Relationship between Distraction and Academic Adjustment among First Year Undergraduate Students in Public Universities in Kenya

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Abstract

First year undergraduate students (FYUS) arrive at the university having very different academic and social skills and from different backgrounds and cultures. Some students adjust easily and are set up for successful university study whereas others become disoriented from their studies, underperform academically or drop out completely. The current study explored the relationship between distraction during transition and academic adjustment among first year undergraduate students. The study was guided by Person-Centred and Schlossberg's Transition Theory. The study population comprised 1,539 first year undergraduate students admitted at a public university in Kenya for the 2020/2021 academic year and 45 service providers. Stratified random sampling was used to select 306 students while purposive sampling was used to select 40 service providers for the study. Concurrent Triangulation Design was used within Mixed Methods Approach whereby data was collected using both

quantitative and qualitative methods. Questionnaires for students and service providers together with interview schedules for service providers were employed. Focus Group Discussions were also held for 13 students divided into two groups. Internal consistency of the questionnaire yielded a Cronbach's alpha $\alpha = .769$. Quantitative data analysis was done on percentages, Pearson's correlation and regression analyses using SPSS version 22 computer programme. Thematic Analysis approach was employed to analyse qualitative data. Results indicated a significant negative correlation between distraction and academic adjustment.

Keywords: Transition, Academic adjustment, Distraction, First year undergraduate students (FYUS)

1. Introduction

Universally, university entry gives students the opportunity to define and advance career pathways. The physical and social environment of the university is usually unfamiliar, overwhelming and intimidating to some freshmen. Many students joining public universities have unexplained fears and expectations concerning university life and education (Wangeri, Kimani, & Mutweleli, 2012).

Hazard and Carter (2018) described six adjustment aspects experienced by first-year university students, namely; academic, cultural, emotional financial, social and intellectual. Going to university, even when one is near home is a cultural experience which comes with its own language and customs, some of which may be initially confusing or confounding to the student. According to the authors, one has to navigate the six transitions to make university experience a successful one.

Distraction is the diversion of the attention of an individual or group from a desired area of focus thereby barring or diminishing the reception of desired information (Pang, 2016). The most common type of distraction among students is hijacked distraction where an individual is focused on something but is not in control of his attention and is focused on the wrong thing. Something else captures the attention of the individual. So this kind of distraction is not about being unable to concentrate, but it is about concentrating on the wrong thing at the wrong time because one's attention is pulled away.

According to Chambliss, Gartenberg, Honrychs, Elko, March, McGill et al. (2017), technological advancements have made managing potential distractions among today's adolescents quite challenging. In their study, the researchers engaged a sample of 62 students aged 17-23 years enrolled in an introductory psychology course in the mid-Atlantic region of the US. Findings of the study revealed that Netflix binge watching, Instagram and other social media appear to be disrupting academic success for many. The researchers further reported that sports viewing and electronic game playing were more distracting for male students than for female students who reported greater problems with being side-tracked by social media sites.

According to Leung (2015), distractions keep people from maintaining focus and productivity. In a study conducted to explore the effect of distraction on task performance and enjoyment among San Jose State University students, Leung found that participants who were promotion-focused performed better in mathematics compared to their prevention-focused counterparts (who aimed at preventing or avoiding failure) whether they were distracted by music or not.

In a literature review study conducted to explore extent of cell phone use and its impact on undergraduate students' academic achievement, Womack and McNamara (2017) of Kennesaw State University in the USA reported that use of cell phones, especially texting during class sessions had a significant negative effect on academic performance among undergraduate university students. Statistical data on prevalence of cell phone use in the classroom indicate that over 95% of undergraduate students owned cell phones, as indicated

across multiple studies (Elder, 2013; Olmsted & Terry, 2014; Pettijohn, Frazier, Rieser, Vaughn, & Hupp-Wilds, 2015 as cited in Womack & McNamara 2017). Of the students who own cell phones, 75% were found to have their cell phones with them in all class periods. However, only 8% to 9% of students turn off their phones completely during class time (Berry & Westfall, 2015; Tindell & Bohlander, 2012 as cited in Womack & McNamara 2017).

In an article published in the *Campus Technology* Magazine, Schaffhauser (2016) reported that university students in the USA were more distracted than ever. Quoting various empirical study results, the writer noted that students tended to check their digital devices, especially smart phones, an average 11.43 times during class for non-classroom activities. A proportion of 12% do texting, checking the time, emailing or other activities in class more than 30 times a day. Additionally, the number of students who self-reported that they used a digital device more than 10 times for non-learning reasons during class time rose from 30% in 2013 to 34% in 2015. Students who never used their digital devices for distraction dropped from eight to three percent between 2013 and 2015. According to Mushtaq (2018), university age students widely engage in using social media, which affect their personal as well as professional lives and that there are no statistically significant differences between positive and negative impacts of social media on students' academic achievement.

Contrary to the findings by Mushtaq (2018), a study in Malaysia found social media to have negative impact on university students' academic performance. Habes, Alghizzawi, Khalaf, Shalloum, and Ghani (2018) examined the relationship between social media and academic performance among university students in the Middle East and the rest of the world. It was found out that social media had become an integral part of university students' everyday lives and they used it from four to 12 hours a day. The study concluded that a large proportion of university students were addicted to the social media, especially Facebook and there was high participation in social networks which made students lose focus on academic work and negatively impact on their academic outcomes.

A study conducted by Owusu and Agatha (2015) titled 'use of social media and its impacts on academic performance of tertiary institution students' indicated that a good number of students in Ghana were engrossed in social networking sites. The study further reported that majority users utilized the sites only for purposes of chatting and downloading, which had negative effect on their academic performance. In another study, Kolan and Dzandza (2018) revealed that all the respondents used one social media platform or the other. Findings showed that 50.3% of the respondents spent two hours or more on social media daily. This over involvement in social networking sites by students had negative influence on their academic performance. From the respondents, 82.5% reported that they used social media for chatting and downloading pictures or videos while 17.5% reported that they used it mainly for academic purposes. On the positive effects of social media, the researchers reported that more than 60% of students use it for academic exchange with their lecturers.

In Nigeria, Apuke (2016) examined the impact of social media on undergraduate students' academic performance at Taraba state University, Jalingo. Findings indicated that the students

had access to the internet and that they did so using mediums such as smart phones, tablets and computers. Additionally, study found that students who spent more time on social media were likely to register poor performance in their academic activities compared to those who did not. The findings of the study by Apuke (2016) are similar to those of an earlier study conducted by Asemah, Okpachi, and Edagoh (2013) among undergraduate students of Kogi State University in Nigeria which concluded that students had high access to social media where Face Book was rated as the most common and that there was a high negative correlation between social media use and academic performance of the respondents.

In Tanzania, a study was conducted by Maganga (2016) to examine factors affecting academic performance among students in public secondary schools. The study reported among other findings that even if teens were presumed to be learning, they lost many hours in between on non-academic activities such as charting on smart phones leading to poor concentration on their studies.

Contrary to the findings by Maganga, a study conducted by Mwambungulu and Mungwabi (2018) among third year undergraduate students at the University of Dar es Salaam in Tanzania indicated that a majority of undergraduate students owned smart-phones which they used for different purposes including academic work such as watching academic-related videos and reading lecture materials. Findings further revealed that smart phones to an extent enhanced the undergraduate students' performance of academic activities.

In Uganda, Jehopio, Wesonga, and Candia (2017) conducted a study that focused on the impact of information and communication technology (ICT) induced multitasking on university students' academic performance. Results indicated that ICT-induced multitasking did not have direct impact on academic performance but was mediated by the participants' self-regulation, attention span, emotional control and productivity focus. To a majority of students, multitasking was found to induce emotional satisfaction and enjoyment which correlated positively with good academic performance.

According to Mugondo (2013), life in campus in Kenya takes a different turn from that of high school and the turn even becomes sharper when compared to that of primary school. The turn is associated with social and academic life. Academics are affected by five major distractions, namely romantic relationships, drugs, peer pressure, finances and electronic gadgets which include laptops, cell phones and tablet computers.

In a study conducted among fourth year undergraduate students at Kisii University, Kenya, Nyabera (2017) investigated the implication of social networking sites on the participants' academic performance. Results indicated that use of social networking sites especially Facebook, Twitter and WhatsApp had significant effect on the respondents' academic performance. When used wrongly, social networking sites lead to time wastage, reduced concentration and extra costs which impact negatively on academic performance. The study further reported that social networking sites influence students' behaviour and lifestyles.

A survey conducted by Mboga, Mboga, and Nyaaga (2016) confirmed that the use of mobile devices was prohibited and their use not allowed in schools in Kenya, with an aim of

minimizing distraction. Students surveyed expressed desire to use the mobile devices in classroom but were afraid of the consequences from school authorities.

2. Method

In the current study, Concurrent Triangulation Design was used within Mixed Methods approach where quantitative and qualitative data were collected concurrently in one phase. Therefore, survey data which is quantitative, was collected using questionnaire for first year undergraduate respondents and questionnaire for service providers. Qualitative data was collected using interview schedule for service providers together with Focus Group Discussion (FGD) for student respondents.

The study was conducted in a public university in Western Kenya with eight schools offering a wide range of undergraduate and post graduate courses for full time and part time students.

The study population was 1,539 first year undergraduate students comprising 1,019 male and 520 female students admitted for 2020/2021 academic year and 45 service providers in a public university in Western Kenya. Stratified Random sampling was used along with the table for determining sample size for a finite population by Krejcie and Morgan (1970) to come up with 306 respondents. Purposive sampling technique was used to select 40 service providers.

Piloting was conducted on participants comprising 10% of the sample that did not participate in the final study, according to Connelly (2008), yielding 30 student respondents and four service providers.

Face validity and content validity were established by presenting the data collecting questionnaires and interview schedules to experts in the Department of Educational Psychology and Education Foundations, School of Education, Humanities and Social Sciences for verification. Internal consistency of the students questionnaire was established through a reliability analysis using Cronbach's alpha where an α value of .769 was obtained.

Data analysis was both quantitative and qualitative. In quantitative analysis the questionnaires presented to the respondents were rated using Likert's scale of 1-5 to allow a range of scores to be obtained for each item. The ranges of scores were then used to determine the extent of distraction experienced and the level of academic adjustment. Percentages of respondents whose scores fell within the given ranges were then tabulated for comparison. The study also used correlation and regression analyses. Pearson's product moment correlation coefficients were determined to show the strength of relationship between distraction and academic adjustment. All quantitative data analysis was done using SPSS version 22 computer programme.

Qualitative analysis adopted the six steps of qualitative data analysis by Braun and Clarke (2006).

3. Results Level of distraction was measured using questionnaires to generate quantitative data and interview schedules as well as students' FGDs to generate qualitative data. Out of the 306 sampled student respondents, 296 completed the questionnaire while 38 out of the 40 sampled service providers completed the questionnaires and interview schedules.

Quantitative data on distraction obtained from service providers is presented on Table 1.

Table 1. Findings from Service Providers on Distraction

	Frequency Distribution and Percentage of respondents						
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response	Total
FYUS are generally distracted from their academic work by other activities	4	15	7	8	2	2	38
	10.5%	39.4%	18.4%	21.1%	5.3%	5.3%	100%

Table 1 presents findings from service providers on the level of distraction among FYUS. Results indicate that a total of 49.9% of the service providers either agreed or strongly agreed that FYUS were generally distracted from their academic work by other activities. A total of 26.4% of the respondents either disagreed or strongly disagreed while 18.4% were undecided and 5.3% did not respond. It can therefore be stated that there is a notable level of distraction from academic activities among FYUS.

During the pilot study, the researchers identified 11 common distractors among student respondents. These were; chatting with friends, Facebook, listening to music, betting online, watching movies, chatting online during lectures, lack of sufficient time to complete assignments leisure, whatsApp, watching football and other activities. In the Likert's scale score, leisure, lack of sufficient time to complete assignments and other activities were grouped together as other factors and the average score recorded. The other distractors were each rated separately. Each distractor represented from one to five points whereby a score of one meant minimum distraction while a score of five meant the maximum level of distraction.

The researchers chose to treat each distractor separately instead of getting total score for all the distractors put together. This is because it was possible for a respondent to get engrossed in one or a few distractors which would greatly affect their academic adjustment while they were not distracted by other factors. Distraction therefore was not considered in terms of their numbers but in terms of the level (Likert's score for each).

Table 2. Percentage Frequency Distribution of Student Participants' responses on Academic Adjustment

Academic factors	Percentage Frequency Distribution					
	SA	A	U	D	SD	Total
I feel comfortable with my lectures timetable and number of courses offered this semester	21.84	25.60	5.12	31.40	16.04	100
I have been attending lectures regularly without fail	9.90	47.78	37.20	3.75	1.02	100
The content of the courses taught is simple and easy to understand	7.51	47.44	35.15	7.51	2.04	100
The number of assignments we are given is manageable	6.14	21.84	41.64	26.62	3.75	100
The assignments we are given are easy to follow and do	8.87	46.76	36.52	9.90	1.37	100
I have no challenges in attending online lectures	19.45	9.56	3.41	25.26	42.32	100
I have no challenges in taking online exams	19.45	14.33	2.73	23.55	39.93	100
I feel adequately prepared for the next series of CATs and exams	7.17	21.84	46.76	21.16	2.39	100

Key: SA= strongly agree; A= agree; U= undecided; D= disagree; SD= strongly disagree.

Table 2 findings show that the students reported good adjustment to the first five aspects of academic adjustment. It is however notable a high proportion of 43.32% and 25.26% strongly disagreed and disagreed respectively that they had no challenges with online lectures. Similarly, 39.93% strongly disagreed while 23.55% disagreed that they had no challenges taking online examinations. Response on preparedness for continuous assessment tests (CATs) and examinations revealed that 46.76% were not sure while 21.16% disagreed that they were adequately prepared for CATs and examinations. These findings reveal that the most challenging areas of academic adjustment among the FYUS were online lectures, online examinations and preparedness for CATs and examinations.

The outcome of the relationship between distraction and academic adjustment is represented on Table 3.

Table 3. Pearson's Correlation Coefficients between Distraction and Academic Adjustment

		TAC	LEATT	CONL	ASSN	ASSL	ONLEC	ONEX	CAEX
CHATFR	Pearson Correlation	**-.463****	-.237**	-.266**	-.220**	**-.308****	-.062	-.030	-.262**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.295	.611	.000
	N	286	286	286	286	286	286	285	285
FBK	Pearson Correlation	**-.378****	-.053	-.228**	-.258**	-.222**	-.040	-.072	-.262**
	Sig. (2-tailed)	.000	.366	.000	.000	.000	.492	.222	.000
	N	291	291	291	291	291	291	290	290
MUS	Pearson Correlation	**-.575****	-.146*	-.215**	**-.293****	-.230**	.002	.001	-.170**
	Sig. (2-tailed)	.000	.013	.000	.000	.000	.972	.990	.004

	N	289	289	289	289	289	289	288	288
BET	Pearson Correlation	**-.611****	-.120*	-.222**	**-.335****	-.234**	.108	.005	-.188**
	Sig. (2-tailed)	.000	.041	.000	.000	.000	.065	.933	.001
	N	291	291	291	291	291	291	290	290
MOVIE	Pearson Correlation	**-.623****	-.134*	**-.298****	-.267**	**-.310****	.078	.092	-.275**
	Sig. (2-tailed)	.000	.023	.000	.000	.000	.187	.119	.000
	N	290	290	290	290	290	290	289	289
DULEC	Pearson Correlation	**-.475****	-.145*	-.239**	**-.286****	-.231**	.074	-.011	-.202**
	Sig. (2-tailed)	.000	.013	.000	.000	.000	.210	.848	.001
	N	291	291	291	291	291	291	290	290
OTHERS	Pearson Correlation	**-.651****	-.172**	**-.307****	-.265**	**-.351****	.102	.010	-.218**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.080	.871	.000
	N	293	293	293	293	293	293	292	292
WHAP	Pearson Correlation	**-.447****	-.070	-.223**	-.282**	**-.299****	-.119*	-.133*	-.210**
	Sig. (2-tailed)	.000	.236	.000	.000	.000	.043	.023	.000
	N	291	291	291	291	291	291	290	290
SOCC	Pearson Correlation	**-.522****	-.105	-.203**	-.239**	-.228**	.121*	-.071	-.156**
	Sig. (2-tailed)	.000	.075	.001	.000	.000	.041	.233	.008
	N	285	285	285	285	285	285	284	284

*Note. **Distractions (Independent Variables)***

CHATFR = Chatting with friends

FBK = Facebook

MUS = Music

BET = Betting online

MOVIE = Watching movies

DULEC = Chatting online during lectures

OTHERS = Leisure, other activities and lack of sufficient time for academics

WHAP = WhatsApp

SOCC = Watching soccer

Academic Adjustment Parameters (Dependent Variables)

TAC = Adjustment to lecture timetable and number of courses offered

LEATT= Adjustment to lecture attendance

CONL = Adjustment to course content difficulty level

ASSN = Adjustment to assignment number

ASSL = Adjustment to assignment difficulty level

ONLEC = Adjustment to online lectures

ONEX = Adjustment to online examinations

CAEX = Preparedness for next series of assessment tests and examinations

Table 3 showing Pearson's correlation coefficients between the distractors and the specific aspects of academic adjustment indicated that each distractor had at least some significant

negative impact on an aspect of academic adjustment. Chatting with friends had a moderate negative correlation with adjustment to the lecture timetable and courses offered as well as assignment level. Other distractors which had a moderate negative impact on adjustment to lecture timetable and number of courses offered were; Facebook, WhatsApp and chatting online during lectures. Distractors which had a strong negative impact on adjustment to lecture timetable and number of courses were; listening to music, betting online, watching movies, watching soccer, leisure and other distractors. It can therefore be deduced that the named distractors had negative impact on academic adjustment.

Qualitative findings on distraction showed that participants in the FGD listed common issues, in order of priority, which may distract FYUS from their academic work. The activities listed were; co-curricular activities such as drama, sports and recreation, hunger, being married while still a student, social media, bashes (parties),betting especially among male students, deals gone sour, employment such as hawking, motor cycle riding, working as security guards, building construction work and working as waitresses.

The respondents added that involvement in employment became more common as students familiarized with surrounding environment with their continued stay in campus.

The interview schedule for service providers yielded a report on the activities that frequently distracted FYUS from their academic work. Participants reported social media, as the main distractor. For instance;

> *They get distracted by social media access and use, engagement in entertainment and visiting such joints as well as engaging in consumption of alcohol and drugs* [SPIS 3]

> *Mobile phones and social media, romantic relationships, hanging out with peers and family issues for married students keep many students distracted from academic work* [SPIS 7]

> *Students are hooked into social media- WhatsApp, Facebook. A few use them even during lectures. Some have challenges related to socio-economic background, survival becomes difficult, derailing concentration on academic work. Others lack self-motivation* [SPIS 12]

It was further revealed that overindulgence in alcohol and other forms of entertainment distracted many FYUS as reported by one respondent;

> *Overindulgence in alcohol and drugs, uncontrolled interaction with the opposite gender and too much* freedom *without any control on time management are the main distractors of these students.* [SPIS 1]

In addition, findings indicated that some FYUS were distracted by betting addiction, student politics, unlimited freedom and prolonged celebration mood after passing KCSE examinations.

Therefore, from the service providers' perspective, the main distractors that may diverted attention of FYUS from their academic work were; social media access and use, overindulgence in alcohol and drugs, romantic relationships and peer pressure.

4. **Discussion**

The current study was limited to finding the relationship between distraction during transition and academic adjustment among first year undergraduate students in public universities. However, it should be noted that academic adjustment problems may result from other causes not related to transition. Academic adjustment problems may also be due to more freedom at the university compared to high school environment. Nevertheless, since all admitted first year undergraduate students passed their secondary school examinations to qualify for the courses they are admitted into, projection can be made that any other academic difficulties experienced by the students may be largely due to transition.

The study was conducted in one public university, a fact that may not guarantee generalizability of the findings to private universities in Kenya which operate under different policies and may have students from different demographic backgrounds. Given that the students at the said university are drawn from diverse regional, academic, social secondary school and economic backgrounds, the study population was representative of that found in all other public universities in Kenya. The students ' characteristics and experiences were therefore not expected to vary from one public university to another, making the findings of the study generalizable in all public universities in Kenya.

A similar study in Ghana by Kolan and Dzandza (2018) concluded that student over involvement or obsession with social networking sites impacted negatively on their academic performance. In Nigeria, Apuke (2016) found that students who spent more time on social media were likely to record poor performance in their academic activities compared to those who did not. On the same note Asemah, Okpachi, and Edagoh (2013) found that students had high access to social media where Face Book was rated as the most common and that there was a high negative correlation between social media use and academic performance of the respondents. In Kenya, Nyabera (2016) reported that use of social networking sites especially Facebook, Twitter and WhatsApp, when used wrongly, led to time wastage, reduced concentration and extra costs which impacted negatively on academic performance. On the other hand, Mushtaq (2018) found that the positive impacts of social media among undergraduates in Afghanistan appeared to be higher compared to negative impacts.

The findings of the current study were similar to those of Chambliss, Gartenberg, Honrychs, Elko, March, McGill et al. (2017) who concluded that Netflix binge watching, Instagram and other social media appear to be disrupting academic success for many youths aged 17-23 years. Similarly, Womack and McNamara (2017) reported that use of cell phones, especially texting during class sessions had a significant negative effect on academic performance among undergraduate university students.

Acknowledgements

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Appendix

Appendix A. Students' Questionnaire (Sq)

The questionnaire below intends to solicit views on extent of transition experiences affecting first year undergraduate students in public universities and the students' adjustment to academic programs. The outcome of the study may be used by stakeholders to understand the nature and extent of experiences faced by first year undergraduate students as a result of transition from high school to university, how this affects their academic adjustment and probably seek appropriate intervention to mitigate emerging challenges.

Kindly respond to the questions below as honestly as possible by ticking the appropriate response. For confidentiality, do not write your name anywhere in this form.

   i)   Name of course enrolled in ....

   ii) Indicate your gender   Male [   ]   Female [   ]

   iii) What is your age bracket?   Below 18 yrs. [   ]   18-19 yrs. [   ]   20-21yrs [   ]

         Above 21 yrs. [   ]

1. In your opinion, indicate the extent to which the following descriptions suit you.

2. In your opinion, and as honestly as possible, indicate how much you agree or disagree with the following statements.

Emotional Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I find myself spending a lot of time chatting with friends					
I find myself spending a lot of time on Facebook					
I spend a lot of time listening to music					
I spend a lot of time betting online					
I spend a lot of time watching movies					
I sometimes chat online during lectures					
I spend more time on leisure than on academics					
I often lack sufficient time to do my class assignments					
I sometimes miss lectures because I am busy in other activities					
I find myself spending a lot of time on whatsApp					
I spend a lot of time watching football					
Academic factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I feel comfortable with my lectures timetable and number of courses offered this semester					
I have been attending lectures regularly without fail					

The content of the courses taught is simple and easy to understand					
The number of assignments we are given is manageable					
The assignments we are given are easy to follow and do					
I have no challenges in attending online lectures					
I have no challenges in taking online examinations					
I feel adequately prepared for the next series of CATs and exams					

APPENDIX B. SERVICE PROVIDERS ' QUESTIONNAIRE (SPQ)

The questionnaire below intends to solicit views on extent of transition experiences affecting first year undergraduate students (FYUS) in public universities and their adjustment to academic programs. The outcome of the study may be used by stakeholders to understand the nature and extent of experiences faced by first year undergraduate students as a result of transition from high school to university, how this affects their academic adjustment and probably seek appropriate intervention to mitigate emerging challenges.

SERVICE PROVIDING CATEGORY: Office of Dean of Students ☐ Dean of School ☐

Library services ☐ Catering and Accommodations services ☐

Please indicate how long you have worked at this university?

Less than one year ☐ 1-2 years ☐ 3-5 years ☐ Over 5 year ☐

Kindly respond to the questions below as honestly as possible by ticking the appropriate response. For confidentiality, do not write your name anywhere in this form.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. FYUS are generally distracted from their academic work by other activities					
2. FYUS are able to cope well with class sizes at the university					
3. FYUS attend lectures regularly without skipping					
4. FYUS grasp their course content well during lectures					
5. FYUS attend online lectures without challenges					
6. FYUS have no challenges when taking online examinations					
7. FYUS complete their assignments well and in good time.					

THANK YOU

APPENDIX C. SERVICE PROVIDERS ' INTERVIEW SCHEDULE (SPIS)

SERVICE PROVIDING CATEGORY: Dean of Students ☐ Dean of School ☐

Librarian ☐ Catering and Accommodations Department ☐ Academic Department ☐

Please indicate how long you have worked at this university?

Less than one year ☐ 1-2 years ☐ 3-5 years ☐ Over 5 years ☐

Kindly respond to the questions below as honestly as possible by giving the appropriate response.

1. In your opinion, what are there some FYUS who are generally distracted from their academic work?

2. Please list three activities, in order of priority, that may distract most FYUS from their academic work

3. In your opinion, what would make some FYUS unable to cope with their academic work?

4. In your opinion, are there challenges faced by FYUS during online lectures and examinations?

<div align="center">THANK YOU</div>

APPENDIX D. STUDENTS ' FOCUS GROUP DISCUSSION (FGD)

The following discussion intends to solicit views on extent of transition experiences affecting first year undergraduate students (FYUS) in public universities and their adjustment to academic programs. The outcome of the study may be used by stakeholders to understand the nature and extent of experiences faced by first year undergraduate students as a result of transition from high school to university, how this affects their academic adjustment and probably seek appropriate intervention to mitigate emerging challenges.

Kindly participate in this discussion as honestly as possible by giving the appropriate responses. For confidentiality, do not mention your name anywhere in this discussion.

1. Are there some FYUS who are generally distracted from their academic work?

   If yes, what do you think is the source of such distraction?

   How can distraction be mitigated among FYUS?

2. Please list common activities, in order of priority, that may distract most FYUS from their academic work

3. Are there some FYUS who do not attend lectures regularly?

4. If yes, what would be their reasons for missing lectures?

5. Do you think there are some FYUS who do not grasp the course content easily during lectures?

     If yes, what in your opinion, could be the reason for this?

6. What do you think would cause some FYUS to delay in submitting their assignments?

7. Are there some FYUS who find it difficult to complete their assignments independently without cross checking with other students? If yes, what could be their reason for doing so?

8. In your opinion, what would make some FYUS unable to cope with their academic work?

9. In your opinion, are there challenges faced by some FYUS during online lectures and examinations?

THANK YOU

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