

was then calculated and compared with the sample of students studied by Musgrove in his English study. Table 2 contains the data relating to this comparison.<sup>2</sup>

The initial impression that is gained from an examination of the rank-order figures in Table 1 is the similarity in the overall pattern of responses between the samples. The visual impression of similarity is confirmed by statistical analysis. The two samples have a Spearman Rank-Order correlation coefficient which is highly significant ( $\rho = 0.84$ ,  $t = 6.75$ ,  $df 19$ ,  $p > .001$ ). This high correlation can be taken as at least tentative support for the thesis that both English and Australian students, entering tertiary studies, perceive a similar syndrome of problems facing them in their new environments.

The overall pattern of similarity between samples as far as the rank-order of items is concerned should not mislead one into thinking that the data illustrates no dissimilarities between English and Australian students.

Table 2—Rank order of Items Checked by English and Australian University Samples\*

Item	English Sample (N = 292)		Australian Sample (N = 209)	
	Rank	%	Rank	%
1. Feeling that you're not working as hard as you should	1	(68.8)	1	(78.0)
2. The thought of examinations or other forms of assessment	2	(67.1)	3	(55.5)
3. Feeling overwhelmed by academic work	3	(48.0)	4.5	(47.8)
4. Being bored by some of your work	4	(41.8)	6	(41.6)
5. Being depressed	5	(34.6)	10	(30.1)
6. Being unsure of your abilities	6	(26.7)	2	(56.9)
7. Difficulty in understanding lectures	7	(23.6)	4.5	(47.8)
8. Worry over money	8	(23.6)	8	(31.6)
9. Worry about future career prospects	9	(21.2)	14	(19.1)
10. Problems with boy/girl friend	10	(18.8)	15	(18.9)
11. Feeling shy or awkward	11	(13.7)	12	(23.0)
12. Lack of guidance in your work by staff	12	(13.4)	11	(26.3)
13. The manner or attitude of a lecturer	13	(13.0)	7	(35.4)
14. Worry about your family	14	(12.0)	16	(15.8)
15. Difficulty in doing written work or exercises	15	(3.6)	9	(31.1)
16. Feeling lonely	16.5	(7.9)	17	(14.8)
17. Disagreements with student friends	16.5	(7.9)	21	(1.9)
18. Unsatisfactory accommodation	18.0	(5.5)	18	(12.4)
19. Difficulty in doing practical work	19	(4.5)	13	(19.6)
20. Homesickness	20	(2.4)	19	(9.0)
21. Rules or restrictions of your residential college	21	(1.4)	20	(3.3)

$\rho = .84$   $t = 6.75$   $df 19$ ,  $p < .001$

Indeed, when the percentage of English and Australian students checking identical items is compared there are often marked differences between them.

\*An uncontrolled variable in this comparison is the difference in samples in their distribution by sex. In the English sample almost 76 per cent were males while the percentage of males in the Australian sample is slightly less than 54 per cent.

\*The Spearman technique used in comparing the rank-order of samples is described in full in Siegel (1956, pp. 212-213).

This remains true even in instances where the rank-order of the item is identical for each sample.

An examination of Table 3 reveals that on no less than 15 of the 21 items on the check-list, there are statistically significant differences between the samples.

The English sample is proportionally more concerned over the problems described in Items 2 and 17—'The thought of exams' and 'Disagreement with student friends'. No significant differences were observed on the following six items—Item 3 'Feeling overwhelmed by academic work', Item 4 'Being bored by some of your work', Item 5 'Being depressed', Item 9 'Worry about future career prospects', Item 10 'Problems with boy/girl friend', and Item 14 'Worry about your family'. On all 13 remaining items proportionally more Australian students registered concern.

Table 3—Item on which Cross-Cultural Samples Differ Significantly\*

Item	'z'	'p'
(a) Items with a greater proportion of Australian students checking.		
1. Feeling that you're not working as hard as you should	3.29	<.001
6. Being unsure of your abilities	10.06	<.001
7. Difficulty in understanding lectures	7.80	<.001
8. Worry over money	2.80	.01 > p > .001
11. Feeling shy or awkward	3.88	<.001
12. Lack of guidance in your work by staff	5.16	<.001
13. The manner or attitude of a lecturer	8.62	<.001
15. Difficulty in doing written work or exercises	10.71	<.001
16. Feeling lonely	3.45	<.001
18. Unsatisfactory accommodation	3.88	<.001
19. Difficulty in doing practical work	7.55	<.001
20. Homesickness	4.79	<.001
21. Rules or restrictions of your residential college	2.11	.05 > p > .01
(b) Items with a greater proportion of English students checking.		
2. The thought of examinations or other forms of assessment	3.87	<.001
17. Disagreements with student friends	4.29	<.001

It should be noted that the marked differences in proportions of Australian and English samples checking particular items in these data closely parallel results obtained in an earlier study in which the same English sample was compared with a sample of Australian students enrolled at a College of Advanced Education (Collins, 1972). All of the comparisons which were found to be statistically significant in the present data were also significant with the C.A.E. students. The obvious implication of these findings is that confirmation is gained for the impression gained from the earlier study that cross-cultural differences exist between the English and Australian samples.

At least two possible interpretations can be placed on these findings. Either Australian students are more anxious about the tertiary situation they are entering or there actually are more pressures in the Australian milieu. Whichever interpretation is the correct one does not alter the conclusion that

\*The technique for comparing the proportions from each culture is described in full in Bruning & Kintz (1968, pp. 199-201).

it seems that educators in Australia should look at the pressures operating in the tertiary studies context with a view to minimizing those which are not conducive to improving the learning environment.

(ii) **Male-female comparison**

In these days of heightened awareness to problems associated with the role of the female in western society it seemed obvious that a comparison of the responses of male and female students should be made.<sup>3</sup>

The first comparison to be made was to assess the extent to which male and female students perceived problems facing them in their new university environment. This was done by comparing the rank-order responses of the two sub-groups and then calculating the Spearman correlation coefficient between them. The data for this comparison is contained in Table 4.

**Table 4—Rank order of Items Checked by Male and Female Students**

Item	Males		Females	
	Rank	%	Rank	%
1. Feeling that you're not working as hard as you should	1	(74.1)	1	(82.5)
2. The thought of examinations or other forms of assessment	3.5	(43.8)	3	(69.1)
3. Feeling overwhelmed by academic work	6	(40.2)	4	(56.7)
4. Being bored by some of your work	2	(49.1)	9	(33.0)
5. Being depressed	11	(25.0)	7.5	(36.1)
6. Being unsure of your abilities	3.5	(43.8)	2	(72.2)
7. Difficulty in understanding lectures	5	(42.9)	5	(53.6)
8. Worry over money	7	(35.7)	12	(26.8)
9. Worry about future career prospects	13	(18.8)	13.5	(19.6)
10. Problems with boy/girl friend	14	(17.9)	13.5	(19.6)
11. Feeling shy or awkward	15	(16.1)	11	(30.9)
12. Lack of guidance in your work by staff	12	(21.4)	10	(32.0)
13. The manner or attitude of a lecturer	8	(31.3)	6	(40.2)
14. Worry about your family	18	(13.4)	15	(18.6)
15. Difficulty in doing written work or exercises	9	(26.8)	7.5	(36.1)
16. Feeling lonely	16	(15.2)	16	(14.4)
17. Disagreements with student friends	20	(2.7)	21	(1.0)
18. Unsatisfactory accommodation	17	(14.3)	19	(10.3)
19. Difficulty in doing practical work	10	(25.9)	17	(12.4)
20. Homesickness	19	(7.1)	18	(11.3)
21. Rules or restrictions of your residential college	21	(0.0)	20	(1.2)

$\rho = 0.88, t = 8.00, df 19, p < .001$

The correlation coefficient of 0.88 ( $t = 8.00, df 19, p < .001$ ), is an indication of a high degree of consensus in the ranking of items by male and female students. It can thus be concluded that the general pattern of problems faced by beginning tertiary students is perceived in a similar way by male and female students.

The overall similarity in the ranking of problems by students of the two sexes should *not* be taken to indicate that their problems are the same in every respect. When a comparison is made of students checking individual items a different pattern emerges. As Table 5 indicates, there are seven items where males and females differ significantly in their distribution of responses.

<sup>3</sup>These and all subsequent comparisons are confined to the Australian data only.

Table 5—Summary table of chi-square analyses of responses by sex

Item	X <sup>2</sup>	df	'p'
1. Feeling that you're not working as hard as you should	1.66	1	.20 > p > .10 (N.S.)
2. The thought of examinations or other forms of assessment	12.40	1	p < .001
3. Feeling overwhelmed by academic work	5.04	1	.05 > p > .02
4. Being bored by some of your work	4.91	1	.05 > p > .02
5. Being depressed	2.53	1	.20 > p > .10 (N.S.)
6. Being unsure of your abilities	15.90	1	p < .001
7. Difficulty in understanding lectures	1.99	1	.20 > p > .10 (N.S.)
8. Worry over money	1.51	1	.30 > p > .20 (N.S.)
9. Worry about future career prospects	0.005	1	.99 > p > .98 (N.S.)
10. Problems with boy/girl friend	0.02	1	.90 > p > .80 (N.S.)
11. Feeling shy or awkward	5.67	1	.02 > p > .01
12. Lack of guidance in your work by staff	2.45	1	.20 > p > .10 (N.S.)
13. The manner or attitude of a lecturer	1.45	1	.30 > p > .20 (N.S.)
14. Worry about your family	0.69	1	.50 > p > .30 (N.S.)
15. Difficulty in doing written work or exercises	1.68	1	.20 > p > .10 (N.S.)
16. Feeling lonely	0.002	1	.95 > p > .90 (N.S.)
17. Disagreements with student friends	0.13	1	.80 > p > .70 (N.S.)
18. Unsatisfactory accommodation	0.43	1	.70 > p > .60 (N.S.)
19. Difficulty in doing practical work	5.20	1	.05 > p > .02
20. Homesickness	0.66	1	.50 > p > .40 (N.S.)
21. Rules or restrictions of your residential college	6.28	1	.02 > p > .01

The items for which differences were observed may be divided into two broad categories — personal (non-academic) worries, and professional (academic) worries.

Of the five items where there is a greater incidence of female response three may be classified as 'personal' type worries, viz. Item 6 'Being unsure of your abilities'; Item 11 'Feeling shy or awkward'; and Item 21 'Rules or restrictions of your residential college'.<sup>4</sup> The other two items where females indicate a greater concern could be classified as 'professional' type worries. These are Item 2 'The thought of examinations or other forms of assessment' and Item 3 'Feeling overwhelmed by academic work'.

As may be observed from an examination of Table 6 both items where there is an indication of greater concern by males are of the 'professional'

Table 6—Items on which the distribution of males and females responding differ significantly

Item	X <sup>2</sup>	df	'p'
(a) Items checked by a greater proportion of male students.			
4. Being bored by some of your work	4.91	1	.05 > p > .02
19. Difficulty in doing practical work	5.20	1	.05 > p > .02
(b) Items checked by a greater proportion of female students.			
2. The thought of examinations or other forms of assessment	12.40	1	p < .001
3. Feeling overwhelmed by academic work	5.04	1	.05 > p > .02
6. Being unsure of your abilities	15.90	1	p < .001
11. Feeling shy or awkward	5.67	1	.02 > p > .01
21. Rules or restrictions of your residential college	6.28	1	.02 > p > .01

<sup>4</sup>As an aside, I feel that one could comment that advocates of the Women's Liberation movement could cite such findings as supporting some of their complaints about role socialization in our society.

problem type: They are Item 4 'Being bored by some of your work' and Item 19 'Difficulty in doing practical work'.

It would appear from these analyses that females perceive a greater range of problems associated with settling in to the university setting than do males. Further it appears that females are more subject to 'personal' problems which could be expected to affect their work. It could be suggested that a greater emphasis on student counselling could be used to mitigate the many problems facing female students<sup>5</sup>.

### (iii) Inter-faculty comparisons<sup>6</sup>

The third major series of analyses carried out were aimed at obtaining an overview of the types of problems which appeared to have more relevance in one academic programme of study than in the others offered at the university. It must be emphasised that the present paper in no way seeks to differentiate between types as problems with regard to their relative impact on individuals. What may be an immensely disturbing problem for one student may be a minor irritant for another. Analyses of this type of problem are beyond the scope of what is attempted here.

The pattern adopted in (i) and (ii) above was carried through in this set of analyses. The Kendal Coefficient of Concordance technique was adopted as an appropriate means of comparing the rank-order responses among the five faculties. The data for these comparisons is contained in Table 7.

It will be observed from an inspection of Table 7 that the correlation among the ranking by the students from different faculties was highly significant ( $W = 0.77$ ,  $X^2 = 77.0$ ,  $df 20$ ,  $p < .001$ ). Thus, it may be concluded that students in the five programmes of study place their adjustment problems in a similar hierarchical order. This suggests that the syndrome of potential worries of the beginning student are similar irrespective of the course of study chosen.

Additional insights into the relative importance of each type of problem for students enrolled in different faculties were obtained by comparing the distribution of students from each faculty responding to each individual item. It will be observed from an examination of Table 8 that there was a statistically different distribution of students on eight of the 21 items on the check-list.

<sup>5</sup>A similar suggestion was made relating to female students in the earlier study concerned with C.A.E. students (Collins, 1972).

<sup>6</sup>Because of the uneven sex distribution of students across the five faculties it was impossible to control this variable for these comparisons.

Table 7—Items Checked by Students Enrolled in Different Programmes of Study\*

Item	Arts N = 40		Commerce N = 21		Education N = 84		Engineering N = 31		Science N = 33	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
1. Feeling that you're not working as hard as you should	1	(72.5)	1.5	(57.1)	1	(84.7)	1	(87.1)	1	(69.7)
2. The thought of examinations or other forms of assessment	3	(60.0)	3	(42.9)	2	(73.9)	9	(35.5)	6.5	(30.3)
3. Feeling overwhelmed by academic work	4	(45.0)	4.5	(33.3)	4	(64.3)	6.5	(38.7)	8.5	(27.3)
4. Being bored by some of your work	5	(42.5)	1.5	(57.1)	8	(36.9)	2	(58.1)	8.5	(27.3)
5. Being depressed	6	(40.0)	12.5	(14.3)	10.5	(32.1)	11	(32.3)	11.5	(21.2)
6. Being unsure of your abilities	2	(67.5)	4.5	(33.3)	5	(65.5)	3	(54.8)	2.5	(39.4)
7. Difficulty in understanding lectures	16	(15.0)	8.5	(23.8)	3	(72.6)	5	(48.4)	2.5	(39.4)
8. Worry over money	7	(32.5)	8.5	(23.8)	10.5	(32.1)	12	(29.0)	4.0	(36.4)
9. Worry about future career prospects	9.5	(22.5)	10.5	(19.0)	18	(10.7)	13	(25.8)	6.5	(30.3)
10. Problems with boy/girl friend	13	(17.5)	10.5	(19.0)	13	(19.0)	17.5	(16.1)	11.5	(21.2)
11. Feeling shy or awkward	13	(17.5)	15.5	(9.5)	12	(29.8)	14.5	(22.6)	11.5	(21.2)
12. Lack of guidance in your work by staff	11	(20.0)	15.5	(9.5)	9	(34.5)	9	(35.5)	15.5	(15.2)
13. The manner or attitude of a lecturer	8	(27.5)	6.5	(28.6)	6	(46.4)	9	(35.5)	11.5	(21.2)
14. Worry about your family	16	(15.0)	15.5	(9.5)	14	(16.7)	16	(19.4)	15.5	(15.2)
15. Difficulty in doing written work or exercises	9.5	(22.5)	6.5	(28.5)	7	(40.5)	6.5	(38.7)	18.5	(12.1)
16. Feeling lonely	13	(17.5)	15.5	(9.5)	16	(11.9)	14.5	(22.6)	15.5	(15.2)
17. Disagreements with student friends	21	(0.0)	19.5	(0.0)	21	(3.6)	20.5	(0.0)	18.5	(3.0)
18. Unsatisfactory accommodation	16	(15.0)	12.5	(14.3)	19	(8.3)	17.5	(16.1)	15.5	(15.2)
19. Difficulty in doing practical work	18.5	(10.0)	19.5	(0.0)	16	(11.9)	4	(51.6)	5	(33.3)
20. Homesickness	18.5	(10.0)	19.5	(0.0)	16	(11.9)	19	(12.9)	20.5	(3.0)
21. Rules or restrictions of your residential college	20	(2.5)	19.5	(0.0)	20	(6.0)	20.5	(0.0)	20.5	(3.0)

$W = 0.77, X^2 = 77.0, df 20, p < .001$

\*The Kendall Coefficient of Concordance technique of comparing ranks is described in full in Siegel (1956, pp. 229-238).

Table 8—Summary table of chi-square analyses of distribution of responses by faculty\*

Item	X <sup>2</sup>	df	'p'
1. Feeling that you're not working as hard as you should	11.8	4	.02 > p > .01
2. The thought of examinations or other forms of assessment	26.64	4	p < .001
3. Feeling overwhelmed by academic work	17.55	4	p < .001
4. Being bored by some of your work	9.14	4	.10 > p > .05 (N.S.)
5. Being depressed	5.72	4	.30 > p > .20 (N.S.)
6. Being unsure of your abilities	13.40	4	.01 > p > .02
7. Difficulty in understanding lectures	43.56	4	p < .001
8. Worry over money	1.05	4	.95 > p > .90 (N.S.)
9. Worry about future career prospects	7.75	4	.20 > p > .10 (N.S.)
10. Problems with boy/girl friend	0.31	4	.99 > p > .98 (N.S.)
11. Feeling shy or awkward	5.05	4	.30 > p > .20 (N.S.)
12. Lack of guidance in your work by staff	10.18	4	.05 > p > .02
13. The manner or attitude of a lecturer	8.96	4	.10 > p > .05 (N.S.)
14. Worry about your family	0.97	4	.95 > p > .90 (N.S.)
15. Difficulty in doing written work or exercises	11.35	4	.05 > p > .02
16. Feeling lonely	2.76	4	.70 > p > .50 (N.S.)
17. Disagreements with student friends	0.09	1	.95 > p > .90 (N.S.)
18. Unsatisfactory accommodation	0.49	1	.90 > p > .80 (N.S.)
19. Difficulty in doing practical work	27.77	1	p < .001
20. Homesickness	0.03	1	.90 > p > .80 (N.S.)
21. Rules or restrictions of your residential college	0.29	1	.70 > p > .50 (N.S.)

The differences in distribution of responses by students of different faculties on the items where statistical significance was found were analysed further. On each of these items the percentage of students from each faculty indicating that the item described a problem appropriate to their experience was compared with the results for each other faculty. The results to these analyses are contained in Tables 9-18 inclusive.

To make more than generalized comments about differences among faculties as revealed in Tables 9-18 would obviously be beyond the scope of a paper of this kind. However, even at a first inspection, since some obvious patterns appear discernible, comment appears warranted. Where faculties differ in the percentage of students responding to particular items such differences do not appear to be random in nature. It is not generally the case that students in one faculty having problems in one item have balanced by having fewer problems on another. Indeed, where students from a faculty have one problem there seems to be an associated cluster of other problems which add to the burden. Further, the general pattern that emerges could be described as one of lack of symmetry. For example, Education students have a greater proportion of students checking six items than Arts students but there are no items which evoke a greater response among Arts students than among Education students. This general pattern dominates the view of inter-faculty comparisons with Education and Engineering

\*For items 17-21 inclusive the 5 x 2 tables were collapsed into 2 x 2 tables representing Humanities (Arts + Commerce + Education) and Technologies (Engineering + Science). This was necessary because of low cell frequencies in this section of the analysis.

students apparently having more problems than students from other faculties while Commerce students appear to have the least.

**Table 9—Items on which Education and Engineering Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Education students checking.		
2. The thought of exams or other forms of assessment	6.28	p < .001
3. Being overwhelmed by some of your work	4.00	p < .001
7. Difficulty in understanding lectures	3.90	p < .001
(b) Items with a greater proportion of Engineering students checking.		
19. Difficulty in doing practical work	7.22	p < .001

**Table 10—Items on which Education and Arts Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Education students checking.		
1. Feeling that you're not working as hard as you should	2.35	.05 > p > .01
2. The thought of exams or other forms of assessment	2.34	.05 > p > .01
3. Being overwhelmed by academic work	3.11	.01 > p > .001
7. Difficulty in understanding lectures	11.29	p < .001
12. Lack of guidance in your work by staff	-2.59	.01 > p > .001
15. Difficulty in doing written work or exercises	3.10	.01 > p > .001
(b) Items with a greater proportion of Arts students checking.		
Nil.		

**Table 11—Items on which Education and Science Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Education students checking.		
1. Feeling that you're not working as hard as you should	2.78	.01 > p > .001
2. The thought of examinations or other forms of assessment	6.49	p < .001
3. Feeling overwhelmed by academic work	6.07	p < .001
6. Being unsure of your abilities	4.14	p < .001
7. Difficulty in understanding lectures	5.44	p < .001
12. Lack of guidance in your work by staff	3.39	p < .001
15. Difficulty in doing written work or exercises	5.16	p < .001
(b) Items with a greater proportion of Science students checking.		
19. Difficulty in doing practical work	3.89	p < .001

**Table 12—Items on which Education and Commerce Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Education students checking.		
1. Feeling that you're not working as hard as you should	4.60	p < .001
2. The thought of examinations or other forms of assessment	4.75	p < .001
3. Feeling overwhelmed by academic work	4.70	p < .001
6. Being unsure of your abilities	4.88	p < .001
7. Difficulty in understanding lectures	8.13	p < .001
12. Lack of guidance in your work by staff	4.55	p < .001
19. Difficulty in doing practical work	3.72	p < .001
(b) Items with a greater proportion of Commerce students checking.		
Nil.		



**Table 13—Items on which Engineering and Arts Students Differ Significantly.**

Item	'z'	'p'
(a) Items with a greater proportion of Engineering students checking.		
1. Feeling that you're not working as hard as you should	2.21	.05 > p > .01
7. Difficulty in understanding lectures	4.58	p < .001
12. Lack of guidance in your work by staff	2.09	.05 > p > .01
15. Difficulty in doing written work or exercises	2.08	.05 > p > .01
19. Difficulty in doing practical work	6.93	p < .001
(b) Items with a greater proportion of Arts students checking.		
Nil.		

**Table 14—Items on which Engineering and Science Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Engineering students checking.		
1. Feeling that you're not working as hard as you should	2.45	.05 > p > .01
7. Difficulty in understanding lectures	2.70	.05 > p > .01
12. Lack of guidance in your work by staff	2.67	.01 > p > .001
15. Difficulty in doing written work or exercises	3.64	p < .001
19. Difficulty in doing practical work	2.13	.05 > p > .01
(b) Items with a greater proportion of Science students checking.		
Nil.		

**Table 15—Items on which Engineering and Commerce Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Engineering students checking.		
1. Feeling that you're not working as hard as you should	4.41	p < .001
6. Being unsure of your abilities	2.26	.05 > p > .01
12. Lack of guidance in your work by staff	3.33	p < .001
19. Difficulty in doing practical work	7.48	p < .001
(b) Items with a greater proportion of Commerce students checking.		
Nil.		

**Table 16—Items on which Arts and Science Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Arts students checking.		
3. Feeling overwhelmed by academic work	2.27	.05 > p > .01
6. Being unsure of your abilities	3.57	p < .001
(b) Items with a greater proportion of Science students checking.		
7. Difficulty in understanding lectures	3.44	p < .001
19. Difficulty in doing practical work	3.53	p < .001

**Table 17—Items on which Arts and Commerce Students Differ Significantly**

Item	'z'	'p'
(a) Items with a greater proportion of Arts students checking.		
2. The thought of examinations or other forms of assessment	3.76	p < .001
6. Being unsure of your abilities	4.02	p < .001
19. Difficulty in doing practical work	2.56	.01 > p > .001
(b) Items with a greater proportion of Commerce students checking.		
Nil.		

Table 18—Items on which Science and Commerce Students Differ Significantly

Item	'z'	'p'
(a) Item with a greater proportion of Science students checking.		
19. Difficulty in doing practical work	5.20	$p < .001$
(b) Item with a greater proportion of Commerce students checking.		
15. Difficulty in doing written work or exercises	2.19	$.05 > p > .01$

### SUMMARY AND CONCLUSIONS

The data presented in this paper is aimed at providing some insights into the incidence of problems faced by students commencing study at an Australian university. It provides material for a comparison of the problems faced by these students with problems faced by students enrolled in other forms of tertiary education in Australia.

A study of student adjustment problems must be regarded as a complex one, but one which requires some macroscopic overview of the domain before researchers can further analyse priority areas identified in preliminary surveys such as this.

The results obtained here complement in many ways the results obtained with a sample of College of Advanced Education students (Collins, 1972) suggesting that students enrolling in different types of tertiary institutions in Australia have to come to terms with similar 'problems'.

The principal findings of the study could be summarised as suggesting that (a) male and female students, (b) students from different academic programmes of study, and (c) students from different western cultures, all perceive similar priorities in ordering their adjustment worries into an hierarchical list.

The study also reveals differences among groups in an item-by-item analysis. These differences follow the pattern that Australian students tend to check more items than their English counterparts, that female students experience more non-academic, or personal, worries than males in adjusting to the university situation, and that students from strongly vocationally oriented programmes of study (Education and Engineering) appear to perceive more areas of concern, than students from more general programmes of study (Arts, Commerce and Science).

### BIBLIOGRAPHY

- Stern, G. G., 'Continuity and contrast in the transition from High School to College' in Brown, N. C. (Ed.), *Orientation to college learning—A reappraisal*, 33-58, Washington: American Council on Education, 1961.
- Genn, J. M., *School-to university transition as a change of environmental press*. St. Lucia: University of Queensland Press, 1971.
- Report of the Committee on Australian Universities, 1957 (*The Murray Report*), pp. 36-37.
- Schonell, F. J., et al., *Promise and performance*. Brisbane: University of Queensland Press, 1962.
- Musgrove, F., 'What worries students', *Educational Research*, 12 (1969), 56-59.

- Collins, J. M., 'Adjustment problems of first-year tertiary students' a paper presented at the Sociology of Education Conference, La Trobe University, 1972, and reprinted in Edgar, D. (Ed.), *Sociology of Education: Australian readings*. Melbourne: Angus and Robertson (In press)
- Katz, F. M., and Poole, Millicent, 'Role-definition by university students', *Australian Journal of Education*, 13 (1969), 63-70
- Barter, C., 'Many freshmen mentally ill', *The Australian*, 6 April 1972
- Siegel, S., *Nonparametric statistics*, Tokyo: McGraw-Hill, 1956.
- Bruning, J. I., and Kintz, B. L., *Computational Handbook of statistics*, Glenview: Scott Foresman, 1968

## APPENDIX

### STUDENT SURVEY

**INFORMATION:** In an attempt to gain information about the incidence of various types of problems faced by students undertaking tertiary studies a research project is being carried out by members of the Education Department of the university. It is hoped that knowledge of the level of incidence of various types of problems faced by students will enable recommendations to be made to minimize the effects of such problems.

It would be appreciated if you would agree to provide responses to the questions set out in the survey. You will note that the form does NOT require you to give your name. All that is required is for you to tick the appropriate set of brackets on this page and then proceed to page 2.

- (B) Male ( ) Female ( )
- (C) Faculty Enrolment:  
 (Arts ( ); Commerce and Economics ( ); Education ( );  
 Engineering ( ); Science ( ))
- (D) Type of Enrolment:  
 Full time ( ); Part time ( )
- (E) Fees:  
 Fees paid by a scholarship ( ) Paying own fees ( )
- (F) Enrolment Status:  
 1st Year Undergraduate ( )  
 2nd Year Undergraduate ( )  
 3rd Year Undergraduate ( )  
 4th Year Undergraduate ( )  
 Post-graduate ( )
- (H) Age:  
 Years ( )
- (H) Accommodation:  
 Living in a College ( )  
 Living off campus BUT not at own home ( )  
 Living at parents' home ( )  
 Living in own home ( )
- (I) Previous Education:  
 My last secondary schooling was at:  
 a state high school ( )  
 at catholic high school ( )  
 an independent high school ( )  
 other ( )  
 Please give details.

**CHECK LIST**

INSTRUCTIONS: Think back over *the past week* and then put a tick against any of the following problems that have been a worry to you during that time.

- 1. Feeling that you're not working as hard as you should ( )
- 2. The thought of examinations or other forms of assessment ( )
- 3. Feeling overwhelmed by academic work ( )
- 4. Being bored by some of your work ( )
- 5. Being depressed ( )
- 6. Being unsure of your abilities ( )
- 7. Difficulty in understanding lectures ( )
- 8. Worry over money ( )
- 9. Worry about future career prospects ( )
- 10. Problems with boy/girl friend ( )
- 11. Feeling shy or awkward ( )
- 12. Lack of guidance in your work by staff ( )
- 13. The manner or attitude of a lecturer ( )
- 14. Worry about your family ( )
- 15. Difficulty in doing written work or exercises ( )
- 16. Feeling lonely ( )
- 17. Disagreements with student friends ( )
- 18. Unsatisfactory accommodation ( )
- 19. Difficulty in doing practical work ( )
- 20. Homesickness ( )
- 21. Rules or restrictions of your residential college ( )

If there are any other problems that come to mind that have relation to your life as a student and which have been a worry to you over the past week please continue the list below.

- 22. ( )
- 23. ( )
- 24. ( )
- 25. ( )

## CONTRIBUTORS TO THIS PUBLICATION

*CORINNE ADAMS*, M.A., Dip.Ed., L.A.S.A., L.T.C.L., M.A.C.E., has been a tutor in the Department of Education, University of Sydney, since 1969, specialising in teaching and testing spoken English and Language Laboratory work. She is an examiner in speech and drama for the Australian Music Examinations Board. Miss Adams has published articles in Journals. She has travelled abroad and has read papers at educational institutions in other countries.

*BARRIE BRENNAN*, B.A., Dip.Ed., M.A., M.A.C.E., is History Master at Gilgandra, N.S.W. He was involved in the 'core curriculum' programme at Henry Lawson High School, Grenfell, and has done post-graduate studies in Adolescence and Educational administration. Mr. Brennan has had articles published in Journals and books.

*RONALD K. BROWNE*, B.Ed. (Hons.), Cert. Diag. Test. & Rem. Tchg., Ph.D., M.A.C.E., is Chairman, School of Education & General Studies, Darling Downs Institute of Advanced Education. Dr. Browne has had a wide experience in various areas of Education. He is author of several books, has given papers at conferences and contributed articles to Journals.

*JOHN M. COLLINS*, B.A. (Hons.), Ph.D., T.C., A.F.A.I.M., M.A.C.E., is Senior Lecturer in Education, James Cook University, Queensland. Dr. Collins has had a wide experience in primary schools in N.S.W. from 1953-65 as teacher and Principal. He was also Lecturer and Senior Lecturer at teachers' colleges. He has presented several papers at conferences and has had many articles published.

*COLIN J. H. CRAIN*, A.Ed., A.A.U.Q., J.P., M.A.C.E., is Principal of Gabbinbar State School, Toowoomba, Queensland. He has had extensive experience as Principal in large and small schools in the Darling Downs Region.

*SAMUEL W. G. ELLYARD*, B.Sc., B.Ed., T.C., M.A.C.E., is Principal of Farrer Primary School, A.C.T. Mr. Ellyard is author of 'Fun with Natural Science' and 'Science in the Seventies'.

*DAPHNE L. GUM*, M.B.E., K.T.C., M.A.C.E., is a teacher at Methodist Ladies College, South Australia. From 1946-1968 she was Director (Educationist) of the Ashford House School for Cerebral Palsied Children. She has spent a considerable amount of time overseas studying and inspecting schools and also taught in Papua New Guinea.

*WILHEMINE A. F. LANG*, Ph.D. (Vienna), F.A.C.E., is an Area Specialist (Physics) in the Australian Science Education Project. Dr. Lang was, for many years, Science Mistress at Firbank C.E.G.G.S., Victoria. She was a member of the executive for the introduction of P.S.S.C. into Victoria. She has been an organiser and speaker at many seminars.

*ALAN J. LONSDALE*, B.Sc., B.Ed., M.A.C.E., is Senior Education Officer in charge of the Educational Development Unit, W.A. Institute of Technology. Previously, Mr. Lonsdale was Lecturer in Chemistry and Head, Department of Applied Biology, Gordon Institute of Technology, Victoria.

*ALLEN H. MILLER*, B.A., B.Sc., Dip.Ed., M.A.C.E., is Senior Lecturer in Educational Practice at Canberra College of Advanced Education. He was a teacher of Biology in N.S.W. schools and Teachers' Colleges for many years. Mr. Miller is co-editor of 'Changing Education: Australian Viewpoints' and author of several articles on tertiary education and science education.

*CHARLES E. MOORHOUSE*, D.Eng., F.I.E.Aust., F.I.E.E., F.A.C.E., is Professor of Electrical Engineering, University of Melbourne. Professor Moorhouse has acted as a Consultant to Industry and has travelled extensively overseas on Carnegie and U.N.E.S.C.O. grants. He has published many articles on Electrical Engineering, Graduate Training, and many other topics. He is an exhibiting member of the Victorian Artists Society.

*PETER W. MUSGRAVE*, M.A. (Cantab.), Ph.D. (London), Cert. Educ. (Cantab.), is Professor of Sociology of Education, Monash University. He has taught in Secondary Modern and Grammar Schools in England; in Colleges of Education and the University of Aberdeen. Professor Musgrave is author of 'The Sociology of Education', five other books and numerous articles.

*WILLIAM N. OATS*, O.B.E., B.A., B.Ed., F.A.C.E., is Headmaster of The Friends School, Hobart, Tasmania. Mr. Oats was the retiring President of the College at the Conference. He is well known on Television and Radio as a speaker on Educational topics and for his published articles.

*WILLIAM M. O'NEIL*, M.A., Dip.Ed., has been Deputy Vice-Chancellor of the University of Sydney since 1965. Professor O'Neil has had a distinguished academic career and has held many administrative positions on University and other Committees. Before being appointed to the University Lecturing staff he was connected with Sydney Teachers' College, the Department of Labour and Industry and Sydney Technical College.

*RUSSELL B. PROWSE*, B.Ec., is Assistant General Manager of the Bank of N.S.W. He was Divisional Chief Manager and Public Relations Manager prior to his present appointment. For six years he was Research Director, Australian Bankers Association.

*ROBERT G. ROWLANDS*, B.A., M.Ed., Ph.D., F.A.C.E., is Research Officer, Victorian Universities and Schools Examinations Board. Dr. Rowlands was formerly a teacher of Mathematics and Physics. He has been awarded substantial grants from the Commonwealth to carry out the research reviewed in this paper. He is author of several text-books and a number of articles in Educational Journals.

*WALTER X. SIMMONS*, B.A., Dip.Ed., M.Ed., M.A.C.E., is Secondary Education Consultant to the Catholic Education Office, Sydney. Brother

Simmons has had 30 years teaching experience in Christian Brothers Schools. He has published articles on aspects of closed circuit TV and is, at present, concerned with problems in the use of TV in the classroom.

*ZDENEK VOLEK*, B.A., B.Ed., M.A.C.E., is Lecturer in Sociology, Bendigo Institute of Technology. After spending the war years in a forced labour camp in Germany. Mr. Volek arrived in Australia in 1950. Since then he has had clerical and executive experience and, since 1962, has been a teacher of languages and other subjects at various schools.

*THOMAS WIDDERS* was born and raised in a total Aboriginal family-society. Leaving Armidale High School, at 15, he spent several years in various jobs before becoming a student at Armidale Teachers College. Mr. Widders is now an officer with the Australian Council of Churches.

207.

215