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CONSTRUCTION AND STANDARDIZATION OF EVALUATION OF ACADEMIC EVOLUTION SCALE FOR UNIVERSITY STUDENTS

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ABSTRACT

The present study aimed to develop a scale on Evaluation of Academic Evolution in males and females. The present study has a main objective is to develop a scale for males and females who do faced problems in university adjustment. This 22-items scale was based in the data of 233 males and 230 females of age ranges from 18 years to 24 years, sample of adequacy is 0.789 and the value of CFA is 0.5 and the value of alpha is 0.05. The third foremost step of this study is tester-test analysis. Inter-items correlation was also concluded in this research and it was an correlation between items. All these finding may have implication in the future to measure Academic Evolution in university students.

Keywords: *Academic Evolution, University Adjustment, Social Adjustment, Emotional Adjustment, Language Adjustment, Financial Adjustment*

INTRODUCTION

Universities will not only expand your mind, but it will also challenge you a bit, challenge yourself, and sometimes make you doubt your abilities. It can change you personally and further change your society and country by creating “learning itself and the passion to discover knowledge” (Bradley, et al., 2008).

Major life events can affect all aspects of a person's functioning, including emotions, nutrition, physical health, motivation, leadership, and personal feelings (Pennebaker,1990). What is not yet clear is whether people can voluntarily change the way they respond to life events and thus reduce their impact or it happens because of something else (Colder, 1990). Whether you're moving away from home for the first time or returning to school after a break or starting school is a time of big change. The first few days can be confusing, and it's not easy to feel lost or alone (University of York, n.d). But achieving this change means we need to be open to change and allow change. The successful courses you need, the challenges you will face and advice on grants will give you the information you need to set up

your new life as a university student (Lovric & Clark, 2021).

Getting used to and adapting to everything new can be scary. Even positive change can scare us. For many students, especially during their first year at BU, being away from home for long periods of time can be a strange experience (University of Boston, 2020). Although university broadens your mind, the transition to university can be a bit uncomfortable, challenging yourself, and sometimes causing you to doubt your abilities, while you won't experience every change in your first year, each semester of your first year and each year of university has its rhythm (Thangavelu & Irvine, 2021).

Sometimes things are difficult or adjustments take longer than expected. It's normal to see necessary adjustments, and if you can't adjust or feel uncomfortable, it's good to ask for help. It's important to note that change can happen throughout university life, not just in the first year! There may be a transition from part-time education to full-time education, from graduate study, from living at home to commuting, from single to wanting a partner, and others, by taking a break while studying and returning after graduation (The university of Melbourne, n.d). The atmosphere of university is very different from other types of education you may be exposed to. First, it is usually a large environment, and a larger environment means more heads. Second, being young means more freedom and responsibility. This means that no teacher forces you to attend classes regularly because the responsibility lies with you. For most students, this is very liberating, but it also means that if you don't calm down, everything will be lost. The same goes for time management and balancing work, friends, and other activities (University of the Witwatersrand Johannesburg 2019).

Adaptation refers to the process of responding to environmental needs, and students who actively adapt to new environments can cope with the further demands in life (Neihart, 2007). In meta-analysis, social evaluation includes many aspects such as self-direction, social development, acceptance, friendship, community participation, and family relationships. Psychological changes are also measured by many positive factors such as positive attitude, self-efficacy, locus of control, motivation, self-acceptance, happiness, and healthy consumption (Rogers, 2015). Niehart (2007) used the term "socioaffective impact" refers to the nonacademic impact on learning and is measured by developmental scores, teacher intelligence, participation in activities, behavior, individual scores and other characteristics, and teacher or parent assessments of risk, independence, and behavior. usability ideas.

Regarding the social-emotional dimension of acceleration, a comprehensive study of early access programs concluded that social-emotional change is associated with early entry programs, family support, college transitions, and human fellowship programs (Brody et al.,2004).

University education is your responsibility. It's important to be able to focus on yourself while studying and evaluate everything you have to do in class. The initiative you will learn also depends on the effort you put into your work. Since most university learning takes place outside the classroom, you need to be determined to get the job done. To organize your study time, you must develop the ability to manage your calendar. A commitment to learning should include monitoring your learning to understand not only what you have accomplished, but also the effectiveness of your work. If you're not used to sitting in the driver's seat, it will take some time for you to take charge of your education (University of Southern Queensland, 2021).

Students who are well adjusted socially and emotionally are those who share the social and emotional needs of college students. In research on accelerated students, various concepts have been used to explain the lack of academic impact of accelerated students' accelerated, non-academic adaptation to a new learning environment (Schuur, 2020).

Andrade (2009) also discussed the similar discrimination also affects students who study with peers from other cultures who do not speak the language. In fact, low-achieving students tend to avoid interacting and studying with high-achieving peers from other cultures. A survey of 900 international students in Australia found that 41% of students experienced a lot of stress due to situations such as culture shock and language because they

were unable to understand and adapt to their host institution and country (Rienties, Beausaert, Grohnert, Niemantsverdriet & Kommers, 2012).
Hazard and Carter (2018) describe Six variables in university students' first-year experiences: academic, cultural, emotional, financial, intellectual, and social. Almost everyone will eventually experience financial problems in university, which can hinder your ability to complete your education. Financial problems can cause stress and prevent you from focusing on your studies. Financial problems cause many students to drop out of school altogether. But it doesn't have to be this difficult. Financial skills, like other skills, can be learned and provide lifelong benefits (St. Clair College, 2009).

1.1 RATIONALE OF STUDY

The purpose of this study will determine the academic evolution evaluation in university students and investigate how academics, social and emotional, language and financial adjustments effect their university life. This research also examines that how these particular areas of student`s university life effected their lives and mental health. The main objective of this study was to develop the scale of the adjustment of the university students because from college to university life lots of huge changes takes place in their live, so how they perceive this new experience. Regarding Pakistan there is limited research on academic evolution evaluation. So this search will help in studying the adjustment`s challenges of university students in Pakistan.

1.2: RESEARCH OBJECTIVES

i. To develop the scale of academic evolution evaluation.
ii. This scale would be according to the struggles students faces when they join the university.
iii. The third objective of this scale to evaluate the student`s adjustments through these four sub-scales: academics adjustments, social and emotional adjustments, language adjustments and financial adjustments.

LITERATURE REVIEW

Academic adjustment is a complex process that takes into account a variety of factors, including students' motivation, learning capacity, understanding of their academic goals, methods for achieving them, level of satisfaction with the academic setting, and more (Hazard & Carter, 2018; Baker & Siryk, 1984). Many studies (e.g., Baker & Siryk, 1984a; Napoli & Wortman, 1998; Wintre & Yaffe, 2000; Sennett et al., 2003) have shown a positive correlation between academic adjustment and academic performance, indicating that students who are well adjusted academically achieve higher academic performance. Additionally, students who struggle to fit in at university are more likely to lack motivation for science learning activities including attending scientific exhibitions, talks, and reseach (Gerdes & Mallinckrodt, 1994; Tinto, 2006; Raza et al., 2020; Willems et al., 2021). For instance, Kantanis (2000) contends that if students do not adapt to the social and intellectual demands of university life, they would encounter severe challenges there. Students' psychological well-being may also be impacted by how poorly they respond to the pressures and obligations of university life (Jdaitawi et al., 2020; Aspinwall & Taylor, 1992; van Rooijen, 1986).
University may have different requirements for knowledge and abilities than previous educational settings. For example, although it will be expected that students will transition from a high school education focused on memorizing to a college course of study focused on critical analysis, students may encounter greater challenges achieving this shift (Hlinka, 2017). According to Hlinka et al. (2015), students also go through shifts from a one-on-one attention need in high school to a more independent kind of attention in university. This could be connected to FGCSs' lower academic readiness for college, as seen by their lower GPAs and inferior reading, science, and math scores (Zuo et al., 2017). A decrease in academic achievement may be attributed to these changes in the university education environment, including decreased academic aspirations, poorer GPAs, less hours taken, and FGCSs avoiding math and science majors (Barbera et al., 2020; Soria & Stebleton, 2012). In this case, FGCSs' academic achievement may depend on their capacity for problem-solving and their level of faculty member connectivity. FGCSs will face challenges that neither they nor their

parents have encountered, so being able to handle difficulties is essential to advancing toward degree completion (Zajacova et al., 2005). Additionally, asking for help from professors when needed can help students interact with others and find solutions to challenges, both of which have a good impact on their academic progress (Sass et al., 2018). But according to RTI International (2019) and Soria & Stebleton (2012), FGCSs engage with instructors less, participate in class discussions less, ask fewer thought-provoking questions, and are less likely to ask for academic support.

The ability of a student to adjust to the academic demands of their university is known as academic adjustment. This ability is contingent upon four distinct factors: a desire to learn and the establishment of clear learning objectives; a commitment to academic work; the effort required to meet academic demands; and a sense of satisfaction with the academic environment (Zhao, et al., 2022; Baker & Siryk, 1999; Baker & Siryk, 1984a). Along with cultural, emotional, financial, academic, and social adjustments, it is one of the six areas of adjustment that first-year university students go through (Hazard & Carter, 2018).

The psychological mechanisms that trigger, guide, and maintain behavior with a goal in mind are referred to as motivation (Nevid, 2013; Cook & Artino, 2016). It may be extrinsic, indicating a desire for rewards from outside sources, or intrinsic, representing a desire for fulfillment from inside (Tranquillo & Stecker, 2016). Thomas et al. (2009), Clark et al. (2014), Willems et al. (2021), Wang et al. (2021) and other studies have emphasized the significance of academic adjustment and motivation for learning in predicting students' academic performance in science-related courses. Students who can effectively adapt to their university's academic requirements, for example, typically do better in science-related courses (Baker & Siryk, 1999; Obrentz, 2012; Raza et al., 2020; Willems et al., 2021). According to several studies (Wang & Guthrie, 2004; Glynn & Koballa, 2006; Kusurkar et al., 2013; Juliana et al., 2014; Rana et al., 2015; Llbao et al., 2016), children that are very driven to learn science also typically perform better academically. The relationship between academic adjustment and interest to learn science in this setting has also been clarified by recent studies. According to a study by Chen et al. (2021), among Chinese college students, academic adjustment influenced science desire. Vansteenkiste et al. (2020) discovered in another study that there was a favorable correlation between students' intrinsic motivation for learning science and their academic adjustment.

Students may have a variety of difficulties as they adjust from college to university life, such as a new location, teachers, friends, way of life, and academic structure. In the end, students who are unable to effectively handle these unexpected difficulties at university become particularly prone to depression and anxiety, say Lapsley and Edgerton (2002). According to McDermott and Pettijohn (2011), a significant number of university-bound students worldwide suffer from psychiatric disorders. The four components of adjustment—academic, social, personal-emotional, and institutional commitment—were outlined by Crede and Niehorster (2012). Students are required to modify their study habits and work harder to meet the numerous new academic challenges that come with attending university, such as long class periods, various teaching methods, large assignments, etc. (Round, 2005). Students worry that they won't be able to handle the demands of the university, where they must develop their independence and stop depending on their parents or instructors for help with their coursework (Robinson, 2009). In order to satisfy the higher academic demands, they must establish new social relationships (Monroe, 2009). New students enrolled in BS programs are exposed to a variety of situations, responsibilities, choices, challenges, and decisions that they must learn to deal with and adjust to the new environment due to the diversity of university students, which creates a complex and dynamic environment (Kerr, Johnson, Gans, & Krumrine, 2004). Therefore, it is imperative that we spend time studying how recently enrolled university students adjust both socially and academically.

Language is a complex phenomenon with many deeper meanings that are not always evident. Therefore, discourse is necessary to help us uncover all those hidden meanings. Discourse is defined by Brown and Yule (1983) as "language in use."

Furthermore, "discourse" refers to the fruitful process in which a speaker or author uses language as a communication instrument in a specific context to express meanings. It looks at the communicative technique, namely how the speaker opens and ends the exchange and how many turns they take. It also looks at the language and words that make up the text. According to Fairclough (1995), all texts—spoken or written—contain ideology, which is expressed in the language and sentence structure. Beard (2008) opines that language is not just a means of communication but it's a way of demonstrating and constructing a series of ideas.

The goal of this research is to better understand how language and culture affect postgraduate international students' academic success by addressing challenges related to adjustment. According to Sam et al. (2013), international students pursue education internationally in order to improve their employable skills, develop job possibilities, succeed academically, and obtain higher-quality instruction. foreign students encounter social and educational challenges during their foreign education journeys that may prevent them from achieving their objectives, particularly while they adjust to their new surroundings. Among these difficulties are the linguistic proficiency of foreign students in a second language and the differences in culture in an unfamiliar environment. Most research highlighting these challenges to date has been done in Global North English-language education settings, frequently focusing on Asian students' adaptation to new academic and cultural contexts (Andrade, 2006; Wolf & Phung, 2019; Xiong & Zhou, 2018). Studies on the experiences of non-English speaking postgraduate international students taught in English in Malaysia are few (Shafaei & Abd Razak, 2016; Talebloo & Baki, 2013)., despite the fact that a growing body of work about international students transferring between locations in the Global South highlights similar dynamics (for example, international students in China and their adjustments: Nadeem et al., 2015; Tian and Lu, 2018).

International students from a variety of cultural backgrounds, for whom English is not their first language, have received a lot of attention as they study at universities in the US, Europe, Australia, and New Zealand. Lack of English competence is a common barrier to international students' integration in such settings (Sherry et al., 2010). For example, Brown's (2008) ethnographic research of postgraduate international students from non-English-speaking nations revealed that they encounter difficulties when attempting to communicate in English in academic and social contexts in the United Kingdom, both orally and in writing. Even though they performed well on the IELTS exam, the majority believed that their low English abilities were an obstacle. Brown also found that issues that impacted academic results and adjustment included "limited fluency, grasp of grammar and vocabulary; poor understanding of lectures, classroom discussion and day-to-day conversation." According to the participants, these issues prevented them from participating fully in class, which led to poor writing and reading abilities. Similar language difficulties were linked to late submission of assignments, thesis chapters, tests, and exams in a study of Asian students in New Zealand (Campbell & Li, 2008); in another, they negatively impacted the postgraduate supervision experience (Li et al., 2010).

International students face difficulties adjusting to a new culture and the demands of academic language, as many of them are non-native English speakers (NNES). Difficulties include disparities in expectations and educational systems, listening abilities, the use of humor and examples by teachers, the amount of reading required, direct writing styles, critical analyses, oral communication, and vocabulary (Berman & Cheng, 2001; Holmes, 2004; Lee, 1997).

Academic performance may be impacted by professors' perception that international pupils struggle with oral and written communication (Trice, 2003). Social interaction is also impacted by English competence. Due to their poor writing or presentation abilities, local students may be unwilling to work together on group assignments with students from other countries (Coleman, 1997; Parks & Raymond, 2004). Due to the limitations of coursework, international students may struggle with social interaction and feel more alone and homesick than domestic students (Rajapaksa & Dundes, 2002). (Lewthwaite, 1996). Research

indicates that although these interactions help with adjustment, international students find it challenging to form friendships with their peers in the host country (Hechanova-Alampay, Beehr, Christiansen, & Van Horn, 2002; Jacob & Greggo, 2001; Parks & Raymond, 2004; Schutz & Richards, 2003).

Students at other universities face similar social and academic challenges. Similar to international students generally, both in the US and other English-speaking nations (e.g., see Li & Stodolska, 2006; Wu et al., 2001), the students' instrumental incentive for studying English to complete their degree is not dissimilar. Although poor English proficiency can hinder social and academic success, international students are frequently content with their English proficiency upon arrival and do not wish to take English language courses to improve it if doing so would add time and expense to their degree completion (Coleman, 1997).

Adjustment refers to the process of responding to environmental demands, and students who positively adjust to new circumstances are able to cope effectively with the demands of life (Neihart, 2007). Social adjustment refers to the ability to form satisfying relationships with other people, and emotional adjustment involves the personal acceptance of circumstances, which may include adapting one's attitudes and emotions accordingly (APA Dictionary of Psychology, n.d.). Thus, a socially and emotionally well-adjusted accelerated student is a student who demonstrates appropriate social and psychological responses to being a young student at university. In the research on accelerated students, multiple terms are used with regard to the nonacademic effects of acceleration and the nonacademic adjustment of accelerated students to their new learning environment. For instance, in a meta-analysis, Rogers (2015) found social adjustment measures to include a wide variety of characteristics such as social self-concept, social maturity, peer acceptance, friendships, engagement in organizations, and family relations. Psychological adjustment effects were also measured with a wide variety of characteristics such as personality traits, self-efficacy, locus of control, motivation, self-acceptance, happiness, and well-being (Rogers, 2015). Neihart (2007) used the term "socio-affective impact" to indicate the nonacademic effects of acceleration, and reported that this was measured via characteristics such as social maturity scores, teacher ratings of social skills, participation in extracurricular activities, leadership positions held, self-concept scores, and through teacher or parent ratings of risk taking, independence, and creativity. For the purpose of the current review study, the terms social–emotional characteristics and adjustment are used, and all of the aforementioned characteristics are included to apply a broad perspective on these characteristics and adjustment.

In research on accelerated students in university, three, mutually nonexclusive, categories can be distinguished. The first concerns students who entered university early in a specially designed and highly selective early entrance to university program for gifted students, mainly in the United States. These early entrance programs vary greatly with respect to entrance age and qualifications, duration, curriculum, and living conditions (Brody & Muratori, 2015). The second category concerns the Study of Mathematically Precocious Youth (SMPY), performed in the United States, with a longitudinal focus on students who have been identified as mathematically precocious around the age of 13 years. These students were encouraged to accelerate their education, which almost all of them (95%) did in one or more ways (Lubinski, 2004). For instance, four in five students took Advanced Placement courses or earned college credits while in high school, half of them skipped grades, and one in five students entered college early (Lubinski et al., 2001). The third category concerns research on students who radically accelerated 3 or more years as the result of the accumulative effect of any combination of accelerative procedures over a period of time. This research has a strong base in Australia and often relates to case studies of "radical accelerants" (Jung & Gross, 2015), but also includes research on students in radical early entrance to university programs in which gifted students can complete the 4 years of high school and 4 years of university in 4 years' time in total (Southern & Jones, 2015).

With regard to the magnitude of the social–emotional effects of acceleration, research overviews on early entrance programs concluded

that positive social–emotional adjustment was related to a careful selection for the early entrance program, support from family, adjustment to college life, and friendships with peers in the program (Brody et al., 2004; Brody & Muratori, 2015; Olszewski-Kubilius, 1995). In an overview of research on accelerated SMPY students, Wai (2015) concluded that these students did not differ on various personality traits compared with equally able students who chose not to accelerate, that the accelerated students participated in extracurricular activities to the same extent, and that they were happy with their choice for acceleration. Wai did not report the type of acceleration that the students had experienced. However, a meta-analysis for all school levels by Steenbergen-Hu and Moon (2011) did not include enough studies on postsecondary students to calculate these effects. In a synthesis of meta-analyses on the effects of subject- and grade-based acceleration at elementary, middle, and high school level, Rogers (2015) found moderate social and psychological effects for grade-skipping, as well as moderate psychological effects for early entrance to university and radical acceleration. However, Rogers did not investigate the social–emotional effects of grade skipping and radical acceleration on postsecondary school level.

Based on the above, it can be concluded that significant gaps in the literature remain. First, in meta-analytic studies that have been published so far, postsecondary students were neglected, because studies with those students in the population did not meet the inclusion requirements. Second, review studies so far (Brody et al., 2004; Brody & Muratori, 2015; Gross & Van Vliet, 2005; Jung & Gross, 2015; Olszewski-Kubilius, 1995) summarized the social–emotional adjustment of accelerated students in early entrance programs or talent search programs, or of students who accelerated 3 or more years. As a result, it is not known how students who accelerated 1 or 2 years on an individual basis fare social-emotionally, nor is it known how entering university changes them social-emotionally. Third, studies have not looked into the effect of multiple experiences with acceleration and other gifted programs on the social–emotional adjustment of accelerated students. Fourth, some studies did summarize the literature, but not in a systematic way, possibly leading to selection bias of included primary studies and to including methodologically unsound studies. Fifth, no systematic review study has been published in which social–emotional adjustment of accelerated students was compared with that of non-accelerated students at university.

METHODOLOGY

Description of study is included in this section. In the study the Academic Evolution Evaluation scale for male and female university students was developed. This chapter focus on the procedure carried out during our study.

3.1 TARGET POPULATION

Participants of both genders within the age range of 18 years to 24 years were selected through random sampling technique. They were selected from different universities. Most of them were from government and private educational institutions.

3.2 SAMPLING TECHNIQUE

The sampling technique which was used to recruit participants for the study was done by non-probability convenient sampling technique. In convenient sampling the participants have the right to become the part of the study (Dornyei, 2007).

3.3 INCLUSIVE CRITERIA

i. Participants were from all government and private sectors and from different areas of Pakistan.
ii. Age range of participants was 18 years to 24 years.
iii. Both genders males and females were included

3.4 EXCLUSIVE CRITERIA

i. Unavailability of resources for students with disabilities
ii. The age range below 18 years won't be considered.

3.5 DEMOGRAPHIC INFORMATION FORM

Demographic information form was generated to find out the basic information about the individual in the study. It consists of personal information, age, gender, education, university, marital status, and

city. It gives complete information about the person's age, gender and also the education which help to fulfill the purpose of the study.

Evaluation of Academic Evolution.
This 22-item evaluation of academic evolution scale was developed in this study. The purpose of this scale is to measure university adjustment problems faced by male and female university students. The value of CFA is 0.5 and the value of alpha is 0.05. The scale is 5 point likert scale, rating as 1 strongly agree to 5 strongly disagree. There are five further subscales of the following which are, academic adjustment, language adjustment, social adjustment, emotional adjustment, and financial adjustment.

3.6 ETHICAL CONSIDERATION
While filling the questionnaire and completing the results the research ethics will be main focus. All participants have right to become part of the research and to leave the research. They have right to not share all the information if they do not want to disclose but they will be ensuring that their personal information will not be share with anyone and they will become anonymous.

3.7 OPERATIONAL DEFINITION
Adjustment is the process by which a living organism maintains a balance between the needs and the circumstances. Kulshrestha (1979) explained that, the adjustment process is a way in which the Individual attempts to deal with stress, tensions, conflicts, etc., and meet his or her needs. In this process, the individual also make efforts to maintain harmonious relationship with the environment. L.F. Shaffer (1961) explained that, adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

3.8 PROCEDURE
Firstly, search for the targeted population. All participants would require to sign an informed consent letter. Participants would be debriefed about the purpose of the study. All participants would be asked that they have the right to not participate at any time. After that data will be collected from the participants. The email and contact details were also providing to respondent so if anyone want to know about the findings of the research they can easily contact the researcher.

3.9 STATISTICAL ANALYSIS
In order to interpret the data of the study IBM SPSS-v24, and AMOS Graphics 7 is used. Descriptive statistics as used to prevalence of the study. Reliability analysis and correlation analysis is used to measure, the value of validity and temporal stability of the data. Dimension reduction is used for the purpose of exploratory factor analysis. AMOS Graphics 7 is used for the purpose of confirmatory factor analysis.

RESULTS
This chapter provide the detail information about the validity analysis, temporal stability and prevalence analysis of the scale which was developed before in the study. All statistical analysis was done by Statistical Package for the Social Sciences (SPSS, V 24.0) for Windows and the significance level of .01 were used for analysis of the total data.

INTER-ITEM CORRELATION
After checking over all response rate item-item correlation of test retest was checked through bivariant correlation method.

Table 4.1 Bivariant Correlation Between the Scares in Test Retest Administration (N=463)

Item No.	r	Item No.	r
1	.189	12	.202
2	.030	13	.249
3	.067	14	.156
4	.039	15	.022
5	.098	16	-0.89

6	-0.16	17	-0.60
7	.018	18	-2.09
8	-1.24	19	-0.14
9	.050	20	.017
10	.037	21	.044
11	.207	22	.018

Table 4.1 shows the correlation of test retest were taken to check the correlation between various items. Items 1-3 and 12-14 shows moderate positive correlations (0.189 to 0.249), indicating a tendency for these variables to increase or decrease together. Items 4-5 and 7-11 show weak positive correlations (0.039 to 0.207), suggesting a slight relationship between these variables. Items 15 and 20-22 show very weak positive correlation (0.022 to 0.044) indicating almost no relationship. Items 16, 6, 17, 18, and 19 shows strong negative correlations (-0.89 to -2.09), indicating a tendency for these variables to move in opposite directions. Item 8 has a strong negative correlation (-1.24).

Table 4.2 KMO and Bartlett's Test for Sampling Adequacy of 22-Items (N=463)

	KMO	Bartlett's Test Chi-Square	df	Sig
EAE	.789	3273.532	276	.000

Note: EAE stands for Evaluation of Academic Evolution

The sample adequacy was checked by Kaiser-Meyer-Olkin measure of Sampling Adequacy and Bartlett's test of Sphericity. Kaiser gave us an index of factorial simplicity. According to Kaiser (1974), the values which are above .9 are marvelous, .8 meritorious, .5 miserable and below .5 are unaccepted.

The sampling is adequate or sufficient if the value of KMO is larger than field (2009), according to Pallant (2013) the value of KMO is .6 and above (Ul Hadia, Abdullah & Sentosa, 2016). The value of KMO is .789, which is greater than .5, so we can say that the data is adequate. Further the values of Bartlett's test of Sphericity was significant at $p<.001$, it means that the data is normal and can be accepted for the further analysis, and further analysis can be done on the data. It also means that the data does not have any identity matrix.

CONFIRMATORY FACTOR ANALYSIS

Researchers generally use CFA after their measure has been assessed using EFA and they want to understand if the factor structure from the EFA analysis fits the data from a new sample. CFA was run to approve the findings of exploratory factor analysis. Confirmatory factor analysis was done by using AMOS graphics 7.

Figure 4.1 CFA Model Confirming the Factor Structure of the Domains of Scale of Evaluation of Academic Evolution with 6 factors.

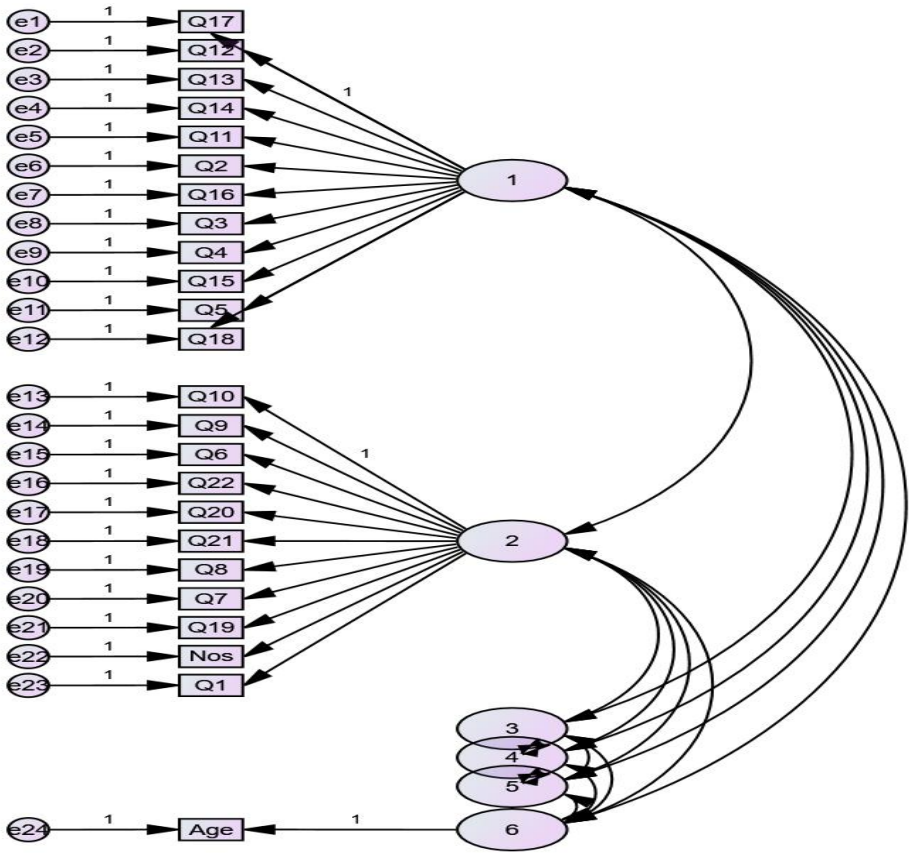

Table 4.3 Final Factor Loading of 22-Items of Evaluation of Academic Evolution Scale using Varimax Rotation (N=463)

Item no.	1	2	3	4	5	6
EAE 1			.545			
EAE 2			.698			
EAE 3			.767			
EAE 4			.739			
EAE 5			.614			
EAE 6		.711				
EAE 7		.680				
EAE 8		.679				
EAE 9		.682				
EAE 10		.740				
EAE 11	.788					
EAE 12	.821					
EAE 13	.753					

EAE 14	.755				
EAE 15		.561			
EAE 16		.782			
EAE 17		.720			
EAE 18		.656			
EAE 19			.672		
EAE 20			.734		
EAE 21			.769		
EAE 22			.674		
Age					.869

Note: EAE Stands for Evolution of Academic Evaluation

Table 4.3 shows the final factor loading of the scale. The range of the final factor loading starts from .545 to .821, and the reading we get with the age is .869. In which 6 on which factor I named Academic Adjustment, 5 on factor II named as Language Adjustment, 4 on factor III named as Social Adjustment, 3 on factor IV named Emotional Adjustment, 2 on factor V is named as Financial Adjustment.

DISCUSSION

Universities push you intellectually and occasionally cause you to doubt your own talents. According to Bradley et al. (2008), this setting promotes "learning itself and the passion to discover knowledge." Significant life events can have an impact on a person's motivation, emotional state, physical health, diet, leadership, and overall well-being (Pennebaker, 1990). It's still unclear if people may choose to lessen the impact of life events by altering how they react to them or if other factors are at work (Colder, 1990). Whether you're returning to school after a break, moving away from home for the first time, or starting university as a new student, starting university is a big shift. It can be confusing and isolating during the first few days (University of York, n.d).But in order to make this transformation, you have to be willing to let things change. The knowledge required to start your new life as a university student will be provided by successful courses, challenges, and grant counsel (Lovric & Clark, 2021). Getting used to unfamiliar surroundings might be scary. Good change can be unsettling as well. Being away from home for extended periods of time can be unsettling for many students, especially in their first year (University of Boston, 2020). Although attending university broadens your horizons, the adjustment can be unsettling and cause self-doubt. Every university year and every semester of your first year has a rhythm (Thangavelu & Irvine, 2021). The social and emotional needs of college students are shared by well-adjusted students. Numerous ideas that explain the nonacademic adjustment to a new learning environment are highlighted by research on accelerated pupils (Schuur, 2020). According to Andrade (2009), students who study with peers from different cultures are subject to discrimination. According to a poll of 900 international students in Australia, 41% of them reported feeling stressed out because of language and cultural obstacles, which made it difficult for them to adjust (Rienties et al., 2012).

This study intends to assess university students' academic progress and explore the ways in which academic, social, emotional, linguistic, and economical adaptations impact their university experience. It looks at how these changes have affected the lives and mental health of the pupils. The primary goal is creating a scale to assess how well university students adjust, with an emphasis on how they perceive novel events. This study will fill up the gaps in the limited research that Pakistan has done on the subject.

The study's goals are to create a scale for assessing academic advancement. Make a scale that represents the difficulties new college students encounter. Analyze student adaptations using the following four subscales: linguistic, financial, social, emotional, and academic.

Through random sampling, participants of both genders between the ages of 19 and 24 were chosen. They came from various universities, including both public and private ones. A non-probability

convenient sampling strategy was used to recruit individuals, enabling their voluntary participation in the research (Dornyei, 2007). Participants from various regions of Pakistan as well as the public and commercial sectors.

The research has wide-ranging ramifications that could help university students by equipping them with coping mechanisms and future readiness. The various pressures that students encounter when switching schools are better understood thanks to this research, which may result in improved resources and support systems for incoming students. The strain of the new learning environment has an impact on students' academic achievement as well as their emotional health. The variety of student backgrounds makes establishing new connections much more challenging. The developmental hypothesis of Alexander Astin (McCormick et al., 2013) holds that university students develop as a result of their interactions with the new academic environment. The newly designed scale exhibited strong reliability (9.37) and a good confirmatory factor analysis (CFA), making the study's results encouraging.

Although these encouraging findings, the study's efficacy may be diminished by some restrictions. The paucity of existing literature in Pakistan suggests that future study should concentrate more on the stresses and difficulties that new students encounter for a variety of reasons. Future research should look into the particular difficulties first-year students face when adjusting to a new academic setting and system. Universities could also think about holding seminars and workshops to teach incoming students stress management and coping techniques. Although the scale utilized in this study is in English, it would be beneficial for students in other nations if it were also translated into Urdu and other languages.

The research has wide-ranging ramifications that could help university students by equipping them with coping mechanisms and future readiness. The various pressures that students encounter when switching schools are better understood thanks to this research, which may result in improved resources and support systems for incoming students.

CONCLUSION, RECOMMENDATION AND LIMITATIONS

In Pakistan though few researches on student`s adjustment in new environment have been conducted. The importance of this research can be described as that the students face lots of challenges in their first year which affects their performance overall. While there are some studies on student's adjustment in new environment are present but they are few. These transitions create challenges in understanding which factors emphasizes the student`s overall performance more like culture, finance or any other factor. Studies have shown high attrition rates among first-year students (Holdway & Kelloway, 1987; Burnett, 2007). Colleges and universities deal with these problems in different ways. It is no wonder that many students around the world have difficulty adjusting to their new university life (Boute et al., 2007).

The new educational environment creates more pressure on students which affects their mental health and their academic performance too. The new environment which gives exposures to different students from different cultures gives challenges in making new relations. According to Alexender Astin's developmental theory (McCormick et al., 2013, p. 52), university students develop through their physical and psychological involvement in a new academic environment. The results are very good, reliability of newly developed scale is 9.37 which are highly reliable. The CFA of newly developed scale is .822 and the CFA of the scale is 834.

RECOMMENDATION AND LIMITATION

There are some limitations present in this study too which can reduce its effectiveness. Even the reliability of the scale is very high. There are some recommendations and limitations too;

The future studies and researches put more focus on the stressors and challenges the newly students faced because of various factors, because there are only few literature is available in our country.

The future researchers also focused on the various factors the newly students faced in their first year after transferring from one institute to different

institute in a very different academic system and environment.

It should also be recommended to the universities to arrange workshops and seminars to give newly students awareness about the management skills and the stressors coping skills.

Although this scale is already constructed in English language but it should also have translated into urdu and other languages too so that other countries can also benefit from this.

Implications

This research can imply on different university students. This research can help newly students to be prepared for the things in advanced and can help the other students to develop and create some coping skills and strategies to cope with these challenges. This research will develop the understanding of different stressors students faced when the institutes are changed.

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APPENDIX (Items Pool)

No.	Items	1 (Strongly Agree)	2 (Agree)	3 (Neutral)	4 (Disagree)	5 (Strongly Disagree)
1.	I am worried about university in general					
2.	I am optimistic about my future in this university					
3.	I am worried about my academic performance					
4.	I am satisfied with the number and variety of courses available in my university					
5.	I am satisfied with my university professors					
6.	I feel that the professors are too strict about attendance					

7.	I have well-defined academic goals					
8.	I am working hard for my course work					
9.	I have trouble concentrating when I try to study					
10.	I find it difficult to meet the course deadlines.					
11.	I find the course workload too much to handle					
12.	I am concerned about managing my time effectively					
13.	I fear I won't be able to secure good grades in exams					
14.	I can comprehend the main idea of complex texts in academic English					

15.	I understand the lectures and presentations delivered in English language					
16.	I fully participate in group discussions conducted in English language					
17.	I am able to express my ideas clearly and effectively in written academic English					
18.	I can ask questions and seek clarification in English language when I do not understand the course material					
19.	I can write research papers that meet the academic standards of language and style required by my university.					

20.	I can accurately cite sources and avoid plagiarism when writing in English language					

21.	I am able to understand and accurately summarize academic articles in English language					
22.	I can deliver well-organized and engaging presentations in English					
23.	I am able to understand and fill out university forms and documents in English language					
24.	I can take lecture notes effectively, enabling me retain and understand the information presented					

25.	I actively participate in academic debates in English language					
26.	I can effectively defend my viewpoints in English language					
27.	I can communicate efficiently in English language in formal and informal academic contexts					
28.	I understand idiomatic expressions and colloquial language used by peers and instructors in academic settings					
29.	I miss my hometown					
30.	I miss my college friends					
31.	I feel overwhelmed by my university life					

32.	I do not like to socialize with my university fellows					
33.	I find it difficult to connect with and talk to my university fellows					
34.	I struggle to feel a sense of belonging in my university class groups					
35.	I find it difficult to make friends in university					
36.	I am concerned about spending my free time by					

	myself					
37.	I have become responsible since I started university					
38.	I am afraid of getting lost					

39.	Lately, I have been struggling to manage my emotions					
40.	I am finding it challenging to manage the stress of university life					
41.	Sometimes my thinking gets muddled up easily					
42.	I can explain how changes in tuition fees impact my educational budget each semester					
43.	I know at least three sources of financial aid available to undergraduate students					
44.	I can create a monthly budget that includes all my educational expenses					

45.	I can calculate the total cost of my education, including hidden expenses such as books and lab fees					
46.	I understand how student loans will affect my finances after graduation.					
47.	I can evaluate the cost-effectiveness of part-time versus full- time enrollment in relation to financial aid eligibility					
48.	I require additional funds to cover my university expenses					
49.	I am working (doing a job) to finance my university education					