Student's Adjustment to College Life at Albalqa Applied University

Dr. Bilal Adel Al-khatib
Assistant Professor in Educational Psychology
Albalqa Applied University
Jordan

Dr. Habis Suleman Awamleh
Associate Professor in Educational Psychology
Albalqa Applied University
Jordan

Dr. Fadi Soud Samawi
Assistant Professor in Educational Psychology
Albalqa Applied University
Jordan

Abstract

This study aimed at measure the degree of student's adjustment to university life at Albalqa Applied Technical University, so the researchers applied the adjustment to college scale on a random sample which consists of (334) students.

The study findings were:
- *The degree of students' adjustment to university life was moderate.*
- *There is no statistically significant differences (α = 0.05) on the scale of adjustment to college attributed to college, gender, study level, and the interactions between them.*

Key Words: adjustment, College Scale

1. Introduction

Adjustment with university life is considered one of the main indicators of success in university life as it is an indicator for the student's ability to face the problems resulting from fulfilling hid academic, social and emotional needs. Through achieving adjustment with university life the students will be able to form a kind of good relationships with others in the university leading him to enhance his academic achievement.

Moreover, adjustment with university life can be a strong indicator of the academic level of the students from one hand and the level of social relations development and achieving personal goals from the other hand. We can note that many educational scholars studied this aspect in order to explore the status of the academic, social and psychological level of undergraduate students then determining the problems facing them when trying to achieve their goals (Al-nabhan, 2001; Ali, 2003; Saldern, 1992).

The stage of university life is an important part of the student's life as he moved from the total dependence on the teacher, family and curriculum into the complete independence. Moreover, many students move away from their cities into new places causing a change in their cultural, social and psychological environment, this may affect their adjustment with the university life (Al-shinawi & Abdurrahman, 1994).

It is known that university life has its own demands and challenges, failure in meeting those demands and challenges will cause academic. Psychological and social problems for the student who is the mostly affected by those problems (Abu Baker, 1997). Therefore, it is important to guide students to achieve adjustment in order to avoid those problems and achieve their goals.

There are many definitions of adjustment, for example Sufian (2004) stated that adjustment is the individual's meeting of his psychological demands and accepting himself.

There are many definitions of adjustment. Sufian (2004) defined it as the individual's ability to fulfill his psychological needs and his self-acceptance as well as enjoying life without any types of conflicts and accepting social activities and participation in social activities. Or it is a behavior directed to overcome the obstacles or the techniques used by people to fulfill needs and satisfy motives as well as reducing pressure to achieve balance and satisfaction (Al-ananni, 2005).

Furthermore, Scott looked into adjustment as the behavioral process by which humans to maintain an equilibrium among their various needs or between their needs and the obstacles of their environments (Al-azza,2004).

The researcher interest in this subject emerged from low rates of cumulative percentage of students in the Balqa Applied University, and due to students attempts to transfer from one major to another within the college or university, and try to stand on the reality of compatibility with university life in the university is necessary in order to identify the problems associated with in accordance with university life at the university and work to resolve to help the students, which would improve the quality of their university on the one hand and increase the positives of this university and encourages students to join them in the hope to develop this university to become among the national universities, Arab and international awards.

2. Statement of Purpose and questions

Higher education had increased rapidly in Jordan within the number of universities as well as admitted students; this required those universities to conduct studies to investigate the problems faced by students in order to solve them to enhance the teaching learning process as well as reducing problems and identifying the types and characteristics of students.

Al-balqa applied university had been influenced by this growth as its location in more than one governorate reflects the need of people in every region and within the need of providing all majors while reducing costs and time for students and parents. Therefore, the problem of this study emerges from answering the following questions:

   a. What is the degree of adjustment with university life among Al-balqa applied university from their point of view according to the university life adjustment scale?.
   b. Are there any significant statistical differences at the (α =0.05) on the total degree according to the university life adjustment scale attributed to (study level. College. Gender and interaction between them)?.
   c. Are there any significant statistical differences at the (α =0.05) between the means of the sample's performance on the domains of the scale attributed to (study level. College. Gender and interaction between them)?

3. Importance of the Study

The importance of the study emerges from being conducted in a public Jordanian university providing services for the local community. Therefore, if students in this university don't have adjustment the objectives will not be achieved. Furthermore, the current study will provide decision makers and higher education managers with information about adjustment with university life in order to use it to enhance the university climate to achieve the best rates of adjustment and solve problems.

4. Study Limitations

The study is limited within place, time and procedural aspects. The study was applied on Al-balqa applied university in the second semester of the academic year 2010/2011. The procedural limitations were the sample of the study and the scale used by the researcher.

5. Definition of terms

  - **University Adjustment:** University student's ability to comprehend the material successfully and starting friendly relations with colleagues and teachers as well as his ability to solve psychological and social problems. In this study it is the mean of the total degree achieved by the respondent on the university life adjustment scale.

- **Academic Adjustment:** The ability of student to achieve adjustment with university life and reaching a state of satisfaction on his performance, colleagues, teachers and the environment as a whole. In this study it is the mean of the total degree achieved by the respondent on the items related to academic adjustment in the university life adjustment scale.
- **Social Adjustment:** the extent of adjustment between the student and the surrounding environment. In this study it is the mean of the total degree achieved by the respondent on the items related to social adjustment in the university life adjustment scale.
- **Personal (emotional) adjustment:** Refers to the student ability to achieve self-satisfaction within different activities. In this study it is the mean of the total degree achieved by the respondent on the items related to emotional adjustment in the university life adjustment scale.

6. *Previous Studies*

There are many studies that discussed the university environment within its all components within satisfaction, loyalty and students adjustment. Adjustment with university life is one important indicator of the academic adjustment and achievement in all university life aspects. Al banna (2008) conducted a study to identify the common Stressed Survival Situations at Al-Aqsa University students in Gaza city. Moreover, Identifying the significant differences between the gender (male – female) in Stressed Survival Situations at Al- Aqsa University students in Gaza city . The study sample was included conducted of (200) University students , (100 males) and (100) females . The study revealed that the commonest of the most common of stress survival situations were arranged in the following order : Emotional situations, studying situations, personality situations ,healthy situations , economic situations ,family ,and social situations . There are no significant differences in stress survival situations except health situations in favor of female.

In bosheet(2008) study the academic problems that faces applied studies and community college at King Faisal University from students perception were studied. The sample of the study covered (432) students from applied studies and community college at the university headquarter in AL-Ahsa and its branch in Dammam from different academic majors and specializations. the results indicated dissimilarity and divergence in the academic problems facing the students in terms of existence and importance. The study has concluded that the most variables influencing the students' apprehension of the importance of the academic problems was the location variable (AL-Ahsa – Dammam) whereas the academic specialization in secondary school (natural science – arts) and the students' accumulated average (GPA) were the least variables influencing the students' apprehension of the importance of the academic problems.

Barrkat (2006) investigated of the effected of religious commitment on Al-Quds Open University students psychological and sociological adjustment , and related with some variables : six , age , specialization , academic achievement , fathers profession , mother profession . To achieve this purpose used two instruments: 1. Religious Commitment Scale (RCS) And 2. Psychological & Sociological Scale (PSS), applied to (200) student (100 Females and 100 Males). The results indicated that there were significant differences reflected by religious commitment on students psychological and sociological adjustment , also the results obtained that were significant differences reflected on religious commitment among variables : six , age , specialization , in favor of females , students from age (less than 22 years) , and educational specialization . However, the results showed that were no significant differences reflected on religious commitment among variables: academic achievement, father's profession, mother profession.

Moreover, Dhkan & Al-Hajar (2006) studied the level of stress and its resources among Islamic university students and its relationship with their psychological hardiness. It also sought to find out the effect of some demographic variables on the level of stress and hardiness. The descriptive analytical method was used in this study. The sample of this study consisted of (4%) from (15,441) university male and female students of students was drawn from the nine faculties and their departments. The results of this study indicated that the level of stress among university student was (62.05%), while the level of psychological hardiness among them was (77.33%).The results also revealed that there were statistically significant differences among students in the level of stress due to sex in favor of male students, which means that the level of stress among male students was higher than among female students The results also revealed that there were not statistically significant differences among students in the level of stress except study and university environment stress- due to academic level in favor to the fourth academic level.

In another study Barker (2004) aimed to two-fold; first, to examine the relationship between motivational orientations and adjustment to university, stress, and well-being in a sample of students during their second year of university and second, to assess the predictive value of motivational orientations in determining subsequent academic performance. Controlling for gender and age, a motivated behaviors led to worse psychosocial adjustment to university, higher levels of perceived stress, and greater psychological distress while studying. In contrast, intrinsically motivated behaviors (to know) were associated with lower levels of stress. In relation to academic performance, neither extrinsic or intrinsic motivation, nor a motivation were related to subsequent academic achievement. Both gender and entry qualifications were significant predictors of performance.

Grayson (2003) stated that Universities establish various first year programs designed to assist students in the transition from high school. American research focusing specifically on first year adjustment, and general models of educational outcomes, suggest that early adjustment results in positive outcomes such as relatively high grades and credit completion. An examination of students entering York University in Toronto Canada in 1995 shows, however, that early adjustment may have only a very slight impact ton first year grades and completed credits and no implications for five year outcomes. Findings such as these may indicate that students who do not make an early adjustment to university in Canada may not necessarily bedis advantaged. The difference between these findings, research on American campuses, and the assumptions of American models of students outcomes, may result from general differences in the post-secondary experience in the two nations.

Wilson (2003) tried to explore the university adjustment among Zambian university students. The sample of the study consisted of (242) male and female students from the first year and (60) male and female students of fourth level students. The findings showed that there are problems in university adjustment due to the potentials and services of the university.

Sulieman and Menezzel (1999) study aimed to investigate the adjustment degree among Sultan Qabous university students according to gender, achievement, residence and semester. The study concluded that there is adjustment to university live in all domains except for the social domain and there are differences in the personal domain attributed to gender for the favor of males.

Leel (1993) studied the differences in adjustment to university live in king Faisal University in Saudi Arabia according to gender, social and psychological status, major, residence, and college and study level. The findings showed that there were no significant statistical differences in the adjustment attributed to the study variables except for gender and residence.

Al-amayra (1988) study applied on (582) male and female students at Yarmouk University showed that the most adjustment problems among students were the economic domain, the study domain, social domain, psychological domain and health domain. Moreover, there were no differences in adjustment problems due to college or living place while there were differences attributed to gender in the favor of males.

7. *Methodology*

Study Population and Sample

The population of this study consisted of all Al-balqa applied university in Bs degree level in the academic year 2010/2011 totaling (27444) male and female students, (10211) males and (17233) females. The sample of the study consisted of (334) male and female students (171 males, 163 females) chosen randomly from each college representing 10% of the population. Table (1) presents the sample distribution according to the study variables.

Table (1) Sample's Distribution according to study variables

College							Study Level	
	First year		Second year		Third year		Fourth year	
	male	female	male	female	male	female	male	female
Educational sciences	11	10	13	11	9	9	5	7
science	12	12	12	12	12	10	9	5
Engineering	12	13	19	14	12	6	5	5
Arts	5	10	5	6	5	6	5	5
Financial and administrative sciences	5	6	5	5	5	5	5	6

Instrument

The researcher administrated (Ali, 2003) scale (Adjustment to college scale) developed by (Baker & Sirk, 1984) and adapted by Ali (2006) (Appendix1).

It is a self-administrated multidimensional scale to measure students' adjustment to college. The scale consisted of (36) items distributed on four domains: academic adjustment, social adjustment, emotional adjustment and commitment to achieve goals. Ali (2003) calculated validity and reliability as follows:
1) Reliability:

Reliability was calculated by administrating the scale on (50) male and female students in some universities and colleges by using alpha coefficients and half-split procedures using Brown Guttmann formula. Reliability rates were as follows:

Table (2) Reliability rates according to alpha coefficients and half-split coefficients

Domains	alpha coefficient	half-split Spearman	Guttmann
Academic adjustment	0.74	0.72	0.75
Social adjustment	0.71	0.74	0.76
Emotional adjustment	0.86	0.85	0.83
Commitment to goals	0.87	0.6	0.84

2) Validity

- Face validity: After Translating the scale and reviewing it .Ten Specialists reviewed the questionnaire and offered suggestions. As a result, a few items were added and a few items were deleted under (80%) agreement rate.
- Factor validity: factor validity was calculated for the sample (n=100), the results showed that the domains comprehend (78.9%) of variance as stated in Table (3):

Table (3) Factor Validity of the scale

Domains	Factors	Participation
Academic adjustment	%0.88	0.82
Social adjustment	%0.93	0.73
Emotional adjustment	%0.92	0.84
Commitment to goals	%0.89	0.87
Potential part	%3.14	
Variance rate	%78.9	

- Internal constancy validity: (40) male and female students from Um Al-qurra University were used to calculate the internal constancy of the scale as mentioned in Table (4):

Table (4) Internal constancy validity

	First domain total and degrees of the scale	Second domain	Third domain	Fourth domain
Correlation factor among domain and the total degree	0.78	0.28	0.51	0.95

Statistical Procedures

To answer the study questions the researcher calculated means and standard deviations. Moreover, 3-way ANOVA and 3- way MANOVA were used through SPSS software.

To determine the level of adjustment to college life in Al-balqa applied university. The researcher adopted the following criteria:

- Degree (1): presents low adjustment degree.
- Degree(2): presents an average adjustment degree.
- Degree(3): presents high adjustment degree.

Findings of the Study

The First Question: What is the degree of adjustment with university life among Al-balqa applied university from their point of view according to the university life adjustment scale?.

To answer this questions means and standard deviations of the samples answers were calculated within the domains and the total degree of their responses on the scale. Table(5) presents the results.

Table (5) Means and Standard Deviations within the domains and the total degree on the scale

Domain	Means	SD
Academic	2.03	0.23
Personal/emotional	2.05	0.29
Social	2.13	0.32
Commitment to goals	2.32	0.29
Total degree	**2.1**	**0.17**

Table (5) shows that the total mean of the total degree of the adjustment scale among Al-balqa applied university students was (2.1) with a standard deviation of (0.17) this result indicates that those students had an average level of adjustment. Moreover, table (5) shows that the domain of commitment to goals came in the first rank with a mean of (2.32) and standard deviation of (0.29) followed by the social domain with a mean of (2.13) and standard deviation of (0.32). Meanwhile, the academic domain and the personal domain came in the last rank with a means of (2.03), (2.08 and standard deviations of (0.23) and (0.29). This result shows that there is an average level of adjustment among Al-blaqa applied university students. This may be referred to several reasons.

1. in the academic domain: dissatisfaction among students on their academic performance may be due to differences in the study at the university and at schools as the university needs more self dependence in addition to other skills such using the library and the internet or writing notes. Moreover, students in the university are admitted within their low averages compared with other students in public universities in addition to the problem of buying courses and books as well as the weak relationship with their teachers.
2. **Personal/emotional domain:** The responses of students were in an average level and this may be attributed to the environmental frustration in the surrounding area that prevent the fulfillment of students needs and motives such as clubs or other recreation centers in the local community. Additionally, the lack of diverse university activities may lead to a low adjustment degree on this domain.
3. **Social domain:** The responses of students were in an average level but higher from the previous domains. This may be attributed to that the emotional compatibility and personal is a green light for consensus and social as emotional compatibility and personally came to a fair degree, that would lead to social consensus average, because the individual who lives a friendly relationship with himself through the compatibility profile can then build a friendly relationship between the others and the environment.
4. **Commitment to Goals:** Responses in this domain were better than other domains but in an average level. This may be due to the variance of this domain component such as teachers, colleagues, social activities and recreation activities. Moreover, students' goal is to achieve performance and he is committed to this goal.

The results of this question are consistent with Al-Amyrra (1998) study, Suliman and Mynezel (1999) study while disagree with the latter in the social domain and this can be explained due to the social domain surrounding the student.

The Second Question: Are there any significant statistical differences at the (α =0.05) on the total degree according to the university life adjustment scale attributed to (study level. College. Gender and interaction between them)?.

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To answer this question the researcher calculated 3-way ANOVA for the differences in the sample's responses on the total degree of the scale according to the study variables in order to determine the statistical significance

Table (6) 3-way ANOVA for the differences in the sample's responses on the total degree of the scale according to the study variables

Variance Source	Square	Freedom degree	Square means	F value	Sig
Gender	24.2	1	24.2	0.628	0.4
Study Level	8.6	3	2.9	0.91	0.45
College	140.1	4	35.1	0.571	0.56
Gender / Study level	65.9	3	21.9	0.684	0.15
Gender/college	105.3	4	26.3	1.33	0.65
Study level/college	564.8	11	51.3	0.624	0.19
Gender/college/study level	264.263	11	24.0		0.35
Error	11388.9	296	38.5		

Table (6) indicates that there are no significant statistical differences in the means of the sample's responses towards adjustment to college life on the total degree of the scale attributed to the study variables as the significance level is (0.05). This result can be interpreted that the adjustment to college life is not based on gender, study level, college or interaction between them. However, it is related to other factors such as future anxiety of job after finishing the university or emotional instability or other problems related to academic achievement. Moreover, all students male and females in all levels at the college live the same conditions related to the sources of the university or the community and this resulted in the same level of adjustment assuring that the diverse in potentials and sources will lead to diverse in adjustment.

The results of this question consistent with Al-amayra (1998), Al- nabhann (2008) and disagrees with Sulimean and Mnezzel (1999).

The Third question: Are there any significant statistical differences at the (α =0.05) between the means of the sample's performance on the domains of the scale attributed to (study level. College. Gender and interaction between them)?.

To answer this question the researcher calculated 3-way MANOVA to determine if there are differences in the means of the sample's answers on the domains of the scale according to the study variables (gender, study level, college and interaction between them. Table (7) presents the results.

Table (7) 3-Way MANOVA results for the total degree of the scale domains with study variables

Variance Source	Domain Dependent variable	Square	Freedom degree	Square means	F value	Sig
Gender	Academic	2.6	1	2.6	0.26	0.61
	Social	5.1	1	5.1	2.1	0.15
	Personal	0.182	1	0.182	0.03	0.85
	Commitment	0.36	1	0.36	0.07	0.79
Study Level	Academic	28.3	3	9.4	0.93	0.42
	Social	10	3	3.4	1.36	0.25
	Personal	17.5	3	5.8	1.1	0.34
	Commitment	27.1	3	9	1.8	0.15
College	Academic	86.6	4	21.7	2.2	0.07
	Social	7.5	4	1.8	0.7	0.56
	Personal	8	4	1.9	0.4	0.81
	Commitment	9	4	2.3	0.45	0.77
Gender/Study level	Academic	6.2	3	2.1	0.2	0.89
	Social	11	3	3.7	1.5	0.22
	Personal	8.6	3	2.9	0.55	0.65
	Commitment	5.4	3	1.8	0.35	0.79
Gender/college	Academic	24.8	4	6.2	0.62	0.65
	Social	4.4	4	1.1	0.43	0.78
	Personal	22.8	4	5.7	1.1	0.36
	Commitment	17.1	4	4.3	0.83	0.5
Study level/college	Academic	144.9	11	13.2	1.3	0.22
	Social	30.5	11	2.8	1.1	0.35
	Personal	67.3	11	6.1	1.2	0.29
	Commitment	149.5	11	13.6	2.7	0.08
Gender/college/study level	Academic	60.7	11	5.5	0.55	0.87
	Social	36.7	11	3.3	1.33	0.29
	Personal	54.4	11	4.9	0.95	0.48
	Commitment	42.1	11	3.8	0.75	0.69

Table (7) shows that there were no significant statistical differences between the means of students responses on the domains of the scale attributed to the study variables and interactions between them as the significant was higher than (.0.5). The researcher explained this by considering academic adjustment, social adjustment and personal adjustment as well as commitment to goals ares are not due to gender or level of school, college or the interaction between them, but to factors associated with the University of Balqa Applied from being a University have different locations not older than four years, which makes there is great similarity in the circumstances of colleges of all aspects of academic, social and other, which make the result agree university in its various dimensions and one for all, regardless of gender or level of study or college.

This result is constants with Al-amyrra (1998), laeel (1993) and disagrees with Suliamand an Menezzel (1999) study

8. *Recommendations*

Based on the findings of the study the researcher recommended the need or conducting comprehensive educating programs for students from the beginning of their university life, to meet their needs and solving the problems they may face. Moreover, providing them with information and skills that increase their adjustment with the university life to lead them to an increased and positive participation in the university life. Moreover, the researcher recommended the need of an educational and counseling center to help students to adjust with university life and conducting more studies aiming to investigate the factors affecting adjustment to college life especially in new universities.

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Appendix (1)

Adjustment to college scale (ATCS)

Instructions: This scale is interested in measuring academic, social, emotional and commitment domains for university students to achieve the highest degree of adjustment.

To achieve this you must answer all questions accurately as there is no right or wrong answer in this scale.
You will find the following alternatives: completely true, somehow true, completely untrue. Mark (/) in front of the alternative expresses your opinion. There is no designated time for completing the scale. Try to answer frankly without consulting anyone

1) Demographic variables:

- Gender: 　　　**Male (　)** 　　　**Female (　)**
-College:
- Study Level:

2) Items

No	Item	Completely true	Somehow true	completely untrue
1	I feel comfortable while am in the college.			
2	I feel stressed and moody while am in the college.			
3	I attend lectures regularly.			
4	I meet many male and female students and I seek their friendship.			
5	I know what I want from my college and why I'm there.			
6	I cant make any relation with other gender.			
7	Im adjusted with college life.			
8	I feel emotional instability with my relations with other gender.			
9	I depend on myself in solving my problems in the university.			
10	Im convinced with my major.			
11	I try to achieve my goals through high performance in the college.			
12	Im not satisfied with my achievement.			
13	My goals and hopes are clear.			
14	I lost motivation to study in the university.			
15	Obtaining the grade is the most important thing to me.			
16	Im satisfied with university courses.			
17	I enjoy writing notes in the lecture.			
18	I depend on colleges to solve some emotional problems with the other gender .			
19	Im convinced with practicing sport, culture and entertainment activities in the university.			
20	Im convinced of the need of psychological services center to guide students.			
21	I visited the university library regularly.			
22	Sometime I feel unsatisfied with my major			
23	Sometimes I face sleep troubles when I think of my future after university.			
24	I face difficulty in pastime inside the university.			
25	I write my won diaries about university life.			
26	I participate in conferences and workshops in the university.			
27	I face many troubles in doing homework at home.			
28	I feel different from colleagues in some ideas and thoughts they do.			
29	I face some problems in some courses achievement.			
30	I like applied courses.			
31	I try to qualify myself for my work after graduation.			
32	I follow my teacher's instructions			
33	I wish to pursue undergraduate studies.			
34	I had friendly relationships with some faculty members.			
35	I disagree with my colleagues on some scientific issues.			
36	I face some problems in some courses achievement.			