturative experiences of students (e.g., cultural distance, societal attitudes, acculturation strategies) also came into play and influence college adjustment process of international students. Cultural distance as one of the frequently studied variable in the acculturation literature was found to show positive associations with acculturative stress and psychological symptoms. That is as perceived cultural distance increases acculturative stress and psychological symptoms also increase. College adjustment of Turkish students also focused on examining the factors affecting college adjustment using cross-sectional designs. Adjustment of Turkish university students studying abroad also aimed at investigating the difficulties associated with being an international student and influential factors affecting their sojourner experiences. However, none of the studies conducted with Turkish students examined specifically the college adjustment of the Turkish first year students studying in Cyprus by a process perspective (i.e., longitudinally) and through in depth data collection (i.e., mixed method) and an explanatory perspective (i.e., examining the predictors of college adjustment). Thus, the present study aimed at filling this gap in literature on college adjustment of Turkish students.

CHAPTER III

METHOD

This chapter is comprised of seven parts presenting an overview of the research methodology used in the study. The seven parts of the chapter is presented in the following order: Research design, research questions, participants, data collection instruments, procedure, data analysis, and limitations.

3.1. Research Design

3.1.1. Study I: Longitudinal Study of College Adjustment

In Study I, a longitudinal mixed method research design was used to investigate the college adjustment of first year college students who attend English Preparatory School. In mixed method design researcher uses both qualitative and quantitative data collection methods to collect and analyze the data. So that researcher can examine and understand the topic of investigation both qualitatively and quantitatively (Creswell, 2003). Type of the mixed method research design used in this study is concurrent nested design. In this design, quantitative and qualitative data are collected and analyzed at the same time but priority is usually given either to the quantitative or qualitative data. The reason for this is nested data is included to help answer an altogether different sets of questions and augment the information obtained through quantitative data (Hanson, Clark, Petska, Creswell, & Creswell, 2005).

In Study I, 14 participants completed the measures of college adjustment, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance and interviewed at 3, 6 and 9 months stages. In other words, the

quantitative data collection and interviews were conducted at the same intervals. In the qualitative part, Consensual Qualitative Research (CQR) method (Hill, Knox, Thompson, Nutt-Williams, Hess, & Ladany, 2005) was used to obtain rich data from participants' experiences regarding college adjustment process. In the quantitative part repeated measures design was used to investigate the differences in college adjustment, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance scores of participants as a function of time

3.1.2. Study II: Predictors of College Adjustment

In Study II the correlational design was used to examine, how well the Study I quantitative variables such as perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance and other variables such as academic achievement, student club membership and gender predict adjustment of first year college students. Data was collected from 186 first year prep-school college students at the end of the academic year (9 months after the academic year started).

3.2. Research Questions

3.2.1. Study I Research Questions

Main research question of the quantitative part:
Are there any significant differences between perceived stress, self-esteem, college adjustment self-efficacy, over all college adjustment, academic adjustment, social adjustment and cultural distance scores of first year English Preparatory School students at 3, 6 and 9 month stages?

Main research question of the qualitative part:
How do first year English Preparatory School students experience the process of college adjustment?

Sub research questions of the qualitative part

(a) With what kind of information and expectations do first year English Preparatory School students come to university?

(b) What are the challenges that affect first year English Preparatory School students' college adjustment?

(c) What are the coping strategies and support resources first year English Preparatory School students make use of while adjusting to college?

(d) What kind of personal changes do first year English Preparatory School students observe in themselves while adjusting to college?

(e) What kinds of challenges do first year English Preparatory School students think preparatory students in general face during the adaptation process?

(f) What are the first year English Preparatory School students' education and career plans?

(g) What are the first year English Preparatory School students' suggestions to administrators, faculty and staff to assist students in college adjustment process?

3.2.2. Study II Research Questions

(a) To what extent do gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self-efficacy and cultural distance predict total college adjustment scores of first year English Preparatory School students?

(b) To what extent do gender, academic achievement, student club membership, perceived stress, self-esteem, three dimensions of college adjustment self-efficacy and cultural distance predict social adjustment scores of first year English Preparatory School students?

(c) To what extent do gender, academic achievement, student club membership, perceived stress, self-esteem, three dimensions of college

adjustment self-efficacy and cultural distance predict academic adjustment scores of first year English Preparatory School students?

3.3. Participants

3.3.1. Participants of the Study I

The population of the study was all first year Turkish students enrolled in universities in Turkish Republic of Northern Cyprus. Thus, the selection criteria for being included in the sample was studying abroad in Cyprus and being in the first year at English Preparatory School. The university from which the participants of the study were recruited is a reputable English medium university which is situated in northern part of Cyprus. The university is connected to the Higher Education Council Student Selection and Placement Center (ÖSYM) of Turkey and hence students are accepted to the university based their obtained scores from student placement examination (ÖSS). Since the university is an English medium university students are required to have a certain degree of proficiency which is evaluated through an obtained English score from an exam prepared by the university (i.e., English Proficiency Exam) or an equivalent score from TOEFL (79 for IBT, 203 for CBT) or IELTS (6.5) to continue with their undergraduate level studies. If students cannot obtain sufficient scores, which is the case for most of the students (86.8 % for 2007-2008 academic year) enrolled, they are required to continue to English Preparatory School for one year. At the end of the year students who qualify to take the English Proficiency Exam (i.e., mean scores of midterm exams being equal or above 65) take the exam and if they pass the exam they continue with their undergraduate programs in the next academic year. During this one year students may also submit a score of the previously mentioned English exams to qualify to continue with their undergraduate studies. If they cannot pass the exam in the first year or submit a score of the previously mentioned English exams they can either repeat English Preparatory School in the next year or submit a score of an aforementioned English exam.

For the recruitment of participants the researcher went into 6 randomly selected classes at English Preparatory School and explained the content of the study and its purpose. A total of 39 students volunteered to take part in the study. Thirty nine students were above the recommended number of participants (8-15) for a qualitative study to provide an in-depth phenomenological understanding of the individual cases (Hill, Thompson, & Nutt-Williams, 1997). However, all the volunteered participants decided to be included in the sample taking into consideration the possibility of a certain attrition rate due to both the longitudinal nature of the study and the first academic semester being a critical period in determining the retention of the students in the college adaptation process (Tinto, 1988). Volunteer participants were contacted through e-mail or phone to schedule an appointment for the first interview. Of the 39 students, 13 of them dropped study due to several reasons (i.e., deciding not to participate n = [8], dropping out university n = [3], being a repeat student n = [2]). Of the 26 participants who attended three interviews, 16 of them completed the questionnaires at all three time intervals. As a result of the data cleaning procedure 2 cases with missing values over 55% were removed from the data. Thus, both the quantitative and qualitative analyses of study I were carried out with 14 (5 females, 9 males) participants. Participants ranged in age from 17 to 23 years (M = 18.79, SD=1.55). As for the program attended, 7 (50%) of the students were from engineering programs and 7 (50%) of the students were from social sciences programs.

3.3.2. Participants of the Study II

A total of one hundred and eighty six first year prep-school college students participated in the study. The population of the study was all first year Turkish students who study at universities in Turkish Republic of Northern Cyprus (TRNC). The questionnaires were distributed to all first year English Preparatory School students (n = 307) studying at the particular university in TRNC. A total of 235 students volunteered to participate in the study. 193

questionnaires were completed and returned to the researcher indicating an approximate return rate of 82 %. In the preliminary analyses 5 cases with missing values over 50% and 1 multivariate outlier case and once case which did not indicate gender were removed from data. Thus, the analyses were carried out with 186 (72 female, 114 male) students. Participants' age ranged between 17 and 24 (*M*=19.29; *SD*=1.12). As for the program attended, 105 (56 %) students were from engineering, 73 (39 %) students were from social sciences programs, and 9 students (5%) did not indicate program of study. For the student club membership, 72 (39%) students were members of a student club whereas 114 (61 %) students were not affiliated with any of the student clubs.

3.4. Data Collection Instruments

3.4.1. Adjustment to University Questionnaire (AUQ)

Adjustment to University Questionnaire (AUQ; Akbalık, 1998) assesses college adjustment level of students. AUQ is a 31 item, 4- point Likert-type scale ranging from *always true for me* (1) to *never true for me* (4) (For the sample items, please see Appendix A). Thus, the maximum and minimum scores to be obtained from the scale range from 31 to 124. Having a high score on AUQ means maladjustment whereas having a low score means adjustment. AUQ has two subscales, social adjustment and academic adjustment. Social adjustment subscale is composed of 26 items and academic adjustment scale is composed of 5 items. The 20 items (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 19, 20, 24, 26, 27, 30, and 31) in the questionnaire are reverse coded. The reported internal consistencies for the total scale, social adjustment and academic adjustment subscales were .75, .68, and .82, respectively (Akbalık, 1998). In another study reported internal consistency for the total scale was .71 (Yalım, 2007).

In this study, first Principal Component Analysis with varimax rotation employed to determine the factor structure of the AUQ yielded 8 factors,

explaining the 62.67 % of the variance. The second PCA with varimax rotation was conducted, forcing the number of components to two factors in order to verify the original dimensions reported by Akbalık (1998). The first factor, social adjustment, explained 23.29 % of variance with an eigenvalue of 7.22 and the second factor, academic adjustment, explained 14.05 % of variance with an eigenvalue of 4.35. A total of 37.34 % of variance was explained by the two factors. Factor loadings of the first factor ranged between .36 and .69, the loadings of the second factor ranged between .59 and .87. In this study internal consistency of AUQ was computed by Cronbach's alpha (n=186). Cronbach's alpha correlation coefficients were as follows: 90 for the total scale, .89 for social and .88 for the academic adjustment.

3.4.2. College Adjustment Self-Efficacy Scale (CASES)

The College Adjustment Self-Efficacy Scale (CASES; Hirose et al., 1999) assesses students' degree of confidence in accomplishing three basic skills (judgmental skills, self-control skills, and interpersonal skills) necessary to complete one's college career. CASES is a 21 item, 5-point Likert-type scale ranging from *strongly confident* (5) to *not confident at all* (1). Thus, the minimum and maximum scores that can be obtained from the scale range from 1 to 105. The scale has three factors containing 7 items each, namely, judgmental ability based on objective information, self-controlled persistence of activity, and self-adjustment in human relations. Hirose et al. (1999) found the internal consistency to be .88 for the total scale, and .81, .82, and .75 for the three factors, respectively. Authors also found the correlation between CASES and Rosenberg Self-esteem Scale to be .54, indicating a certain degree of relation between self-efficacy and a general sense of worth.

The scale was adapted to Turkish by Çelik-Örücü (2005) (For the sample items, please see Appendix B). Factor structure of Turkish version of the scale was consistent with that of the original scale. The confirmatory factor analysis also attested to the 3-factor solution of the scale. The internal consistency of CASES

was .84 for the total and .81, .78, and .63 for the three factors, respectively. The correlation of CASES with Rosenberg Self-Esteem Scale was statistically significant (.35), attesting to the convergent validity of the scale.

In this study the CASES scores of subjects were submitted to Principal Component Analysis (PCA) with varimax rotation to identify the dimensionality of the 21 items. First PCA revealed 6 factors, explaining the 64.04 % of the variance. In the second PCA three factors were rotated with a varimax rotation to verify the original dimensions reported by Çelik-Örücü (2005). A total of 47.91 % of variance was explained by the three factors. The first factor, judgmental ability based on objective information, explained 17.12 % of variance with an eigenvalue of 3.595. The second factor, self-controlled persistence of activities, explained 16.88 % of variance with an eigenvalue of 3.566. The third factor, self-adjustment in human relations, explained 13.81 % of variance with an eigenvalue of 2.899. Factor loadings ranged between .39 and .77, .52 and .86, and .37 and .76, for the first, second, and third factors, respectively. The internal consistency of the CASES was calculated by Chronbach's alpha. Chronbach's alphas for the total scale and for the three factors (judgmental ability based on objective information, self-controlled persistence of activities, self-adjustment in human relations) were .85, .80, .83, and .73, respectively.

3.4.3. Perceived Stress Scale-10 Item Version (PSS-10)

The Perceived Stress Scale-10 item version (PSS; Cohen et al., 1983) assesses the extent to which individuals perceive experienced events as stressful. Respondents are asked to rate the frequency of the experience of a given feeling in the scale during the past last month. PSS is a 5-point Likert-type scale ranging from *never* (1) to *very often* (5). Thus, the scores that can be obtained from the scale range from 1 to 50. Items 4, 5, 7, and 8 in the scale are reverse coded.

Cohen et al. (1993) indicated that the internal consistencies of PSS reported in the literature changed between .75 and .86. Test-retest reliability of the scale was found to be good (.85) for short time intervals and adequate (.55) for longer time intervals.

The scale was adapted to Turkish by Çelik-Örücü (2005) (For the sample items, please see Appendix C). The factor structure of the Turkish version of the scale was consistent with the original scale. The confirmatory factor analysis also attested to the 1-factor solution of the scale. The internal consistency of the Turkish version of the scale was found to be .84. The correlation of the scale with General Health Questionnaire was statistically significant (.71), attesting to the convergent validity of the scale.

First, Principal Component Analysis employed to determine the factor structure of the PSS yielded 2 factors, explaining the 55.52 % of the variance. The second PCA was conducted, forcing the number of components to one factor in order to verify the original one-factor model reported by Çelik-Örücü (2005). One-factor model explained 38.98 % of the variance with an eigenvalue of 3.898. Factor loadings ranged between .35 and .83. Internal consistency estimates for the reliability of the measure was calculated by Cronbach's alpha. The PSS was found to be reliable with a Chronbach's alpha value of .82.

3.4.4. Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-esteem Scale (RSES; Rosenberg, 1965) assesses a general sense of self-worth. RSES is a 10 item, 4-point Likert -type scale ranging from *strongly agree* (1) to *strongly disagree* (4). Thus, the scores to be obtained from the scale range between 1 and 40, higher scores indicating higher level of self-esteem. Items 1, 2, 4, 6, and 7 are reverse coded. The scale was developed to be unidimensional and 1-factor model of the scale was supported (Rosenberg, 1965). However, there are also other studies indicating 2 (e.g., Shahani, Dipboye, & Philips, 1990) and 3-factor model of the scale (e.g., Bektaş, 2004).

Internal consistency of the scale was .80 and test-retest reliability was .85 (Rosenberg, 1965). In the literature, the scale generally found to have high reliability with test re-tests scores ranging between .82 and .88 and Cronbach's alpha for various samples ranging between .77 and .88.

RSES was adapted to Turkish by Çuhadaroğlu (1985) (For the sample items, please see Appendix D). Test-retest reliability of the scale was found be .75. Bektaş (2004), providing an additional reliability evidence, reported that the item-total correlations ranged between .41 and .64. and Cronbach's alpha coefficient was .83.

A Principal Component Analysis was conducted for the study and a two-factor structure of RSES appeared in the initial factor extraction, explaining 64% of the variance. This finding was consistent with some studies (e.g., Shahani, Dipboye, & Philips, 1990) demonstrating the two factor structure of the scale. The second PCA was conducted, forcing the number of components to one factor in order to verify the original one-factor model use of the scale in the literature. One-factor model explained 50.46 % of variance with an eigenvalue of 5.046. Factor loadings ranged between .52 and .82. Internal consistency estimates for the reliability of the measure was calculated by Cronbach's alpha. The RSES was found to be reliable with a Chronbach's alpha value of .89.

3.4.5. Cultural Distance Scale (CDS)

Cultural Distance Scale (CDS; Bektaş, 2004) was designed to assess perceived cultural differences between the Turkish and the American cultures on twelve domains (food, values, language, family life, etc.) (For the sample items, please see Appendix E). CSD is a 12 item, 5-point Likert-type scale ranging from *totally similar* (1) to *totally dissimilar* (5). Thus, the scores to be obtained from the scale range from 12 to 60, higher scores indicating higher cultural difference. Item total correlations for the scale ranged from .38 to .52. Item 1

was omitted from the scale due to the low correlation (.22). The internal consistency of the scale was found to be .81.

A factor analysis with Principal Component analysis was conducted for this study. Results yielded three factors with eigenvalues greater than one, accounting for 58.25 % of total variance. Despite some items loaded to different factors than the original study conducted by Bektas, PCA yielded three factor structure in accordance with the original study.

The second PCA was conducted, forcing the number of components to one factor in order to verify the original one-factor model use of the scale by Bektaş (2004). One-factor model explained 40.70 % percent of the variance with an eigenvalue of 4.89. Factor loadings ranged between .50 and .77. Internal consistency estimates for the reliability of the measure was calculated by Cronbach's alpha. The CDS was found to be reliable with a Chronbach's alpha value of .86. In contrast with the study of Bektaş, item 1 was not omitted from the scale due to high item correlation found (.47) in the present study.

3.4.6. Interview Schedule

A semi-structured interview schedule for the three interviews was developed. The interviews were planned to be semi-structured to promote consistent data collection across participants and in depth information about individuals' experiences (Hill et al., 2005). In the development of interview questions following steps were pursued: (a) development of the questions based on the relevant literature and research questions of the study; (b) taking feedback (opinions) regarding content and structure of the interviews from four professors currently working at a university in TRNC and from 4 students who are in their first, second, and third year at a university in TRNC; (c) revision of the interview questions based on the feedback obtained. Examples of the feedback included making some interview questions clearer and changing the order of some interview questions.

First interviews focused on students' information and expectations before coming to university, challenges that affected their college adjustment, the coping strategies and support resources they made use of, their perception of their level of adjustment, personal changes they observed in themselves, their observation about the challenges preparatory students faced in general during the adaptation process, their education and career plans, and their suggestions to administrators, faculty and staff to assist students in college adjustment process. The formal interview outline for the first interview can be found in Appendix (F). Subsequent two interviews included same questions except from students' prior information and expectations before coming to university. The formal interview outlines for the second and third interviews can be found in Appendix (G). The same questions were directed to students to follow and understand their adjustment process and the changes they perceived in the adaptation process.

3.5. Procedure

3.5.1. Procedure of the Study I

Following the Human Subjects Ethics Committee (HSEC) approval from the university, the data collection process has started. For the recruitment of the participants the researcher went into 6 randomly selected classes at English Preparatory School of a particular university and explained the content of the study and its purpose. A total of 39 students volunteered to take part in the study. Volunteer participants were contacted through e-mail or phone to schedule an appointment for the first interview. However, of the 39 students 3 students decided not to participate in the study and 2 students were repeat students who were in their second year at English Preparatory School and hence 5 students dropped out before the first interview. One week before the first interview appointments a group meeting was organized for the purpose of providing the volunteered students with a detailed explanation (rationale,

content, and process) of the study and completion of the questionnaires for the first assessment. Students were invited to the group meeting through e-mail and also through written invitations distributed in the classroom by their instructors. After the explanation of the study students were asked to sign a consent form. It took approximately 30 minutes to complete the questionnaires. After the completion of the questionnaires students were reminded of their appointments for their first interview. The participants who did not attend the group meeting were called and asked to come to the researcher's office to take and fill in the questionnaires. These participants filled the questionnaires individually in the waiting room of the Student Development and Counseling Center and were also reminded of their first interview appointments. First interviews was carried out in between December and first two weeks of January. The first interviews lasted an average of 52 minutes (range = 23 - 68 min.).

Of the 34 participants who attended to the first interviews 2 participants dropped out university and 1 participant decided not to participate in the study. Thus, second interviews were conducted with 31 participants. Since it was not possible to gather all the participants (as observed in the first assessment meeting) as a group at a time, the second assessments were not attempted to be made in a group setting. Although the decision was to give the questionnaires to students before their second interviews to keep the consistency between two assessments, for practical purposes students were given the questionnaires when they came to their second appointments and requested to turn them in three days. Students who did not bring the questionnaires back were called and reminded again. Return rate of the questionnaires were 61 %. Second interviews were carried out in between late March and first week of April. The second interviews were shorter in nature and they lasted an average of 29 minutes (range = 20 - 42 min.).

Of the 31 participants who attended to the second interviews 1 student dropped out university and 4 students decided not to participate. Thus, third interviews were carried out with 26 students. In order to increase the return rate of the

completed questionnaires third assessments were made right after the third interviews. The participants who completed the interviews filled in the questionnaires individually in the waiting room of the Student Counseling and Development Center. Return rate of the questionnaires were 96 %. Third interviews were conducted in between late May and first two weeks of June. They lasted an average of 24 minutes (range = 11 – 41 min.). Of the 26 students who attended to all three interviews 16 of them completed the questionnaires at all three time intervals.

All three interviews were conducted in the office of the researcher, in the Student Development and Counseling Center at the university campus. They were digitally recorded with permission of the participants. The recordings were transcribed by a doctoral student in the field of counseling who was experienced in the transcription process. The recordings were given code letters to ensure confidentiality. Transcripts were checked against the recordings for accuracy by the researcher.

3.5.2. Procedure of the Study II

Class rosters were taken from Department of Basic English at a particular university. Based on this information questionnaire packages including enveloped questionnaires for the number of students in each class were prepared. Instructors of each class was phoned and informed about the study. Also a brief written explanation of the study and data collection procedure was attached to the questionnaire packages. After explaning the purpose of the study instructors distrubuted the questionnaires in class to the volunteered students and asked them to turn them in next day. The students who did not bring the completed questionanires to class in the next day were reminded by their instructors. After one week researchers met the instructors in person, thanked and took the questionnaire envelopes back from the instructors. Instructors were told that the researcher would call them in two weeks to see whether there were

any additional returned questionnaires. The scale administration took place in May 2008.

3.6. Data Analysis

3.6.1. Data Analysis of the Study I

3.6.1.1. Quantitative Analysis

Non-parametric analyses, specifically, separate Friedman Tests, were conducted to analyze the quantitative data of the Study I. Although the use of Repeated Measures of ANOVA testing had been initially planned by the researcher due to the violation of normality (as assessed by K-S test) and the sphericity (as assessed by Mauchyly's test) assumption, non-parametric testing was used as an alternative. Field (2005) offers the use of Friedman's ANOVA as an alternative to the repeated measures to test the differences between the scores of the participants when the same participants are assessed on more than two occasions when data is non-normally distributed or some other assumption is violated.

In this study, Friedman tests were used to determine whether or not differences existed among three assessments' scores of participants' on (a) two dimensions and total scores of Adjustment to University Questionnaire (AUQ); (b) Perceived Stress Scale (PSS); (c) Rosenberg Self-Esteem Scale (RSS); (d) three dimensions of College Adjustment Self-Efficacy Scale (CASES); and (e) Cultural Distance Scale (CDS) scores of the participants. Wilcoxon Sign Rank tests were used for post-hoc analysis of significant differences among the assessment scores.

3.6.1.2. Qualitative Analysis

For the analysis of qualitative data Consensual Qualitative Research (CQR; Hill et al., 1997; Hill et al. 2005) method was used. CQR is a clearly articulated method with clearly defined steps to analyze qualitative data (Hill et al., 1997). CQR consolidates elements from phenomenological (Giorgi, 1985), grounded theory (Strauss & Corbin, 1998), and comprehensive process analysis (Elliott, 1989) (cited in Hill et al., 2005). Hill et al. (2005) explains in depth the philosophical stance of CQR by using Ponterotto's (2005) five constructs of ontology, epistemology, axiology, rhetorical structure, and methods as follows: (a) With respect to nature of reality (i.e., ontology), CQR is constructivist in the sense that researchers believe that people construct their reality and there are multiple, socially constructed versions of "the truth". In CQR, there is a search for commonalities of experience among participants since they are considered another form of constructed reality. (b) In terms of epistemology (i.e., the relationship between the participant and the researcher), CQR is constructivist with a grain of postpositivism. In CQR, researcher and the participant are viewed to have mutual influence on each other; participant teaches the researcher about the phenomenon whereas the researcher uses probes to help the participant explore his or her experiences. The interviewer's role is try to get essence of what the participant says rather than coconstruct meaning. (c) With respect to axiology (i.e., the role of the researcher's values in the scientific process), CQR stands in the midway between constructivism and postpositivism. In CQR, it is believed that researcher's biases are inevitable and should be discussed at length (constructivist) to provide a check and prevent from unduly influence the results (postpositivistic). Hence, consistent interview protocols are used and interviewers are encouraged to be aware of their biases to minimize the impact of influence of interviewers (postpositivistic). (d) In terms of rhetorical structure (i.e., language used to present the procedures and results of the research), CQR is somewhat postpositivist in the sense that data is reported in the third person. For researchers using the CQR objectiveness is deemed important, hence in using CQR researchers summarize the participant's

words and keep away from making interpretations. (e) Considering the methods used CQR is clearly constructivist since naturalistic, interactive data collections methods are used.

In qualitative research in general (Miles & Huberman, 1994) and specifically in CQR (Hill et al., 1997) construction of a research team deemed important to prevent the biases of any one person, offer a variety of opinions and perspectives, capture the complexity of data, and carry out the intensive labor work. Specifically, Hill et al. recommended the use of a primary team (3 to 5 people) to conduct the analyses and auditors (1 to 2) to review and provide feedback on the analyses pinpointing that ultimate decision to team composition be made based on the needs and circumstances of a particular study.

In the present study the primary research team was comprised of the researcher, a faculty member in the field of counseling, and dissertation advisor of the researcher. The team also included one external auditor. The external auditor was an advanced doctoral student and a research assistant in the field of counseling. Both the auditor and the faculty member who acted as a second judge had expertise in CQR method. In analysis of the three interviews through CQR method, below procedures outlined by Hill et al. (1997, 2005) were followed.

> (a) *Development of and coding into domains.* A "start list" (Miles & Huberman, 1994) of domains (topic areas) on the basis of interview protocol was generated by the primary research team. The same procedure was pursued for the three interviews (time 1, time 2, and time 3). Then each aspect of the transcripts (i.e., sentence, block of text) was placed into these domains by the primary research team independently. Additional domains not identified in the start list were also taken into account and thus, necessary modifications of the domains occurred during the coding process. After the primary research team (i.e., researcher, dissertation advisor) coded the data into domains independently and discussed the differences to reach a consensus

regarding the most appropriate domain for the data for three interview transcripts of the first interviews (time 1), domains for the remaining transcripts were coded by the researcher. Then all the coded transcripts were reviewed by the third member of the team (i.e., faculty member in the field of counseling). Although auditing was not a recommended procedure after the coding process this procedure was followed to provide a second opinion and check the accuracy of the coded data for the remaining transcripts. The changes suggested by the judge were evaluated by the researcher and discrepancies in each domain were discussed until reaching to a consensus between the researcher and the judge. When a consensus could not be reached the opinion of the dissertation advisor of the researcher was sought. The same procedure was applied for the 2nd (time 2) and 3rd (time 3) interview transcripts.

(b) *Abstracting core ideas within domains.* Abstracting the pertinent information in each domain, remaining true to the participants' words and meanings for a given case was done by the researcher. Before continuing with the abstracting process, the researcher summarized the core ideas for a sample case and sent it to the dissertation advisor to make sure that the procedure was done correctly. According to the feedback received from the advisor, construction of core ideas for the rest of the transcripts was carried out and sent to the third member to provide a check that the core ideas were abstracted into accurate and complete summaries. The suggestion of the third member was evaluated and consensus was reached between the researcher and the third member regarding the core ideas within domains. The advisor provided the ultimate check to ensure that data were appropriately sorted into domains and abstracted into accurate and complete core summaries.

(c) *Cross-analyses.* The purpose in this phase of CQR is "to construct common themes across participants (i.e., developing categories that describe the common themes reflected in the core ideas within domains across cases)" (Hill et al., 2005, p.200). Cross analyses for the first

interviews (time 1) were carried out by the researcher and dissertation advisor through brainstorming the various possible categories. Then, the researcher carried out the cross analyses independently for the second (time 2) and third interviews (time 3) and the dissertation advisor and third member of the team provided feedback about the suggested categories for the domains. After the researcher and dissertation advisor and third member of the team reached to a consensus regarding the categories within each domain, the external auditor thoroughly reviewed the cross-analyses and made suggestions on alternative category labels and combination of overlapping categories. Changes suggested by the auditor were discussed by the primary team and incorporated when warranted.

3.6.2. Analysis of the Study II

Three separate hierarchical regression analyses were conducted to evaluate how well predictor variables of gender, academic achievement, student club membership, perceived stress, self-esteem, three dimensions of college adjustment self-efficacy (judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations), and cultural distance predicted total college adjustment, social adjustment and academic adjustment of students, respectively. The predictors entered into the regression equation in the same order for 3 outcome variables. In step 1 gender as a demographic characteristic was entered into regression equations in order to control their effects: In step 2 average mid-term scores and student club membership were entered. In step 3 mental health variables; perceived stress, self-esteem, and three dimensions of college adjustment self-efficacy were entered into he regression analyses to figure out how well they predicted outcome variables after controlling the compound effect of gender, academic achievement, and student club membership. Finally, in step 4 cultural distance were entered into the regression analyses after controlling for compound effect

of gender, academic achievement, student club membership, and mental health variables.

3.7. Limitations

Although there are several contributions of the present study for better understanding the college adjustment process of the students studying abroad, several limitations should also be acknowledged. First, in the qualitative part of study I, scale administration time was planned to be before the interviews not to affect the responses of the participants during the interviews. However, due to practical reasons scale administration was done after the interviews in the second and third assessments.

Second, the research results of the qualitative phase of Study I are limited by the questions asked by the researcher. Some other issues related by the adaptation process of the students might be not sufficiently explored. However, semi-structured interview method provided the researcher with a certain flexibility to examine the participants' experiences not included in the interview questions (Bogdan & Biklen, 1998).

Second, in Study I, the students who participated in the study might have had different motivations for participating in the study than those who did not participate. For instance, those who participated in the study might have been better adjusted to college.

Third, in Study I first assessments were taken 3 months after the semester started. Not assessing variables under study before students were exposed to college impact might have hindered the observed changes occurred during the first three months.

Fourth, although retrospective reporting is a common technique in qualitative designs results of the qualitative phase of Study I are additionally limited by the

memories of the participants since retrospective reports may not always reflect actual experiences of the participants.

Fifth, in Study II participating in extracurricular activities was assessed only through student club membership and the degree of participation was not included which might have limited thorough assessment of this variable.

Sixth, in Study II the model is non exhaustive. It excludes potentially important predictors of college adjustment such as perceived support, coping styles and personality variables. Inclusion of perceived support and coping styles as predictors in the quantitative analyses would have helped triangulation of findings regarding the importance of social support and coping styles in the adaptation process since these variables were included in the qualitative phase of the study.

CHAPTER IV

RESULTS

This chapter is composed of two parts. In the first part, the quantitative and the qualitative results of the Study I are presented respectively. In the second part, the results of the Study II are presented.

4.1. Results of the Study I

4.1.1. Quantitative Results of Study I

In this part, the first section presents the procedures followed for preliminary analyses. The second part includes the results of Friedman Tests for all dependent variables.

4.1.1.1. Preliminary Analyses

Prior to the main analysis, data were screened through the SPSS program for accuracy of data entry and missing values. Accuracy of data entry was checked through inspection of minimum and maximum values, mean and standard deviations for each of the quantitative variables. Missing values analysis with 16 cases indicated that there were 2 cases with missing values over 55%. Thus, those cases were removed from data. The proportions of missing values within the remaining cases were not bigger than 10% and the missing values within these cases were replaced by the relevant scale or subscale means.

4.1.1.2. Results Concerning the Differences between Adjustment to College, Perceived Stress, Self-Esteem, College Adjustment Self-Efficacy and Cultural Distance Scores as a Function of Time in the College

Five separate Friedman tests were conducted to investigate the effect of time (3-6-9 months) on adjustment to university, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance scores of first year college students.

4.1.1.2.1. Results Concerning the Differences among Adjustment to College Scores as a Function of Time

The Friedman test was conducted to examine the effect of time on the total college adjustment, social adjustment, academic adjustment subscale scores of the participants. As shown in Table 4.1, there were no significant differences in the total adjustment, social adjustment, academic adjustment subscale scores of participants on three assessments on different time intervals; $\chi^2(2) = 3.89$, $p = .143$, $\chi^2(2) = 1.96$, $p = .375$, and $\chi^2(2)=1.00$, $p =.607$, respectively.

Table 4.1.

The Mean Ranks for Adjustment to University Questionnaire (AUQ) as a Function of Time in College

Dimensions of AUQ	Time in College	N	Mean	SD	Mean Rank	χ^2	df	p
Social adjustment	3 months	14	48.17	16.02	2.39		2	
	6 months	14	47.41	15.47	1.93	3.89	2	.143
	9 months	14	45.63	15.59	1.68		2	
Academic adjustment	3 months	14	12.50	3.48	1.89		2	
	6 months	14	12.18	3.45	1.82	1.96	2	.375
	9 months	14	13.00	3.68	2.29		2	
Total college adjustment	3 months	14	60.66	18.28	2.21		2	
	6 months	14	58.63	15.07	1.86	1.00	2	.607
	9 months	14	59.59	15.32	1.93		2	

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4.1.1.2.2. Results Concerning the Differences Perceived Stress as a Function of Time in the College

As can be seen in Table 4.2, the Friedman test that was conducted to evaluate the effect of time on perceived stress scores, yielded no significant results, $\chi^2(2) = .72$, $p = .699$.

Table 4.2.

The Mean Ranks for Three Assessment Scores of Perceived Stress Scale (PSS) as a Function of Time in College

PSS	Time in College	N	Mean	SD	Mean Rank	χ^2	df	p
Total	3 months	14	17.85	6.27	2.11		2	
	6 months	14	17.07	7.12	2.07	.72	2	.699
	9 months	14	16.96	5.39	1.82		2	

4.1.1.2.3. Results Concerning the Differences in Self-Esteem as a Function of Time in the College

As can be followed from Table 4.3, the Friedman test did not indicate effect of time on self-esteem scores of the participants, $\chi^2(2) = 5.21$, $p = .074$.

Table 4.3.

The Mean Ranks for Three Assessment Scores of Rosenberg Self-Esteem Scale (RSS) as a Function of Time in College

RSS	Time in college	N	Mean	SD	Mean Rank	χ^2	df	p
Total	3 months	14	32.14	8.68	1.86	5.21	2	.074

Table 4.3. (continued)

		N	Mean	SD	Mean Rank	df
	6 months	14	33.71	6.75	1.71	2
	9 months	14	34.71	6.01	2.43	2

4.1.1.2.4. Results Concerning the Differences in College Adjustment Self-Efficacy Scores as a Function of Time in the College

In order to examine whether students' scores on three dimensions of college adjustment self-efficacy (judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) differed on three assessments taken at different time intervals, a Friedman test was conducted. As can be seen in Table 4.4, although the results on judgmental ability based on objective information and self-adjustment in human relations dimensions were not significant, $\chi^2(2)= 1.96$, $p=.375$, and $\chi^2(2)= 2.17$, $p = .338$ respectively, results showed significant effect of time on self-controlled persistence of activity scores, $\chi^2(2) = 6.44$, $p<.05$.

Table 4.4.

The Mean Ranks for Three Assessment Scores of College Adjustment Self-Efficacy Scale (CASES) as a Function of Time in College

Dimensions of CASES	Time in college	N	Mean	SD	Mean Rank	χ^2	df	P
Self-controlled persistence of activity	3 months	14	24.50	5.40	1.50		2	
	6 months	14	27.64	5.00	2.21	6.44	2	.040
	9 months	14	27.71	4.94	2.29		2	
Judgmental ability based on objective information	3 months	14	28.14	3.94	1.71		2	
	6 months	14	29.36	4.36	2.14	1.96	2	.375
	9 months	14	29.50	3.46	2.14		2	
Self-adjustment in human relations	3 months	14	26.93	4.67	1.79		2	
	6 months	14	27.71	6.39	2.29	2.17	2	.338
	9 months	14	27.14	6.61	1.93		2	

A Wilcoxon Signed Rank test was used as a post-hoc procedure for self-controlled persistence of activity dimension scores. A Bonferroni correction for multiple comparisons was used to set level of significance. Therefore, .02 (0.05/3) level of significance was set. The Wilcoxon Signed Rank test yielded no significant differences between the self-controlled persistence of activity subscale scores of participants between 3 - 9 months (*Mdn* = 23.50 and *Mdn* = 29.00, respectively; z= -2.24, *p* = .025); and 6 -9 months (*Mdn* = 27.50 and *Mdn*=29.00 respectively; z= -.10, *p* = .918). On the other hand, significant difference was found on self-controlled persistence of activity scores of participants between 3-6 months (*Mdn* = 23.50 and *Mdn* = 27.50 respectively; z= -2.56, p <.02,). Thus, students' self-controlled persistence of activity scores significantly increased from 3 to 6 months but not significantly changed from 3 to 9 months and from 6 to 9 months.

Table 4.5.

The Results of Wilcoxon Signed Rank Test for Three Assessment Self-controlled Persistence of Activity Dimension Scores

Wilcoxon Matched Pairs Signed Test						
6 - 3 months		N	Mean Rank	Sum of Ranks	z	p
	- Ranks	2	3.25	6.50	-2.56	.011
	+ Ranks	10	7.15	71.50		
	Ties	2				
	Total	14				
9 - 3 months						
	- Ranks	3	3.50	10.50	-2.24	.025
	+ Ranks	9	7.50	67.50		
	Ties	2				
	Total					
9 – 6 months						
	- Ranks	4	6.63	26.50	-.10	.918
	+ Ranks	6	4.75	28.50		
	Ties	4				
	Total					

4.1.1.2.5. Results Concerning the Differences among Three Assessment Cultural Distance Scores as a Function of Time in College

The fifth Friedman test, conducted to examine the effect of time on cultural distance scores of students was significant, $\chi^2(2) = 8.44$, $p<.05$ (see Table 4.6). Table 4.6.

The Mean Ranks for Three Assessment Scores of Cultural Distance Scale (CDS) as a Function of Time in College

CDS	Time in college	N	Mean	SD	Mean Rank	χ^2	df	P
	3 months	14	37.14	6.25	1.43		2	
Total	6 months	14	42.00	8.31	2.07	8.44	2	.015
	9 months	14	41.57	8.15	2.50		2	

A Wilcoxon Signed Rank test was employed as a post-hoc procedure for the CDS scores. A Bonferroni correction was applied and so all effects are reported at a .02 level of significance. As can be followed in Table 4.7, the Wilcoxon Signed Rank test yielded no significant differences between the cultural difference scores of participants between 3 - 6 months (*Mdn* = 36.50 and *Mdn* = 40.50, respectively; z= -2.11, *p* = .035) and 6 – 9 months (*Mdn* = 40.50 and *Mdn* = 42.00, respectively, z= -.57, *p* = .569). On the other hand, significant difference was found on cultural distance scores of participants between 3 – 9 months (*Mdn* = 36.50 and *Mdn* = 42.00, respectively, z= -2.75, p <.02). Thus, students' perceived cultural distance scores significantly increased from 3 to 9 months but not significantly changed from 3 to 6 months and from 6 to 9 months.

Table 4.7.

The Results of Wilcoxon Signed Rank Test for Three Assessment Cultural Distance Scores

Wilcoxon Matched Pairs Signed Test						
6 – 3 months		N	Mean Rank	Sum of Ranks	z	p
	- Ranks	4	4.75	19.00	-2.11	.035
	+ Ranks	10	8.60	86.00		
	Ties	0				
	Total	14				
9 - 3 months						
	+ Ranks	11	6.73	74.00		
	Ties	2				
9 - 6 months						
	- Ranks	5	8.70	43.50	-.57	.569
	+ Ranks	9	6.83	61.50		
	Ties	0				

4.1.2. Summary of the Quantitative Results of Study I

Five separate Freidman tests were conducted to examine differences between adjustment to college, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance scores of the participants as a function of time. The results of the Friedman tests revealed that there were no significant differences in total college adjustment, social and academic adjustment, perceived stress, self-esteem levels of the participants among three assessments. On the other hand, significant differences were encountered in self-controlled persistence of activity dimension of College Adjustment Self-Efficacy and cultural distance scores of the participants over time. Wilcoxon Signed Rank tests results demonstrated that students' self-controlled persistence of activity scores increased significantly from 3 to 6 months, and students' cultural distance scores increased from 3 to 9 months.

4.2. Qualitative Results of the Study I

This section presents the qualitative findings of Study I. As explained in the Consensual Qualitative Research method (Hill et al., 2005), a category that applied to 13-14 cases was called *general*, a category that applied to 8-12 cases was called *typical*, and a category that applied to 2-7 cases was called *variant*. Data analysis and consensus procedures that covered three interviews (3, 6, 9 months) yielded a total of 23 domains with 3 general, 65 typical, and 137 variant categories. Categories that included fewer than 2 cases were not reported. All typical and variant categories regarding each interview were reported in the tables under the relevant domain. In the following sections, only general and typical categories or subcategories under each domain were presented with illustrative quotations.

4.2.1. Results Regarding Participants' Presojourn Perceptions and the First 10 Days Experiences

This section presents results of the interview data regarding the first trimester. Domains presented in this section covers students' descriptions regarding the factors affecting decision to study at the particular university, presojourn information, perceptions, feelings, expectations and sources of support in the first 10 days at the university in Cyprus. Table 4.8. captures the typical and variant categories and subcategories under 6 domains which reflects participants' presojourn perceptions and the first 10 day experiences.

Table 4.8.

Participants' Presojourn Perceptions and the First 10 Days Experiences

Domains & Categories	n	Frequency
Domain 1: Influential factors in choosing the particular university		
Advantages of being a student and a graduate of particular university	11	Typical

Table 4.8. (continued)

University entrance exam score	9	Typical
Family influence	8	Typical
Domain 2: Presojourn information about the university	11	Typical
Sources of presojourn information		
People	11	Typical
Internet	8	Typical
Quality of presojourn information	9	Typical
Domain 3: Presojourn expectations about the university	10	Typical
Feelings & expectations related with studying in TRNC		
Domain 4: Difficulties faced on the first 10 days after arrival		
Loneliness & homesickness	10	Typical
Cultural & environmental differences	8	Typical
Campus location & transportation	7	Variant
Unfortunate incidents	5	Variant
Academic problems	3	Variant
Red-tape	3	Variant
Problems at dormitories	3	Variant
Inadequacy of orientation services	3	Variant
Domain 5: Sources of support on the first 10 days after arrival		Typical
Family	8	Variant
Friends	5	Variant
Relatives & familial friends	4	Variant
Instructors	4	

4.2.1.1. Domain 1: Influential Factors in Choosing the Particular University

This domain yielded three typical categories reflecting the factors affecting participants' decision to choose to study at the particular university.

Category 1: Advantages of being a student and a graduate of particular university (n = 11). Several participants indicated that they chose their university due to the notion that it is one of the most prestigious academic institutions with its' notable quality of education in Turkey and that being a graduate of this institution is a privilege. For example, one student stated,

> For me it was important to study business administration in English and at an institution with a good quality of education. On the basis of my research, I figured out that this university had the same system and quality of education with YYY university in Turkey so I decided to come to here (case 8).

Category 2: University entrance exam score (n = 9). Various students identified obtaining a low university entrance exam score to be one of the most influential factors affecting their decision. For example one participant explained:

> I was so anxious in the exam that I obtained a lower score than required for the program I wanted YYY university in Turkey and I decided to come here since the same program was accepting students with a lower score (case 5).

Category 3: Family influence (n = 8). Many students reported family to be the most frequent source of guidance that influenced their decision to study at this university. As one of the participants communicated,

> My father got into contact with his friends from YYY university and made an in depth research about this university including its educational system and campus facilities. Then we elaborated on the idea of choosing this university. Since I always count on my father's decisions I decided to come (case 10).

4.2.1.2. Domain 2: Presojourn Information about the University

This domain contains two typical categories representing participants' prearrival information about the particular university.

Category 1: Sources of presojourn information. Students indicated that prior to their sojourn they obtained information about the university from two sources: people and internet. The first typical subcategory of people (n = 11) pertained to obtaining information from people who had some knowledge about the university. These people included friends, teachers, family members, and university personnel. One student expressed, "I have a friend in my home town who is a senior student at this university. He provided me with the information related with the educational system and life on campus so I made my mind to come" (case 5).

In the second typical subcategory of internet, many participants (n = 8) noted the university website as their primary source of information. For example, one participant stated, "I visited the website and examined it thoroughly, especially the frequently asked questions section in which you can find answers to most of your questions. And when I was not clear about an issue I called the university" (case 14).

Category 2: Quality of presojourn information. Participants (n=9) indicated the quality of information they received from various sources as correct or insufficient and / or misleading. One student with correct prearrival information about the university stated,

> When I asked one of my friends from the university whether to come or not he said, "Well if you want to have fun there is not much to do but if you are thinking of studying and thus making investment for your future it's the right place." As I came I saw he was right (case 1).

Another student with misleading prearrival information communicated,

> Well, I thought some of the information in the website was misleading because they had taken photos of the most beautiful places of campus and put on the website only those ones. There were not any photos that showed the whole campus. Based on the photos on the web site I was expecting a better campus. Not that campus is that bad, I just couldn't find what I expected. Another thing which was misleading was about the dorms. When they said suit rooms, I took it as I will have my own bathroom or kitchen but as I came I saw that we need to share them with two other people. Actually, there was not a detailed description about them (case 4).

4.2.1.3. Domain 3: Presojourn Expectations about the University

This domain yielded a typical category reflecting students' prearrival feelings and expectations about studying abroad, in Cyprus (n= 10)

Category 1: Feelings and expectations related with studying in Cyprus (n = 10).

Students' reported to have positive (e.g., happiness, excitement), negative (e.g., fear, sadness) prearrival feelings associated with studying at the university. One

of the most frequent feelings expressed by the students was fear associated with uncertainty due to coming to a new environment. One of the students stated that:

> When I learned that I was coming here I was really scared. I would be coming to a totally different place and staying in a dorm. The idea of staying in a dorm room with people I don't know was really scary since it would be the first time for me to share a room with someone, let alone with someone that I don't know. Trust was a big issue for me. You can't really trust everyone. I also didn't know what kind of an environment was waiting for me and how I should act (case 12).

Students also reported expectations about the quality of life in campus and Cyprus and about the quality of education at the university. One student who had high expectations about the quality of education communicated, "Based on the information I obtained from the website I expected the quality of education to be high, equal to the quality of education at the main campus" (case 11).

A student with low expectations about campus life stated, "Based on the information about the campus I obtained from a friend, I had low expectations especially about the social life on campus, that life on campus would be extremely boring. But actually campus is better than I expected" (case 5).

4.2.1.4. Domain 4: Difficulties Faced on the First 10 days after Arrival

Two typical categories emerged from this domain.

Category 1: Loneliness and homesickness (n = 10). This category involved participants' feelings of loneliness experienced in a novel environment as well as feelings of homesickness associated with being separated from family and being far from home for the first time. One of the participants communicated his feelings of loneliness and his longing for family as follows:

> I was really nervous when I was coming here. You are going to a different environment and being separated from family for a long time and for the first time. Well, I was used to go to some places without my family on holidays but this was different. You are packing and going away from home. …During the first 10 days at campus, I felt really lonely staying in a single bed dorm room with no one to talk around. I

really missed my family. As a person who comes from a crowded family and a cosmopolitan city staying here made me feel very lonely. I was about to go nuts. As I experienced it loneliness is really bad (case 4).

Category 2: Cultural and environmental differences (n = 8). Many students noted several differences that they observed, including traffic flow, weather, high cost of living, and differences in accent and speed of speech. One student's experiences in the first day of arrival illustrate some of the differences summarized under this category.

> The university shuttle took me from the airport and on the way to Nicosia I couldn't figure out why the shuttle was riding on the right. Nobody has acknowledged me about the traffic flow. I was really surprised. When we arrived to Nicosia a familial friend picked me. We went to his house and the water coming from the tap was salty. You wouldn't know how surprised I was. In my hometown, we drink the water from the tap but here I couldn't even wash my face with it. That was weird. Then we went to the supermarket to buy a few things. My eyes fell off as I saw the price of the bread which was twice as much of the cost of bread in Turkey. I was really worried about how I would cope with the high cost of living since my parents' economic status is not that good (case 2).

4.2.1.5. Domain 5: Sources of Support on the First 10 days after Arrival

This domain included a typical category pertaining to students' sources of support during the first 10 days in Cyprus.

Category 1: Family (n = 8). Family was the most frequently reported source of support by the students. One participant explaining supportive role of her family especially her mother on the first days of arrival stated,

> I came with my parents. I was with them all the time. So I wasn't really anxious or anything. I had my mom with me and she took care of everything. She even made friends for me. She came to me and said "I made some friends here" and then introduced them to me. They are really good people and are my best friends here on campus now. So I have a social network, thanks to mom (case 16).

4.2.2. Results Concerning Students Experiences During First, Second and Third Trimester

This section presents results that were based on the data gathered from the interviews covering first, second and third trimester. Domains in this section pertain to; (a) difficulties students experienced, (b) sources of support in students' life, (c) coping strategies used, (d) perceived positive personal changes, (e) leisure activities, (f) their perceived level of adaptation, (g) current problems reflecting difficulties experienced a week before the 3 interviews, (h) facilitative factors in their adaptation process, (i) perceived advantages as well as disadvantages of studying at the university, (j) difficulties experienced in general by English Preparatory School students, (k) facilitative factors in the adaptation process of preparatory students, (l) their future plans, (m) their evaluation of the three trimesters, (n) suggestions to university to ease the adaptation process, (o) suggestions to prospective students, and (p) their perceptions about Cyprus, respectively. After each domain conclusion regarding similarities and differences between the first, second and third domain are presented.

4.2.2.1 Domain 6: Difficulties Experienced in the First, Second, and Third Trimester

Three typical categories reflecting difficulties encountered by the students in the *first trimester* emerged from the data under this domain. Table 4.9. demonstrates the typical and variant categories and subcategories under this domain.

Table 4.9.

Difficulties Experienced in the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Academic problems	9	Typical
Inadequate social life	8	Typical
Homesickness, friendsickness, & loneliness	8	Typical
Difficulties in relationships with friends	5	Variant
Campus location & transportation	4	Variant
Health issues	4	Variant
Other people's negative perceptions of the university	3	Variant
Daily chores	2	Variant
Concerns related with food	2	Variant
2nd Trimester		
Academic problems	8	Typical
Interpersonal problems	7	Variant
Inadequate social life	6	Variant
Homesickness	4	Variant
Transportation	4	Variant
Busy schedule & fatigue	4	Variant
Financial issues	3	Variant
Concerns related with food	2	Variant
3rd Trimester		
Academic problems		
Lack of motivation	9	Typical
Proficiency exam anxiety	4	Variant
Difficulties in relationships with friends	5	Variant
Missing home & family	2	Variant

Category 1: Academic problems (n = 9). Students reported problems, regarding difficulty of learning English, concentration difficulties, fear of failure, and decrease in performance. One participant explained the difficulty he experienced with English as follows:

> Well, English has been and still is a big problem for me. Since I am a true beginner in English I really have big difficulty in lectures. I can say it has been the biggest problem I experienced during these three months (case 8).

Another student who could not concentrate in the class stated,

> I have had academic problems. I have difficulty in concentrating during lectures. I can concentrate on lectures during the first ten minutes and

then I get distracted. I also make very small mistakes during exams due to not being able to concentrate and I lose points because of that. Another issue related with academics is that I cannot study. I start studying and after 2 or 3 pages I find myself wandering so I quit studying (case 4).

Category 2: Inadequate social life (n = 8). Many students complained that they did not have a satisfactory social life. Inadequacy of social life represented lack of places to socialize and limited number of social activities in and around campus. A student who mentioned the lack of places to socialize with friends at nights on campus stated,

> I wish the canteens in the dorms could close at least a little later. Well, we are not allowed to sit in the lobby after 12 a.m. Canteens are closed. We are in the middle of a conversation with friends but there is no where to go but rooms (case 1).

Another student not satisfied with social life around campus commented, "I live in Güzelyurt and when I look around there is no place to go to have a good time. There isn't even a water pipe café or a good restaurant in Güzelyurt. Social life here is so boring" (case 9).

Category 3: Homesickness, friendsickness and loneliness (n = 8). This category involved participants' longing for family and friends back home and their experience of loneliness. One of the participants expressed his feelings of loneliness and longing for joyous conversations with members of his family as follows:

> My social life here is really bad. When I was in İstanbul I used to have long conversations with my mom and sister and have a cup of tea with them. I loved that. That is something that I miss very much. I also used to spend time with my aunt's sons. I missed all of them very much. I like having a chat with people and here I rarely find that opportunity (case 14).

One of the participants who suffered from loneliness due to not being able to find trusted friendships also stated,

> During these three months the biggest problems I had was associated with friendships on campus. I wanted my friendships here to be like my friendships in Istanbul but none of them is. People came from all places

of Turkey. I don't have anything in common. For instance, I like talking about politics, Freud, Nietzsche, philosophy if you know what I mean. Here there is no one whom I can talk about philosophy. People here are really pragmatists (case 15).

One typical category reflecting difficulties experienced by students in the *second trimester*, emerged from this domain.

1. Category: Academic problems (n = 8). Academic problems experienced by students included course difficulty and decrease in performance. A student's expression well summarizes this category.

> Lectures suck. I was doing really good in the first term but it is really tough now. In the first term it was easy because I came with some basis knowledge of English but now I'm not familiar with the subjects presented in class. My pop-quiz grades decreased in considerable amount (case 16).

One typical category capturing difficulties experienced by students in the *third trimester* stemmed from this domain.

1. Category: Academic problems. Several students indicated that they were having difficulties associated with academic life during their third trimester. A typical category of lack of motivation (n = 9) emerged from this category. Not being able to motivate oneself to study and procrastination as the term comes to end has been the most frequently reported difficulty experienced by students under this category. For example, one student stated,

> As the term is ending everyone in class is becoming distracted. So class environment is not really conducive to focus one's attention. As a person who learns in class, I really have difficulty in catching up the subjects instructors explain. Time is passing really fast. It has been three weeks that I haven't been studying much. I can't learn in class and I'm feeling so tired to study when I get home. So I have been procrastinating and materials to study are continuously accumulating (case 2).

In comparison to second and third trimesters, students' problems seemed to be wider in range and higher in frequency in the first trimester as reflected by the number of categories and frequency of each category. Although different in frequency and slightly in content, the three problem areas which were consistently reported by students for all the trimesters were academic problems,

homesickness/missing home and family, and interpersonal problems. Among these concerns, academic issues was the only typical category repeated in all three trimesters. Students noted similar academic problems (e.g., difficulty of courses and decreases in performance) with similar frequencies especially for the first and second trimesters. However, in the third trimester, students expressed their feelings of anxiety associated with the upcoming proficiency in addition to academic problems experienced within the first and second trimesters.

4.2.2.2. Domain 7: Sources of Support in the First, Second and Third Trimester

Sources of support was the typical category emerged from this domain only for the *first trimester.* Table 4.10. includes typical and variant categories under this domain.

Table 4.10.

Sources of Support in the First, Second, and Third Trimester

Categories	n	Frequency
1st Trimester		
Friends	8	Typical
Family & familial friends	4	Variant
University personnel	3	Variant
Students from senior classes	3	Variant
2nd Trimester		
Friends	7	Variant
Instructors	4	Variant
Students from senior classes	3	Variant
3rd Trimester		
Family	3	Variant
Friends	2	Variant
Boyfriend / girlfriend	2	Variant

Category 1: Friends (n = 8). Friends were the most frequent source of support reported by the participants for the first trimester. One student expressed the support he received from his friends as follows:

> My home mates are like my family. They are really good. We are going to shopping together. When we are going out we let each other know. It feels just like home. I used to tell my mom and take her permission when I was going out. I also have friends at university to whom I ask several questions that I can't figure out by myself, especially about computers. They are really being helpful (case 2).

4.2.2.3. Domain 8: Coping Strategies Used in the First, Second, and Third Trimester

This domain contains two typical categories reflecting strategies used by students to cope with difficulties they encountered during their *first trimester*. Table 4.11. includes typical and variant categories and subcategories under this domain.

Table 4.11.

Coping Strategies Used in the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Active coping		
For personal and social issues	10	Typical
For academic issues	9	Typical
Avoidance coping	6	Variant
2nd Trimester		
Active coping		
For academic issues	10	Typical
For personal and social issues	9	Typical
3rd Trimester		
Active coping		
For personal and social issues	10	Typical
For academic issues	8	Typical

Category 1: Active coping. Active coping included positive and/or constructive thinking and figuring out solutions. This category has two typical sub categories as use of active coping for personal and social issues (n=10) and academic issues (n = 9).

One of the students who uses active coping for her personal and social issues stated that,

> I think it is people who make things difficult. I play the Pollyanna game very well. I always think even the worst things that might happen to you, might also have a positive side. If I don't have the habit of thinking that way it would be difficult to cope with problems. For instance, something bad happens and I tell to myself that I should take something out of it. Then I start to think; what it might be what I did wrong to cause it. So that I know how I should and should not act in a similar situation next time (case 14).

The following excerpt also illustrates the active coping strategy used for academic issues,

> I am listening carefully what our instructor is presenting in class. I go to library and study there. …If I don't understand something I ask it to my friends. Lately, I started reading short stories in English and started to see the improvement in level of my English (case 12).

Two typical categories, representing coping strategies used by students during the *second trimester*, emerged from this domain.

Category 1: Active coping. This category involved two typical subcategories. The first category active coping strategies for academic issues (n=10) included concentration on studying, positive thinking, and taking academic support used to deal with academic difficulties.

One participant communicated her system of studying when she stated,

> When you repeat, after learning each subject in class it works. So I set my system of studying like this. I am studying on a daily basis, repeating what we learn in class each day. Otherwise it is difficult to catch up because we are moving so fast. Another thing I do is trying not to miss any classes because even if I miss one day it puts extra burden on my shoulders (case 1).

Another student explained how she motivated herself to study as follows:

> When I am studying I am motivating myself by saying "I am doing it for myself, I will improve myself, and I will have a good career after graduating from this university". By motivating myself like this I can focus on my studies better (case 13).

The second category active coping for social and personal issues covered thinking productively and focusing on ways to figure out solutions to one's problems (n = 9).

One student communicated his efforts to adapt himself through being solution focused as follows:

> When I feel bored in campus or can't find someone to do some stuff I always try to find a way to be out of campus. At times I visit my relatives in Lefkoşa and Mağusa and spend the weekend with them. …What I do not to break the ties off with my girlfriend [to keep a long distance relationship] is try to be in close contact with her as much as possible. We talk everyday on msn and try to catch up and whenever I have a chance, I go and visit her (case 4).

One typical category reflecting students' coping strategies within the *third trimester* resulted from this domain.

Category 1: Active coping. This category was comprised of two typical subcategories as use of active coping for personal and social issues (n=10) and academic issues (n = 8).

The typical subcategory of active coping for personal and social issues included constructive thinking and solution focused coping. A student who coped with stress in general stated,

> When I feel stressed out I try to stay alone. I go for a walk by myself or write some stuff. I like to put into paper what I feel inside. It really helps. It makes me relieved (case 13).

Active coping for academic issues included concentrating on studying. One student who uses active coping underlined the motivational force behind focusing on studying when she noted,

> I focused on my studies in order to gather the necessary points from the midterms to get into proficiency exam held on June. I also wanted to pass the exam in June because I wanted it to be over, the sooner the better. If I can't pass it I will have to come earlier in September which is

something I don't want to do. That's why I studied harder than ever (case 7).

 Another student who had difficulty in catching up with subjects in class and lost his chance to get into June proficiency also commented,

> Well, I knew that I wouldn't be able to get into the June proficiency and class was going ahead of me in subjects so rather than studying to the latest subjects and trying to catch up with the class, I started to study right from the beginning and tried to complete the missing parts, be it grammar or words. At least I made en effort to sort things out because I don't have elsewhere to go (case 8).

In comparing students' coping strategies in all trimesters, it was observed that there were consistencies in use of coping strategies among all trimesters. For example, active coping was used as a prime strategy by students in all trimesters for both academic and social and personal issues. In active coping with academic issues, academic support was also communicated for the first two trimesters.

4.2.2.4. Domain 9: Perceived Positive Changes in the First, Second, and Third Trimester

One general and one typical category, capturing positive changes students perceived in themselves in the *first trimester*, stemmed from this domain. Table 4.12. summarizes the general, typical and variant categories under this domain.

Table 4.12.

Perceived Positive Changes in the First, Second, and Third Trimester

Categories	n	Frequency
1st Trimester		
Being self-sufficient	13	General
Improvement in social skills	8	Typical
Increase in understanding of the value of one's family	4	Variant
Improvement in academic skills	3	Variant
2nd Trimester		
Improvement in relationships and social skills	10	Typical

Table 4.12. (continued)

Being self-sufficient	10	Typical
Increase in level of adaptation	8	Typical
Improvement in academic skills & performance	4	Variant
Changes in physical appearance	4	Variant
3rd Trimester		
Being self-sufficient	14	General
Improvement in relationships and social skills	9	Typical
Increase in level of adaptation	4	Variant
Increase in academic performance & language skills	4	Variant

Category 1: Being self-sufficient (n = 13). Students communicated that learning to take their own responsibility and taking care of chores (e.g., cooking, doing the laundry, budget control) by themselves and their experiences in their first trimester at the university helped them to grow personally. A student noted his experience as follows:

> What I like about being here is being separated from the family and taking care of your own life. You do the cooking, cleaning, I mean you are living alone. All these years you live under your parents' wings. It is like a new born animal's getting to know the nature and survive in it. I feel like an individual. I feel much more self-confident now (case 9).

Another student with a similar experience stated,

> Well, I feel I have grown up both physically and spiritually. When you stay away from home you understand life better. You start to gain an understanding of the things that you might face in the future. I didn't know anything about bank related operations but now I know and I take care of it all. And also you learn to do other things that you didn't have to do when you were living with your parents, like doing shopping, washing the dishes. I think this experience is really beneficial. You learn what real life is (case 11).

Category 2: Improvement in social skills (n = 8). This category captures enhancement in one's social skills (e.g., listening, expressing oneself, being more assertive, public speaking) observed within the first trimester. One of the students shared his amazement with his public speaking ability.

> Before, when I got into a new group I couldn't speak that freely. In high school I was usually on my own, not very much of an outgoing person. I was a shy person. But now it is different. I can put my thoughts in words much more easily. For instance, in the winter break I went to my high

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school and gave a fluent speech about university life in front of all 12th grade students and answered their questions. I was really surprised that I could do that (case 2).

Another student also commented,

Before coming I had difficulty in communicating with people. I realized that it improved. I feel more at ease at communicating now. I also realized that I became more self-centered. Self-centered in the sense that I have a personal line that I don't let other people pass (case 8).

In the *second trimester*, three typical categories captured positive changes students perceived in themselves.

Category 1: Improvement in relationships and social skills (n = 10). This category captures increase in quality and quantity of students' relationships as well as improvement in their social skills. A student who observed improvement in her social skills stated,

I used to be a very shy person. I couldn't get into a conversation when I was in a group of friends. But now I can initiate the conversation. I became more assertive. I feel much more comfortable in front of people (case 5).

Category 2: Being self-sufficient (n = 10). This category included taking one's own responsibility, taking care of oneself, and personal growth. The following excerpt well describes the content of the category.

I washed my clothes. I learned that I shouldn't complain about a little ache that I have to my mom. I learned that she gets sad and worried. I couldn't think about it before. I learned that I really didn't need to reflect each and every single problem I have to my family because I see that I can deal with them on my own. ...I feel more self-confident now. I feel like I can stand on my own feet. For instance, one week my father forgot to transfer my allowance. I managed to have fun without any money during the weekend. Not only the money, I can manage my problems on my own as well (case 16).

Category 3: Increase in level of adaptation (n = 8). Many students reported that their level of adaptation increased in comparison to the first trimester. For example, one student stated,

I am more accustomed to life on campus and in Cyprus. Before, after one month in here I wanted to go to Turkey. But it has been two months

that I have been here and I don't feel the need to go and I also got to know Cyprus more (case 11).

One general and one typical category representing perceived positive changes reported in the *third trimester* emerged from this domain.

Category 1: Being self-sufficient (n = 14). This category contained taking care of oneself and one's businesses as well as personal growth (e.g., appreciating the things one does rather than blaming oneself for what one cannot accomplish, being more resilient, increase in self-confidence). One student stated the positive personal changes she observed as follows:

> I think I've started to settle things lately. I can take my own decisions and stick with them. At the beginning external factors were affecting me very much. I realized that I matured personally. Now I know better how to behave in certain settings. I also learned how my behaviors affect the other person and also how I can be mistaken sometimes from the feedbacks I received from my friends (case 13).

Category 2: Improvement in relationships and social skills (n = 9). This category reflected improvement in social skills as well as increase in quality and quantity of relationships. Assertiveness was the most frequently reported social skill among participants. The following case example illustrates the improvement in student's social skills as well as increase in his number of friends.

> It was difficult for me to get into a group and talk to people whom I don't know. During the theater festival we were hosting theater groups and I was the head of the group. There were 32 people. I directly presented myself and communicated with them because I had to do that. Those kinds of occasions made me more assertive than I was used to be or I realized how assertive I could be. Also through this way, I got acquainted with lots of people from different cities. Now I have friends in Mağusa and Lefkoşa to whom I can call when I go (case 8).

In sum, students perceived several positive changes in themselves during their first year at their university. Being self-sufficient and personal growth were the most frequently and consistently reported perceived positive personal change for all trimesters. Improvement in social skills and/or relationships was also noted by several students consistently for all trimesters. For the first trimester reported improvements were associated with the social skills whereas in the last

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two trimesters noted improvements also included increase in quality and quantity of relationships. Increase in level of adaptation was indicated to be a perceived positive change both for the second and third trimesters. However, higher number of students reported an increase in their level of adaptation for the second trimester.

4.2.2.5 Domain 11: Leisure Activities in the Second and Third Trimester

Three typical categories representing students' leisure activities of the *second trimester* derived from this category. Table 4.13. demonstrates the typical and variant categories under this domain.

Table 4.13.

Leisure Activities in the Second and Third Trimester

Categories	n	Frequency
2nd Trimester		
Spending time with friends	9	Typical
Involvement in sports	8	Typical
Going out of campus / touring Cyprus	8	Typical
Watching TV	7	Variant
Student club membership & involvement in its activities	5	Variant
Studying	3	Variant
Spending time on internet	3	Variant
Reading	2	Variant
3rd Trimester		
Spending time with friends	8	Typical
Going out of campus / touring Cyprus	7	Variant
Participating in extracurricular activities	7	Variant
Spending time on internet	5	Variant
Studying	4	Variant
Watching movies	2	Variant
Student club membership activities	2	Variant

Category 1: Spending time with friends (n = 9). Many of the students noted that they spent their free time with their friends. Spending time with friends included several shared activities (e.g., chatting, going out at nights, watching movies, dining). One student summarized his leisure activities as follows:

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I spent most of my leisure time on watching movies, chatting with friends and making football matches (case 9).

Category 2: Involvement in sports (n= 8). Another frequently reported leisure activity was involvement in sports. Sporting activities included going for a walk, playing football matches, playing basketball, and going to fitness.

Category 3: Going out of campus / touring Cyprus (n = 8). Going out of campus and visiting other parts of Cyprus was also communicated to be a leisure time activity for the second trimester.

The following excerpt illustrates the last two categories reflecting leisure activities. "In the weekends, I traveled around in Cyprus, visited places that I haven't been to. Most of the time I went to Mağusa and stayed for weekend" (case 1).

One typical category reflecting students' leisure activities during the *third trimester* emerged from this domain.

Category 1: Spending time with friends (n = 8). As for the second trimester, spending time with friends was reported to be the most frequent leisure activity for the third trimester. For example, one student noted, "I spent most of my free time with my friends. I have friends in Güzelyurt. I went there to stay with them. I actually made lots of friends everywhere. So, everywhere I have friends to chat" (case 14).

Participation in leisure activities were asked only for the second and third trimester. In sum, although changed in frequency and slightly in content, students reported the same leisure activities for the second and third trimester.

4.2.2.6. Domain 12: Level of Adaptation to College Life in Cyprus in the First, Second, and Third Trimester

One typical category revealing students' level of adaptation in the *first trimester* emerged from this domain. Table 4.14. shows the general, typical and variant categories under this domain.

Table 4.14.

Level of Adaptation to College Life in Cyprus in the First, Second, and Third Trimester

Categories	n	Frequency
1st Trimester		
Fully adapted to life on campus in Cyprus	11	Typical
Not fully adapted	2	Variant
2nd Trimester		
Fully adapted to life on campus in Cyprus	11	Typical
Not fully adapted	2	Variant
3rd Trimester		
Fully adapted to life on campus in Cyprus	13	General

Category 1: Fully adapted to life on campus in Cyprus (n = 11). Most of the participants indicated that they were well adapted to college life in Cyprus after the first trimester. One student expressed his level of adaptation as follows:

> Well, I think I have really adapted. I went to Istanbul for bayram and I was confused with the traffic. I felt that cars were going on the wrong side. When I first came here I felt the same way here. Also when I turned back from Istanbul it felt like as if I came to my old town in which I have been living for 10 years or so (case 5).

Another student who also felt adapted conveyed similar feelings. "I feel like I belong here. I feel adapted and I'm making use of all the opportunities that this university provides. When I went to Turkey for a week I missed being here. I started to love this place" (case 8).

One typical category indicating participants' level of adaptation in the *second trimester* resulted from this domain.

Category 1: Fully adapted to life on campus in Cyprus (n = 11). Most of the participants reported that they were pleased to be here, and that they felt adjusted both academically and socially. One of the students who had indicated that he resented coming here and did not feel well adapted in the first trimester noted the change in his level of adaptation as follows:

> Well, I feel much more adapted. I stopped questioning and blaming myself for coming here. I think I am in the acceptance phase. I am accepting to be here. I also started to get good grades from the quizzes and midterms and this is also motivating me. I actually feel like an inhabitant of Güzelyurt (case 9).

One general category represented students' level of adaptation in the *third trimester* in this domain.

Category 1: Fully adapted to life on campus in Cyprus (n = 13). All students communicated that they felt fully adjusted to life on campus and in Cyprus. A student who had reported that he still preferred to live in Turkey in the second trimester stated the increase in his level of adaptation.

> I have set my system here. I have good friends whom I can trust. We got to know who is good and who is bad. So I have more solid friendships now. Everything is going fine. I got used to living here (case 12).

In conclusion, from the first to the third trimester, most of the students reported higher level of adaptation to life on campus and in Cyprus. However, there was an increase in the frequency of students who indicated high level of adjustment from the first to the third trimester.

4.2.2.7. Domain 13: Current Problems as Reported in the First, Second, and Third Trimester

One typical category represented difficulties reported for the last (past) week of the *first trimester*. Table 4.15. summarizes the typical and variant categories under this domain.

Table 4.15.

Current Problems as Reported in the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Academic problems	8	Typical
2nd Trimester		
Academic problems	6	Variant
Inadequacy of leisure activities	3	Variant
Academic problems		
Proficiency exam anxiety	8	Typical
Lack of motivation	2	Variant
Increase in temperature	4	Variant

Category 1: Academic problems (n = 8). Academic problems included increase in course difficulty, low academic performance, and increase in absenteeism. A student not very satisfied with her present academic performance commented on the increased difficulty of courses, "My academic performance is not bad, but it is not as good as before. The number of quizzes and difficulty of midterms have been increased" (case 1).

One typical and one variant category reflecting current difficulties reported for the last (past) week of the *third trimester* emerged from data under this domain. *Category 1: Academic problems.* This category included one typical, proficiency exam anxiety (n = 8) and one variant, lack of motivation (n = 2), subcategory. Proficiency exam anxiety was the most frequent difficulty experienced by students in the past week of the third trimester. One student expressed his proficiency exam related distress as follows:

> There is still an uncertainty of being qualified or not to get into the proficiency exam. It depends on the last midterm score. Even if I get the chance to take the June proficiency I am not sure whether I will pass or not. I think proficiency exam is more difficult and stressing than Nation Wide University Entrance Exam (case 10).

In comparing the current problems reported by the students for all trimesters, academic problems seemed to take the lead. However, content of the academic problems slightly changed among trimesters. That is, in the first trimester

students academic problems included course difficulty, low academic performance, and increase in absenteeism in class whereas in the following two trimesters proficiency exam anxiety was the most frequently reported concern.

4.2.2.8. Domain 14: Facilitative Factors in Adaptation Process in the First, Second, and Third Trimester

Two typical categories, represented factors perceived to facilitate the adaptation process of the participants in the *first trimester.* Table 4.16. demonstrates the typical and variant categories under this domain.

Table 4.16.

Facilitative Factors in the Adaptation Process in the First, Second, and Third Trimester

Categories	n	Frequency
1st Trimester		
Supportive relationships / social network	8	Typical
Previous experiences / life style	8	Typical
Constructive thinking	4	Variant
2nd Trimester		
Having a social network in campus	2	Variant
Involvement in extracurricular activities	2	Variant
Informed choice	2	Variant
3rd Trimester		
Being equipped with social skills	2	Variant
Social support	2	Variant

Category 1: Supportive relationships/social network (n = 8). Many students reported that having a supportive social network (e.g., old friends who study at the same university, friends from campus, family, and instructors) have helped them in their adaptation process in the first trimester. Friends were the most frequently reported source of support among this social network of people. One student indicated facilitative role of his old friends at the university as follows: "I came here with my friends. We were a group of 7 people from the same

school and city. So we were relaxed. Since we knew each other, we didn't feel alone when we came here" (case 11).

Another student emphasizing the role of her old and new friends in campus in her adaptation stated,

> Well, if I didn't have other people around who would be homesick and it wouldn't be that easy for me to adapt. So feeling that I wasn't alone has helped a lot. I also came with a very close friend of mine and being with her and being able to share everything with her makes me happy. Actually, I am very lucky because I have a good social network in campus including my best friend, my boyfriend whom I am with for six years, and my boyfriends' friends from the campus (case 7).

Category 2: Previous experiences/life style (n = 8). This category involved previous experiences of living away from family and living abroad, not being stuck with old friends, and coming from a similar place of living (small town/city). One of the participants explained the facilitative role of coming from a similar place of living stated, "I came from Alatlı which is a very small and quiet town and I think that's why I got used to living here much more easily. Güzelyurt is just like Alatlı" (case 2).

In comparing facilitative factors in the adaptation process of the students, having a social network or social support was a facilitative factor which was reported by the students in all trimesters. However, having a social network with its emphasis on its supportive quality was most frequently reported by the students for the first trimester. Other facilitative factors in the adaptation process of participants as indicated in one of the trimesters were as follows: previous experiences, constructive thinking, involvement in extracurricular activities, informed choice, and being equipped with social skills.

4.2.2.9. Domain 15: Advantages of Studying at the Particular University at the First, Second and Third Trimester

In the *first trimester*, two typical categories represented perceived advantages of studying at their university. Table 4.17. indicates the typical and variant categories under this domain.

Table 4.17.

Advantages of Studying at the Particular University at the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Prestige and educational quality	12	Typical
Campus conditions		
Physical conditions & facilities	10	Typical
Active campus life	6	Variant
Being independent	4	Variant
Socially supportive campus environment	4	Variant
2nd Trimester		
Prestige and educational quality	10	Typical
Supportive campus environment	9	Typical
Campus conditions		
Physical conditions & facilities	8	Typical
Active campus life	6	Variant
3rd Trimester		
Campus conditions		
Active campus life and cozy environment	10	Typical
Physical conditions & facilities	8	Typical
Educational quality of the university	3	Variant
Being independent & taking one's own responsibility	3	Variant

Category 1: Prestige and educational quality (n = 12). Most of the participants list being a student at a university which is affiliated with a high prestigious university in Turkey well known with its quality of education as the most important advantage. For example, one of the participants stated,

> Here I feel like a real student of YYY University in Turkey. For
> instance, in the orientation program professors from main campus from

Ankara came and they made us feel we are a part of YYY University. We even have the pop quizzes at the same time with Ankara. We have exactly the same educational system (case 11).

Another student emphasizing the importance of quality of education and identity noted,

I have excellent instructors; I haven't seen better English teachers in my life. Besides being under the YYY university roof, holding its identity card, the YYY emblem at the campus gates and on my exam papers is the only thing that counts for me (case 15).

Category 2: Campus conditions. This category included one typical category (n = 10) as physical conditions and facilities and a variant subcategory (n = 6) as active campus life. Most of the students indicated that the university has favorable physical conditions (e.g. quiet and safe, small, architectural structure) and facilities (e.g., sport center, dorms, labs, library, scholarship). One of the students explained the advantages of studying at the particular university over other universities in Cyprus as follows:

I think dorm rooms here are very comfortable. I went to two other universities in Cyprus, their dorms are really bad. My friends from other universities also think that dorm rooms are larger with bigger closets than theirs. And another advantageous thing here is the scholarship opportunities. Studying here with a scholarship holds lots of advantages over studying with scholarship at other universities I know. Scholarship here covers 1 year at prep school and 5 years at the department. And even if your scholarship is cut down due to low cumulative GPA you can have it back when you raise it next year (case 1).

In the *second trimester*, three typical categories reflecting perceived advantages of studying at the particular university stemmed from data under this domain.

Category 1: Prestige and educational quality (n = 10). Obtaining prestige and educational quality of YYY University was the most frequently reported advantage of studying at the particular in the second trimester. One of the students communicated this advantage as follows:

First of all, it is the label of YYY University. Although it will write slightly different on the diploma you are still studying at YYY University and will become a graduate of that university. Secondly, we are receiving a high quality of education. As far as I understand YYY University is forcing students to go beyond their potentials by not making concessions on its quality of education (case 9).

Category 2: Supportive campus environment (n = 9). Several students indicated benevolent atmosphere on campus as an advantage of studying at the particular university. For example, a student expressed his liking of the supportiveness he experienced on campus stated,

> Well life in campus is very comforting. All of the people in campus are doing what they can to be supportive. Our instructors are all the time inviting us to their offices to have a chat, study or talk about any kind of difficulty we have. Also students from senior classes who are our friends from the student club are also very open to help, telling us to go to them when we need something. And you, I mean counselors are also listening to our problems. That feels really good (case 5).

Category 3: Campus conditions. One typical, physical conditions and facilities (n = 8), emerged from this category for the second trimester. Many students noted favorable physical conditions (e.g., small and modern campus, good architecture) and facilities (e.g., comfortable dorms, fully equipped gym and sports hall) as advantages of studying at the particular university. As one of the students indicated,

> What I like most is we can find anything we need in campus. We don't need to go out of campus. We have our sports hall, supermarket, and bank and since everywhere is very close in campus, life is very easy (case 13).

In the *third trimester*, one typical category emerged from this domain.

Category 1: Campus conditions. This category was comprised of two typical subcategories, namely, active campus life and cozy environment (n = 10), and physical conditions and facilities (n = 8). Following excerpt include an example of the above listed subcategories.

> The campus is small and thus, everywhere in campus is very close. Everything in our campus is in unity and very well constructed. You feel that you are in a university campus. Well, I went to campus of another university in Cyprus for spring festival. It was so chaotic. The buildings were very complex. It was also very crowded. There, probably you don't see a person twice. I truly understood the value of our campus. Here we know everyone, even if you don't know in person, his/her face is familiar to you. It is as if we are a big family here (case 10).

In general, perceived advantages of studying at the particular university were consistent (e.g., quality of education, physical conditions and facilities of campus, active campus life) for all trimesters as indicated by the students. However, frequency of report of these advantages has changed among trimesters. For instance, quality of education was the most frequently reported advantage of studying at this university in the first and second trimester whereas it was the third most frequently reported advantage in the last trimester. To set another example, physical conditions and facilities was the second most reported advantage of studying at the particular university in the first and last trimesters whereas it was the third most noted advantage in the second trimester. Some changes in the content of the categories were also apparent as indicated by the names of the categories. For instance, 'socially supportive campus environment' in the first trimester has been named as 'supportive campus environment' in the third trimester since supportive environment of campus not only included social support but also physical support like university administration's taking into account students' demands.

4.2.2.10. Domain 16: Disadvantages of Studying at the Particular University

One typical category representing drawbacks of studying at the university derived from this domain in the *first trimester*. Table 4.18. summarizes the typical and variant categories under this domain.

Table 4.18.

Disadvantages of Studying at the Particular University

Categories	n	Frequency
1st Trimester		
Campus location & transportation	8	Typical
Limited possibility of socialization on & around campus	6	Variant
Poor quality of food	5	Variant
Insufficiency of university services	5	Variant
Physical conditions	4	Variant
Student profile (low quality)	2	Variant

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Table 4.18. (continued)

2nd Trimester		

2nd Trimester

Insufficient campus facilities	10	Typical
Campus location & transportation	4	Variant
3rd Trimester		
Campus location & transportation	7	Variant
Limited possibility of socialization on & around campus	6	Variant

Category 1: Campus location and transportation (n = 8). Many students perceived campus location (e.g. being far and isolated, situated in Cyprus) and transportation (e.g., inadequacy of services, high cost of transportation) as a disadvantage of studying at the particular university. One student communicated his opinions as follows:

> I think campus is constructed at the worst part of Cyprus. There are several other places. It is far from everywhere and not having a bus service from campus to several places in Cyprus is really a big shortfall. Other universities in Cyprus have bus service to several places. You can get in and have a tour (case 4).

One typical category capturing perceived disadvantages of studying at the university emerged from this domain in the *second trimester*.

Category 1: Insufficient campus facilities (n = 10). Insufficiency of campus facilities referred to both inadequacies associated with social life on campus (e.g., limited number of social activities and places to go), and inadequacies concerning physical conditions of campus (e.g., insufficient number of dorms, sparse printed material in library). A student dissatisfied with social life on campus stated, "Social activities on campus are insufficient. When I first came the things I do gave me pleasure. But now they all fell into groove. We are doing the same things and going to same places" (case 5).

Another student mentioned an inadequacy associated with physical conditions.

> I think administrators are doing the best they can to provide facilities but still... I heard that the laboratory facilities are insufficient (case 9).

In comparing perceived disadvantages of studying at the particular university for all trimesters, it was seen that students reported more disadvantages in the

first trimester in comparison to following trimesters as indicated by the number of categories. It was also realized that although frequency of report has changed, campus location and transfer was consistently noted as a disadvantage of studying at the university in all trimesters. Inadequate social life on and around campus was also a disadvantage which was consistently reported in all trimesters. However, it was captured in "insufficient campus facilities" category together with physical conditions of campus for the second trimester to limit the excessive number of variant categories (Hill et al., 2005).

4.2.2.11. Domain 17: Difficulties Experienced by English Preparatory School Students in the First, Second, and Third Trimester

This domain included difficulties experienced by preparatory students in general in their first year at the university as perceived and reported by the participants.

Three typical categories reflecting difficulties encountered by English Preparatory School students stemmed from this domain during the *first trimester*. Table 4.19 summarizes the typical and variant categories and subcategories under this domain.

Table 4.19.

Difficulties Experienced by First Year English Preparatory School Students

Categories & Subcategories	n	Frequency
1st Trimester		
Limited possibility of socialization on & around campus	8	Typical
Desire to leave the university	8	Typical
Academic problems	8	Typical
High cost of living & financial problems	6	Variant
Homesickness	5	Variant
Problems with roommates	3	Variant
Health issues	3	Variant
Future anxiety	3	Variant
No experience in living alone	2	Variant
Indulgence in alcohol & cigarettes	2	Variant
2nd Trimester		

Table 4.19. (continued)

Academic problems	10	Typical
Not feeling committed to the university / desire to leave	8	Typical
Limited possibility of socialization on & around campus	5	Variant
Homesickness	3	Variant
Difficulties in relationships	3	Variant
Financial problems	2	Variant
3rd Trimester		
Proficiency exam anxiety	10	Typical
Desire to go home	6	Variant
Lack of motivation	4	Variant
Increase in temperature	2	Variant

Category 1: Limited possibility of socialization on and around campus (n = 8).
Many participants indicated inadequate social life on and around campus to be a difficulty expressed by preparatory students.

Category 2: Desire to leave the particular university (n = 8). Several participants noted that many preparatory students had the desire to leave the university due to various reasons (e.g., inadequacy of social life, financial issues, future anxiety, homesickness).

Category 3: Academic problems (n = 8). Academic difficulties preparatory students experienced as reported by the participants contained course difficulty, not studying, absenteeism, surviving the academic rigor of the university and relax atmosphere of Cyprus, and being scared of not being able to pass the proficiency exam.

Below are participants' responses about the difficulties experienced by English Preparatory School students, which illustrate all three of the above categories,

> The most frequent thing I here from them is "why did I come to this university?" They resent coming here and would like to leave if they have the chance. I have a friend in class he has really big difficulty in English because he doesn't have any English background. He gave up trying. He can't decide whether to leave or stay. English is a big problem for several students. Another thing they complain is the inadequacy of social life here. They say that they had a better social life even at high school (case 2).

> Well, some of the students resent the day they made their decision to come. They are even considering taking ÖSS again. They are uncertain whether the diploma they get from the particular university will get

them a good job. They are also not sure whether they can pass the proficiency because there are lots of students who get stuck in the preparatory school. Another thing that they don't like here is that there is not much to do for people at our age. They are not satisfied with their social life here (case 10).

Two typical categories reflecting difficulties experienced by preparatory students in the *second trimester* emerged from this domain.

Category 1: Academic problems. This typical category (n = 10) included difficulty regarding English language and proficiency exam anxiety. Many participants stated that several students were having great difficulty in English. Following participants' responses about the difficulties experienced by the English Preparatory School students elucidate two of the above categories.

> Before coming here, some of students thought that they would pass the courses without putting much effort and enjoying themselves since they would be studying in Cyprus. But when they came they understood that this was not the case at all. So both due to the difficulty they have in English and due to the inadequate social life they want to leave (case 8). "Several students are thinking about leaving because they are having big trouble with English and they have the fear of not being able to pass the proficiency exam" (case 15).

Category 2: Not feeling committed to the particular university / desire to leave (n = 8). Many participants noted that several preparatory students did not feel like they belong at the university had the desire to leave due to several reasons (e.g., academic difficulties, not liking to live here, inadequacy of social life).

For the *third trimester*, one typical category emerged from this domain.

Category 1: Proficiency exam anxiety (n = 10). Most of the participants stated that preparatory students were under big strain regarding not being able to take the proficiency exam or due to proximity of the proficiency exam. Following excerpt well summarizes the content of this category:

> The biggest common problem of almost all preparatory students is the proficiency; whether they will have the required grade to take the exam or not. If yes whether they will be able to pass, it if not whether they should come to summer school or not. All they think and worry about is the proficiency (case 2).

In comparing reports of the participants regarding difficulties experienced by the English Preparatory School students in all trimesters, it was seen that sorts of experienced difficulties in the first trimester was higher than the following trimesters. Results also showed that for all trimesters, academic problems were the most frequently and consistently reported difficulties that preparatory students experienced. In the third trimester, with the approaching proficiency exam anxiety related with the proficiency exam emerged as a category. Desire to leave the university, limited possibility of socialization, homesickness, and financial problems were the common difficulties noted in the first and second trimesters.

4.2.2.12. Domain 18: Factors Facilitating the Adaptation Process of English Preparatory School Students

Participants' thoughts regarding the facilitative factors in the adaptation process of preparatory students were represented in this domain. Table 4.20. presents the typical and variant categories under this domain.

Table 4.20.

Factors Facilitating the Adaptation Process of First Year English Preparatory School Students

Categories	n	Frequency
1st Trimester		
Personal characteristics	10	Typical
Participating in extracurricular activities	4	Variant
Gender roles	4	Variant
Having an aim	3	Variant
Having a social network on campus	3	Variant
Previous experience of separation from family	3	Variant
Not having financial difficulties	2	Variant
2nd Trimester		
Personal characteristics	10	Typical
Participating in extracurricular activities	8	Typical
Similar previous experiences	7	Variant
Making informed choice	6	Variant
Having a social network	3	Variant

Table 4.20. (continued)

Having an aim	3	Variant
Being equipped with academic skills	2	Variant
3rd Trimester		
Personal characteristics	9	Typical
Being equipped with social skills	6	Variant
Having a social network & developing feelings of	4	Variant
belonging	2	Variant
Similar previous experiences		

For the first trimester, one typical category and six variant categories emerged from this domain.

Category 1: Personal characteristics (n = 10). Personal characteristics that were indicated to facilitative college adjustment included personal skills (e.g., time management, adaptation to a new environment), social skills (e.g., communication skills, assertiveness), personality characteristics (e.g., extravert, thick-skinned, not shy), and age (being older). Among the personal characteristics given, communication skills was the most frequently reported facilitative factor by the participants in the first trimester. A participant demonstrated how one's communication skills and personality can facilitate one's adaptation with an example.

> Students who can easily communicate with others I think can easily adapt. I have a friend who is also at preparatory school. She didn't go to her home for the bayram and she is also not thinking to go for the semester holiday. She feels so happy to be here and let's say over 1000 people on campus she knows about 600. She is so at ease at communicating and she is very warmhearted (case 7).

For the second trimester, two typical categories reflecting factors facilitating the adaptation process of the English Preparatory School students stemmed from this domain.

Category 1: Personal characteristics (n = 10). Personal characteristics perceived to be facilitative in the adaptation process as indicated in the second trimester involved social skills (e.g., communication skills, assertiveness), personality characteristics (e.g., hardiness, being determined, patient), and personal skills (e.g., taking care of oneself, entertaining oneself, positive

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thinking). Entertaining oneself was one of the most frequently reported facilitative factors in the adaptation process.

Category 2: Participating in extracurricular activities (n = 8). Many participants stated that engaging in an extracurricular activity (e.g., sports, student club activities) was a facilitative factor in the adaptation process of the students.

Below are participants' responses about the factors facilitating the adaptation process of preparatory school students, which set an example for two of the above categories: "I think someone who knows how to entertain oneself with some kind of an individual activity better adapts. For example, I study and when I get bored I go to the sports center or go for a walk" (case 7).

> Well one of the important things is to think positively rather then perceiving studying here as a problem. Visualizing oneself in the future with accomplished goals and having a good career helps a lot in the adaptation process. That's what I do. Another thing to do is to get involved in different activities which give you pleasure. I see that students who are involved in some kind of activity have better time here (case 14).

One typical category and three variant categories revealing facilitative factors in the adaptation process of preparatory students as communicated by the participants in the third trimester emerged from this domain.

Category 1: Personal characteristics (n = 9). Characteristics that were reported to facilitate the adaptation process of the preparatory students involved being patient, hardy, self-confident, mature, warmhearted, quick-witted, and liking tranquility and being alone. A student underlining the importance of personal characteristics along with other facilitative factors stated,

> Well I think everyone needs to be hardy and also supportive to each other. Some of our friends when they come to Cyprus after holidays, they say we are once again in Cyprus. One needs to be really patient and psychologically strong for not to be affected by those. Another important facilitating thing is having good friends and feeling belong to a group (case 10).

In comparing facilitative factors in the adaptation process of English Preparatory School students being equipped with social skills, having a social

network, and similar previous life experiences were reported as common facilitative factors in all trimesters. Regarding the personality characteristics facilitating the adaptation process there were both similarities and differences among trimesters. For instance, hardiness and patience were common characteristics reported both in second and third trimesters. In the first trimester, being thick-skinned, an extrovert, and not being shy were reported among personality characteristics indicated to be facilitative whereas in the second trimester, hardiness, being determined, and patient were reported. Having an aim and participating in extracurricular activities were other facilitative factors which were consistently reported by the participants at the first and second trimester.

4.2.2.13. Domain 19: Future Plans

One typical category representing future plans of the participants emerged from this domain for the first trimester. Table 4.21. includes the typical and variant categories and subcategories under this domain.

Table 4.21.

Future Plans

Categories & Subcategories	n	Frequency
1st Trimester		
Educational & career goals	9	Typical
Improvement of one's social life	4	Variant
Plans about accommodation	3	Variant
2nd Trimester		
Educational & career goals & thoughts		
Succeeding at college & pursuing career related goals	9	Typical
Transferring to another university	4	Variant
Thoughts about improvement of social life on campus	4	Variant
3rd Trimester		
Educational & career goals & thoughts		
Succeeding at college & pursuing career related goals	8	Typical
Transferring to another university	4	Variant

Table 4.21. (continued)

Thoughts on difficulty of courses in upcoming years	3	Variant
Thoughts about improvement of social life on campus	3	Variant

Category 1: Educational and career goals (n = 9). This typical category involved students' academic and career goals such as passing preparatory school and succeeding at college and pursuing career related goals and transferring to another university.

In the *second trimester*, students' future plans were represented in one typical category; educational and career goals.

Category 1: Educational and career goals and thoughts. The typical subcategory of succeeding at college and pursuing career related goals (n = 9) involved improving oneself during college years, graduating from college, and focusing on one's career goals.

One participant explained what she thought of her college years and planned to achieve in college,

> When I pass the proficiency exam I know that difficult educational years will be waiting for me. I will be studying very hard but since I know that graduating from here will open the doors to my career I will do that without hesitating. After all I will graduate being very well educated (case 13).

Another student communicated his thoughts and goals associated with upcoming educational years as follows:

> I think if I can get over this year, I will manage my time better and pursue my goals. ...So this year is my adaptation year in which I am building a basis for my upcoming undergraduate years. I like my department so I think it will be awesome learning materials associated with my profession. For instance, I like stock market and after I start to take departmental courses I am planning to take stock marketing courses on vacations. I am also planning to develop my computer skills (case 14).

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Students' future plans as communicated in the *third trimester* were represented in one typical category, educational and career goals and thoughts.

Category 1: Educational and career goals and thoughts. One typical category representing educational and professional goals that included succeeding at college and pursuing career related goals, having goals of improving oneself during college, graduating from university, and focusing on goals of career development emerged from this category (n = 8). One of the students communicating his goals of educational and professional development stated,

> Once I pass the proficiency exam and become fluent in English, I think I will be successful in the department because I chose willingly to study business administration as a major. I love reading so it won't be a burden for me to do heavy readings. I am also planning to be more active in the student clubs and get to know more people, to whom I can talk, obtain different opinions on issues and broaden my horizon. I will also spend more time on reading. At high school I was reading but since you don't have many people to talk about what you read you don't really get to know the level of your knowledge. When I came here I realized that my readings were not sufficient to build solid ideas to get into debates. That's why I will spend more time on reading next year (case 8).

In conclusion, it was realized that in general students' plans and thoughts did not vary much according to time of report (the first, second, and third trimester). Goals of succeeding at college, pursuing career related goals, and transferring to another university were three future plans which were consistently reported in all trimesters. Thoughts about improvement of social life on campus were other consistent thoughts reported by students both in the second and third trimesters. Improvement of social life was also reported in the first trimester. However, it was more of a specific goal associated with one's social life rather than a thought about the social life on campus in future.

4.2.2.14. Domain 20: Suggestions to University to Ease the Adaptation Process of Newcomers as Reported in the First, Second, and Third Trimester

Two typical categories representing participants' recommendations to university to facilitate the adaptation process of new comers emerged from this domain for the *first trimester*. Table 4.22. summarizes the typical and variant categories and subcategories under this domain.

Table 4.22.

Suggestions to University to Ease the Adaptation Process of Newcomers as Reported in the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Suggestions for improvement of campus & university services		
Improving social life on campus	9	Typical
Improving the student orientation program	8	Typical
Improving transportation facilities	3	Variant
Suggestions to instructors (i.e., facilitating student faculty interaction)	6	Variant
Suggestions to Student Development & Counseling Center (i.e., improving publicity of its services)	5	Variant
Suggestions to senior students (i.e., being more welcoming & providing guidance to newcomers)	3	Variant
2nd Trimester		
Suggestions for improvement of campus & university services	8	Typical
Suggestions to administrators (i.e., being reachable & sincere)	3	Variant
Suggestions to Student Development & Counseling Center (i.e., arranging individual or group meetings with newcomers while supplying the present services)	3	Variant
Suggestions to senior students (i.e., being active, integrative, welcoming)	3	Variant
3rd Trimester		
Suggestions for improvement of campus & university services		
Improving social life on campus	5	Variant
Improving the student orientation program	4	Variant
Improving transportation facilities	2	Variant

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Table 4.22. (continued)

Suggestions to senior students (i.e., being active, integrative, positive)	4	Variant
Suggestions to Student Development & Counseling Center (i.e., conducting seminars about adaptation while continuing with the peer solidarity project)	4	Variant

Category 1: Suggestions for improvement of campus and university services. This category included two typical subcategories portraying the recommendations of participants associated with improvement of campus and university services. First typical subcategory, improving social life on campus (n = 9) was the most frequently reported suggestion by the participants and it involved increasing the number of social activities and student clubs, opening cozy places like cafes in which students can socialize and enjoy themselves, and lengthening the open hours of dorm canteens to 1-2 a.m. Improving the student orientation program (facilitating student orientation) (n = 8) was the second typical subcategory. Participants' suggestions regarding the orientation of newcomers included familiarizing students with resources and facilities of campus and guiding students to make use of those resources based on their skills and interests; making announcements on campus more visible (e.g., using bigger and more recognizable fonts on posters, doing announcements via desks of student clubs); lengthening the period of orientation program, and doing a festival in which university with its all offices and services are presented and seniors and newcomers are integrated; increasing the variety of tours (Karpaz, Mağusa) organized during the orientation program; and starting the orientation program on the first days of arrival.

One of the students who made suggestions on facilitation of student orientation and improvement of social life on campus stated,

> I think orientation in the beginning of the semester eased the adaptation process of students. For instance, there was a tour to Girne. I think organization of those kinds of tours is really good and increasing the number of these tours might be even better. These tour organizations might include a tour to Mağusa as well because it is really difficult to go there on your own and if people have the options of tours in which they

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can choose from they could appreciate it more. Opening new places, cafes or patisseries could be another thing to do. For example, there is only one patisserie, if you can call it that way, on campus. There is a monopoly. It could be really good to have the option to decide where to go on campus (case 8).

For the *second trimester*, one typical category reflected students' suggestions to university in facilitating the adaptation process of newcomers in this domain. *Category 1: Suggestions for improvement of campus and university services (n = 8).* Students' recommendations included improving university services and social life on campus and improving transportation facilities. Following excerpt illustrates the category.

> There are activities organized by some of the student clubs. However, only a few of the student clubs are really active. Maybe the university can do something about making those student clubs more active. Also there are not really many places to go on campus. If they can open one or two more new places where students can go to eat and socialize it could be good. As I said before in the previous interview, transportation is another issue which university needs to take care of. University can provide bus service or shuttle. By that way students can go to where they want without paying 50 TL. This is something very important for students to socialize. You know, one cannot spend all of his/her time on campus (case 4).

In the *third trimester*, students' recommendations to university to ease the adaptation process of newcomers involved only variant categories therefore not reported.

Taking into consideration the suggestions of participants in all trimesters, it was observed that participants made general suggestions regarding the improvement of campus and university services as well as specific suggestions to people and/or a university unit (e.g, senior students, Student Development and Counseling Center) that were thought to be influential in the adaptation process of newcomers. In all trimesters, students' recommendations about the improvement of campus and university services included improvement of social life on campus and improvement of transportation. Facilitating student orientation was also a suggestion students deemed important in the adaptation

process of newcomers - it was reported in all trimesters with highest rates of report being in the first trimester. Participants' specific suggestions addressed instructors, administrators, senior students, and Student Development and Counseling Center with the latest two addressed in all trimesters. Participants requested from senior students to be more welcoming, active and integrative and to provide guidance to newcomers whereas they asked Student Development and Counseling Center to arrange individual and group meetings with newcomers and to give seminars regarding adaptation process, to keep up with their readily available services, and improve publicity of these services.

4.2.2.15. Domain 21: Suggestions to Prospective Students of the University as Reported in the First, Second, and Third Trimester

Three typical categories representing participants' recommendations to prospective students of the university emerged from this domain in the *first trimester*. Table 4.23. entails the typical and variant categories and subcategories under this domain.

Table 4.23.

Suggestions to Prospective Students as Reported in the First, Second, and Third Trimester

Categories & Subcategories	n	Frequency
1st Trimester		
Making informed decisions to study at the university	8	Typical
Being prepared to study hard	8	Typical
Suggestions for adaptation to university		
Being active and / or assertive	8	Typical
Constructive thinking & being solution-focused (making an effort)	5	Variant
2nd Trimester		
Suggestions for adaptation to university		
Being active & making friends	8	Typical
Constructive thinking & being solution-focused	7	Variant
3rd Trimester		
Making informed decisions to study at the university		
Being aware of the difficulty of educational system at the university	7	Variant

Table 4.23. (continued)		
Being aware of the advantages of studying at the university	5	Variant
Being aware of inadequate social life on & around campus	5	Variant
Suggestions for adaptation to university		
Constructive thinking & being solution-focused (making an effort)	3	Variant
Being active and / or assertive	2	Variant

Category 1: Making informed decisions to study at the particular university (n = 8). Several participants suggested that prospective students make their decision to come based on information about the university and life in Cyprus through research or through direct experience, as well as considering their goals of studying at the university.

Category 2: Being prepared to study hard (n = 8). Many students stated that prospective students needed to be aware of the quality of education at the university and to make their decisions to come if they can face up to studying hard.

Below are participants' suggestions to prospective students of the university, which illustrate two of the above categories,

> Before coming, I would like them to know that they will live an isolated life here. I think it is not right to come here just because they want to be away from their parents and to be free. It is very important to get to know the place you are going before making your decision. I am telling this because I heard it hundreds of times. At least, they need to visit the web site of the university to see what is in it as well as where the campus is; how far the campus is from city centers. This information is all on the web site. What else, well I also want them to know that education system here is no different than Ankara so they will need to study really hard (case 7).

> What I want them is not to be deceived by low college entrance exam scores, the educational system here eliminates the unqualified. I want them to come if they can face up to that. If they say I can face up to that system plus being far from my family they can come. I also suggest them to make detailed research to make the unknown known as much as possible especially about the educational system. I have friends who came here without doing any research. They will strive to graduate, but

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system of eliminates people who don't think. One needs to cut one's coat according to the system of (case 10).

Category 3: Suggestions for adaptation to university. This category involved one typical category representing participants' recommendations to newcomers about things to do to adapt when they come to the university. Being active and/or assertive (n = 8) was a frequently reported suggestion to newcomers. One participant recommended,

> Well what they need not to do is being pessimistic and sitting at their dorm rooms all day long. If you think social life here sucks you got to do something about it and you can start by getting out of your room. I have friends who go directly to their room to sleep after class. They are spending their time sleeping and when I ask why they are sleeping 'what else I can do' is the usual answer that comes up (case 4).

Another participant who underlined the importance of being assertive in the adaptation process stated,

> I think they need not to be shy or hesitant. They shouldn't be scared that they are going to make mistakes or they will look stupid. Even if they make mistakes it is something acceptable it is only their first year. No one will accuse them because of their mistakes. They better be more relaxed, assertive and ask the things they don't know and do what they want to do without hesitating (case 16).

In the *second trimester* one typical category represented recommendations of participants to prospective students.

Category 1: Suggestions for adaptation to university. This category involved one typical subcategory reflecting participants' suggestions to prospective students to facilitate their adaptation process when they arrive at the university. The subcategory of being active and making friends was suggested by several participants (n = 8). For example, one participant reported,

> You know as you get to know more people and make friends you become more attached to here. At times when you want to leave, you are thinking of your friends, things you shared and then you don't want to leave everything behind. So I suggest them to make friends. They better get to know a lot of people when they come and then choose among them the ones who are more like-minded and the ones whom they feel comfortable with. Having good friends makes this place more likeable. I also suggest them to be active and get involved in as many activities as possible because sitting alone in one's dorm room without doing

anything is a cause for getting into depression. Believe me I tried it for three days and I was really close to getting into depression (case 16).

In the *third trimester,* students' recommendations to prospective students involved only variant categories therefore not reported.

In conclusion, participants' suggestions to prospective students reported in all trimesters included two main points; things to consider while students are making their decision to come and ways to adapt to university life when they arrive at the university. In all trimesters, participants recommended students thoroughly research about the university and life in Cyprus and base their decisions on the obtained information as well as their goals of studying at the university. In the last two trimesters, participants suggested prospective students to be aware of two main points in making their decision to come; difficulty and language of education at the university and inadequacy of social life on and around campus. In the third trimester participants made an additional suggestion to students, which was taking into consideration the advantages of studying at the university. It was also observed that although varied in frequency based on the trimester reported, participants' suggestions to prospective students regarding ways to facilitate their adaptation process were quite consistently reported in all trimesters (e.g., constructive thinking and being solution-focused, being active).

4.2.3. Summary of the Findings Regarding the First, Second and Third Trimester

Over all findings indicated that before participants chose their university they took into account the advantages and disadvantages that being a student in particular university will bring. Quality of education and reputation are two main factors on their choice. Parents were also very influential on students' choice of university. Additionally, students also made their choice based on their obtained university entrance exam score. Before coming to the university students obtained information about the particular university via different

sources. People (e.g., friends, teachers, university personnel) who had some knowledge about the university and websites were the most frequently used sources of information. Students' expectations regarding the university were either high or low about the quality of education and quality of life in campus and Cyprus and they were formed based on the obtained information. Prior to coming to the university they had both positive (e.g., excitement, happiness) and negative (e.g., fear, sadness) feelings.

On the first 10 days after arrival students experienced several difficulties such as loneliness, homesickness, and cultural as well as environmental differences (e.g., traffic flow, differences in accent and speed of speech) and during these days their family have become the prime source of support for them. During the first three months students also experienced several challenges. Academic problems was one of the major difficulty they encountered. Academic difficulties basically entailed course difficulty and decrease in performance. Inadequate social life, homesickness, friendsickness, and loneliness were among the other challenges experienced by the students. In the following six months, academic problems continued to be the most frequently reported difficulty experienced by the students. In this challenging three months, friends have become students' prime source of support. Actually, although fewer students reported, friends were always sought for support during their first year.

Regarding ways of coping with faced challenges, students frequently used active coping strategies which included positive and/or constructive thinking and figuring out solutions to one's problems in dealing with both social-personal and academic issues during all trimesters.

Students realized that their first-year at the university have helped them to be more self-sufficient and led to improve their social skills and/or relationships. For the first three months, reported improvements were associated with social skills whereas in the last two trimesters improvements also included increase in

quality and quantity of relationships. Students also observed that their level of adaptation have increased during the second trimester of the first-year.

During their first year at the university students spent time with friends, involved in sport activities, and went out of campus and visited other parts of Cyprus in their leisure time.

Regarding their level of adaptation to life on campus and in Cyprus, students felt well-adapted starting from the first trimester. However, the number of students who indicated high level of adjustment has increased from the *first* to the *third trimester*.

Regarding the current problems experienced, students struggled mostly with academic problems in all trimesters. However, content of the academic problems slightly changed among trimesters. In the *second* and *third trimester* proficiency exam anxiety was the most frequently reported concern whereas in the *first trimester* academic problems included course difficulty, low academic performance, and increase in absenteeism.

Students emphasized the facilitative role of their social network and social support received in their adaptation process during all trimesters. However, having a social network with its emphasis on its supportive quality was most frequently reported in the *first trimester*. Previous experiences/life style such as previous experience of living away from family and coming from a similar place of living was another most frequently reported facilitative factor in the *first trimester*.

Students perceived several advantages of studying at the particular university and consistently reported these advantages in all trimesters. However, frequency of report of these advantages and content of the categories representing advantages changed slightly across trimesters. Favorable campus conditions (e.g., physical conditions and facilities) was reported frequently as

an advantage of studying at the particular university in all trimesters. Obtaining high quality of education and being a student of highly prestigious university were the most frequently reported advantages in the *first and second trimester*.

Students also perceived disadvantages of studying at the particular university and consistently reported them. However, frequency of the report of the disadvantages changed over time. Students complained about campus location (e.g., being far and isolated, situated in Cyprus), transportation (e.g., inadequacy of services, high cost of transportation), and inadequate social life on and around campus.

When students were asked about the challenges faced by English Preparatory School students in general, they reported academic problems frequently and consistently in all trimesters. However, academic problems reported in the third trimester were observed to be more specific, representing a common concern of all students which was anxiety related with proficiency exam. Students also frequently indicated in the first two trimesters that preparatory students desired to leave the particular university due to several reasons (e.g., inadequacy of social life, academic difficulties).

Students perceived personal characteristics to be a facilitative factor in the adaptation process of the English Preparatory School students. Personal characteristics perceived as facilitative were personal skills (e.g., time management, adaptation to a new environment, entertaining oneself), social skills (communication skills and assertiveness), and personality characteristics (e.g., hardiness, being determined, patient, extravert, not shy). Participating in extracurricular activities was also reported frequently as a facilitative factor in the second trimester.

Regarding the future plans of the students, for all trimesters most of the participants' future plans pertained to educational and professional life and

among these plans succeeding at college, pursuing career related goals, and transferring to another university were the most frequently reported ones.

Finally, students made several suggestions to university to facilitate the adaptation process of newcomers. These suggestions pertained to improvement of campus and university services. Among these suggestions, improving social life on campus and the student orientation program seemed to take the lead in the *first trimester*. Participants also made suggestions to prospective students of the particular university. They recommended that prospective students make informed decisions to come. In the *first trimester*, most of the participants also suggested that prospective students prepare to study hard and be active and/or assertive as they come to better adapt to the university.

4.3. Results of the Study II

In this part, the first section presents the procedures followed for preliminary analyses as well as assumptions for the regression analyses. The second section includes descriptive statistics and bivariate correlations among study variables. Finally, the last section presents the results of the hierarchical regression analyses.

4.3.1. Preliminary Analyses and Assumption Checks

Prior to the main analysis, data were screened through the SPSS programme for accuracy of data entry, missing values, and outliers. Accuracy of data entry was checked through inspection of minimum and maximum values, mean and standard deviations for each of the quantitative variables and minimum and maximum values for categorical variables. Missing values analysis with 193 cases indicated that there were 5 cases with missing values over 50%. Those cases were removed from data. The proportion of missing values within the remaining cases was small thus the missing values within these cases were replaced by the relevant subscale means.

Data were also examined for assumptions for hierarchical regression analysis. First of all, the descriptive statistics (z-scores) were used to identify univariate outliers. According to the descriptive statistics used, there were no univariate outliers. Multivariate outliers were investigated by using Mahalanobis distances, leverage values, standardized DFBeta values and Cook's distances. No cases were identified to have a standardised DFBeta and Cook's distance greater than 1. Centered leverage value ranged between .020 and .148 which is within the suggested range (no case > .16) for identifying cases having undue influence (Stevens, 1992 cited in Field, 2005). However, Mahalanobis distance for one case exceeded the high cutoff value χ^2 (9) = 27.877 (Tabachnick & Fidell, 2001) for 9 predictors. This case was decided to be removed from the data to protect from too much influence of that case on the regression solutions.

Secondly, assumptions of normally distributed errors, linearity and homocedasticity were tested. Linearity and homocedasticity assumption were tested through examination of residuals scatter plots (Figure 4.1, Figure 4.2, Figure 4.3) for three dependent variables, total college adjustment, social adjustment, and academic adjustment, respectively. The three residuals scatterplots shown in figures resembled residuals scatterplots in which 'residuals were normally distributed about the predicted dependent scores, that residuals had a straight-line relationship with predicted dependent variable scores and that the variance of the residuals about the predicted dependent scores was the same for all predicted scores' (Tabachnick & Fidell, 2001, p.119). Thus, the three assumptions were met.

Scatterplot

Dependent Variable: Total College Adjustment
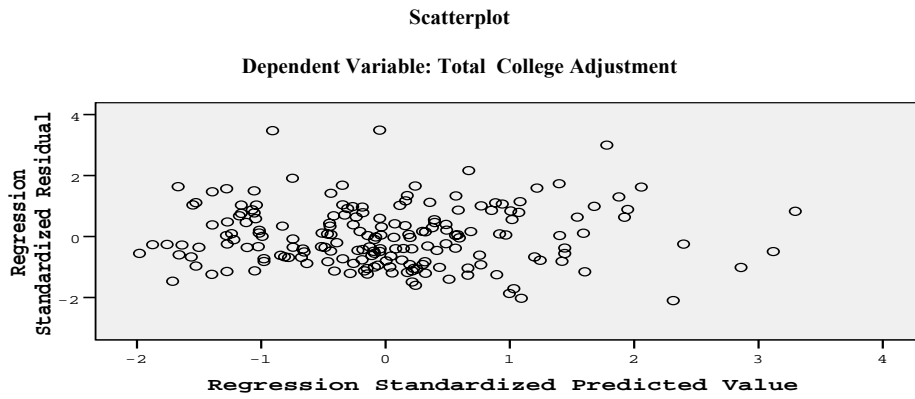
Figure 4.1. Residuals scatterplot for the regression model for total adjustment

Scatterplot

Dependent Variable: Social Adjustment
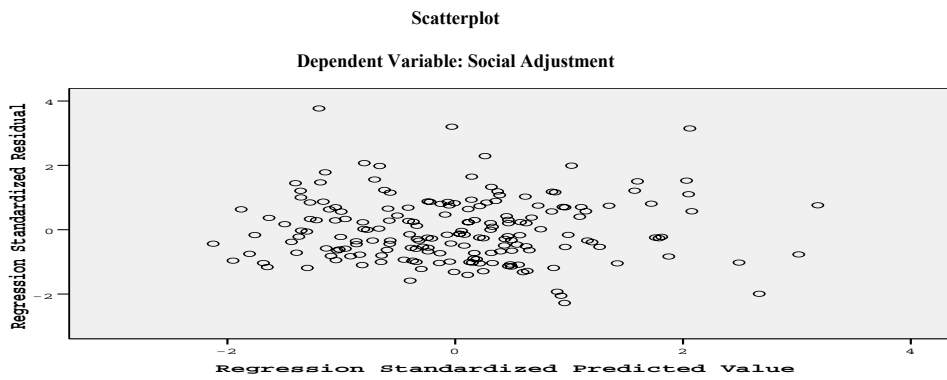
Figure 4.2. Residuals scatterplot for the regression model for social adjustment

Scatterplot

Dependent Variable: Academic Adjustment
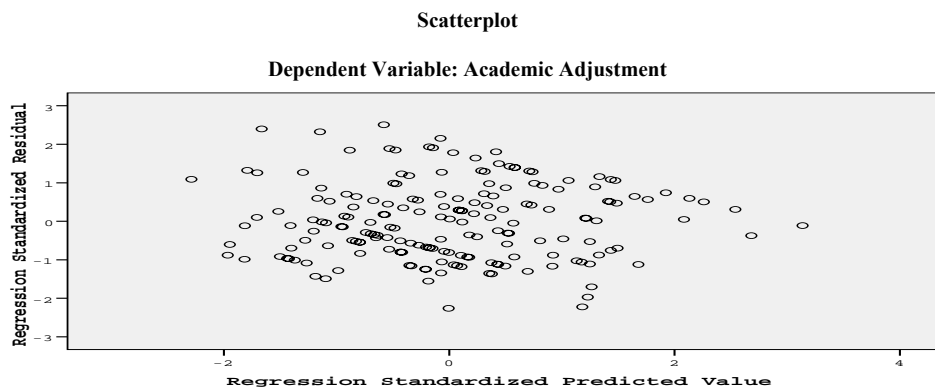
Figure 4.3. Residuals scatterplot for the regression model for academic adjustment

In order to check normality assumption histogram (Figure 4.4, 4.6, 4.8) and P-P plot (Figure 4.5, 4.7, 4.9) was tested for three independent variables. As can be seen in figures 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 the results confirmed the normality assumption.

Histogram

Dependent Variable: Total College Adjustment
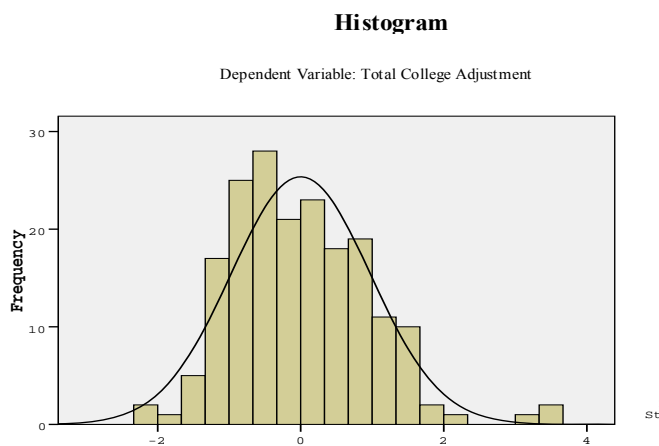
Figure 4.4. The histogram of the standardized residuals for total adjustment

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Total College Adjustment
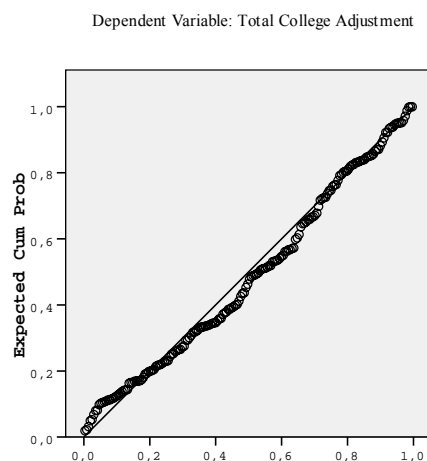
Figure 4.5. The normal probability plot for total adjustment

Histogram

Dependent Variable: Social Adjustment
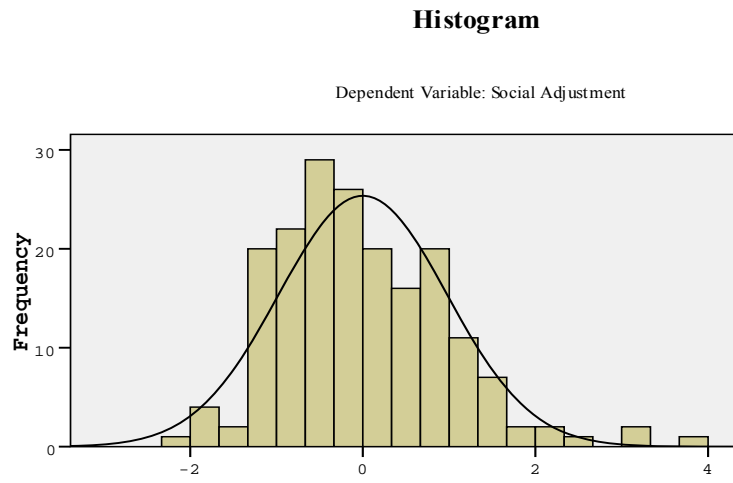
Figure 4.6. The histogram of the standardized residuals for social adjustment

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Social Adjustment
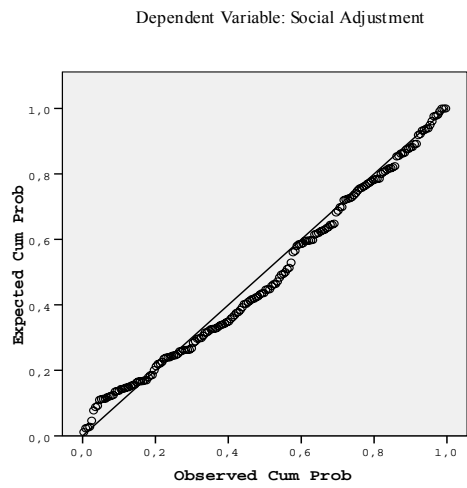
Figure 4.7. The normal probability plot for social adjustment

Histogram

Dependent Variable: Academic Adjustment
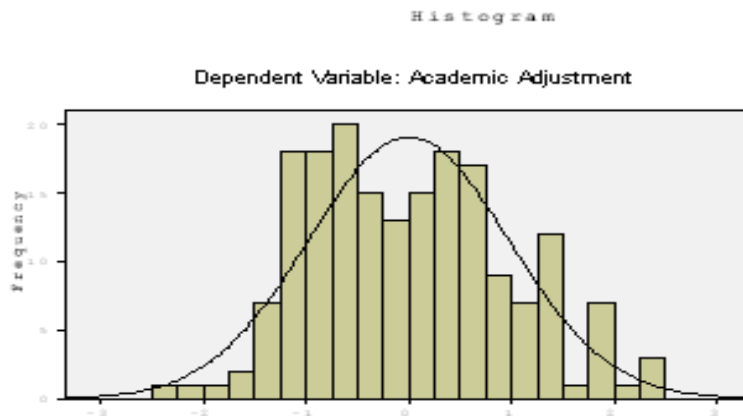
Figure 4.8. The histogram of the standardized residuals for academic adjustment

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic Adjustment
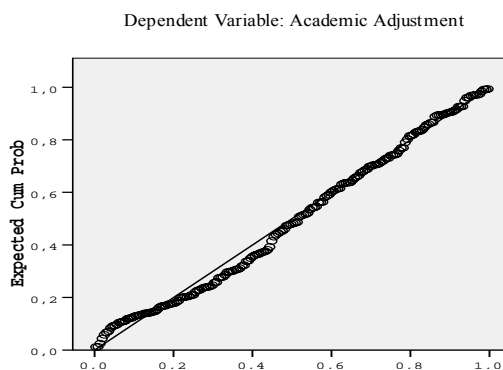
Figure 4.9. The normal probability plot for academic adjustment

Thirdly, in order to examine independence of errors of prediction, the Durbin-Watson coefficient (*d*) was used. For the three regression analyses, obtained d values for total college adjustment, social adjustment, and academic adjustment were 1.98, 1.92, and 2.30, respectively. As the obtained *d* values are between 1 and 3, they are not considered to be cause for concern, thus the assumption of independence of errors of prediction was also met. (Field, 2005).

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Finally, in order to diagnose whether multicollinearity exists or not, correlation coefficients among the predictors were checked (Table 4.24). The highest correlation among the predictors was .49 which did not exceed the critical value of .80 for multicollinearity (Stevens, 2002). Variance inflation factor (VIF) and tolerance statistic for the predictors were also examined as collinearity diagnostics. VIF values for all the predictor variables ranged between 1.02 and 1.65 and there were no tolerance values less than .20 (Field, 2005). These findings indicated that the assumption of no multicollinearity was also met.

4.3.2. Descriptive Statistics and Bivariate Correlations for the Study Variables

Table 4.24 shows the means and standard deviations for predictor and criterion variables and correlation coefficients among these variables. 6 out of 9 correlations between the predictors and total college adjustment were statistically significant and correlations ranged between .07 and .44. Correlation coefficients of .10, .30, and .50, irrespective of sign, are interpreted as small, medium, and large coefficients, respectively (Cohen, 1988). According to the results, total college adjustment ($M = 60.78$, $SD = 13.38$) has medium negative correlation with self-adjustment in human relations ($M = 27.28$, $SD = 4.45$, r (186) = -.44, p <.01), self-controlled persistence of activity ($M = 25.47$, $SD = 5.04$, r (186) = -.37, p <.01), and self-esteem ($M = 32.08$, $SD = 6.62$, r (186) = -.35, $p<.01$); small positive correlations with perceived stress ($M = 20.81$, $SD = 6.00$, r (186) = .29, $p<.01$); and small negative correlations with judgmental ability based on objective information ($M = 28.68$, $SD = 4.07$, r (186) = -.28, $p<.01$), and academic achievement ($M = 68.86$, $SD = 9.47$, r (186) = -.14, $p<.05$).

As for the correlations between the predictors and social adjustment, 6 out of 9 correlations were statistically significant and they ranged between .03 and .48. According to the results, social adjustment has medium negative association with self-adjustment in human relations ($M = 27.28$, $SD = 4.45$, r (186) = -.48, p <.01) and self-esteem ($M = 32.08$, $SD = 6.62$, r (186) = -.31, $p<.01$); has small negative correlations with self-controlled persistence of activity ($M = 25.47$, $SD = 5.04$, r (186) = -.28, p <.01), judgmental ability based on objective information ($M = 28.68$, $SD = 4.07$, r (186) = -.27, $p<.01$), and student club membership ($M = .39$, $SD = .49$, r (186) = -.17, p <.05); and small positive correlations with perceived stress ($M = 20.81$, $SD = 6.00$, r (186) = .18, $p<.01$).

Finally, 5 out of 9 correlations between the predictors and academic adjustment were statistically significant and correlations ranged between .02 and .45. Based on the results, academic adjustment has medium positive correlations with perceived stress ($M = 20.81$, $SD = 6.00$, r (186) = .45, $p<.01$); medium negative correlations with self-controlled persistence of activity ($M = M = 25.47$, $SD = 5.04$, r (186) = -.41, p <.01) and academic achievement scores ($M = 68.86$, $SD = 9.47$, r (186) = -.37, $p<.01$); small negative correlations with self-esteem ($M = 32.08$, $SD = 6.62$, r (186) = -.27, $p<.01$) and judgmental ability based on objective information ($M = 28.68$, $SD = 4.07$, r (186) = -.15, p <.05).

In conclusion, there were some medium and small, either positive or negative correlations (ranged from .01 to .49) among predictor variables.

Table 4.24.

Descriptive Statistics and Bivariate Correlations for Total College Adjustment, Social Adjustment, Academic Adjustment and Predictor Variables

Variables	Mean	SD	Bivariate Correlations for Predictor Variables											
			1	2	3	4	5	6	7	8	9	10	11	12
Dependent Variables														
1. Total college adjustment scores	60.78	13.38	1.00											
2. Social adjustment scores	47.99	0.49		1.00										
3. Academic adjustment scores	12.79	4.14			1.00									
Independent Variables														
4. Gender	0.61	0.49	0.07	0.05	0.09	1.00								
5. Academic achievement	68.86	9.47	-0.14*	-0.03	-0.37**	-0.12*	1.00							
6. Student club membership	0.39	0.49	-0.10	-0.17*	0.02	-0.03	0.04	1.00						
7. Perceived stress	20.81	6.00	0.29**	0.18**	0.45**	-0.15**	-0.24**	0.07	1.00					
8. Self-esteem	32.08	6.62	-0.35**	-0.31**	-0.27**	-0.10	0.15*	-0.06	-0.37**	1.00				
9. Judgmental ability based on objective info	28.68	4.07	-0.28**	-0.27**	-0.15*	0.10	0.11	0.07	-0.28**	0.24**	1.00			
10. Self-controlled persistence of activity	25.47	5.04	-0.37**	-0.28**	-0.41**	0.08	0.18**	0.00	-0.49**	0.41**	0.45**	1.00		
11. Self-adjustment in human relations	27.28	4.45	-0.44**	-0.48**	-0.10	-0.03	-0.06	-0.01	-0.05	0.22**	0.41**	0.26**	1.00	
12. Cultural distance	40.70	8.59	0.07	0.06	0.07	0.05	-0.08	0.00	0.02	0.00	0.08	0.06	0.06	1.00

Note. $**p < .01$, $*p < .05$

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4.3.3. Results of Hierarchical Regression Analyses

Three separate hierarchical regression analyses were conducted to evaluate how well predictor variables of gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self efficacy and cultural distance predicted total college adjustment, social adjustment and academic adjustment of first year English Preparatory School college students. Analyses for 3 dependent variables were conducted with 9 predictors in four steps. The predictors entered into the regression equation in the same order for 3 outcome variables. In Step 1, gender; in Step 2, academic achievement scores and student club membership; in Step 3, perceived stress, self-esteem, and three subscales of college adjustment self-efficacy (judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations); and finally in Step 4, cultural distance scores were entered into the regression equation.

The predictor variables and the order of these variables entered into the regression can be seen in Table 4.25.

Table 4.25.

Independent Variables in Hierarchical Regression

Category/Variable	Coding/Scale
Step 1:	
1 variable	
Gender	0=Woman, 1=Man
Step2:	
2 variables	
Student club membership	0=No membership, 1=Membership
Academic achievement	Average of 5 mid-term scores
Step 3:	
5 variables	
Perceived stress	5 point-scale, "never" to "very often"
Self-esteem	4 point-scale, "strongly agree' to "strongly disagree"

Table 4.25. (continued)

College adjustment self efficacy
    Judgmental ability based on
      objective information
    Self-controlled persistence of
      activity
    Self-adjustment in human relations
	5 point-scale, "not confident at
	all" to "strongly confident" (for
	3 subscales of CASES)

Step 4: 1 variable Cultural distance	5 point-scale, "totally similar" to "totally dissimilar"

4.3.3.1. Prediction of Total College Adjustment

First hierarchical regression analysis was conducted to examine the extent predictor variables of gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self efficacy and cultural distance predicted total college adjustment. As can be seen in table 4.26, correlation coefficient between gender and total college adjustment score was .07 and Step 1 did not predict total college adjustment scores, $F(1,184) = .87$, $p = .35$, $R^2 = .005$, $R^2_{adj} = -.001$. Consequently, gender did not account for variation in college adjustment scores.

In Step 2, multiple correlation coefficient between the linear combination of the second set of predictors (academic achievement scores and student club membership) and total college adjustment scores increased to .18. However, the predictive value of the model did not significantly increase when these variables were added to the regression equation ($R^2 = .032$, $R^2_{adj} = .016$, $\Delta R^2 = .028$, $F(3,182) = 2.03$, $p = .08$).

In Step 3, when 5 predictors; perceived stress, self-esteem, three subscales of college adjustment self-efficacy (judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) were entered into the equation, multiple correlation coefficient between the linear combination of the 5 predictors and total college adjustment

scores increased to .59. The predictive value of the model also increased significantly (R^2 = .342, R^2_{adj} = .312, ΔR^2 = .309, $F(8,177)$ = 11.49, $p<.001$) explaining 34 % of the total variance. Specifically, self-adjustment in human relations (t (177) = -5.53, $p<.001$), self-esteem (t (177) = -2.32, $p<.05$), perceived stress (t (177) = 2.25, $p<.05$), and student club membership (t (177) = -2.05, $p<.05$) were found to have significant regression weights. On the other hand, judgmental ability based on objective information (t (177) = .47, p >.05) and self-controlled persistence of activity (t (177) = -1.69, p >.05) did not have any significant contribution to the prediction equation. In this model, contribution of each predictor was examined by semi partial correlation coefficients ($sr^{2)}$. For this model self-adjustment in human relations 11.4 % (sr^2 =0.114), self-esteem 2 % (sr^2 =0.020), perceived stress 1.9 % (sr^2 =0.019) , and student club membership uniquely explained 1.6 % (sr^2 =0.016) of variance in college adjustment scores. Overall the model explained %34 of total variance in college adjustment scores. As can be seen from their unique contribution to the prediction equation, self-adjustment in human relations was the strongest predictor of college adjustment amongst other predictors in the model.

Finally, the inclusion of the cultural distance variable into the regression equation in Step 4, did not significantly increase the predictive value of the model (R^2 = .349, R^2_{adj} = .316, ΔR^2 = .007, $F(9,176)$ = 10.49, p =.16). In other words, cultural distance scores appeared to offer no additional predictive power beyond the predictors in Step 3.

In sum, these findings indicated that students who scored higher on self-adjustment in human relations and self-esteem scale, lower on perceived stress scale and who were members of a student club had lower scores on college adjustment, which implies higher adjustment to college.

Table 4.26.

Hierarchical Regression Analysis Summary for Variables Predicting Total College Adjustment

	B	$SE\ B$	β	sr^2	t	R	R^2	ΔR^2	ΔF
Step 1						.069	.005	.005	.872
Gender	1.88	2.02	0.07	0.005	0.934				
Step 2						.180	.032	.028	2.61
Gender	1.36	2.01	0.05	0.002	.675				
Academic achievement	-0.29	0.10	-0.13	0.017	-1.82				
Student club membership	-2.64	2.00	-0.10	0.009	-1.32				
Step 3						.585**	.342	.309**	16.64
Gender	2.12	1.73	-0.08	0.006	1.23				
Average mid-term scores	-0.10	0.91	-0.07	0.004	-1.05				
Membership of a student Club	-3.46	1.69	-0.13	0.016	-2.05*				
Perceived stress	0.37	0.17	0.17	0.019	2.25*				
Self-esteem	-0.33	0.14	-0.16	0.020	-2.32*				
Judgmental ability based on	0.12	0.24	0.04	0.001	0.47				

Table 4.26. (continued)

objective info									
Self-controlled persistence of activity	-0.35	0.21	-0.13	0.011	-1.69				
Self-adjustment in human relations	-1.15	0.21	-0.38	0.114	-5.53**				
Step 4						.591**	.349	.007	2.19
Gender	2.05	1.73	0.08	0.004	1.19				
Academic achievement	-0.09	0.09	-0.06	0.003	-0.93				
Student club membership	-3.44	1.69	-0.13	0.015	-2.04*				
Perceived stress	0.36	0.17	0.16	0.018	2.19*				
Self-esteem	-0.32	0.14	-0.16	0.020	-2.31*				
Judgmental ability based on objective information	0.10	0.24	0.03	0.001	0.40				
Self-controlled persistence of activity	-0.37	0.21	-0.14	0.012	-1.78				
Self-adjustment in human relations	-1.15	0.21	-0.38	0.114	-5.56**				
Cultural distance	0.14	0.10	0.09	0.007	1.41				

Note. ** $p < .01$, * $p < .05$ $R^2_{adj} = -.001$ for Model 1, $R^2_{adj} = .016$ for Model 2, $R^2_{adj} = .312$ for Model 3, $R^2_{adj} = .316$ for Model 4

4.3.3.2. Prediction of Social Adjustment

The second hierarchical regression analysis was conducted to examine the extent predictor variables of gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self efficacy and cultural distance predicted social adjustment. As can be seen in the results shown in table 4.27 correlation coefficient between gender and social adjustment score was .05 and Step 1 did not predict social adjustment scores, $F(1,184) = .39$, $p = .53$, $R^2 = .002$, $R^2_{adj} = -.003$. Thus, gender was not a predictor of social adjustment of university students.

In Step 2, multiple correlation coefficient between the linear combination of the second set of predictors (academic achievement scores and student club membership) and social adjustment scores increased to .14. However, the predictive value of the model did not significantly increase when these variables were added ($R^2 = .019$, $R^2_{adj} = .002$, $\Delta R^2 = .017$, $F(3,182) = 1.15$, $p = .22$).

In Step 3, when 5 predictors (perceived stress, self-esteem, judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) were entered into the equation, multiple correlation coefficient between the linear combination of the 5 predictors and social adjustment scores increased to .56. The predictive value of the model increased significantly, ($R^2 = .310$, $R^2_{adj} = .278$, $\Delta R^2 = .291$, $F(8,177) = 0.92$, $p<.001$) explaining 31 % of the total variance. Specifically, self-adjustment in human relations ($t (178) = -5.96$, $p<.001$), self-esteem ($t (177) = -2.47$, $p<.05$), and student club membership ($t (178) = -2.36$, $p<.05$) were found to have significant regression weights. On the other hand, perceived stress ($t (177) = 1.13$, p $>.05$), self-controlled persistence of activity ($t (177) = -.83$, p $>.05$), and judgmental ability based on objective information ($t (177) = .11$, p $>.05$) did not have any significant contribution to the prediction equation. In this model, contribution of each predictor was examined by semi partial correlation

coefficients (sr^2). For this model, self-adjustment in human relations 13.8% (sr^2 =0.138), self-esteem 2.4 % (sr^2 =0.024), and student club membership uniquely explained 2.2 % (sr^2 =0.022) of variance in social adjustment scores. Overall the model explained % 31 of variance in social adjustment scores. Thus, self-adjustment in human relations was the strongest predictor of social adjustment amongst other predictors in the model.

Finally, the inclusion of the cultural distance variable into the regression equation in Step 4, did not significantly increase the predictive value of the model (R^2 = .316, R^2_{adj} = .281, ΔR^2 = .007, $F(9,176)$ = 0.04, p =.19). In other words, cultural distance scores appeared to offer no additional predictive power beyond that contributed by the predictors in Step 3.

In sum, students who scored higher on self-adjustment in human relations, and self-esteem scale, and lower on perceived stress scale and who were members of a student club had lower scores on social adjustment, which implies higher social adjustment.

Table 4.27.

Hierarchical Regression Analysis Summary of Variables Predicting Social Adjustment

	B	$SE\ B$	β	sr^2	t	R	R^2	ΔR^2	ΔF
Step 1						.046	.002	.002	.390
Gender	1.08	1.73	0.05	0.002	0.62				
Step 2						.136	.019	.017	1.53
Gender	0.94	1.74	0.04	0.001	.536				
Academic achievement	-0.03	0.09	-0.03	0.016	-0.33				
Student club membership	-2.95	1.73	-0.13	0.002	-1.71				
Step 3						.556**	.310	.291	14.91**
Gender	1.11	1.52	0.05	0.002	0.73				
Average mid-term scores	0.01	0.08	0.01	0.000	0.16				
Membership of a student club	-3.51	1.49	-0.15	0.022	-2.36*				
Perceived stress	0.17	0.15	0.09	0.001	1.13				
Self-esteem	-0.31	0.12	-0.18	0.024	-2.47*				
Judgmental ability based on objective info	0.02	0.21	0.008	0.000	0.11				

Table 4.27. (continued)

Self-controlled persistence of activity	-0.15	0.18	-0.07	0.003	-0.83				
Self-adjustment in human relations	-1.09	0.18	-0.42	0.138	-5.96**				
Step 4						.562**	.316	.007	1.74
Gender	1.05	1.52	0.05	0.002	0.69				
Average mid-term scores	0.02	0.08	0.02	0.000	-0.26				
Student club membership	-3.50	1.48	-0.15	0.022	-2.35*				
Perceived stress	0.17	0.15	0.08	0.004	1.07				
Self-esteem	-0.30	0.12	-0.17	0.023	-2.45*				
Judgmental ability based on objective info	0.01	0.21	0.003	0.000	0.04				
Self-controlled persistence of activity	-0.17	0.18	-0.07	0.003	-0.91				
Self-adjustment in human relations	-1.09	0.18	-0.42	0.139	-5.99**				
Cultural distance	0.11	0.08	0.08	0.007	1.30				

Note. ** $p < .01$, * $p < .05$ $R^2_{adj} = -.003$ for Model 1, $R^2_{adj} = .002$ for Model 2, $R^2_{adj} = .278$ for Model 3, $R^2_{adj} = .281$ for Model 4

4.3.3.3. Prediction of Academic Adjustment

The third hierarchical regression analysis was conducted to examine the extent predictor variables of gender, academic achievement, student club membership, perceived stress, self-esteem, college adjustment self efficacy and cultural distance predicted academic adjustment. As can be seen in the results shown in table 4.28 correlation coefficient between gender and academic adjustment score was .09 and Step 1 did not predict academic adjustment scores, $F(1,184) = 1.65$, $p = .20$, $R^2 = .009$, $R^2_{adj} = .004$. Thus, gender was not a predictor of academic adjustment of university students.

In Step 2, multiple correlation coefficient between the linear combination of the second set of predictors (academic achievement scores and student club membership) and academic adjustment scores increased to .37. The predictive value of the model increased significantly when these variables were added to the model ($R^2 = .140$, $R^2_{adj} = .126$, $\Delta R^2 = .131$, $F(3,182) = 9.85$, p $<.001$) explaining 14 % of the total variance. Specifically, academic achievement score was a significant predictor with a significant regression weight ($t(182) = -5.25$, $p<.001$) whereas student club membership was not a predictor of academic adjustment ($t(182) = .54$, $p >.05$). In this model, academic achievement uniquely explained 13% ($sr^2 = 0.130$) of variance in academic adjustment. Thus, academic achievement appeared as the significant predictor of academic adjustment in step 2.

In Step 3, when 5 predictors (perceived stress, self-esteem, judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) were entered into the equation, multiple correlation coefficient between the linear combination of the 5 predictors and academic adjustment scores increased to .58. The predictive value of the model increased significantly, ($R^2 = .340$, $R^2_{adj} = .310$, $\Delta R^2 = .200$, $F(8,177) = 11.40$, p $< .001$) explaining 34 % of the total variance. Specifically, perceived stress (t

(177) = 4.06, $p<.001$), academic achievement scores (t (177) = -3.84, $p<.001$), and self-controlled persistence of activity (t (177) = -3.09, p < .05) were found to have significant regression weights. On the other hand, judgmental ability based on objective information (t (177) = 1.21, p >.05), self-adjustment in human relations (t (177) = -.91, p >.05), and self-esteem (t (177) = -.49, p >.05) did not have any significant contribution to the prediction equation. Beta values indicate that academic achievement, self-esteem, self-controlled persistence of activity, and self-adjustment in human relations were negatively related to academic adjustment scores whereas gender, student club membership, perceived stress, and judgmental ability based on objective information were positively related to academic adjustment scores. In this model, contribution of each predictor was examined by semi partial correlation coefficients ($sr^{2)}$. For this model, perceived stress 6.2% (sr^2 =0.062), academic achievement 5.5 % (sr^2 =0.055), and self-controlled persistence of activity uniquely explained 3.6 % (sr^2 =0.036) of variance in academic adjustment scores. Over all the model explained % 34 of total variance in academic adjustment scores. Thus, perceived stress and academic achievement were found to be the stronger predictors of college adjustment than self-controlled persistence of activity at step 3.

Finally, the inclusion of the cultural distance variable into the regression equation in Step 4, did not significantly increase the predictive value of the model (R^2 = .343, R^2_{adj} = .309, ΔR^2 = .003, F(9,176) = 10.20, p =.40). In other words, cultural distance scores appeared to offer no additional predictive power beyond that contributed by the predictors in Step 3.

In sum, these findings indicated that students who had lower perceived stress scores, and higher academic achievement and self-controlled persistence of activity scores had lower scores on academic adjustment, which implies higher academic adjustment.

Table 4.28.

Hierarchical Regression Analysis Summary of Variables Predicting Academic Adjustment

	B	$SE\ B$	β	sr^2	t	R	R^2	ΔR^2	ΔF
Step 1						.094	.009	.009	1.65
Gender	0.80	0.62	0.09	0.009	1.29				
Step 2						.374**	.140	.131	13.83**
Gender	0.43	0.59	0.05	0.003	0.72				
Academic achievement	-0.16	0.03	-0.36	0.130	-5.25**				
Student club membership	0.32	1.59	0.04	0.001	0.54				
Step 3						.583**	.340	.200	10.74**
Gender	1.01	0.54	0.12	0.013	1.88				
Average mid-term scores	-0.12	0.03	-0.25	0.055	-3.84**				
Membership of a student club	0.05	0.52	0.006	0.000	0.09				
Perceived stress	0.21	0.05	0.30	0.062	4.06**				
Self-esteem	-0.02	0.04	-0.03	0.001	-0.49				
Judgmental ability based on objective info	0.09	0.08	0.09	0.005	1.21				

Table 4.28. (continued)

	B	SE	β	sr^2	t	R	R^2		
Self-controlled persistence of activity	-0.20	0.06	-0.24	0.036	-3.09**				
Self-adjustment in human relations	-0.06	0.06	-0.06	0.003	-0.91				
Step 4						.585**	.343	.003	1.05
Gender	0.99	0.54	0.12	0.013	1.83				
Average mid-term scores	-0.11	0.03	-0.24	0.053	-3.79**				
Student club membership	0.05	0.52	0.006	0.000	0.10				
Perceived stress	0.21	0.05	0.30	0.060	3.95**				
Self-esteem	-0.02	0.04	-0.03	0.001	-0.44				
Judgmental ability based on objective info	0.09	0.08	0.09	0.005	1.14				
Self-controlled persistence of activity	-0.20	0.06	-0.25	0.036	-3.14**				
Self-adjustment in human relations	-0.60	0.06	-0.06	0.003	-0.94				
Cultural distance	0.03	0.03	0.05	0.003	0.85				

Note. ** $p < .001$, * $p < .05$ $R^2_{adj} = .004$ for Model 1, $R^2_{adj} = .126$ for Model 2, $R^2_{adj} = .310$ for Model 3, $R^2_{adj} = .309$ for Model 4

4.3.4. Summary of the Results of the Study II

Three hierarchical regression analyses were conducted to examine the extent gender, academic achievement, student club membership, perceived stress, self-esteem, 3 dimensions of college adjustment self-efficacy (i.e., judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) and cultural distance predicted total college adjustment, social, and academic adjustment levels of first year English Preparatory School students. Results revealed that self-adjustment in human relations, perceived stress, and student club membership and self-esteem were predictors of overall college adjustment and social adjustment. Perceived stress was a predictor of overall adjustment and academic adjustment. Academic achievement and self-controlled persistence of activity were predictors of academic adjustment. On the other hand other predictor variables such as gender, judgmental ability based on objective information, and cultural distance did not contribute significantly to the any of the three regression models.

CHAPTER V

DISCUSSION

This chapter included three sections. The first section captures the discussion of quantitative and qualitative findings of Study I. Second section presents the discussion of results of Study II. Finally, the third section involves implications and recommendations for research and practice.

5.1. Discussion of Study I Results

5.1.1. Discussion of the Quantitative Results

For the purpose of examining differences between adjustment to college, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance scores of the participants as a function of time, 5 separate Freidman tests were conducted. The results of the Friedman tests indicated that there were no significant differences in total college adjustment, social and academic adjustment, perceived stress, self-esteem, two subdimensions of College Adjustment Self-efficacy Scale, namely, judgmental ability based on objective information and self-adjustment in human relations scores of the participants among three assessments. On the other hand, there were significant differences in self-controlled persistence of activity dimension of College Adjustment Self-Efficacy and cultural distance scores of the participants over time. More specifically, it was found that students' self-controlled persistence of activity scores increased significantly from 3 to 6 months, and students' cultural distance scores increased from 3 to 9 months.

Although more limited in number in comparison to cross-sectional studies, longitudinal studies in college adjustment literature (e.g., Becker, 2008; Bettencourt et al., 1999; Clark, 2005; Friedlander et al., 2007) tried to illuminate whether changes in factors influencing college adjustment also led to changes in college adjustment level of the students. Some of the longitudinal studies found that at the beginning of the transition process (first few months at university) students experience the greatest difficulty (e.g., Baker, McNeil, & Siryk, 1985; McClure, 2007).

Baker et al. 1985, assessing the differences between freshmen students' expectations before starting to college (in summer) and perceptions of the college environment in the 8th week of the first semester and 5th week of the second semester through use of college adjustment scale and adapted version of the scale on expectations, found that the decline in levels of adjustment on the full scale, the academic and social adjustment scales occurred by the time of the first semester testing and reductions in adjustment levels continued into the second semester on the social adjustment and institutional attachment scales. However, researchers indicated that no significant changes occurred on personal / emotional subscale over time. The authors also revealed that direction for anticipated to actual adjustment showed that myth was not experienced by all freshmen since there were participants either showing no change or actual increase in adjustment scales.

McClure (2007), exploring Chinese International graduate students' cross-cultural adjustment in Singapore over a 5-month period from within 6 to 12 months of their arrival through two interviews, also indicated that adjustment for students were most difficult in the first 6 to 12 months of entry into the new academic and cultural environment, mostly due to the influence of previous educational and cultural experiences on expectations of the new environment.

Thus, based on literature, in the present study it is expected that college adjustment levels of the participants would change over time. However, this

expectation was not met. Although the finding that there were no significant differences in total college adjustment, social and academic adjustment levels of the participants was not in line with the study of Baker et al. (1985) and McClure (2007), it was supported by the findings of Becker (2008) which indicated no significant differences in overall college adjustment levels of 211 first-year freshmen in the middle and at the end of the first semester. Friedlander et al. (2007), in their longitudinal study with 115 freshmen, also found very little change in overall and 4 facets of college adjustment (i.e., academic, social, personal-emotional adjustment, and institutional attachment) scores of students between two time points (10 week difference). Bettencourt et al. (1997) in their longitudinal study with 142 first-year university students also found slight differences in social and academic adjustment levels of students between measurements taken within first 45 days and within last 45 days of the academic year.

The finding that the total college adjustment, social, and academic adjustment scores of the participants do not change in time might be explained with the disillusionment experienced by the students during the academic year. That is, students' unrealized (not fulfilled) pre-college expectations about college life might have prevented (obscured) a potential increase in level of students' college adjustment. Baker and Schultz (1992) indicated that the average total scores for the scales of Student Adjustment to College Questionnaire tended to show a downward trend over time, especially in the 1st year. This downward trend over time did not mean students become less adjusted over time, but that a notable number of students experienced disillusionment during the academic year due to their continuing disappointment with violation of their expectations before entering college (as cited in Bettencourt et al., 1997). The findings of the qualitative phase of the study in which participants starting from the first trimester reported higher levels of adjustment life on campus in Cyprus consistently is also in line with the quantitative findings of no change in college adjustment in three assessments. Another explanation to this finding might be the volunteered nature of participation in the present study. It might be that

students who volunteered to take part in the study was better adjusted or the ones who had more potential in adjusting to college in comparison to students who did not volunteer.

Finding that no significant differences emerged in self-esteem and perceived stress level of participants among three assessments supports some of the previous research findings (Bettencourt et al., 1997; Friedlander et al., 2007) and contradict with other research findings (Wintre & Yaffe, 2000). This findings is also parallel to the qualitative findings of the study which indicated that starting from first trimester participants' in all three interviews consistently reported personal changes mainly being self-sufficient, having social skills and self-esteem that helped them to adjust to college.

Similar to the findings of the present study, Bettencourt et al. (1997) indicated no significant differences between self-esteem scores of the students assessed within first 45 days and last 45 days of academic year. Friedlander et al. (2007) also indicated very little changes in students' levels of self-esteem and perceived stress between two time points. However, Wintre and Yaffe (2000) in a study with 408 first-year university students, encountered significant increases in both perceived stress and self-esteem scores of the students between two assessments taken in the first week of fall semester and March in spring semester.

Trzesniewski, Donnellan and Robins (2003) examining the rank-order stability of self-esteem from age 6 to 83 in two separate studies, one a meta-analysis of 50 published articles and one analyzing data from 4 large national studies, found that self-esteem stability was low during childhood, increased throughout adolescence and young adulthood, and declined during midlife and old age. Trzesniewski et al. explained high stability of self-esteem during early adulthood with reduction of maturational changes, increase in individual control over environment. Thus, lack of significant changes in level of self-esteem of the participants in the present study might be explained with stability of self-

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esteem during this age period which corresponds to beginning of young adulthood

In the present study no significant differences in two dimensions of College Adjustment Self-efficacy Scale, namely, judgmental ability based on objective information and self-adjustment in human relations were found among three assessments. This finding partially supported the results of another study which demonstrated no significant change in self-efficacy scores of students assessed at the beginning and at the end of the academic year (Ramos-Sanchez & Nichols, 2007). Ramos-Sanchez and Nichols in a study with 192 freshmen using a self-efficacy inventory pertaining to academic experience of students and addressing issues related to course work, faculty and classroom interactions, found no significant differences in self-efficacy scores of the students between two assessments. The finding of this study that indicated no significant changes in self-adjustment in human relations scores of participants over time is also supported by the qualitative part of the study that revealed improvement in social skills and / or relationships of several participants consistently in all trimesters. This finding can be explained by primary importance freshmen paid to forming friendships and social groups (Conway, 2008; Dextras, 1993) and improvement in their social skills as well as quality and quantity of relationships right from the beginning of the academic year.

Although no significant differences were encountered in two dimensions of College Adjustment Self-Efficacy Scale over time, it was found that self-controlled persistence of activity scores of the participants increased significantly from 3 to 6 months. This finding is congruent with the findings of qualitative part of the study which portrayed that being self-sufficient (i.e., taking their own responsibility, taking care of chores such as budget control, doing assignments) and personal growth were the most frequently and consistently reported perceived positive personal changes for all trimesters by the participants. Present finding also supports findings of previous longitudinal qualitative studies. Dextras (1993) for example, investigating academic and

social changes during the 1st year of college of 28 freshmen reported that as students became more comfortable in their new environment and with leaving home they became more assertive, focused and articulate. Author concluded that students started to observe individual changes as the first semester progressed but they reflected more clearly on their experiences and changes during the last two interviews which were conducted in the second semester. Lokitz and Sprandel (1976) in their study with college freshmen also found that students viewed themselves to be more adult and independent as a result of first year experience. Keup (2007) in a longitudinal qualitative study explored pre-college expectations (as assessed in the spring term of students' senior year of high school) of 9 students and their possible effects on college adjustment during the first year of college (as assessed by two subsequent interviews at the end of the first and second semester). Results indicated that during their first year at university some of the expectations such as gaining independence with accompanying responsibility, self-discovery and exploration were fulfilled. However, this finding was inconsistent with the findings of Ramos-Sanchez and Nichols (2007) which demonstrated no significant change in self-efficacy scores of students assessed at the beginning and at the end of the academic year.

The none significant differences in college adjustment, perceived stress, self-esteem, judgmental ability based on objective information and self-adjustment in human relations scores of the participants might be explained due to not knowing the level of these variables before students were exposed to college impact. In other words, first assessments were taken after 3 months into the first semester which might have prevented to observe changes occurred during the first three months. The qualitative findings demonstrated that students started to observe personal changes right from the first trimester. Dextras (1993) also indicated that students started to observe individual changes as the first semester progressed.

The insignificant differences in these variables might also be explained with the positive effect of the interviews on participants. Baker and Siryk (1986) in an

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exploratory intervention with college adjustment scale found that only one interview in which students' adjustment difficulties were asked and designed primarily information-giving rather than remedial was associated with significantly higher scores on the college adjustment scale.

Results of the study indicated an increase in cultural distance scores of the participants from 3 to 9 months. This finding might be explained with limited opportunities of the participants in getting to know the Turkish Cypriot culture due to rare contact with the host culture. That is, limited contacts with the host society due to majority of first-year students staying on campus, location of campus, self-sufficient campus environment, and low number of Turkish Cypriots studying at the university may have prolonged participants' observation of the cultural differences. As students adjust to university, campus life and have a social network to go out with they might have started to get out of campus and get to know the Turkish Cypriot culture and hence start to realize the differences between the two cultures more.

5.1.2. Discussion of the Qualitative Results

To explore college adjustment process of the participants 3 interviews were conducted. In the interviews, students' predeparture information and expectations about the university, challenges faced, their coping strategies and support resources, personal changes observed in themselves during their first year in college, challenges faced by students, future education and career plans, and finally their suggestions to ease the adaptation process of the students in their first year at the university were sought.

Results revealed that students were affected by three factors in making their decision to come to the university. These factors were benefiting from the advantages of being a student and a graduate of such a reputable university, and being guided by their family. The finding that factors of benefiting from the advantages of a prestigious university and being guided by their family affected

participants' decision to study at the university was is in line with the findings of another qualitative study which examined White, Black, and Hispanic students' transition to a community college. Weismann et al. (1998) in their longitudinal study with 28 students found that college's excellent reputation and family members were two influential factors affecting students' decision to enroll in college.

As findings revealed during predeparture students obtained information about university from people (e.g., friends, teachers, university personnel) who had some knowledge about the university and via websites. Students reported the quality of information to be either correct or insufficient and / or misleading. Prior to coming to university students had either positive (e.g., excitement, happiness) or negative (e.g., fear, sadness) feelings and had either high or low expectations about the quality of education and quality of life in campus and Cyprus. Roe (2000) in exploring pre-college expectations, success definitions, experiences, and strategies of 8 freshmen also found that most of the students entered college with a range of expectations which some of them were fulfilled while others were not. Roe observed that students held high academic expectations which were often thwarted (e.g., being able to learn course material adequately in class, professors being accessible to students inside and outside of class) and low social expectations which were exceeded initially (e.g., quality of their peers being higher than expected, social integration being easier than expected). Another qualitative study which explored precollege expectations and their possible effects of college adjustment during the first year of college indicated that participants' precollege expectations pertained to academic life (e.g., choosing their coursework for the purpose of developing their individual interests, not having to spend time in classes that they don't enjoy), engagement in nonacademic activities (partying, student organizations), interpersonal relationships (e.g., changes in the state of one's relationships with family and high school friends, establishment of new interpersonal relationships), and personal development and growth (e.g., gaining independence in personal choice and social relationships, learning to act on

ones behalf) (Keup, 2007). Keup concluded that despite some unmet expectations and challenging experiences all of the students felt well adjusted to college on the overall. Keup's conclusion is in line with the present study which demonstrated that most of the students' felt well-adapted to college life in Cyprus in spite of their unmet expectations.

Present study indicated that the first 10 days after arrival students' experienced difficulties were loneliness and homesickness, and cultural and environmental differences (e.g., traffic flow, differences in accent and speed of speech). Challenges experienced by students during the *first trimester* included academic problems (e.g., course difficulty, decrease in performance), inadequate social life, homesickness, friendsickness, and loneliness. Academic problems continued to be the most frequently reported difficulty experienced by the students in the *second* and *third trimester*. These findings support the results of several previous research in which common challenges were reported by freshmen (Dextras, 1993; Lokitz & Sprandel, 1976; Pascale, 2006; Poyrazli & Grahame, 2007; Roe, 2000). For instance, in a longitudinal study Lokitz and Sprandel (1976) found that students experienced loneliness, homesickness and needed to make new friends hoping to find the security previously felt within their friendships at high school, had difficulty to manage their time effectively and to find a balance between academic and social life, concerns with their academic performance, and thoughts of transferring to another university as a way of coping with extreme academic and social pressures. Researchers also indicated that in comparing two challenges experienced at two semesters, more students reported to feel homesick and be concerned about their academic performance in the first semester whereas students became more concerned about their social life in the second semester. This was finding partially true for the present study. That is, participants experienced homesickness, friendsickness, and loneliness more in the first semester in comparison to the second semester, however, academic problems and concerns about social life (i.e., inadequate social life, interpersonal problems) were reported as challenges both in the first and second semester. The findings of the present study

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concerning students becoming more concerned about their social life in the second semester might be explained by the findings of another study which investigated the cultural differences between American and Turkish freshmen regarding contact behavior. The study of Kaya and Weber (2003) demonstrated that Turkish students paid more importance to developing a social network than their American counterparts and that they used more proactive behaviors such as visiting other's rooms or going to places where they can be with their friends to develop that social network. Thus, it might be that participants paid equal importance to their academic and social life and hence had concerns related with both aspects of their life starting from the first semester. The different finding regarding participants' continuance of academic concerns in the second semester might be explained with the upcoming proficiency exam at the end of the second semester which is a big common concern of almost all students studying at preparatory school.

In college adjustment literature parents (Guiffrida, 2005; Katz, 2008) and friends (Dextras, 1993; Roe, 2000) were indicated to be among the most important sources of support for freshmen. These findings were supported by the present study in which parents were reported to be the prime source of support during the first 10 days at university whereas friends were the most consistently reported source of support in all trimesters. Buote et al. (2007) in a study examining the relationship between new friendships and university adjustment also underlined the adaptive role of quality friendships on college adjustment and added that friends fulfilled several key functions in the adaptation process of students. The ways in which friendship aided in adjustment were (a) providing a sense of belonging, (b) giving emotional support and tangible assistance, (c) giving advice and providing guidance, (d) assisting students in expending their social network, (e) providing fun and enjoyment and thus helping reduce the stress experienced, and (f) normalization of the experienced common difficulties and related feelings through sharing.

With regard to participants' strategies to deal with challenges, it is observed that several participants used active coping including positive and/or constructive thinking and figuring out solutions to one's problems in dealing with social, personal, and academic issues. This finding supported the findings of previous studies which demonstrated use of active coping strategies such as self-determination, taking collegial support in one' studies, commitment of long hours to study (McClure, 2007), and development of a social network involving students from one's home country, international students from other countries or host nationals (Pascale, 2006). Study of Dextras (1993) revealed somewhat different findings. Dextras, examining first-year experiences of students indicated that students' coping styles differed from one another; some students employed active coping strategies such as developing new relationships, focusing on their studies, entering college life by taking part in activities and programs whereas others used avoidant coping style such as escaping from college to home most weekends and continuing to socialize with old friends or waiting for others invitations to socialize, or not studying.

Among the participants' most frequently reported observed personal changes were being self-sufficient, improvement in social skills and/or relationships and increase in level of adaptation. Being self-sufficient included learning to take one's own responsibility, taking care of chores by themselves, and maturing personally. This finding was in line with previous research which indicated observed personal changes during the first-year of college as becoming more assertive, focused, and articulate (Dextras, 1993), being and being perceived more adult (Lokitz & Sprandel, 1976), and gaining independence with accompanying responsibility and increase in adaptation level (Keup, 2007).

Students' leisure time activities during their first-year included sleeping, watching television, spending time in some other students' rooms, lounging and communicating with peers (Dextras, 1993). In the present study, most frequently and consistently reported leisure time activity was spending time with friends. In that sense present finding supports the findings of Dextras.

Involvement in sports activities and going out of campus were the two other most frequently reported leisure activity for the second trimester.

Having a social network on campus was reported consistently to be a facilitator in the adaptation process of the participants. This finding is line with the findings of several previous research. In the literature, perceived social support from friends was indicated to be a positive predictor of overall college adjustment (Rood, 2008), social adjustment (Katz, 2008), and academic success (Strage, 2000). Becker (2008) in her longitudinal study investigating the predictive role of social support and personality variables on college adjustment, found that satisfaction with one's social network which was an indicator of satisfaction with perceived support predicted college adjustment positively. Study of Conway (2008) also indicated social connectedness to be a facilitator in social adjustment of freshmen. Knapp-Williams (1991), in an adult sample of first-year students also found that degree of support from family and close friends as well as caring attitude of support from faculty and staff were positive influential factors in the adaptation process.

In the present study previous experiences (e.g., experience of living away from family, coming from a similar place of living) as also noted to be a frequently reported facilitative factor in the first trimester. Dextras (1993) also observed that previous experience of having traveled more and having moved around made students more used to change and hence facilitated their adjustment to college.

Qualitative findings of the study showed that, personal characteristics such as personal skills (e.g., time management, adaptation to a new environment, entertaining oneself), social skills (e.g., communication skills, assertiveness), and personality characteristics (e.g., hardiness, being determined, patient, extravert, not shy) were perceived as facilitative factors in the adaptation process of participants. This finding supported the previous research findings which demonstrated balancing one's priorities in three facets (i.e., academics,

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friendships, co-curricular activities) (Conway, 2008); goal focus, degree of commitment, degree of self-confidence, self-discipline, sense of being in control, time management / study skills (Knapp-Williams, 1991) as facilitative factors in the adaptation process of first-year of university students.

Regarding participants' future plans, it is seen that participants future plans pertained to educational and professional life such as succeeding at college, pursuing career related goals, and transferring to another university. In the same vein, with the findings of present study, Spade and Reese (1991), in exploring future plans of a total of 320 female and male undergraduates found that both female and male students planned to have a specific career. Regarding participants' plans of transferring to another university, Lokitz and Sprandel (1976) also found that students had thoughts of transferring to another university as a way of coping with extreme academic and social pressures. This might also be one of the reasons why participants of the present study had thoughts of transferring to another university. Rickinson (1995) also portrayed that students' thoughts of dropping-out might be associated with adjustment difficulties. Researcher in interviewing students who are in the high risk group of dropping-out explored that these students shared some commonalities; (a) being unable to engage with their new environment, (b) perceiving the university environment as threatening, (c) lacking confidence in their ability to cope new personal and academic demands, (d) being in between leaving the university or staying, (e) their coping mechanism of seeking appropriate help being undermined by their level of anxiety and distress.

5.2. Discussion of Study II Results

The purpose of study was to examine the extent gender, academic achievement, student club membership, perceived stress, self-esteem, 3 dimensions of college adjustment self-efficacy (i.e., judgmental ability based on objective information, self-controlled persistence of activity, self-adjustment in human relations) and cultural distance predicted total college adjustment, social, and

academic adjustment levels of first year English Preparatory School students. The results of the first hierarchical regression analysis demonstrated that combination of all 5 predictors in three steps explained 34 % of variance in total college adjustment scores. However, taken individually results indicated that among all variables only self-adjustment in human relations, self-esteem, perceived stress, and student club membership significantly predicted overall college adjustment. In other words, it was found that students who scored higher on self-adjustment in human relations, and self-esteem scale, lower on perceived stress and who were members of a student club were better adjusted to university.

The results of the second hierarchical regression analysis indicated that combination of 5 predictors in three steps explained 31 % of variance in social adjustment scores of participants. However, taken individually results indicated that among all variables only self-adjustment in human relations, self-esteem, and student club membership predicted social adjustment. More specifically, it was found that students who scored higher on self-adjustment in human relations and self-esteem scale and who were members of a student club were better adjusted to university socially.

The results of the third hierarchical regression analysis indicated that combination of 5 predictors and academic achievement in three steps explained 34 % of variance in academic adjustment scores of the participants. However, taken individually results indicated that among all variables only perceived stress, academic achievement scores, and self-controlled persistence of activity predicted academic adjustment. More specifically, it was found that students who had lower perceived stress scores and higher academic achievement and self-controlled persistence of activity scores were better adjusted academically.

In conclusion, self-adjustment in human relations, perceived stress, and student club membership and self-esteem were predictors of overall college adjustment and social adjustment. Perceived stress was a predictor of overall adjustment

and academic adjustment. Academic achievement and self-controlled persistence of activity were predictors of academic adjustment. On the other hand other predictor variables such as gender, judgmental ability based on objective information, and cultural distance did not contribute significantly to the any of the three regression models.

Results of this study revealed that self adjustment in human relations subdimension of college adjustment self-efficacy (i.e., the degree of confidence in one's interpersonal skills such as expressing oneself and adapting oneself to new social environments) was a strong predictor of overall college adjustment and social adjustment. The strong positive relationship between general self-efficacy (Marder, 2009), self-efficacy specific to conducting interpersonal relations (Rooijen, 1986) and overall college adjustment was reported by researchers. Rooijen (1986), in his study with 536 university students found that adaptation to university was positively associated with feeling at ease in establishing interpersonal relations. In other words, the findings of the study revealed that students who were well-adapted to university reported to have higher ability in making new contacts with people. Finding that self-adjustment in human relations was the strongest predictor of social adjustment was supportive of previous research findings. Myers (2004), in a longitudinal study with 274 freshmen, found that social efficacy assessed prior to arrival on campus positively predicted social functioning. Torres and Solberg (2001), in a study with 179 college students also indicated that college self-efficacy pertaining to college related academic and social tasks was strongly and positively correlated with social integration (i.e., connection to faculty and students). Noting the adaptive role of new friendships on college adjustment Buote et al. (2007) found that quality of new friendships was a significant positive predictor of overall university adjustment and four dimensions of college adjustment. Other research findings also pointed at the primary importance freshmen paid to forming friendships and social groups (Conway, 2008; Dextras, 1993). Students' higher degree of confidence in their interpersonal skills and importance they gave to forming new relationships

might have motivated them to establish friendships which in return might have enhanced their attachment to university (Campbell, 2002) and their college adjustment.

Consistent with the findings of several studies in literature (e.g., Becker, 2008; Protinsky & Gilkey, 1996; Toew & Yazedjian, 2007), self-esteem was found to be another significant positive predictor of college adjustment. Results of the present study indicating self-esteem to be a positive predictor of social adjustment also supported findings of previous research. A study conducted with 88 female freshmen demonstrated that self-esteem was a positive predictor of social adjustment (Mooney et al., 1991). Bettencourt et al. (1999), in a study conducted with 142 first-year university students, found that both personal and collective self-esteem were positively correlated with social adjustment at two time points (i.e., in the beginning of the first term, at the end of the second term).

Results of the present study also indicated perceived stress to be a negative predictor of overall college adjustment and academic adjustment. The negative relationship between perceived stress and college adjustment was also indicated by previous studies (Kerr et al., 2004; Wintre & Yaffe, 2000). Kerr et al. (2004), in a study with 56 freshmen, found that perceived stress was negatively associated with overall college adjustment. Also in a longitudinal study conducted with 408 first-year students perceived stress assessed in the beginning of fall semester was found to be a significant negative predictor of college adjustment (Wintre & Yaffe, 2000).

Finding that perceived stress was a strong negative predictor of academic adjustment was also in line with previous research (Friedlander et al., 2007) which pointed at the negative association of perceived stress and academic adjustment. Friedlander et al., in a longitudinal study with 115 first-year students, found that changes in perceived stress scores was major predictor of changes in adjustment level of students. More specifically, researchers indicated

that students who experienced decreases in their stress levels across the 10 week-period showed improvements in academic as well as in all facets of adjustment.

In the present study, student club membership emerged to be another significant positive predictor of overall college adjustment as well as social adjustment. Beneficial effects of extracurricular involvement on students' college adjustment were demonstrated also in previous research (Bettencourt et al., 1999; Bohnert et al., 2007; Weissman et al., 1998). Bettencourt et al. (1999), in their study with 142 first-year students, encountered that number of extracurricular activities involved was positively associated with both academic and social adjustment level of students. Weissman et al. (1998) in a qualitative study with freshmen also indicated that students reported that taking part in activities outside of the classroom provided them with an opportunity to meet old and new friends which in turn helped them feel more involved. Bohnert et al. (2007) in their study with 85 adolescents examined whether participation in organized activities across transition to college predicted two indices of social adaptation, development of high-quality friendships, and loneliness and social dissatisfaction. Researchers found that intensity of activity involvement during the first year positively predicted friendship quality in students who had experienced high levels of loneliness and social dissatisfaction prior to college entrance. Intensity of activity was also indicated to be strongly and negatively associated with loneliness and social dissatisfaction in students who had low quality relationships before entering to college.

The present study also demonstrated that academic achievement was a significant positive predictor of academic adjustment. This finding was in line with some of the previous research results which indicated a positive association between academic achievement and academic adjustment (Bettencourt et al., 1999). Hurtado et al. (2007), investigating the key factors impacting college adjustment as indicated by two outcomes based on factor-derived scales, success in managing the academic environment (i.e.,

understanding professor expectations, developing effective study skills, adjusting to academic demands, managing time) and sense of belonging in a sample of 5049 students, found that college GPA strongly predicted students' academic adjustment as indicated by students' success in managing the academic environment. However, findings of the present study did not support findings of another study which indicated no significant relationships between academic achievement and academic adjustment (Thompson & Fretz, 1991).

In the present study, self-controlled persistence of activity also emerged as a significant positive predictor of academic adjustment. This finding was also an expected one since students who have inner control on their behavior may balance academic and social life and fulfill academic demands of college life which in turn contribute to their higher level of academic adjustment (Njus & Brockway, 1999). Self-controlled persistence of activity dimension of CASES includes items which reflect one's confidence in fulfilling tasks pertaining to academic life (e.g., "I can finish a work even it is difficult for me", "I can put effort in succeeding"). Thus, present finding supported the findings of previous research which pointed at the predictive role of academic self-efficacy on academic adjustment (Ramos-Sanchez & Nichols, 2007; Zychowski, 2007).

The findings of the study indicated that gender, judgmental ability based on objective information, and cultural distance did not predict total college adjustment, social or academic adjustment level of the participants. The finding that gender was not a predictor of overall and two facets of college adjustment was in line with some of the previous research findings which indicated no significant gender differences on college adjustment level of students (Fisher & Hood, 1988; Leong & Bonz, 1997) and contradictory with other research findings that demonstrated significant gender differences on college adjustment level of students (Enochs & Roland, 2006; Wintre & Yaffe, 2000).

In the present study judgmental ability based on objective information (i.e., subdimension of College Adjustment Self Efficacy representing students' self-

confidence in fulfilling judgmental skills such as rational thinking and skill of observation) was not found to be a predictor of overall college adjustment or facets of college adjustment. Multon et al. (1991), in their large meta analysis of studies investigating self-efficacy in relation to academic performance and persistence indicated that strongest associations were found in studies where self-efficacy measures corresponded most closely with performance criteria. This might be the explanation of not finding any significant relations between judgmental ability based on objective information and college adjustment since this dimension of College Adjustment Self Efficacy, in comparison to other two dimensions pertains to more general tasks rather than tasks specific to college life.

Cultural distance was also not found to be a predictor of overall and two facets of college adjustment of participants. This somewhat unexpected finding might be interpreted with three explanations. First, students studying at the university have limited contacts with the host society due to majority of first-year students staying on campus, location of campus, self-sufficient campus environment, and low number of Turkish Cypriots studying at the university. Thus, cultural distance might have not affected their level of college adjustment. Second, how students respond to acculturative experiences is influenced not only by perceived cultural distance but also by several other individual or group level factors conjointly (Berry, 2006). Thus, other factors such as social support, effective coping strategies, and positive societal attitudes might have protected them against possible adverse effects of perceived cultural distance on college adjustment. Third, it might be that participants of the present study did not perceive much cultural differences between Norhtern Cyprus and Turkish culture as also indicated by the qualitative findings of the present study.

In conclusion, quantitative results of the Study I revealed that there were no significant differences in total college adjustment, social and academic adjustment, perceived stress, self-esteem, two subdimensions of College Adjustment Self-efficacy Scale, namely, judgmental ability based on objective

information and self-adjustment in human relations scores of the participants among three assessments. However, results of the Study II demonstrated that the same variables (i.e., perceived stress, self-esteem, self-adjustment in human relations) appeared to be significant predictors of overall, social, and /or academic adjustment levels of the students as assessed at the end of their first-year. These seemingly inconsistent findings of the Study I and II might again be explained by the positive impact of the interviews on assessed variables. That is, participants of the Study I were interviewed three times during their first year whereas students in the Study II were not.

5.3. Implications and Recommendations for Research and Practice

This section entails two subsections; one pertaining to implications and recommendations for research and other for practice.

5.3.1. Implications and Recommendations for Research

The findings of the present study offer various implications and suggestions for future research.

In Study I differences between adjustment to college, perceived stress, self-esteem, college adjustment self-efficacy, and cultural distance scores of the participants was examined as a function of time (3 months, 6 months, 9 months). Results of the study indicated change only in self-controlled persistence of activity and cultural distance scores of the participants over time. As previously mentioned one of the reasons of insignificant changes in studied variables might be not examining these variables before students were exposed to college impact. Thus, future research would better start to examine the variables under question right from the start of the university to better elucidate the changes observed during the first-year of university.

Baker and Siryk (1986) in an exploratory intervention with college adjustment scale found that only one interview in which students' adjustment difficulties were asked and designed primarily information-giving rather than remedial was associated with significantly higher scores on the college adjustment scale. Thus, future research might replicate the present study with the inclusion of a control group in its design and compare the adjustment scores of the participants to those of control group to assess the impact of interviews on the adjustment scores of the participants.

Cultural distance did not emerge as a significant predictor of overall adjustment and two facets of college adjustment in Study II. As previously mentioned this might be due to the effects of other influential factors in acculturative experiences of the participants. Future research could also investigate other individual or group level factors (e.g., social support, coping strategies, and societal attitudes) which might help to thoroughly explain the effect of acculturative experiences of students on their college adjustment levels.

In Study II, participating in extracurricular activities was assessed only through student club membership and the degree of participation was not included which might have limited thorough assessment of this variable. Bohnert et al. (2007) underlined the importance of considering multiple indices of activity participation when examining outcomes as they found breadth and intensity of involvement were associated with different outcomes. Thus, future research could gather information on the length, intensity, type of activity, and quality of involvement in extracurricular activities in assessing role of extracurricular involvement on college adjustment.

The models in Study II demonstrated the predictive role of several important variables on college adjustment levels of the students at the end of the first year; however, these models are by no means exhaustive. Future research might investigate other potentially important predictors of college adjustment such as perceived support, coping styles and personality variables. Also conducting

longitudinal studies which investigate predictors of college adjustment over time would be helpful in establishing causal relationships between various personal and environmental factors and college adjustment. Future research might also replicate the present study with scales such as Student Adaptation to College Inventory to see predictive role of variables in other dimensions of college adjustment.

Present study represents college adjustment experiences of first-year students who are studying at English Preparatory School in Cyprus. Thus, results of the study by no means can be generalized to first-year students who are freshmen. The present study might be replicated with freshmen to explore unique challenges as well as factors that influence their college adjustment process.

Finally, because of the small number of participants in Study I and unique characteristics of the institution, future studies of expanded populations of students and varying types of institutions are necessary to strengthen the emerging picture of challenges, strategies, and influential factors in the adaptation process.

5.3.2. Implications and Recommendations for Practice

The experiences of participants included in the study provide insight into how to structure student support programs. In qualitative phase of Study I, it was seen that participants' prior knowledge and expectations based on this knowledge might have an impact on perceptions and feelings of students as they come to the university. Thus, it is important that the university provide upcoming students with relevant information about university life in general and the university in particular to help students form appropriate expectations and adequately prepare them to the demands of college life. Since university website is found to be the most frequent source of information for participants prior to their sojourn redesigning the website format as clear as possible with objective and relevant information for newcomers would help students to obtain

correct and sufficient information and hence form realistic expectations. Also while selecting the necessary information to put on the website it is specifically important to include information on cultural and environmental differences such as traffic flow, cost of living, weather, differences in language like accent and speed of speech, as these differences were perceived as difficulties experienced during the first 10 days by several participants. McClure (2007), after examining cross-cultural experiences of Chinese international graduates, suggested that sending educational and cultural information to students prior to their departure would make students' expectations more realistic and prepare them in advance for their academic as well as social transition.

Role of family support especially during the first week of the first-semester seemed to be important in adjustment of the participants. Thus, parents may benefit from information on the importance of their ongoing role in supporting and encouraging their children. So including parents in the orientation program and offering specific suggestions on how to provide support may be needed (Friedlander et al., 2007). Wintre and Yaffe (2000) also emphasized the importance of involving parents and educating them about topics concerning university life and values that may present challenges to their children.

As the first weeks of the academic year passed it is seen that friends took the role of parents becoming a prime source of support for the participants. Reliance of the participants on their social networks demonstrates an important function of college as an institution to provide support. It is seen that most frequently and consistently reported challenges experienced by the participants during all trimesters were academic problems, homesickness, friendsickness, and loneliness. Looking at these challenges experienced by the participants throughout their first year, it is thought that providing both academic and social support would help them to develop more effective strategies to deal with these challenges and hence facilitate the college adjustment process of students. Programs such as noted by Clark (2005) which are two-semester long mandatory first-year seminars that include extended orientation seminars,

academic seminars with either uniform or variable content across sections, discipline-linked seminars, and basic study skills seminars could be provided. These seminars be continued in the second semester to provide a continuing support and to provide the students with heuristic knowledge when the knowledge become more personally relevant after experiencing challenges of the first-term. As suggested by Pancer et al. (2004) 'transition to university' (T2U) program aimed at accomplishing following goals; (a) to help students develop more realistic expectations about university life, (b) to assist them in developing strategies in dealing with potential difficulties, (c) to share common problems within a secure group environment, (d) to provide them information about campus resources, (e) to give them a sense of belonging and support by being a group member could be organized.

Additionally, as participants in the study indicated friends to be their prime source of support and students from senior classes to be an important source of support during their first and second trimester at university, establishing peer-mentoring programs and hence involving more experienced and informed upper class students in the orientation program and / or first-year seminars might have great value in supporting students in their first-year at university. Further, the peer relationships that may develop from these initial interactions may help new students to meet new people and establish a network of friends to whom they may turn for support when they need it (Keup, 2007).

The qualitative findings of Study I indicated that students also viewed their instructors to be a source of support. Especially, in English Preparatory School at the university students spend long class hours with their instructors, thus they have more contact with students than do the counselors involved in university counseling services. Therefore, instructors are in a better position in identifying students with adjustment related problems and make referrals to the university counseling center (Ramos-Sanchez & Nichols, 2007). Counseling centers' role in involving instructors and faculty would be to conduct an active outreach campaign to educate faculty and staff about mental health problems in college

population in general and adjustment difficulties in specific and provide them with information about how to recognize and refer students who need help (Kitzrow, 2003), about mental health services available to students, hours of operation, and confidentiality policies (Mowbray et al., 2006). This information may be shared via educational workshops, printed out brochures, or web sites (Kitzrow, 2003).

As previously mentioned instructors are in a better position in identifying students with adjustment related problems due to their frequent contact with students. However, identifying students with adjustment difficulties, in other words, students who are at risk might also be done by university counseling center through designing and administrating questionnaires to all first-year students and provide them with necessary intervention.

Findings that two facets of College Adjustment Self-Efficacy, self-controlled persistence of activity predicted academic adjustment and self-adjustment in human relations predicted both social and overall adjustment level of participants, demonstrate the importance of increasing self-efficacy levels of students in academic and social domains. Thus, psychoeducational groups as suggested by Ramos-Sanchez and Nichols (2007) which aim at increasing self-efficacy levels of students might help students to develop a better sense of self which in turn increase their motivation to persist in academic pursuits and to pursue their college education.

Given the consistent relations between stress and overall and academic adjustment levels of students suggests efforts to help students manage stress are warranted. As indicated by Çelik-Örücü (2005) implementation of stress management programs might help students to deal with stresses associated with this transitional period.

Finding that student club membership predicted social adjustment level of the students is an important hint, which demonstrates the capacity of group

memberships to enhance adjustment, for practitioners seeking to improve students' adjustment to college. Bettencourt et al. (1999) suggested that group memberships that are consistent with students' social and academic needs and which provide them with positively valued social identities might have a great potential to affect student adjustment to college positively. Thus, an institution's role in fostering extracurricular involvement would be forming/shaping success definitions of students in such a way to foster extracurricular involvement and providing programs, extracurricular clubs, and organizing activities of high quality for students to participate in.

Findings of Study I revealed an important shared concern of students in the second and especially in the third trimester; English proficiency nightmare. Participants of the study reported that proficiency exam constitute a big challenge for preparatory school students. It is thought that conducting a support group for candidates of proficiency exam in the second semester would help students to reduce their level of anxiety and learn effective ways of preparing for the exam.

In sum, making the transition from high school is a multifaceted and challenging process and supporting students during this process is a shared responsibility of administrators, faculty, university counseling centers, administrative staff, parents, and senior students.

To conclude with several participants of the study stated that they appreciated being a part of the study and that they felt cared because someone was interested in them and asked them questions about their experience in college. One can imagine what a well-designed program responding to their, academic, social, and personal needs could achieve if 3 interviews could make them feel that way.

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APPENDIX A

ÜNİVERSİTEYE UYUM ÖLÇEĞİ

Aşağıdaki maddelerin karşısındaki seçeneklerden sizin için en uygun olanını işaretleyiniz.	Bana tamamaen uyuyor	Bana oldukça uyuyor	Bana biraz uymuyor	Bana hiç uymuyor
7. Okuldaki arkadaşlarımla ilişkilerimden memnun değilim.				
9. Ders çalışmaya başlarken çok zorlanıyorum.				
19. Mümkün olduğu kadar toplantı ve kalabalık eğlencelerden uzak kalmaya çalışırım.				
20. Sınavlarda başarılı olamıyorum.				

ADAPTATION TO UNIVERSITY QUESTIONNAIRE

Mark the most suitable option for you .	Suits me fully	Suits me fairly	Suits me a little	Does not suit me at all
7. I am not satisfied with relationships with my friends from university.				
9. I have hard times in starting to study..				
19. I try to be out of meetings and crowded parties as much as possible.				
20. I cannot be successful at exams.				

ÜNİVERSİTEYE UYUMDA KENDİNE YETERLİLİK ÖLÇEĞİ

Aşağıda bulunan her bir cümlede ifade edilen durum için becerinize olan güven derecenizi değerlendirmeniz istenmektedir. **Lütfen size uygun olan seçeneğe çarpı işareti koyunuz.**

	Kendime hiç güvenmem			Kendime çok güvenirim	
	.				
1) Gerekli olduğunda iyi yargılama yapabilirim.					
7) Olaylara geniş bir bakış açısıyla bakabilirim.					
8) Bir iş benim için zor olsa bile bitirebilirim.					
13) İşimi tamamlayıncaya kadar azimle devam edebilirim.					
17) Bir şey yapmak için başkalarıyla işbirliği yapabilirim.					
19) Kendimi bir başkasının yerine koyabilirim.					
21) Kendimi başkalarına açıkça ifade edebilirim.					

COLLEGE ADJUSTMENT SELF-EFFICACY SCALE

Mark the most suitable option for you .	I don't trust myself at all			I trust myself very much	
	.				
1) I can make good judgements when necessary.					
7) I can look at events from a broad perspective.					
8) I can finish a work even if it is hard for me.					
13) I can be determined in completing a work.					
17) I can work cooperatively with others on something.					
19) I can put myself in other's shoes.					
21) I can express myself opently to others.					

ALGILANAN STRES ÖLÇEĞİ

Bu ölçek **geçen son ay** içindeki duygu ve düşünceleriniz hakkında sorular içermektedir. Sizden her bir soruda, tarif edilen duygu veya düşünceyi ne kadar sıklıkla yaşadığınızı belirtmeniz istenmektedir. Bazı sorular birbirine çok benzer gözükse de aralarında birtakım farklılıklar bulunmaktadır bu yüzden her bir soruya ayrı ayrı düşünerek yanıt vermeniz istenmektedir. Bu amaçla her soruyu hızlı bir şekilde düşünerek yanıtlamanız uygun olacaktır. Tarif edilen duygu veya düşünceyi geçen ay boyunca kaç kere hissettiğinizi saymak yerine, verilen alternatiflerden size en uygun gelen seçeneği işaretlemeniz istenmektedir.

	Size uygun olan seçeneğe çarpı işareti koyunuz.				
	Hiç	**Nere-deyse hiç**	**Bazen**	**Olduk-ça sık**	**Çok sık**
1) Geçen ay içinde, hangi sıklıkla beklenmedik bir olaydan dolayı kendinizi üzgün hissettiniz?	⓪	①	②	③	④
7) Geçen ay içinde, hangi sıklıkla hayatınızdaki sinir bozucu şeyleri kontrol edebildiğinizi hissettiniz?	⓪	①	②	③	④
9) Geçen ay içinde, hangi sıklıkla kontrolünüzün dışında gerçekleşen olaylardan dolayı kızgınlık hissettiniz?	⓪	①	②	③	④

PERCEIVED STRESS SCALE

	Mark the most suitable option for you .				
	Never	**Almost never**	**Sometimes**	**Fairly Often**	**Very Often**
1) **In the last one month**, how often did you feel sad due to an	⓪	①	②	③	④

unexpected event?					
7) **In the last one month**, how often did you feel in control of things that have been disturbing you?	⓪	①	②	③	④
9) **In the last one month**, how often did you feel angry because of things that were out of your control?	⓪	①	②	③	④

ROSENBERG KENDİNE GÜVEN ÖLÇEĞİ

Kesinlikle Katılıyorum 1-------2--------3--------4 Kesinlikle katılmıyorum

Aşağıda kendinizle ilgili duygularınızı yansıtan bir takım ifadeler verilmiştir.
Bu   ifadelere ne oranda katıldığınızı belirtiniz.

	1	2	3	4
1. Kendimi en az diğer insanlar kadar değerli buluyorum.				
8. Kendime karşı daha fazla saygı duyabilmeyi isterdim.				
10. Bazen hiç de yeterli bir insan olmadığımı düşünüyorum.				

ROSENBERG SELF-ESTEEM SCALE

I totally agree 1-------2--------3--------4 I totally disagree

Mark the most suitable number for the items below based on the scale above .

	1	2	3	4
1. I feel at least as worthy as other people.				
8. I wish I had more respect for myself.				
10. Sometimes I think that I am not an adequate person.				

APPENDIX E

KÜLTÜREL UZAKLIK ÖLÇEĞİ

Kuzey Kıbrıs ve Türk kültürünü belirtilen kategorilerde birbirine ne kadar yakın bulduğunuzu belirtiniz.
Tamamen aynı buluyorum 1-------2--------3--------4-------5 Tamamen farklı buluyorum

	1	2	3	4	5
Giyim	☐	☐	☐	☐	☐
İletişim tarzı	☐	☐	☐	☐	☐
Dini inançlar	☐	☐	☐	☐	☐

CULTURAL ADJUSTMENT SCALE

Indicate how close you think Turkish Cypriot and Turkish culture is in below categories.
I find them totally similar 1-------2--------3--------4-------5 I find them totally different.

	1	2	3	4	5
Dressing	☐	☐	☐	☐	☐
Communication style	☐	☐	☐	☐	☐
Religious beliefs	☐	☐	☐	☐	☐

I. GÖRÜŞME SORULARI

1. Bu üniversitede öğrenci olmaya nasıl karar verdiniz?
   - Üniversite ile ilgili bilgi aldığınız kaynaklar nelerdi? Şu an aldığınız bu bilgilerden hangilerinin doğru, hangilerinin eksik ya da farklı olduğunu düşünüyorsunuz?
   - Üniversiteye gelmeden önce üniversiteniz ile ilgili ne gibi düşünceleriniz, beklentileriniz, duygularınız vardı?

2. Üniversitenize geldiğiniz **ilk günlerde** (örn. ilk 1 hafta 10 gün) ne gibi zorluklarla karşı karşıya kaldınız? (Ne gibi sorunlar yaşadınız?)
   - Hangi etkenler, olaylar, kişiler sizi zorladı?
   - Bu zor anlarınızda size destek olan olaylar, kişiler, etkinlikler nelerdi?
   - Sizce, üniversiteniz tarafından sağlanan ne tür bir destek veya hizmet bu ilk günlerde size daha çok yardımcı olurdu?

3. **Geçtiğimiz üç ay içinde** en çok hangi konularda zorluk (sorun) yaşadınız?
   - Bu zorluklarla, (sorunlarla) başa çıkmada kimler size destek oldu?
   - Ne gibi başa çıkma yöntemleri kullandınız?

4. **Geçtiğimiz üç ay içinde** bu üniversitede öğrenci olmanın hoşunuza giden, sevdiğiniz yönleri nelerdi?

5. **Şu an** bu üniversitede öğrenci olmaya ve Kıbrıs'ta yaşamaya ne derece uyum sağladığınızı düşünüyorsunuz?
   - Şu an sizi en çok zorlayan problemler neler?
   - Bu güçlükleri aşmada kimlerden destek alıyorsunuz? Ne tür başa çıkma stratejileri uyguluyorsunuz?

6. Üniversiteye geldiğinizden bu yana kendinizde ne gibi değişiklikler olduğunu düşünüyorsunuz? (Bu üniversite size neler kazandırdı?)

7. Türkiye'den gelen Hazırlık sınıfı öğrencilerinin şu an ne tür sorunlar yaşadıklarını gözlüyorsunuz?
   - Size göre bu üniversiteye daha kolay uyum sağlayan öğrencilerin ne gibi özelikleri var?

8. Önünüzde kalan öğrencilik yıllarınızın nasıl geçeceğini düşünüyorsunuz?

9. Yeni gelen öğrencilerin üniversiteye uyum sürecini kolaylaştırmada;
   - Üniversite yöneticileri
   - Öğretim elemanları
   - Üst sınıflardaki öğrenciler
   - Psikolojik Danışma Merkezi çalışanları

   neler yapabilirler? Bu konuda onlara vermek istediğiniz mesajlar, öneriler neler olabilir?

10. Eğer **geçtiğimiz üç ayı** yeniden yaşama şansınız olsaydı neleri farklı yapardınız?

11. Bu üniversiteye gelmeyi hedefleyen öğrencilere neler önerirsiniz?

12. Yukarıdaki sorularda yer almayan ancak üniversiteye uyum süreciniz ve bu süreçte yaşadıklarınız ile ilgili paylaşmak istediğiniz, önemli gördüğünüz başka konular var mı?

II. ve III. GÖRÜŞME SORULARI

1. **Geçtiğimiz üç ay içinde** en çok hangi konularda zorluk yaşadınız?
   - Bu zorluklarla, (sorunlarla) başa çıkmada kimler size destek oldu?
   - Ne gibi başa çıkma yöntemleri kullandınız?

2. **Geçtiğimiz üç ay içinde** bu üniversitede öğrenci olmanın hoşunuza giden, sevdiğiniz yönleri nelerdi?

3. **Şu an** bu üniversitede öğrenci olmaya ve Kıbrıs'ta yaşamaya ne derece uyum sağladığınızı düşünüyorsunuz?
   - Şu an sizi en çok zorlayan problemler neler?
   - Bu güçlükleri aşmada kimlerden destek alıyorsunuz? Ne tür başa çıkma stratejileri uyguluyorsunuz?

4. Üniversiteye geldiğinizden bu yana kendinizde ne gibi değişiklikler olduğunu düşünüyorsunuz? (Bu üniversite size neler kazandırdı?)

5. Türkiye'den gelen Hazırlık sınıfı öğrencilerinin şu an ne tür sorunlar yaşadıklarını gözlüyorsunuz?
   - Size göre bu üniversiteye daha kolay uyum sağlayan öğrencilerin ne gibi özelikleri var?

6. Önünüzde kalan öğrencilik yıllarınızın nasıl geçeceğini düşünüyorsunuz?

7. Yeni gelen öğrencilerin üniversiteye uyum sürecini kolaylaştırmada;
   - Üniversite yöneticileri
   - Öğretim elemanları
   - Üst sınıflardaki öğrenciler
   - Psikolojik Danışma Merkezi çalışanları

   neler yapabilirler? Bu konuda onlara vermek istediğiniz mesajlar, öneriler neler olabilir?

8. Eğer **geçtiğimiz üç ayı** yeniden yaşama şansınız olsaydı neleri farklı yapardınız?

9. Bu üniversiteye gelmeyi hedefleyen öğrencilere neler önerirsiniz?

10. Yukarıdaki sorularda yer almayan ancak üniversiteye uyum süreciniz ve bu süreçte yaşadıklarınız ile ilgili paylaşmak istediğiniz, önemli gördüğünüz başka konular var mı?

TURKISH SUMMARY

KUZEY KIBRIS'TA OKUYAN İNGİLİZCE HAZIRLIK OKULU ÖĞRENCİLERİNİN ÜNVERSİTEYE UYUMU ÜZERİNE BİR ÇALIŞMA

1. GİRİŞ

Üniversite mezunu olmak ileride iyi maaşlı bir işe sahip olmanın anahtarı olarak görülmektedir (Pascarella ve Terenzini, 2005). Tüm dünyada olduğu gibi Türkiye'de de üniversite mezunu olmak, iyi bir iş sahibi olmanın garantisi olmamakla beraber, önemli bir ön koşulunu oluşturmaktadır. Dolayısıyla üniversiteye girmek Türkiye'deki pek çok gencin hayallerini süslemektedir. Türkiye'de öğrenciler, 1974 yılından itibaren Öğrenci Seçme ve Yerleştirme Kurumu (ÖSYM) tarafından hazırlanan Öğrenci Seçme Sınavı'ndan (ÖSS) alınan puanlara göre yüksek öğrenim kurumlarına yerleştirilmektedir. ÖSYM (2006) istatistiklerine göre 2005'te yapılan ÖSS'ye giren (1730876 kişi) ve yüksek öğrenim kurumlarına yerleştirilen öğrencilerin (607994 kişi) oranına bakıldığında Türkiye'de üniversiteye girmenin zorluğu çok açık bir şekilde görülmektedir. Türkiye'de üniversiteye girme olanaklarının sınırlı olması nedeniyle Kuzey Kıbrıs Türk Cumhuriyeti'nde (KKTC) yer alan bir üniversiteye yerleşmek Türkiye'deki öğrenciler tarafından üniversiteli olmanın en yakın seçeneklerinden birisi olarak görülmektedir. İstatistiklere bakıldığında KKTC'deki üniversitelerdeki öğrencilerin %60'nı Türkiyeli öğrencilerin oluşturduğu gözlenmektedir (S. Yıldırım, kişisel iletişim, Aralık 1, 2009).

Üniversiteye girmek her ne kadar olumlu bir yaşantı olarak algılansa da, stresli bir uyum sürecini de beraberinde getirir. Bu süreçte öğrencilerin, yaşam

mekânları, akademik ve arkadaş ortamları değişir. Öğrenciler bu değişimlere ayak uydurmak, gerek akademik gerekse kişisel yaşamlarında bağımsız olmak ve bağımsızlığın getirdiği sorumluluklara uyum sağlamak durumundadırlar (Pittman ve Richmond, 2007).

Üniversiteye sağlıklı bir şekilde uyum sağlayabilmek için öğrencilerin pek çok zorlukla baş etmeleri gerekmektedir. Üniversite öğrencileri ilk yıllarında daha sonraki yıllara göre daha fazla problem yaşamaktadır (Houston, 1971). Üniversitede ilk yıl içinde yaşanılması olası zorluklar arasında ev, aile ve arkadaş özlemi (Campbell, 2002; Fisher ve Hood, 1988; Paul ve Brier, 2001); yalnızlık ve sosyal tatminsizlik (Bohnert, Aikins ve Edidin, 2007); aileden bağımsızlaşma ve karar verme sorumluluğunu alma (Conway, 2008); arkadaşlar, aile ve sevgili ile yaşanan çatışmaları çözümleme, (Keup, 2007; Roe, 2000); akademik güçlüklerle baş etme, uyku, yeme ve egzersiz alışkanlıklarında değişiklerin yol açtığı yoğun fiziksel zorlanmalara uyum sağlama, zamanı etkili kullanmadaki güçlükler (Dextras, 1993) ve maddi sıkıntılar (Baker ve Siryk, 1986; Halamandaris ve Power, 1997) yer almaktadır. Öğrenciler, bu zorluklarla etkili bir şekilde mücadele edip üniversiteye uyum sağlayamazlarsa yoğun stres ve depresif semptomlar yaşamakta (Bouteyre, Maurel, ve Bernaud, 2006; Dyson ve Renk, 2006) hatta üniversite yıllarının ilk yıllarında üniversite eğitimlerine son verebilmektedirler (Mallinckrodt ve Sedlacek, 1987). Dolayısıyla öğrencileri üniversiteye uyum süreçlerinde desteklemek amacıyla etkili programlar hazırlayabilmek için üniversiteye uyumu etkileyebilecek değişkenleri araştırmak önem taşımaktadır. Pek çok araştırmacı üniversiteye uyumu bir arada etkileyebileceği düşünülen kişisel ve çevresel değişkenlerin uyum üzerindeki etkisini incelemeyi amaçlayan çalışmalar yapmıştır (Pascarella ve Terenzini, 2005).

Üniversiteye uyum çalışmalarında cinsiyet demografik bir değişken olarak sıklıkla çalışılmıştır. Çalışmalar, üniversiteye uyumda cinsiyet farklılıkları üzerine çelişkili bulgular ortaya koymuştur. Bazı çalışmalarda üniversiteye uyum cinsiyete göre farklılık göstermezken (örn., Fisher ve Hood, 1988; Leong

ve Bonz, 1997; Pritchard ve Wilson, 2003) bazı çalışmalarda erkeklerin (örn., 2007 Enochs, 2006; Schultz, 2008; Wintre ve Yaffe, 2000; Yalım) bazılarında ise kızların üniversiteye uyum düzeyleri yüksek çıkmıştır (örn., Halamandaris ve Power, 1999).

Ders dışı etkinliklere katılmak (örn., spor, öğrenci toplulukları) üniversite öğrencilerinin başarısını ve kişisel gelişimini etkileyen önemli bir değişken olarak görülmektedir (Astin, 1984 / 1989; Fredricks ve Eccles, 2006). Çalışmalar ders dışı etkinliklere katılımla akademik ortalama, akademik, sosyal (Bettencourt, Charlton, Eubanks, Kernahan ve Fuller, 1999) ve psikolojik uyum (Toyokawa ve Toyokawa, 2002) arasında olumlu ilişki olduğunu göstermiştir.

Üniversite uyum çalışmalarının pek çoğunda akademik başarı, akademik uyumun bir göstergesi (Dennis, Phinney ve Chuateco, 2005) ya da üniversiteyi bırakmanın veya eğitime devam etmenin bir yordayıcısı (Johnson, 1997; Okun ve Finch, 1998; Wintre ve Bowers, 2007) olarak ele alınmıştır. İkinci tip çalışmalarda akademik ortalamanın okulu bırakma oranlarıyla negatif bir ilişki içinde olduğu bulunmuştur (Johnson, 1997; Okun ve Finch, 1998). Sayı olarak daha az olmakla beraber bazı çalışmalarda akademik ortalamanın üniversiteye uyum üzerindeki etkisi araştırılmıştır. Bu çalışmalar, akademik ortalamanın akademik uyumun pozitif bir yordayıcısı olduğunu (Hurtado, Han, Saenz, Espinoza, Cabrera, ve Cerna, 2007) veya akademik ve sosyal uyumu yordamadığını ortaya koymuştur (Thompson ve Fretz, 1991).

Ruh sağlığı, üniversiteye uyum konusunda yapılan çalışmalarda sıklıkla çalışılan kişisel değişkenler arasındadır. Szulecka, Springett ve de Pauw (1987) ilk yıl içerisinde okulu bırakmanın en büyük nedenlerinin akademik etkenlerden daha çok psikolojik etkenlerden kaynaklandığını öne sürmüştür. Brooks ve DuBois'in (1995) bulguları bu öneriyi destekler niteliktedir. Brooks ve DuBois ilk yıl içerisinde psikolojik değişkenlerin öğrencilerin uyumunu yordadığını bulmuştur.

Alan yazınında üniversiteye uyumla sıklıkla çalışılan ruh sağlığı değişkenlerinden birisi olan algılanan stresin genel üniversiteye uyumu, kişisel-psikolojik, akademik ve sosyal uyumu negatif olarak yordadığı bulunmuştur (Friedlander, Reid, Shupak ve Cribbie, 2007; Kerr, Johnson, Gans ve Krumrine, 2004; Wintre ve Yaffe, 2000).

Bir başka ruh sağlığı değişkeni olarak üniversiteye uyumla çalışılan benlik saygısı ise üniversiteye uyumu (Becker, 2008; Toew ve Yazedjian, 2007) ve üniversiteye uyumun tüm boyutlarını (akademik, sosyal, kişisel-psikolojik ve kurumsal bağlanma) (Mooney, Sherman, ve Lo Presto, 1991) olumlu olarak yordamaktadır.

Üniversiteye uyum için gerekli öz yeterlik de, üniversiteye uyum araştırmalarında sıklıkla çalışılan değişkenlerden biridir. Bu çalışmalarda, öz yeterlik akademik ve sosyal işleyişin (Chemers, Hu, ve Garcia, 2001; Torres ve Solberg, 2001), üniversiteye devam etmenin (Alberto Ho, 2003), genel uyumun ve üniversiteye uyumun tüm boyutlarının (Zychowski, 2007) pozitif yordayıcısı olduğu bulunmuştur.

Çevresel değişkenlerin (örn., öğrenci-öğretim üyesi ilişkileri, sosyal destek, algılanan üniversite ortamı) uyum üzerindeki etkisi de pek çok çalışmaya araştırma konusu olmuştur. Algılanan sosyal destek üniversiteye uyumla sıklıkla çalışılan çevresel değişkenlerden biridir. Bu çalışmalar, aile ve arkadaştan alınan sosyal desteğin genel üniversite uyumunu (Katz, 2008; Rood, 2008, Zychowski, 2007; Strage, 2000) sosyal uyumu (Katz, 2008; Rood, 2008) ve akademik başarıyı (Zychowski, 2007; Strage, 2000) pozitif olarak yordadığını göstermiştir. Ayrıca, üniversitenin ilk yılında hocalar da öğrenciler için önemli bir bilgi ve destek kaynağıdır (Weissman, Bulakowski, ve Jumisko, 1998).

Üniversiteye uyum, bu geçiş döneminin zorluklarına ek olarak aile ve arkadaş gibi sosyal destek kaynaklarından uzak olarak pek çok kültürel değişiklikle de

baş etmesi gereken uluslararası öğrenciler için daha zorlu bir süreç olarak görülmektedir (Hechanova-Alampay, Beehr, Christiansen ve Van Horn, 2002). Uluslararası öğrenciler, iki uyum sürecini (üniversiteye ve kültüre uyum) bir arada yaşadıkları için bu öğrencilerle yapılan çalışmalarda, üniversiteye uyum ve kültürselleşme yaşantılarıyla ilgili bazıları ortak olmak (örn., cinsiyet, yaş, sosyal destek, baş etme yolları) üzere çeşitli değişkenler araştırılmıştır. Kültürselleşme çalışmalarında kültürel uzaklık (iki kültür arasında algılanan uzaklık) sıklıkla çalışılan değişkenlerden biri olmuştur. Genel olarak çalışma bulguları kültürel uzaklık arttıkça stresin ve psikolojik belirtilerin arttığını göstermektedir (Furukowa, 1997; Greenland ve Brown, 2005).

Türk öğrencilerin üniversite uyumu ve yurt dışında okuyan Türk öğrencilerin uyumu birçok araştırmaya konu olmuştur. Türkiyeli öğrencilerin üniversiteye uyumunun araştırıldığı çalışmalarda, aylık geliri yeterli olarak algılama, fiziksel görünümünden memnun olma, kuvvetli dini inançlara sahip olma, arkadaşlarla ve aileyle iyi ilişkiler, ders dışı etkinliklere katılma (Alperten, 1993); etkin, problem çözmeye yönelik baş etme yöntemlerini kullanma ve destek alma (Yalım, 2007; Tuna, 2003); psikolojik sağlamlık ve iyimserlik (Yalım, 2007) daha yüksek düzeyde üniversiteye üniversiteye uyumla ilişkili bulunmuştur. Yurt dışında öğrenim gören üniversite öğrencileriyle yapılan çalışmalar bu öğrencilerin İngilizce ile ilgili sıkıntılar, kültürel farklılıkla ilgili problemler ve maddi sıkıntılar (Kılınç ve Granello, 2003; Yıldırım, 2009) gibi çeşitli sorunlar yaşadığını göstermiştir. Ayrıca iyi bir İngilizce düzeyine sahip olma daha yüksek uyum düzeyiyle ve daha küçük olma ve burslu olmamanın daha az uyum sorunuyla ilişkili olduğunu göstermiştir (Poyrazli, Arbona, Bullington, ve Pisecco, 2001). Alan yazınında Türk öğrencilerle yapılmış betimsel ve açımlayıcı nitelikte çalışmalar yer alırken yurt dışında eğitim gören Türk öğrencilerle yapılan ve karma araştırma desenini kullanan bir tek çalışma (Mathews, 2007) bulunmaktadır. Bunun yanı sıra, KKTC'deki üniversitelerde okuyan öğrencilerin büyük bir kısmını Türkiyeli öğrencilerin oluşturmasına rağmen bugüne kadar bu öğrencilerin üniversiteye uyum süreçlerini inceleyen nitel, uzunlamasına veya karma araştırma desenini kullanan bir çalışmaya

rastlanmamaktadır. Alan yazınında KKTC'de okuyan üniversite öğrencilerinin sorunlarını tarama yöntemi ile inceleyen tek bir çalışma yer almaktadır (Sun-Selışık ve Yerin-Güneri, 2007). Her bir sınıf düzeyinden toplam 444 öğrenci ile yürütülen bu çalışmada öğrencilerin problemleri 5 faktör altında toplanmıştır; depresyon-somatik problemler, akademik problemler, ilişkilerde ve uyumda yaşanan sıkıntılar, sosyal kaygı ve cinsel konular. Sonuç olarak alan yazınında KKTC'de okuyan üniversite öğrencilerinin üniversiteye uyumları ile ilgili çalışmaların yer almaması göz önünde bulundurulacak olursa, bu alanda KKTC'de okuyan Türkiyeli öğrencilerin uyum süreçlerini inceleyen çalışmalara büyük ihtiyaç vardır.

Araştırmanın Amacı

Bu araştırma, KKTC'deki üniversitelerden birinde, ilk senelerinde İngilizce Hazırlık Okulu'nda okuyan öğrencilerin uyum süreçlerini incelemek amacıyla yürütülen iki çalışmadan oluşmaktadır. Birinci çalışmada boylamsal karma desen kullanılarak İngilizce Hazırlık Okulu'nda okuyan öğrencilerin üniversiteye uyumları araştırılmıştır. Birinci, çalışmanın nicel bölümünde öğrencilerin, sosyal, akademik ve genel uyum algılanan stres, üniversiteye uyumda kendine yeterlik ve kültürel uzaklık düzeylerindeki değişiklikler 3 ölçümle (3 ay, 6 ay, 9 ay) incelenmiştir. Bu çalışmada öğrencilerin, sosyal, akademik ve genel uyum, algılanan stres, üniversiteye uyumda kendine yeterlik ve kültürel uzaklık düzeylerinin zamana göre değişiklik göstereceği beklenmektedir. Birinci çalışmanın nitel kısmında öğrencilerin üniversiteye uyum süreci nicel ölçümlerle eş zamanlı gerçekleştirilen 3 görüşmeyle (3 ay, 6 ay, 9 ay) araştırılmıştır. Nitel çalışma, birinci çalışmanın nitel bölümünün bulgularını desteklemek ve öğrencilerin üniversiteye uyum yaşantılarını ve bu yaşantıları etkileyen faktörleri daha derinlemesine incelenmesine olanak tanımak amacıyla yürütülmüştür. İkinci çalışmanın amacı ise hem birinci çalışmadaki nitel değişkenlerin (algılanan stres, üniversiteye uyumda kendine yeterlik ve kültürel uzaklık) hem de diğer değişkenlerin (cinsiyet, akademik

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başarı, öğrenci topluluklarına katılım) üniversiteye uyum üzerindeki etkisini daha büyük bir grupta incelemektir.

Araştırmanın Önemi

Karma araştırma deseninin kullanıldığı bu çalışmada nicel ve nitel araştırma yöntemleri birlikte kullanılmıştır. Elde edilen bulguların, üniversiteye uyum olgusunun daha net olarak anlaşılmasında ve KKTC'deki üniversitelerde ilk yıllarında okuyan öğrencilerin ihtiyaçlarının belirlenmesinde alan yazınına katkı sağlayacağı düşünülmektedir. Ayrıca çalışmanın uzunlamasına deseninin, üniversiteye uyum sürecinin ve bu süreci etkileyen faktörlerdeki değişimlerin aydınlatılmasına olanak tanıyacağı ve üniversiteye uyum sürecinin anlaşılmasında alan yazınına katkı sağlayacağı umulmaktadır. Bu çalışma KKTC'deki üniversitelerde ilk yıllarında okuyan öğrencilerin üniversiteye uyumlarının nitel ve nicel yollarla uzunlamasına araştırıldığı ilk çalışma niteliğini taşımaktadır. Curtis ve Curtis (1966) üniversitede ilk yıllarında okuyan öğrencilerin üniversiteyi bırakma konusunda yüksek risk grubunu oluşturduğunu öne sürmüştür. Okulu bırakma oranlarının ilk yıllarında okuyan öğrencilerde (22%) ileri sınıflarda okuyan öğrencilere (11%) göre 2 kat daha fazla olduğu görülmektedir (Rickinson, 1995). İlk yıllarında olan uluslararası öğrenciler, yeni bir kültüre uyumun getirdiği strese maruz kaldıkları için okulu bırakma anlamında daha da yüksek bir risk grubu oluşturmaktadır (Hechanova-Alampay ve ark., 2002). Bu sebeple, araştırmacıların ve uygulamacıların sosyal ve entellektüel zorluklar içeren bu karmaşık uyum sürecini anlamaları, çözümlemeleri öğrencilerin daha kolay ve verimli bir geçiş dönemi yaşamalarını amacıyla geliştirilecek koruma ve müdahale yöntemleri geliştirmeleri için gereklidir (Paul ve Brier, 2001). Bu koruma ve müdahale yöntemlerini geliştirmenin ilk basamağı öğrencilerin yaşadıkları zorlukları ve stres etkenlerini ve bu süreçle etkili bir şekilde baş etmelerine yardımcı olacak kaynakları belirlemektir (Pancer, Pratt, Hunsberger ve Bruce, 2004). Böylelikle bu çalışmanın beklenen bir katkısı da yurt dışında okuyan öğrenciler için etkili hizmetlerin ve psikolojik danışma yöntemlerinin planlanmasında anahtar rol

oynayan, üniversiteye uyum sürecini kolaylaştırıcı etkenlerin belirlenmesidir. Sonuç olarak, bu çalışma üç amaca hizmet edecektir; (a) KKTC'de okuyan öğrencilerin üniversiteye uyum süreçlerinin araştırılmasındaki boşluğu doldurarak alan yazınına katkıda bulunmak; (b) üniversiteye uyumu yordayan pek çok değişkenin ve uyum sürecini etkileyen faktörleri inceleyerek üniversitede ilk yıllarında okuyan öğrenciler için etkili danışma yöntemlerinin planlanmasında başlangıç noktasını oluşturmak; ve (c) birici yıllarında okuyan öğrencilerin uyum sürecini kolaylaştırmak için yapılması gerekenlerle ilgili üniversite politikaları ve kararların alınmasında rolü olan yöneticilere, öğretim üyelerine ve üniversite personeline bilgi sağlayarak genelde üniversite, özelde ise araştırmanın yürütüldüğü üniversitenin politikalarına katkıda bulunmak.

2. YÖNTEM

Araştırmanın Deseni

1. Çalışma: Üniversiteye Uyumun Uzunlamasına İncelenmesi

Birinci çalışmada İngilizce Hazırlık Okulu'nda ilk senelerinde olan öğrencilerin uyumu, boylamsal karma desenle incelenmiştir. Kullanılan karma desenin çeşidi eş zamanlı içiçe desendir. Bu araştırma deseninde nicel ve nitel veriler eş zamanlı olarak toplanmakta ve analiz edilmekte ve nicel veya nitel verilerden biri birincil önem arz etmektedir. Bu şekilde bir yol izlenmesinin sebebi ise içiçe verilerle farklı sorulara cevap aranması ve nitel yolla toplanılan bilginin desteklenmesidir (Hanson, Clark, Petska, Creswell ve Creswell, 2005).

Bu çalışmada 14 katılımcı, 3 defa (3, 6 ve 9. ay) üniversiteye uyum, algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterlilik ve kültürel uzaklık ölçeklerini doldurmuş ve görüşmelere katılmıştır. Katılımcıların üniversiteye uyum yaşantılarıyla ilgili detaylı bilgi edinebilmek amacıyla çalışmanın nitel bölümünde Görüş Birliğine Dayalı Nitel Yöntem (Hill, Knox, ve Thompson, 1997; Nutt-Williams, Hess ve Ladany, 2005) kullanılmıştır. Nicel bölümde ise

tekrara dayalı ölçümlerle katılımcıların üniversiteye uyum, algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterlilik ve kültürel uzaklık skorlarının zamana göre değişiklik gösterip göstermediği incelenmiştir.

II. Çalışma: Üniversiteye Uyumun Yordayıcıları

İkinci çalışmada, birinci çalışmadaki algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterlilik ve kültürel uzaklık gibi nicel değişkenlerin ve cinsiyet, akademik başarı ve üniversite topluluklarına üyelik gibi diğer değişkenlerin üniversiteye uyumu ne derece yordadıkları korelatif desenle incelenmiştir. Veriler, üniversitede ilk yıllarında olan 186 İngilizce Hazırlık öğrencisinden, akademik yılın sonunda toplanmıştır.

Örneklem

Birinci çalışma KKTC'deki üniversitelerden birinde ilk senelerinde okuyan 14 (5 kız, 9 erkek) İngilizce Hazırlık Okulu öğrencisiyle yürütülmüştür. Katılımcıların yaş ortalaması, 18.79 (ss = 1.53) olup, katılımcıların %50'si mühendislik diğer yarısı ise sosyal bilimler programlarındandır. İkinci çalışmanın örneklemini ise yaş ortalamaları 19.29 (ss = 1.12) olan, 186 (72 kız, 114 erkek) öğrenci oluşturmaktadır. Katılımcıların %56'sı mühendislik, %39'u sosyal bilimler programları öğrencisidir. Katılımcıların %5'i ise okudukları programı belirtmemiştir.

Ölçme Araçları

Üniversiteye Uyum Ölçeği (ÜUO; Akbalık, 1998). Üniversiteye uyumu ölçmek amacıyla kullanılmış olan bu ölçek, 2 alt ölçek (sosyal ve akademik uyum) ve 31 maddeden oluşmaktadır.

Üniversiteye Uyumda Kendine Yeterlilik Ölçeği (ÜUKYÖ; Hirose, Wada ve Watanabe, 1999; Uyarlayan: Çelik-Örücü, 2005). Öğrencilerin üniversiteye

uyum için gerekli 3 temel beceri hakkında kendilerine güven düzeylerini ölçmek amacıyla kullanılan bu ölçek 3 alt boyuttan (etkinliklerin kişisel çabayla yürütülmesi, insan ilişkilerine uyum, bilgiye dayalı karar verme becerisi) ve 21 maddeden oluşmaktadır.

Algılanan Stres Ölçeği (ASÖ-10; Cohen, Kamarck, ve Mermelstein, 1983; Uyarlayan: Çelik-Örücü, 2005). Stres düzeyini ölçmek için kullanılan bu ölçek 10 maddeden oluşmaktadır.

Rosenberg Benlik Saygısı Ölçeği (RBSÖ; Rosenberg, 1965; Uyarlayan: Çuhadaroğlu, 1985). Genel kendilik değerini ölçmek amacıyla kullanılan bu ölçek 10 maddeden oluşmaktadır.

Kültürel Uzaklık Ölçeği (KUÖ; Bektaş, 2004). Algılanan kültürel farkılıkları ölçmek için kullanılan bu ölçek 10 maddeyi içermektedir.

Görüşme Çizelgesi. Her üç görüşme için yarı yapılandırılmış bir görüşme çizelgesi araştırmacı tarafından oluşturulmuştur. Birinci görüşmelerde, öğrencilerin üniversiteyle ilgili bilgi kaynakları ve üniversiteye gelmeden önceki beklentileri; karşılaştıkları zorluklar; baş etme yöntemleri ve destek kaynakları; algıladıkları uyum düzeyleri; bu süreçte kendilerinde gözlemledikleri değişimler; hazırlık okulu öğrencilerinin yaşadıkları sorunlarla ilgili gözlemleri; kariyer ve eğitim planları ve üniversiteye uyum sürecinde öğrencileri desteklemek için okul yönetimi, hocalar ve üniversite personeline önerileriyle ilgili sorular yöneltilmiştir. İkinci ve 3. görüşmeler ise öğrencilerin gelmeden önce üniversiteyle ilgili edindikleri bilgiler ve beklentileri hariç aynı sorularla gerçekleştirilmiştir.

3. SONUÇLAR

Birinci Çalışmanın Nicel Bulguları

Hazırlıkta okuyan üniversite öğrencilerinin üniversiteye uyum, algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterlilik ve kültürel uyum skorlarının zamana (3-6-9 ay) göre değişip değişmediğini araştırmak amacıyla 5 farklı Friedman testi yapılmıştır. Bulgular, öğrencilerin sosyal, akademik, ve toplam uyum, algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterliliğin iki boyutundan (insan ilişkilerine uyum, bilgiye dayalı karar verme becerisi) aldıkları puanların zamana göre değişmediğini göstermiştir. Bununla birlikte ÜUKYÖ'nin boyutlarından etkinliklerin kişisel çabayla yürütülmesi alt boyut puanlarında 3. aydan 6 aya, kültürel uzaklık puanlarında ise 3. aydan 9. aya anlamlı bir şekilde artış olmuştur.

Birinci Çalışmanın Nitel Bulguları

Katılımcıların üniversiteye uyum süreçlerinin detaylı olarak incelenmesinin hedeflendiği nitel çalışmada yapılan üç görüşmenin analizi için Görüş Birliğine Dayalı Nitel Yöntem (Hill ve ark., 1997; Nutt-Williams ve ark., 2005) kullanılmıştır. Görüş Birliğine Dayalı Nitel Yöntem analizinde bir araştırma ekibinin kurulması bir kişinin önyargılarının analiz sonuçlarını etkilemesinin engellenmesi, farklı bakış açılarının elde edilmesi, karmaşık nitel verilerin analizinin etkili bir şekilde yapılabilmesi için gerekli olarak görülmektedir. Bu sebeple bu araştırma için araştırmacının, tez danışmanının ve psikolojik danışma alanından bir öğretim üyesinin içinde yer aldığı bir temel araştırma ekibi kurulmuştur. Ayrıca, temel araştırma ekibinin dışında, tüm analizleri gözden geçirip dönüt vermek üzere psikolojik danışma alanından bir doktora öğrencisi, verilerin analizinde denetçi olarak görev almıştır. Görüş Birliğine Dayalı Nitel Yöntem analizi 3 aşamadan oluşmaktadır. Birinci aşama olan "temel alanların geliştirilmesi ve nitel verilerin geliştirilen temel alanlara yerleştirilmesi", 3 görüşme için temel alanların görüşme çizelgelerine göre oluşturulması ve verilerin araştırmacı ve alandan bir öğretim üyesi tarafından bağımsız olarak temel alanlara kodlanmasını (yerleştirilmesi) ve kodlamalardaki farklılıkların görüş birliğine varılana kadar tartışılmasını içerir. Kodlamalar için görüş birliğine varılamadığında ise ekipteki üçüncü kişi olan

tez danışmanının görüşüne başvurulmuştur. Analizin ikinci aşaması olan temel alanlardaki verilerin özetlenmesi ise temel alanlara yerleştirilen verilerin, katılımcının ifadelerine sadık kalınarak özetlenmesini içerir. Bu işlem her bir görüşme için araştırmacı tarafından yapılarak sonrasında temel araştırma ekibinde yer alan öğretim üyesinin görüşü alınmıştır. Öğretim üyesinin görüşleri göz önünde bulundurulmuş ve görüş ayrılıkları görüş birliğine varılana kadar tartışılmıştır. Son olarak verilerin, temel alanlara uygun bir şekilde yerleştirildiği, doğru ve etkili bir şekilde özetlendiğinden emin olmak için tez danışmanı temel alanları ve özetleri gözden geçirmiştir. Son aşama olan çapraz analiz ise katılımcıların ifadelerindeki ortak temaları çıkarıp, kategoriler oluşturmayı içerir. İlk görüşmeler için kategorilerin oluşturulması beyin fırtınası yoluyla araştırmacı ve tez danışmanı tarafından diğer iki görüşmenin çapraz analizi ise araştırmacı tarafından yürütülmüştür. Kategoriler üzerinde araştırmacı ve tez danışmanı görüş birliğine vardıktan sonra analizler denetçiye gönderilmiş ve çapraz analizler denetçi tarafından gözden geçirilerek, kategori isimleri ve birbiriyle örtüşen kategorilerin birleştirilmesine yönelik öneriler getirilmiştir. Önerilerin değerlendirilmeye alınması ve uygun görülen değişikliklerin yapılması sonucunda Görüş Birliğine Dayalı Nitel Yöntem analizinde önerildiği üzere (Hill ve ark., 2005) 13-14 katılımcıya uygun olan kategoriler *genel*, 8-12 katılımcıya uygun olan kategoriler *tipik* ve 2-7 katılımcıya uygun olan kategoriler ise *değişken* kategoriler olarak sınıflandırılmıştır. İkiden az katılımcı içeren kategoriler ise rapor edilmemiştir. Analizler, 3 genel, 66 tipik ve 131 değişken kategoriyi içeren 22 temel alanı ortaya koymuştur. Genel ve tipik kategorilerin işaret ettiği bulgular aşağıda iki ana başlık altında özetlenmiştir.

Katılımcıların Üniversiteye Gelmeden Önceki Algıları ve Üniversitedeki İlk 10 Günkü Yaşantıları ile İlgili Nitel Bulgular

Genel olarak bulgular katılımcıların üniversitelerini seçerken bu üniversitede okumanın avantajlarını ve dezavantajlarını göz önüne aldıklarını göstermiştir. Bu okulu tercih etmelerinde rol oynayan avantajlara bakıldığında üniversitenin

eğitim kalitesinin ve ününün başı çektiği görülmektedir. Üniversite seçimlerini etkileyen diğer etkenler ise ebeveynlerin yönlendirmesi ve üniversiteye giriş sınavında aldıkları puanlardır. Katılımcılar, üniversiteye gelmeden önce üniversiteyle ilgili çok çeşitli kaynaklardan bilgi edinmiştir. Bu kaynaklar arasında üniversiteyle ilgili bilgisi olan kişiler (örn., arkadaşlar, öğretmenler, üniversite personeli) ve internet, sıklıkla başvurulan bilgi kaynaklarıdır. Ayrıca bulgular, edinilen bilgilerin, katılımcıların, eğitimin kalitesi, kampus ve Kıbrıs'ta yaşamla ilgili beklentilerinin şekillenmesinde rolü olduğunu göstermiştir. Katılımcıların üniversiteye gelmeden önceki duygularına bakıldığında ise hem pozitif (örn., heyecan, mutluluk) hem de negatif duygular (örn., korku, üzüntü) yaşadıkları dikkati çekmektedir. Katılımcıların üniversiteye geldikleri ilk 10 günkü yaşantılarına bakıldığında ise yalnızlık, ev / aile özlemi, kültürel ve çevresel farklılıklar (örn., trafiğin akışı, konuşma hızı ve aksandaki farkılıklar) gibi zorluklar yaşadıkları ve bu süre zarfında ailelerin pek çok katılımcının birincil destek kaynağını oluşturduğu görülmektedir.

Katılımcıların I., II., ve III. Üç Aylık Öğrenim Süresindeki Yaşantılarıyla İlgili Nitel Bulgular

Bulgular, üniversitedeki ilk 3 aylık süreçte de katılımcıların çeşitli güçlükler yaşadıklarını göstermiştir. Temel olarak derslerde zorlanma ve performans düşüklüğü gibi akademik problemler, katılımcıların sıklıkla yaşadığı problemler arasında yer almaktadır. Sosyal yaşamdaki yetersizlikler, ev / aile ve arkadaş özlemi ve yalnızlık yaşanan diğer problemlerdir. İlk 3 ayı takip eden 6 ay süresince de akademik problemler katılımcılar tarafından en sık belirtilen güçlük olmayı sürdürmüştür. İlk 3 aylık süreç içerisinde arkadaşlar öğrencilerin en temel destek kaynağı olmuştur. Daha az katılımcı tarafından belrtilmesine rağmen arkadaşlar, ilk üç ayı takip eden 6 ay süresince de katılımcıların önemli bir destek kaynağı olmuştur.

Çalışmanın sonuçları, her üç aylık öğrenim süresince (bir yıl boyunca), katılımcıların, karşılaşılan sosyal-kişisel ve akademik güçlüklerle baş etmede

sıklıkla pozitif ve/veya yapıcı düşünme ve çözüm odaklı baş etme yöntemlerini içeren aktif baş etme stratejilerini kullandıklarını ortaya koymuştur.

Çalışmada katılımcılar, üniversitedeki ilk senelerinin, kendilerine, kendi kendine yetebilmeyi öğrettiğini ve sosyal becerilerini ve ilişkilerini geliştirmeye yardım ettiğini dile getirmiştir. İletilen gelişimlerin, ilk üç aylık süre için sosyal becerilerin gelişimini, son iki üç aylık süre içinse hem sosyal becerilerin hem de ilişkilerin niteliği ve niceliğindeki artışı kapsadığı görülmektedir. Ayrıca katılımcılar, ikinci üç aylık öğrenim süresince uyum düzeylerinin arttığını vurgulamıştır.

Bulgular, katılımcıların üniversitedeki ilk senelerinde boş zamanlarını arkadaşlarla vakit geçirerek, spor yaparak ve Kıbrıs'ın çeşitli yerlerini gezerek değerlendirdiklerini ortaya koymuştur. Kampus ve Kıbrıs'taki yaşama uyum düzeylerine bakıldığında ise katılımcıların üniversitedeki ilk üç aylarından itibaren kampus ve Kıbrıs'taki yaşama iyi bir şekilde uyum sağladıkları görülmüştür. Ayrıca iyi uyum sağladığını düşünen katılımcıların sayısının ilk üç aydan son üç aya arttığı dikkati çekmektedir.

Yapılan üç görüşmenin birer hafta öncesini kapsayan dönemdeki yaşanılan güçlüklere bakıldığında katılımcıların genelde akademik problemlerle baş etmeye çalıştıkları görülmüştür. Ancak bulgular, akademik problemlerin içeriğinin zamana göre az da olsa değiştiğini göstermiştir. İkinci ve üçüncü 3 aylık öğrenim süresinde İngilizce Yeterlik Sınavı kaygısının ilk sırayı aldığı ilk 3 aylık süreçteki akademik problemlerin ise derslerde zorlanma, akademik performansta ve okula devam etme oranında düşüşü içerdiği görülmektedir. Çalışmada, katılımcılar, ilk seneleri içinde sosyal çevrelerinin ve sosyal desteğin uyum süreçlerinde kolaylaştırıcı rol oynadığını vurgulamıştır. Ancak uyum sürecini kolaylaştırıcı bir etken olarak sosyal destek sağlayan sosyal bir çevreye sahip olmak, en sık olarak ilk 3 aylık dönem için rapor edilmiştir. Aileden ayrı yaşama ve benzer bir yerleşim biriminden gelme gibi daha önceki

yaşantıların kolaylaştırıcı rolü ise en sık olarak yine birinci 3 aylık dönem için rapor edilmiştir.

Bulgular, katılımcıların bu üniversitede okumanın pek çok avantajını algıladıklarını göstermiştir ve bu avantajlar katılımcılar tarafından her üç aylık öğrenim süresi için tutarlı bir şekilde dile getirilmiştir. Ancak avantajları rapor eden katılımcıların sayısı ve avantajları yansıtan kategorilerin içeriği zamana göre az da olsa değişiklik göstermektedir. Olumlu kampus koşulları (örn., fiziksel koşullar ve olanaklar) tüm üç aylık öğrenim süreleri için belirtilen bir avantaj olarak karşımıza çıkarken yüksek kalitede eğitim almak ve prestijli bir üniversitenin öğrencisi olmak birinci ve ikinci üç aylık öğrenim süresi içerisinde belirtilen avantajlar olmaktadır.

Katılımcılar avantajlarının yanı sıra bu üniversitede okumanın dezavantajlarını da tutarlı olarak dile getirmiştir. Ancak dezavantajların rapor edilme sıklığının zamana göre değiştiği görülmüştür. Katılımcılar tarafından belirtilen dezavantajlar arasında kampusun konumu (örn., merkeze uzak ve yalıtılmış bir yerde olması, Kıbrıs'ta olması), ulaşım (örn., servislerin yetersiz oluşu, ulaşımın pahalı olması) ve kampus ve çevresindeki sosyal yaşamın yetersiz olması yer almaktadır.

Katılımcılara genel olarak İngilizce Hazırlık Okulu öğrencilerinin yaşadıkları sorunlar sorulduğunda ise, akademik problemler, katılımcılar tarafından her üç aylık dönemde öğrencilerin yaşadığı güçlüklerden birisi olarak ortaya çıkmıştır. Ancak üçüncü üç aylık öğrenim süresi için belirtilen akademik problemlerin daha özgül olup pek çok öğrencinin ortak sorunu olan İngilizce Yeterlik Sınavı kaygısını yansıttığı görülmüştür. Çeşitli sebepler (örn., sosyal yaşmadaki yetersizlikler, akademik zorluklar) yüzünden okulu bırakma isteğini de hazırlık öğrencilerinin sorunu olduğu pek çok katılımcı tarafından ilk iki üç aylık öğrenim süresi içinde belirtilmiştir.

Çalışmada katılımcılar tarafından çeşitli kişisel özelliklerin İngilizce Hazırlık Okulu öğrencilerinin uyum sürecini kolaylaştırdığı belirtilmiştir. Uyumu kolaylaştırıcı olarak belirtilen kişisel özellikler arasında kişisel (örn., zaman yönetimi, yeni bir ortama uyum sağlama, kendini eğleyebilme) ve sosyal beceriler (iletişim becerileri, girişkenlik) ve kişilik özellikleri (örn., psikolojik sağlamlık, kararlı, sabırlı ve dışa dönük olma) yer almaktadır. Ders dışı etkinliklere katılma da ikinci 3 aylık öğretim süresi içinde belirtilen uyumu kolaylaştırıcı bir diğer etken olarak dikkati çekmektedir.

Katılımcıların gelecekle ilgili planlarına bakıldığında ise, tüm 3 aylık öğrenim süresi için eğitimsel ve mesleki yaşamla ilgili planların katılımcıların temel planlarını oluşturduğu görülmüştür. Eğitim ve mesleki planlar arasında üniversitede başarılı olma, mesleki hedeflerin peşinden koşma ve başka bir üniversiteye geçme en sıklıkla belirtilen planlardır.

Son olarak katılımcılar yeni gelen öğrencilerin uyum sürecini kolaylaştırmak için üniversiteye pek çok öneride bulunmuştur. Bu öneriler kampusun ve üniversite hizmetlerinin geliştirilmesine yöneliktir. Kampustaki sosyal yaşamı ve oryantasyon programını geliştirme birinci 3 aylık öğretim süresinde belirtilen öneriler arasında başı çekmektedir. Katılımcılar yeni gelecek öğrencilere de çeşitli önerilerde bulunmuştur. Bu öneriler arasında yeni gelecek olan öğrencilerin bilinçli seçim yaparak gelmeleri, sıkı çalışmaya hazırlıklı olmaları ve geldiklerinde ise aktif ve girişken olamalarıdır.

İkinci Çalışmanın Bulguları

İkinci çalışmada, cinsiyet, akademik başarı, üniversite topluluklarına üyelik, algılanan stres, benlik saygısı, üniversiteye uyumda kendine yeterlilik (aktivitenin kişisel çabayla sürdürülmesi, insan ilişkilerine uyum ve bilgiye dayalı karar verme becerisi) ve kültürel uzaklık değişkenlerinin üniversiteye uyumu, sosyal uyumu ve akademik uyumu ne derece yordadığını incelemek üzere 3 hiyerarşik regresyon analizi yapılmıştır.

Üç regresyon analizi sonuçları, tüm yordayıcı değişkenlerin üniversiteye uyum puanlarındaki toplam varyansın %34'nü, sosyal uyum puanlarındaki toplam varyansın %31'ni ve akademik uyum puanlarındaki toplam varyansın %34'nü açıkladığını göstermiştir. Bulgular, tüm yordayıcı değişkenler arasında ÜUKYÖ'nin insan ilişkilerine uyum boyutunun, benlik değerinin ve öğrenci topluluğuna üyeliğin üniversiteye uyumu ve sosyal uyumu pozitif olarak yordadığını, akademik başarı ve ÜUKYÖ'nin boyutlarından aktivitenin kişisel çabayla sürdürülmesinin ise akademik uyumu pozitif olarak yordadığını göstermiştir. Öte yandan bulgular, algılanan stresin üniversiteye uyumu ve akademik uyumu negatif olarak yordadığını göstermiştir. Bunların yanı sıra sonuçlar, cinsiyet ve ÜUKYÖ'nin bilgiye dayalı karar verme becerisi boyutunun, üniversiteye uyumu, sosyal ve akademik uyumu yordamadığını ortaya koymuştur.

4. TARTIŞMA

Birinci Çalışmanın Nicel Bulgularının Tartışılması

Birinci çalışmanın nicel analiz sonuçları, öğrencilerin sosyal, akademik ve toplam uyum, algılanan stres, benlik saygısı, ÜUKYÖ'nin iki boyutundan (insan ilişkilerine uyum, bilgiye dayalı karar verme becerisi) aldıkları puanların zamana göre değişmediğini göstermiştir. Bununla birlikte bulgular, ÜUKYÖ'nin boyutlarından etkinliklerin kişisel çabayla yürütülmesi alt boyut puanında 3. aydan 6 aya ve kültürel uzaklık puanlarında 3. aydan 9. aya anlamlı bir şekilde artış olduğuna işaret etmektedir.

Öğrencilerin üniversiteye uyum, akademik ve sosyal uyum düzeylerinin zamana göre değişmediği bulgusu, alan yazınında üniversiteye uyumda (Becker, 2008), sosyal ve akademik uyumda (Bettencourt ve ark., 1997) zamana göre bir farklılığın bulunmadığı bazı uzunlamasına çalışmaların bulgularını ve öğrencilerin her üç aylık öğrenim süresi için yüksek düzeyde uyum

gösterdiklerine işaret eden çalışmanın nitel bulgularını desteklemektedir. Ancak üniversiteye uyumun iki alt boyutu olan sosyal uyum ve kurumsal bağlanma puanlarında zamana göre düşüşün bulunduğunu (Baker, McNeil ve Siryk, 1985) ve uyumun üniversitedeki ilk aylarda daha güç olduğunu gösteren McClure'un (2007) çalışmasının bulgularıyla tutarlılık göstermemektedir.

Öğrencilerin uyum düzeylerinde zamana göre farklılık gözlenmemesi öğrencilerin üniversiteye başlamadan önceki üniversite yaşamıyla ilgili beklentilerinin gerçekleşmemesi ve bunun öğrencilerinin uyum düzeylerindeki olası bir artışı gölgelemesi ile yorumlanabilir (Baker ve Schultz, 1992; akt., Bettencourt ve ark., 1997). Bu bulgu, ayrıca çalışmaya katılımın gönüllüğe dayalı olması ve çalışmanın katılıcımlarının uyum düzeylerinin çalışmada yer almak istemeyen öğrencilere göre daha yüksek olması olasılığı ile açıklanabilir.

Öğrencilerin benlik saygısı ve algılanan stres düzeylerinin zamana göre farklılık göstermediği bulgusu ise, alan yazınındaki bazı çalışmaların bulgularıyla (Bettencourt ve ark., 1997; Friedlander ve ark., 2007) tutarlı iken diğerleri (Wintre ve Yaffe, 2000) ile ise tutarsızdır. Ayrıca bu bulgu, birinci görüşmelerden başlamak üzere her üç görüşmede gözlenen, kendine yetebilme ve bunun beraberinde getirdiği kendine güvendeki artış bulgularını ortaya koyan çalışmanın nitel sonuçlarıyla da paralellik göstermektedir.

Benlik saygısında zamana göre değişiklik görülmemesi benlik saygısının erken yetişkinlik döneminde daha durağan olması ile açıklanabilir. Trzesniewski, Donnellan ve Robins (2003), bu dönemde benlik algısının durağan oluşunu olgunlaşmaya bağlı değişimlerin azalması ve bireyin çevre üzerindeki kontrolünün artmasıyla açıklamaktadır.

ÜUKYÖ'nin iki boyutu olan insan ilişkilerine uyum ve bilgiye dayalı karar verme becerisi skorlarının zamana göre değişmediği bulgusu, üniversitede ilk senelerinde okuyan öğrencilerin, akademik yılın başında ve sonunda alınan

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ölçümlere göre kendine yeterlik skorlarında bir farklılığın görülmediği Ramos-Sanchez ve Nichols'ün (2007) çalışmasını kısmen destekler niteliktedir.

Öğrencilerin insan ilişkilerine uyum boyutu skorlarının zamana göre değişmemesi, ilk 3 aylık öğrenim süresinden itibaren katılımcıların sosyal becerilerindeki ve ilişkilerindeki gelişimi ortaya koyan çalışmanın nitel bulguları tarafından da desteklenmektedir. Bu bulgu, üniversitede ilk senelerinde okuyan öğrencilerin arkadaşlıklar kurup, bir gruba dâhil olmaya verdiği büyük önem (Conway, 2008; Dextras, 1993) sonucunda üniversiteye başlar başlamaz sosyal becerilerini geliştirme dolayısıyla ilişkilerin niceliğini ve niteliğini arttırma eğiliminde olmalarıyla açıklanabilir.

ÜÜKYÖ'nin boyutlarından etkinliklerin kişisel çabayla yürütülmesi puanlarının 3. aydan 6. aya artış gösterdiği bulgusu, ilk sene içerisinde üniversitede geçirilen sürenin artmasıyla öğrencilerin daha yetişkin ve bağımsız oldukları (Lokitz ve Sprandel, 1976) ve kişisel sorumluluklarını daha fazla üzerlerine aldıkları (Keup, 2007) bulgularını ortaya koyan uzunlamasına nitel çalışmalarla tutarlılık göstermektedir. Ancak çalışmadaki bu bulgu üniversite öğrencilerinin kendine yeterlik puanlarında zamana göre değişimin görülmediği Ramos-Sanchez ve Nichols'ün (2007) çalışmasının bulguları ile tutarlılık göstermemektedir.

Çalışmada zamana göre farklılığın görülmediği tüm değişkenlerde farklılığın görülmemesinin sebebi bu değişkenlerin öğrencilerin üniversite etkisine maruz kalmadan önce ölçülememesi ve bunun bu değişkenlerdeki olası bir değişikliğin gözlenmesini engellemesi ile de açıklanabilir. Çalışmanın nitel bulguları, öğrencilerin kendilerindeki kişisel değişimleri üniversitedeki ilk üç ay içerisinde gözlemlediklerini ortaya koymuştur. Aynı şekilde Dextras (1993) da öğrencilerin kişisel değişimleri birinci yarıyıl içerisinde gözlemeye başladıklarını ileri sürmüştür.

Bu değişkenlerde farklılığın görülmemesi, görüşmelerin katılımcılar üzerindeki olumlu etkisiyle de açıklanabilir. Baker ve Siryk (1986) üniversiteye uyum ölçeği ile yaptıkları bir açımlayıcı müdahale çalışmasında, öğrencilerin yaşadıkları sorunlarla ilgili bilgi almaya ve tedavi edici olmaktansa bilgi vermeye yönelik olan bir görüşme oturumu sonrasında öğrencilerin üniversiteye uyum düzeylerinde artış gözlemlemişlerdir.

Öğrencilerin kültürel farklılık skorlarında 3. aydan 9. aya artış gözlendiği bulgusu öğrencilerin Kıbrıslı Türk kültürüyle nadiren temasta bulunmalarına bağlı olarak bu kültürü tanıma şanslarının sınırlı olması ile açıklanabilir. Bir başka deyişle üniversitede ilk senelerinde olan öğrencilerin kampusta kalması, kampusun konumu, kampusun, öğrencilerin ihtiyaçlarını karşılayabilen yapısı ve kampusta az sayıda Kıbrıslı Türk öğrencinin olması sebebiyle öğrencilerin yerel kültürle sınırlı olan teması, öğrencilerin iki kültür arasındaki farkları algılama sürecini uzatmış olabilir. Öğrenciler üniversiteye uyum sağlayıp birlikte dışarı çıkacak sosyal çevreyi oluşturduktan sonra Kıbrıs'ı gezip böylelikle yerel kültürü tanıma şansını yakalamış olabilirler.

Birinci Çalışmanın Nitel Bulgularının Tartışılması

Birinci çalışmanın nitel kısmında öğrencilerin üniversiteye uyum süreci nicel ölçümlerle eş zamanlı gerçekleştirilen 3 görüşmeyle (3 ay, 6 ay, 9 ay) araştırılmıştır. Çalışmanın bulguları öğrencilerin bu üniversiteyi seçmelerinde üç etkenin belirleyici olduğuna işaret etmektedir. Bu etkenler, saygın bir üniversitenin öğrencisi ve mezunu olmanın avantajlarından faydalanmayı isteme, aile tarafından yönlendirilme ve ÖSS'den alınan puandır. Seçimlerinde iki önemli etken olarak ortaya çıkan saygın bir üniversitenin öğrencisi ve mezunu olmanın avantajlarından faydalanmayı isteme ve aileleri tarafından yönlendirilme bulgusu, üniversite seçiminde iki önemli etkenin aile ve üniversitenin saygınlığı olduğunu ortaya koyan Weismann, Bulakowski ve Jumisko'nun (1998) çalışmasıyla tutarlılık göstermektedir.

Çalışmanın sonuçları, üniversiteye gelmeden önce üniversiteyle ilgili bilgisi olan kişiler (örn., arkadaşlar, öğretmenler, üniversite personeli) ve internetin üniversiteye gelemeden önce sıklıkla başvurulan bilgi kaynakları olduğunu ve edinilen bilgilerin doğru, yetersiz veya yanıltıcı olduğunu ortaya koymuştur. Bulgular ayrıca, katılımcıların gelmeden önce pozitif ve / veya negatif duygular yaşadıklarını ve eğitim kalitesi, Kıbrıs'ta ve kampusta yaşamla ilgili yüksek veya düşük beklentiler içerisinde olduklarını göstermiştir.

Katılımcıların üniversiteye gelmeden önceki algılarını ve yaşantılarını içeren bu bulgular, öğrencilerin üniversiteye başlamadan akademik ve sosyal yaşamla ilgili çeşitli düşük ve yüksek beklentilerinin olduğunu ortaya koyan Roe'nun (2000) çalışmasıyla tutarlılık göstermektedir. Ayrıca, Keup'un (2007) çalışmasının sonucunda ortaya koyduğu öğrencilerinin bazı beklentilerinin karşılanmamasına rağmen üniversiteye yüksek düzeyde uyum sağladığı bulgusu, bu çalışmadaki katılımcıların bazı beklentilerinin karşılanmamasına rağmen üniversiteye ve Kıbrıs'taki yaşama iyi düzeyde uyum sağladığını gösteren, çalışmanın nitel bulguları tarafından desteklenmektedir.

Katılımcıların üniversitedeki ilk yıllarında yaşadıkları güçlüklerle ilgili bulgular, katılımcıların üniversiteye geldikleri ilk 10 gün içerisinde yalnızlık, ev / aile özlemi, kültürel ve çevresel farklılıkları gibi zorluklar yaşarken ilk üç aylık öğrenim süresinde ise yalnızlık, ev / aile özlemine ek olarak akademik problemler, sosyal yaşamın yetersizliği gibi güçlüklerle karşılaştıklarını ortaya koymuştur. Ayrıca çalışma sonuçlarına göre sonraki 6 aylık öğrenim süresinde de akademik problemlerin yaşanılan sıkıntılar arasında başı çektiği görülmüştür. Bu bulgular, üniversitede ilk senelerinde olan öğrencilerin ortak sorunlarının ortaya konulduğu alan yazınındaki pek çok çalışmanın (Dextras, 1993; Pascale, 2006; Poyrazli ve Grahame, 2007; Roe, 2000) bulgularını desteklemektedir. Ancak bulgular, sorunların yaşanma zamanı ile ilgili olarak Lokitz ve Sprandel'in (1976) çalışmasının bulgularından biraz farklılaşmaktadır. Araştırmacılar öğrencilerin iki dönem içerisinde yaşadıkları sorunları karşılaştırdıklarında, birinci dönemde, ikinci döneme göre daha fazla

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sayıda öğrencinin ev-aile özlemi sıkıntısı çektiğini ve akademik performanslarıyla ilgili endişe yaşadığını, bunun yanı sıra öğrencilerin sosyal yaşamlarıyla ilgili endişelenmeye daha çok ikinci dönemde başladıklarını bulmuşlardır. Bu çalışmada da ilk 3 aylık öğrenim süresinde sonraki 6 aylık döneme göre daha fazla katılımcının ev-aile özlemi ve yalnızlık çektiği gözlenmiştir. Ancak akademik problemler ve sosyal yaşamla ilgili endişeler (sosyal yaşamın yetersizliği, kişilerarası problemler) hem birinci hem de ikinci 3 aylık öğrenim süresinde karşılaşılan sorunlar olarak bulunmuştur. Sosyal yaşamla ilgili endişelerin Lokitz ve Sprandel'in çalışmasından farklı olarak her iki 3 aylık dönemde de gözlenmesi üniversitede ilk senelerinde okuyan Amerikalı ve Türk öğrenciler arasındaki kültürel farklılıkların incelendiği bir başka çalışma ile açıklanabilir. Kaya ve Weber 'in (2003) çalışması, Türk öğrencilerin sosyal çevrelerini oluşturmaya Amerikalı öğrencilerden daha fazla önem verdiğini ve bunun için başkalarının odasını ziyaret etmek ve arkadaş edinebilecekleri yerlere gitmek gibi inisiyatifi daha fazla ele alan davranışlar sergilediğini göstermiştir. Bu çalışmadan yola çıkarak katılımcıların akademik ve sosyal yaşamlarına birinci dönemden başlayarak eşit derecede önem verdikleri söylenebilir. Katılımcıların akademik problemlerinin ikinci dönemde de devam etmesi ile ilgili farklı bulgu ise pek çok hazırlık öğrencisinin ortak endişesi olan yaklaşan İngilizce Yeterlik Sınavı ile açıklanabilir.

Üniversiteye uyumla ilgili alan yazanında, aileler (Guiffrida, 2005; Katz, 2008) ve arkadaşlar (Dextras, 1993; Roe, 2000) üniversitede ilk yıllarında okuyan öğrencilerin temel destek kaynakları olarak karşımıza çıkmaktadır. Bu bağlamda ailelerin ilk 10 gün içinde, arkadaşların ise bir sene boyunca katılımcıların önemli birer destek kaynağı olduğunu gösteren bu çalışma, alan yazınındaki çalışmaları destekler niteliktedir.

Bulgular, öğrencilerin ilk senelerinde karşılaştılar akademik ve sosyal-kişisel problemlerle baş etmede sıklıkla olumlu düşünme ve çözüm odaklı baş etme yöntemlerini içeren aktif başa çıkma yöntemlerini kullandıklarını ortaya koymuştur. Bu bulgu, öğrenciler tarafından üniversitede ilk senelerindeki

güçlüklerle baş etmede, kararlı olma, akademik yardım alma, çalışmaya uzun saatlerini ayırma (McClure, 2007) ve sosyal çevre kurma (Pascale, 2006) gibi etkin baş etme yöntemlerinin kullanıldığını gösteren alan yazınındaki çalışmaların sonuçlarını destekler niteliktedir.

Katılımcıların ilk senelerinde kendilerinde gözlemledikleri değişiklere (kendi kendine yetebilme, sosyal becerilerini ve ilişkilerini geliştirme, uyum düzeyinde artış) bakıldığında ise, bulguların yine alan yazınındaki nitel çalışmaların (Dextras, 1993; Keup, 2007; Lokitz ve Sprandel, 1976) bulgularını destekler nitelikte olduğu görülmektedir.

Katılımcıların ilk senelerinde ilgilendikleri boş zaman etkinliklerine bakıldığında arkadaşlarla zaman geçirme, spor yapma ve Kıbrıs'ı gezmenin ilk sıralarda yer aldığı görülmektedir. Bu bulgu, birinci sınıfta öğrencilerin çoğunlukla arkadaşlarla muhabbet ederek zaman geçirdiklerinin bulunduğu Dextras'ın (1993) çalışmasının bulgularıyla tutarlıdır.

Çalışmanın sonuçları, kampusta sosyal çevreye sahip olmanın, daha önceki benzer yaşantıların ve çeşitli kişisel özelliklerin (kişisel ve sosyal beceriler, kişilik özellikleri) katılımcıların uyum süreçlerini kolaylaştıran etkenler olduğunu ortaya koymuştur. Bu bulgu, sosyal desteğin (Katz, 2008; Rood, 2008; Strage, 2000), seyahat etme ve yer değiştirme deneyiminin (Dextras, 1993), kendine güven, özdisiplin ve denetim, zamanı etkili kullanma ve çalışma becerileri gibi kişisel özelliklerin (Knapp-Williams, 1991) uyum üzerindeki olumlu etkisininin ortaya konduğu alan yazınındaki pek çok çalışmanın bulgularını desteklemektedir.

Son olarak, katılımcıların gelecekle ilgili planlarıyla ilgili bulgular, katılımcıların eğitimsel ve mesleki planlarının ön planda olduğunu göstermektedir. Bu bağlamda çalışmanın bulguları, üniversite öğrencilerinin hedeflerinin belirli bir kariyere sahip olmak (Spade ve Reese, 1991) veya yeni

bir üniversiteye geçiş yapmak (Lokitz ve Sprandel, 1976) olduğunu ortaya koyan çalışmalarla tutarlılık göstermektedir.

İkinci Çalışmanın Bulgularının Tartışılması

Üniversiteye uyumun yordayıcılarının araştırıldığı ikinci çalışmanın bulguları, tüm yordayıcı değişkenlerin üniversiteye uyum puanlarındaki toplam varyansın %34'nü, sosyal uyum puanlarındaki toplam varyansın %31'ni ve akademik uyum puanlarındaki toplam varyansın %34'nü açıkladığını göstermiştir. Bulgular, tüm yordayıcı değişkenler arasında ÜÜKYÖ'nin insan ilişkilerine uyum boyutunun, benlik değerinin ve öğrenci topluluğuna üyeliğin üniversiteye uyumu ve sosyal uyumu pozitif olarak yordadığını, akademik başarı ve ÜÜKYÖ'nin boyutlarından aktivitenin kişisel çabayla sürdürülmesinin ise akademik uyumu pozitif olarak yordadığını göstermiştir. Öte yandan bulgular, algılanan stresin üniversiteye uyumu ve akademik uyumu negatif olarak yordadığını göstermiştir. Bunların yanı sıra sonuçlar, cinsiyet, ÜÜKYÖ'nin bilgiye dayalı karar verme becerisi boyutunun ve kültürel uyumun üniversiteye uyumu, sosyal ve akademik uyumu yordamadığını ortaya koymuştur.

ÜÜKYÖ'nin insan ilişkilerine uyum boyutunun (kişinin, sosyal becerilerine olan güven düzeyi) üniversiteye uyumu yordadığı bulgusu, uyumun genel kendine yeterlik (Marder, 2009) ve kişilerarası ilişkiler kurma konusunda kendine yeterlikle (Rooijen, 1986) yüksek düzeyde ilişkili bulunduğunu gösteren alan yazınındaki çalışmalarla tutarlıdır. Aynı şekilde insan ilişkilerine uyumun, sosyal uyumu yordadığı bulgusu ise üniversitede kendine yeterlikle sosyal çevreyle bütünleşme arasında olumlu ilişkilerin bulunduğunu (Torres ve Solberg, 2001) ve üniversitede sosyal alanda kendine yeterliğin, üniversitedeki sosyal işlevselliği yordadığını (Myers, 2004) ortaya koyan çalışma bulgularını desteklemektedir. Bu bulgular Campbell'in (2002) vurguladığı üzere, kendi sosyal becerilerine yüksek düzeyde güven duyan ve yeni arkadaşlıklar kurmaya istekli öğrencilerin, yeni ilişkiler kurmaya motive olmaları ve bu

motivasyonlarınında üniversiteye bağlanmayı, dolayısıyla uyumu arttırmasıyla açıklanabilir.

Benlik saygısının üniversiteye uyumu olumlu şekilde yordadığı bulgusu ise yine alan yazınındaki pek çok çalışma (Becker, 2008; Protinsky ve Gilkey, 1996; Toew ve Yazedjian, 2007) ile tutarlılık göstermektedir. Algılanan stresin üniversiteye uyumu ve akademik uyumu negatif olarak yordadığı bulgusu, alan yazınında algılanan stresle üniversiteye uyum ve akademik uyum arasında yüksek düzeyde negatif ilişkilerin bulunduğu pek çok çalışmanın bulgularını (Friedlander ve ark., 2007; Kerr ve ark., 2004; Wintre ve Yaffe, 2000) destekler niteliktedir.

Çalışmada, üniversite topluluklarına üyelik üniversiteye uyumun ve sosyal uyumun pozitif bir yordayıcısı olarak bulunmuştur. Bu bulgu da, alan yazınındaki ders dışı etkinliklere katılım sayısının üniversiteye uyum, özellikle de sosyal uyum üzerindeki olumlu etkilerini ortaya koyan çalışmalarla (Bettencourt ve ark., 1999; Bohnert ve ark., 2007; Weissman ve ark., 1998) tutarlılık göstermektedir.

Çalışmanın akademik başarının, akademik uyumu yordadığına ilişkin bulgusu ise alan yazınındaki bazı çalışmaların bulgularıyla tutarlı iken (Bettencourt ve ark., 1999; Hurtado ve ark., 2007) akademik uyum ve akademik başarı arasında anlamlı bir ilişkinin bulunmadığı Thompson ve Fretz'in (1991) çalışma bulgusundan farklılık göstermektedir.

Akademik uyumun bir başka yordayıcısı olarak ÜÜKYÖ'nin boyutlarından aktivitenin kişisel çabayla sürdürülmesinin çıkması ise - kendi davranışları üzerinde içsel kontrole sahip olan öğrencilerin akademik ve sosyal yaşamlarını dengeleyerek üniversite yaşamının akademik sorumluluklarını yerine getirebileceğini ve bunun da öğrencilerin akademik uyumlarını olumlu yönde etkileyeceği düşünüldüğünde (Njus ve Brockway, 1999) - yine beklenen bir bulgudur. Ayrıca aktivitenin kişisel çabayla sürdürülmesi, bireyin, akademik

yaşamın gereklerini yerine getirebilmeyle ilgili becerisine olan güvenlerini yansıtan maddeleri de içerdiği için akademik kendine yeterliğin, akademik uyum üzerindeki yordayıcı etkisinin görüldüğü diğer çalışmaların (Ramos-Sanchez ve Nichols, 2007; Zychowski, 2007) bulgularını da destekler niteliktedir.

Çalışmada cinsiyetin, ÜUKYÖ'nin bilgiye dayalı karar verme becerisi boyutunun ve kültürel uyumun üniversiteye uyumu, sosyal veya akademik uyumu yordamadığı görülmüştür. Cinsiyetin anlamlı bir yordayıcı olarak bulunmaması alan yazınındaki bazı çalışmalarla (Fisher ve Hood, 1988; Leong ve Bonz, 1997) tutarlılık gösterirken diğerleri (Enochs ve Roland, 2006; Wintre ve Yaffe, 2000) ile göstermemektedir.

Çalışmada, bilgiye dayalı karar verme (kişinin mantıksal düşünme ve gözlem becerilerine olan güven düzeyi) boyutunun anlamlı bir yordayıcı olarak bulunmaması ise
bu boyutun üniversiteye uyuma yönelik becerilerden çok daha genel becerileri yansıtması ile açıklanabilir. Multon, Brown ve Lent (1991) yürüttükleri, kendine yeterliğin akademik başarı ve okula devam üzerindeki etkilerinin incelendiği bir meta analiz çalışması sonucunda değişkenler arasındaki en güçlü ilişkilerin, kendine yeterlik ölçeklerinin performans kriterine en çok uyuştuğu durumlarda gözlendiğini belirtmişlerdir.

Kültürel farklılıkların anlamlı bir yordayıcı olarak görülmemesi ise üç şekilde açıklanabilir. Birinci açıklama ilk senelerinde olan öğrencilerin Kıbrıslı Türk kültürüyle nadiren temasta bulunmalarına bağlı olarak bu kültürü tanıma şanslarının sınırlı olması ve bu sebeple kültürel farklılığın uyum düzeylerini etkilememesi olabilir. Bir diğeri ise, öğrencilerin kültürlenme yaşantılarının sadece kültürel uzaklık tarafından değil diğer içsel (örn., etkili baş etme yöntemleri) ve çevresel (sosyal destek, pozitif toplumsal tutumlar) etkenlerin etkileşimi tarafından belirlenmiş olabileceğidir (Berry, 2006). Son açıklama

olarak ise, öğrencilerin iki kültür arasında fazla bir farklılık algılamaması öne sürülebilir.

Sonuç olarak, birinci çalışmanın nitel bulguları öğrencilerin üniversiteye uyum, akademik ve sosyal uyum, algılanan stres, benlik saygısı, ÜUKYÖ'nin iki boyutundan (insan ilişkilerine uyum, bilgiye dayalı karar verme becerisi) aldıkları puanların zamana göre değişmediğini göstermiştir. Ancak ikinci çalışmanın bulguları aynı değişkenlerin (algılanan stres, benlik saygısı, insan ilişkilerine uyum) öğrencilerin üniversiteye uyum, sosyal veya akademik uyumlarının anlamlı birer yordayıcısı olduklarını ortaya koymuştur. Görünürde tutarsız olarak algılanabilecek bu iki çalışmanın bulguları görüşmelerin birinci çalışmanın katılımcıları üzerindeki olumlu etkisi ile açıklanabilmektedir.

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PUBLICATIONS

1. Koydemir, S., Sun-Selışık, Z. E., & Tezer, E. (2005).The relationship between marital adjustment among couples and perfectionism level of spouses. *The Psychological Counseling and Guidance Journal of Turkey, 23*, 65-71.

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