

Campus Environment—A Study of Adjustment versus Adaptation on Academic Forefront

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Abstract- Campus environments are studied to improve students' quality of life and well-being that enhance transforming their total educational experiences. The focus is to understand student's perception of academic environment which by default has to be academically fulfilling juxtaposing between adjustments towards adaptation. Thus, student experiences on academic forefront necessitates for adaptation which is undoubtedly through multiple componential level of student adjustments.

1. INTRODUCTION

1.1 Academic Adjustment

Academic adjustment and attachment best predicts academic success of students (Fastre et al., 2008) who keep refining academic goals (Sheldon, 2008). The adjustment to the university also has its say majorly on academic performance (Petersen et al., 2009) as adjustment problems faced by students also vary by faculty perceptions (Jenkins & Galloway, 2009). The prominent among them being curriculum adjustment towards academic performance (Chang et al., 2009) with self-efficacy and motivation determining the academic adjustment of students in higher education institutions (Thomas et al., 2009). Further with motivation and learning strategies determining academic adjustment of college students (Cazan & Anitei, 2010), the academic achievement on the fore lore of academic adjustment among first-year college students (Calaguas, 2011) makes academic self-concept churn academic adjustment in higher education (Wouters et al., 2011). Academic adjustment in found gendered among students of minority race (Kiang et al., 2012) with students adjustment to college differing by gender and study level of academic year (Al-Khatib et al., 2012) and having its say on self-regulated learning of academic adjustment (Cazan, 2012). The extra-curricular involvement also derails academic adjustment and achievement in higher education (Leandro et al., 2012). Thus academic achievement impacts college adjustment of students (Sangeeta & Chirag, 2012). Students' academic adjustment also relies on english language difficulty that acts as a barrier impacting

social adjustment which indirectly influences academic adjustment at university (Sam et al., 2013). Students with specific types of reading spelling disorders also differ in their adjustment problems (Müller et al., 2013).

Academic adjustment, social adjustment, psychological adjustment and institutional attachment varies among international students (Rajab et al., 2014) with academic adjustment to university (Clinciu & Cazan, 2014) predetermining academic resilience towards academic adjustment of first year students (Cazan, 2014). Academic self-efficacy along with academic motivation and satisfaction at college environment affects college adjustment of first-year students (Salmain et al., 2014). The academic self-efficacy positively influences adjustment to college (Azar & Reshadatjoo, 2014) with demographic variables impacting academic adjustment of first-year students (Adeniyi et al., 2014) and determining adjustment that delve to the academic achievement of students (Patel, 2014). Of late, even with test anxiety having its role in academic adjustment (Rana & Mahmood, 2015), supplemental instruction in engineering education enhances students to adjust to and succeed in university institutions (Malm et al., 2015).

1.2 Academic Adaptation

Adaptation level to university environments influences academic grades (Hewitt, 1975). The students adaptation to college in terms of academic adaptation differed by gender (Valeri-gold et al., 1998) with insights also largely snooping off adapting curriculum to patterns and perception of students of race and colour (Sawyer, 2000).

2. STRUCTURAL COMPONENTS OF ACADEMIC ENVIRONMENT

Age

Academic goal achievement changes with age (Cowan, 2011) as students of diverse age have a motivational conflict that develops only with age (Grund et al.,2015). Attendance in regular classroom teaching influences academic performance of students in engineering institutes in India (Singh & Rajoria, 2014) where increase in age negatively influences grades and lowers students academic performance (Ercan et al.,2013).The regular assessment of engineering courses, improves quality and it's an initiative drive to step up the academic performance of students across age groups (Grimoni & Nakao, 2007) while 'context - based' teaching of faculty that parts away from relating it to daily life are regarded as 'not – adequate' influencing academic performance of students adversely (Ültay & Usta, 2016). Thus, age influences the performance of students academically.

Gender

It is vital to debunk myths on gender and academic achievement (Kane & Mertz, 2012) as academic failure differs by gender where for male students teacher-student interaction and socio-demographic factors contribute towards it (Jeludar et al.,2012). The need for horizontal analysis of gender equality in different academic areas (Silander et al.,2013) stresses on academic experiences that differed among undergraduates on manhood and masculinity identities (Strayhorn & Tillman-Kelly, 2013). In brief, gender bias in engineering admission persists in Karnataka (Rajasenana, 2014) as fundamentally its gender difference in learning styles that impact academic performance of students (Rahimabadi, 2014). Lastly, teachers' effect on students creative self-beliefs is moderated by students gender (Karwowski et al.,2015). So gender difference exists in attitude, knowledge and career choice among students (Mudavanhu, 2016) influencing students overall academic success (Altermatt & Painter, 2016).

Disability

Learning difficulties are associated with the health status of students especially the ones with disability (Soubhi et al.,2015) At the academic forefront, individual differences and situational factors moderate relationships between physical disabilities and early career opportunities (Feldman, 2004). This increases the urge on the need to speed up recruitment strategies for disabled students in engineering (Martin et al., 2011) while ensuring employability skills valued by employers as important for entry-level employees with disabilities (Ju et al.,2012). On the other hand, faculty must show a positive attitude toward disability to promote inclusive practices using alternative methodologies, make curriculum adaptations, use new

technologies and be trained in attending the needs derived from disabilities (Morina et al.,2015) who often when observed on the contrary distance their behaviours towards students with disabilities impacting the later academic performance (van Jaarsveldt & Ndeya-Ndereya, 2015). Faculties on the contrary face difficulties of adapting university teaching to students with disabilities (Alvarez-Perez, et al., 2012). The major block often noticed in this regard is attitudes of faculties that impacts inclusiveness of students with disabilities (Novo-Corti et al.,2015) and that it differed across institutions (Lombardi & Murray, 2011). Therefore faculty adaptation standard to teaching especially in favour of students with disabilities (Browder et al., 2012) need to sharpen faculty attitudes towards students with disabilities in regular classroom (Dukmak, 2013) impacting adaptation of academic course by disabled students (Di Nardo, 2014). In short, learning experiences of disabled students indicate need for more of inclusion practices (Kioko & Makoelle, 2014) as academic achievement does vary by disability (Dawn, 2007).

Academic year

Undergraduate students academic performance differed across academic levels of first to final year (Akinrefon & Adejumo, 2012) as knowledge and interest in engineering academic majors differ across academic levels from the first year to final years (Jin et al., 2012). Developing independent learning and non-technical skills amongst final year engineering students (Knobbs & Grayson, 2012) is possible by self-directed learning in the first year of engineering (Taratutin et al., 2012). The greatest help that could occur for first-year engineering students in transition is by promoting transformative learning in the student by faculty development (Leung et al.,2012). Added on an engineering introductory seminar course for first year engineering students (Fan et al., 2012) or an introduction of activity week into the first year of a chemical engineering undergraduate (Gan et al., 2012) may contribute to academic engagement influencing learning at four-year institution (Sinanan, 2012).

Moreover academically, the four main engineering elements which are inquiry, design, optimisation and sustainability differ from the first year to final year (Phang et al., 2012). As observed the first semester academic results in terms of fail or pass influences student motivation (Stanton & Siller, 2012) as it is students academic preparation with students backgrounds develop problem-solving skills in the first year that helps to close gap achievement gaps between diverse student population (Grigg & Benson, 2012). Academic engagement impacts students engagement in four-year institutions (Flynn, 2014) towards baccalaureate attainment of college students at 4-year institutions (Flynn, 2014). In short, though

grades have a dampening effect on academic performance of students at post-secondary institutions (Rajandran et al., 2015 ; Jacobs et al., 2015) and varying perception of attendance of students across academic years (Lowder et al., 2015) could hopefully set right by seminar intervention to enhance first-year academic performance (Jacobs & Pretorius, 2016).

3. ACADEMIC MAJOR

Holistic approach is needed to develop engineering outcome from academic major programs (Al-atabi et al., 2013) by integrating multidisciplinary engineering knowledge (Wolffa & Lucke, 2013). For this hour of instruction has been impacting students competency in engineering academic majors (Perdigones et al.,2013). Further, though elite engineering education programme is a way to attract talented students into engineering (Chuchalin et al.,2013); critical thinking acts as a resilience factor in an engineering academic major program (Benitez & Canales, 2013). Moreover, digital proficiency leads to digital inclusion across academic major where information technology increases personal performance and professional knowledge and skills (Marques et al.,2013). Thus students who valued science and engineering courses planned to continue their education, made good grades and had varied types of career expectations for jobs as engineers (Mativo et al.,2013). Never the less, though students choice of academic major relies on image, interest, laboratory work, enrichment activities, and physics textbooks (Oon & Subramaniam, 2013); motivation and strategic self-regulation have impacted post-secondary students persistence in academic major (Shell & Soh, 2013) influencing academic performance (Murphy et al., 2013) and academic major achievement that reverses on test score and curriculum performance (Taniguchi et al., 2013). Campus-wide study of engineering academic major courses impacts teaching perceptions and practices (Smith et al.,2014) as teacher's ability determines students' performance in an academic major (Espinoza,2014). The merit-based academic major programs are more effective (Domina, 2014) paving way for learning experiences and role model predominance of female academic major choice (Bieri Buschor et al., 2014) perpetuating academic motivation on learning strategies that varies by academic domains like maths science which requires laborious learning than humanities major (Andrei et al.,2014). It was also felt that choice of engineering as an academic major was related to higher competencies in mathematics and placed more importance on pursuing investigative activities (Bieri Buschor et al., 2014). Moreover, the plethora of low representation of female staff to teach academic majors (Giannoula, 2014) has hard hit the departmental climate on student-faculty interaction varying by race of students and faculty accessibility

(Kim & Sax, 2014) proving detrimental on attitudes (Ali et al.,2014) and anxiety levels of academic motivation and academic achievement in academic majors (Lavasani et al.,2014). Thus student representation in an academic major heavily relies on academic motivation (Alivernini et al., 2015; Maican et al.,2016) which needs to be massively strengthened especially in engineering education.

Religion

Religious faith impacts performance (Arugete et al., 2012) where spiritual wellbeing influenced good academic achievement (Mansor & Syahidah, 2012). Religion influenced students academic major choice (Nudelman, 1972) which is supported of recent that religious variables are generally strong predictors of attitudes toward individual involving contested science issues like human evolution and other (Jelen & Lockett, 2014) as opposed to students perceptions of conflict on dichotomy of religion and science (Martin-Hansen, 2008). The frequency of religious service attendance impacted college adjustment varying by gender and achievement (Suppaiah, 2003) revealing that students who had non-religious club involvement and non-religious attendance service had the higher academic achievement (Good & Willoughby, 2011). Further, it is observed that spirituality impacts learning (Sucylaite, 2013) and individuals who have a strong spiritual relationship with a higher power and are religious due to intrinsic motivation tend to be more confident in their ability to make a career (Duffy & Blustein, 2005). Hence students who are spiritual are more motivated as students than non-spiritual students (Barmola, 2016) and college students who are more religiously engaged have a positive academic performance (Mayrl & Oeur, 2009).

Caste

College experience differs by race impacting academic achievement at institution (Guiffrida & Douthit, 2010). Academic success among students of race needs initiatives (Palmer et al., 2010) as disparities in engineering academic major does not vary by race (Riegle-Crumb & King, 2010). Ethnic differences affected women enrolment in engineering academic field (Varma, 2010) thus enhancing research experience in engineering education for minority race could strengthen the engineering pipeline (Pender et al.,2010). Earlier days of childhood has social class and sense of belonging laying the foundation for students career aspirations (Ostrove et al., 2011) that vary among adolescents by race (Riegle-Crumb et al.,2011). The ethnic patterns penetrate mathematic skills in early childhood (Lee et al., 2011) deterring career aspirations in youth (Howard et al., 2011). The discrimination awareness oblivious in occupational interests (Hughes, 2011)

influences occupational aspirations to vary by race (Plata & Pirtle, 2011).

Academic adjustment in gendered among students of a minority race (Kiang et al., 2012). The earning benefits of majoring in engineering academics is only among high-achieving minority students of race (Melguizo & Wolniak, 2012) indicating that ethnic difference persists as perceived career barriers (Lipshits-Brazilier & Tatar, 2012). The factors influencing career choice among students of race are the family; the ability to the learner self to identify higher preferred career choice; and teacher (Shumba & Naong, 2012). Grades, however, seem to impact minority student success in the long run (Slovacek et al., 2012) as predictors of learning differs by students of race (Lundberg, 2012). Further the representation of faculty of minority race in higher education is low (Henry et al., 2012) and such racialised faculty (James, 2012) especially women of minority race in engineering (Lee et al., 2012) have lower motivation to engage in research activities impacts faculty of race in higher education (Lechuga, 2012). This could also have a ripple effect on understanding students experience of transition from lecture mode to case-based teaching (Roy & Banerjee, 2012).

Moreover students of race witness participatory challenges and experiences in career choices in academics (Fletcher & Cox, 2012) as the role of ethnicity, academic and social impacts the academic performance of college students (Rienties et al., 2012). Career trajectories relies on individual traits like race (Kim, 2013) where ethnic differences in precollege mathematics impacts engineering pathways (You, 2013) but e – learning tools could emerge as a major rescue for progress in academic performance of minority race students (Johnson & Galy, 2013) enhancing overall academic achievement (Nesbitt, et al., 2013) in near future. Students of the race felt disconnected from teachers and process of education (West, 2013) as strength and liability of faculty of race in institutions (Philip, 2013) relies on campus racial climate determining faculty satisfaction at four-year institutions (Victorino et al., 2013).

College experience differs by race impacting merit or academic performance (Park & Liu, 2014) the academic performance of other backward castes (OBC) students in universities (Lens, 2014) reveals that race impacts academic performance (Malcolm & Mendoza, 2014; Stewart, 2014) and that career choice are tokenised in particular occupational field is chosen by race and not by ability (Poon, 2014). To fuel achievement among students of race, academic motivation differs among students of race (Cokley, 2014) with social inclusive teaching in higher education affecting retention, bridging social incongruity (Thomas & Heath, 2014). In short,

unequal access impacts differential consequences in academic achievement (Agirdag et al., 2015) rendering the fact that ethnicity and schooling influences learning (Yarnold, 2016) with long-term engagement and identity-in-practice determining underrepresented youths in engineering (Rahm & Moore, 2016).

Generation Status

First generation students academic transition in higher education (Inkelas et al., 2007) impacts student engagement by generation status (Gibson & Slate, 2010). The intellectual development transformation observed in first and second generation students (Pike & Kuh, 2005) sharpens generic skills and competency development among undergraduate students (Choi & Rhee, 2014). It is observed that non-first generation students have higher levels of academic involvement positively resulting in better academic performance than first generation students (Grayson, 1997) reflecting on the fact that educationally purposeful activity supports academic performance of first-generation college students (Carr et al., 2014). Further with impressive learning on the go with generation Y students (Blashki et al., 2007) motivation and integration of first-generation college students impacts their academic performance (Próspero & Vohra-Gupta, 2007) contributing to academic achievement (Trevino & DeFreitas, 2014) that fosters educational attainment especially of first generation ethnic students of race (Próspero & Vohra-Gupta, 2007). This is backed up by the current scenario of self-regulated learning – the online learning revealing that first generation students report significantly lower levels of self-regulation for online learning than second generation students (Williams & Hellman, 2004) impacting class attendance that varied by student of race of first and second generation students (Keller & Tillman, 2008). Further with academic dishonesty also differing by generation status (Wotring & Bol, 2011) creating cross-generational co-learning opportunities through inquiry-based curricula (Théroux, 2009) could better the grades often differing among first generation and continuing generation (Aspelmeier et al., 2012) which in long run replicates as barriers to career plans among engineering students of first generation (Fernandez et al., 2008).

With regard to academic disciplines, first generation undergraduates students experiences at college differ at first year (Padgett et al., 2012) and across academic disciplines (Peguero et al., 2015) especially among engineering academic disciplines (Hicks & Prairie, 2014). This may be due to lack of proper guidance among first generation students on the prominence of academic disciplines compared to continuing generation students (Trenor, 2009) impacting students persistence in engineering academic major (Virnoche & Eschenbach, 2010). It could also have the sibling

effect, where sibling educational choices impact educational choices of the next sibling towards a particular academic discipline (Meurs et al., 2016). The extended academic arena of student–faculty interaction also vary by first generation status of students (Kim & Sax, 2009) as first generation traditional college students understanding of faculty expectations (Collier & Morgan, 2008) and undergraduate expectations and preferences for instructors vary (Trammell & Aldrich, 2016) impacting college success of first generation students (McKay & Estrella, 2008). This acts as a paranoid with undergraduate college students especially of a minority race who differ by gender and generation status on their views of the effectiveness of faculty (Schulte et al.,2011). Never the less, soft skills could gear up the first generation teacher students interaction (Thirumalai, 2014) that positively facilitates the academic and social transition of first generation students in the academic arena. Thus college academic activities differ in levels among the first generation and non-first generation engineering students (Hicks & Prairie, 2014) influencing academic achievement to vary by generation status (Duong et al.,2016) and educational achievements to vary from first and subsequent generation in education (Pandey, 2015).

College Expense

Scholarships and academic recognition should be given to gifted learners to support high aspirations towards excellence in academic performance (Robinson, 1997). The financial payoff on academic majors influences educational choices of students (Xie & Goyette, 2003). The reasons for non-attendance or absenteeism also relies on financial hardships (Paisey & Paisey, 2004) as more evidently it's the access to resources that determines students achievements in academics (Darling-Hammond, 2004). Never the less, one could always say that the cost and benefit factors influence academic expectation (Pasternak, 2005). Further, as educational expenditure impacts student engagement (Pike et al.,2006), it is the academic scholarship program for engineering as per one's academic major acts as a survivor (Anderson-Rowland, 2006). As already known abolishing school fees influences education access and equity (Al-Samarrai & Zaman, 2007) that could change the course equity effects and institutional risk amid policy shift in financing higher education (Ishmael et al.,2008) focusing students perceptions of higher education services - academic advising , instructional effectiveness ,“recruitment and financial aid” and “student-centeredness” (Nadiri, 2006). Debt constrain influences choice of academic major (Callender & Jackson, 2008) making college attendance embark on

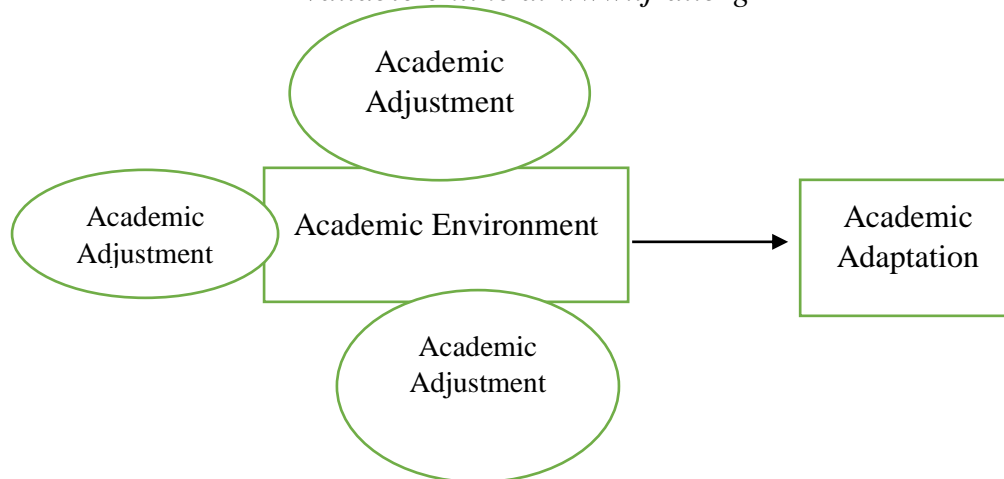
college earnings (Fan et al.,2009) revering always that financial aid determines post-secondary choices even by students of race (Kim et al., 2009). Scholarships aid in improving success rates of students in undergraduate engineering academic majors (Navarra-Madsen et al., 2010) making student success dependable on an academic scholarship (Anderson-Rowland, 2011). Undergraduate students who are not satisfied with their financial status and academic achievement were depressed (Shalini et al.,2011). Students continued to remain stressed mainly due to financial and academic reasons (Al-Dubai et al., 2011). Thus merit-based financial aided academic programs could only positively lead to students degree attainment in engineering (Zhang, 2011). Further financial aid policy contributes to postsecondary enrolment choices (Kim, 2012) determining person-job fit and financial rewards on career choice of engineers (Choo et al., 2012). College academic integration and financial aid receipt exhibit differential effects on entering engineering (Xueli Wang, 2013). The financial information influences students borrowing behavior and academic performance (Schmeiser et al., 2015). Lastly poverty impact attendance (Chen et al.,2015) and its poverty that leaves a huge maneuvering on academic abilities of especially of low-income students (Kaya et al., 2016).

Socio-economic status of the family by parent's education, occupation, and income

Students quality of academic performance enhances by parent's education (Farooq et al., 2011). Further parental control over academic behaviors impacts academic adjustment of students (Bernardo, 2012) reflected in students attitude to examination and academic performance (Okorodudu, 2013). Hence, socioeconomic status impacts students academic achievement even to that of students of minority race (Nesbitt et al.,2013) leaving an observable note that socialisers like parents especially fathers prove as motivational factors for employment, profession money status and more importantly career choice (Muhammad & Rasool, 2014).

In short, parenting styles influence academic motivation and academic achievement in students (Reshvanloo & Hejazi, 2014) making learning experiences vivid with parental support and role models from one's academic major choice (Bieri Buschor, et al.,2014) to that of enhancing lower verbal abilities cripples unduly by poverty towards academic performance (Kaya et al., 2016).

A Conceptual Framework on Academic Environment Transgressing Amongst Multiple Adjustments Towards Sustainable Adaptation



The conceptual framework stated above brings us to the focal point that academically a student faces challenges mostly from real world applications to emerge as a typical student amidst diverse backgrounds and interests. Thus, there is need for wide-ranging support services designed to assist your academic pursuits.

4. CONCLUSION

Students live through a non-routine work or a less automated routine defining and refining the possibilities of benefits. It's more of like if a student shows up in academics daily, does the entire required academic regularly would enable him or her to be over average and raise the bars of potential benefits. So every student works towards individual contribution – create a 'value-added' perspective as the world pays off for what one knows or for the desired productivity results of students but not for their efforts. In brief if a student doesn't commit to finish his academics, he or she is finished.

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