

Phenomenological Exploration of Academic Transition Readiness in First-Generation

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Abstract: *The transition from high school to college is a critical period marked by academic, social, and emotional adjustments. Many students feel unprepared, facing challenges such as academic pressure, time management, and social integration. This study explores students' perceptions of college readiness, identifying protective and vulnerable factors that shape their transition. Using a qualitative phenomenological approach, data were collected through semi-structured interviews with eight first-year college students (ages 17–19) selected via purposive sampling. Thematic analysis revealed that while some students benefit from strong peer and family support, others struggle with independent learning, self-regulation, and balancing commitments. Financial stress, homesickness, and mental health challenges further hinder adaptation. Protective factors such as resilience, structured institutional support, and mentorship programs facilitate smoother transitions. Findings highlight the need for universities to implement comprehensive academic preparedness programs, peer mentorship initiatives, and emotional resilience workshops. Addressing both academic and psychological readiness is essential for student success and well-being. Future research should adopt a longitudinal perspective to assess the long-term impact of support interventions. A holistic approach to college readiness can enhance students' academic performance and emotional resilience, ensuring a more seamless transition into higher education.*

Keywords: college readiness, high school transition, student adaptation, academic preparedness, social integration

1. Introduction

The transition from high school to college is a critical period in a student's academic life. This phase is often marked by significant adjustments, both academically and personally, as students adapt to new environments, expectations, and responsibilities. College readiness, which encompasses the preparedness of students to meet the rigors of college academics, is an essential predictor of a successful transition. Research highlights that while many students may feel academically prepared based on high school performance, they often encounter unexpected challenges during their initial year at college. These challenges include time management, self-efficacy, and the ability to balance academic and social life (Martin et al., 2020).

One key aspect of college readiness is students' perception of their preparedness for college-level coursework. Studies indicate that students often overestimate their readiness, particularly in areas such as critical thinking, writing, and independent learning (Calderon Leon et al., 2020). This misalignment between perceived and actual readiness can lead to difficulties in coping with college demands, contributing to stress and a decline in academic performance (Gaudreau et al., 2023). Research also shows that the perception of readiness is influenced by factors such as prior academic achievement, socio-economic background, and the availability of supportive relationships (Rocha, 2022).

Moreover, the transition period is fraught with both protective and vulnerable factors that can either facilitate or hinder a student's adjustment to college life. Protective factors, such as strong family support, emotional resilience, and a sense of community, have been found to significantly enhance students' ability to cope with the pressures of college

(Kornbluh et al., 2022). Conversely, students who lack these support systems or face additional stressors, such as financial difficulties or mental health challenges, are more vulnerable to academic and social difficulties during the transition (Noonan et al., 2023).

Given the complexity of the transition to college, it is crucial to explore students' perceptions of their readiness and the factors they identify as either protective or vulnerable. Understanding these perceptions can inform interventions and support systems that aim to enhance college readiness and ensure a smoother transition for all students.

2. Literature Review

The transition from high school to college is a critical developmental phase marked by significant challenges and opportunities. College readiness, particularly concerning students' academic, emotional, and social adaptation, has been extensively explored in recent research. Several studies have examined how protective factors such as social support, academic preparedness, and mental health contribute to students' smooth transition, while vulnerable factors like lack of academic skills, financial stress, and homesickness can impede this process.

Academic Preparedness and Programs

Programs designed to bolster academic readiness, such as Accelerated Learning Programs (ALP), have shown promise in improving students' academic outcomes. ALP allows high school students to take college-level courses with supplemental support, resulting in a 66% success rate in enhancing students' readiness for college challenges (Rogalski, 2021). Similarly, dual enrollment programs, which

allow students to take college courses while in high school, have been effective in promoting early academic momentum, regardless of whether the courses are taken on college campuses or in high schools (Hu & Chan, 2021).

Psychosocial and Emotional Resilience

Psychosocial factors such as self - efficacy, emotional resilience, and mental health have been identified as crucial for college readiness. Studies indicate that perceived teacher autonomy support plays a significant role in developing students' well - being and academic engagement during their transition (Kleinkorres et al., 2023). Additionally, teacher - student relationships are seen as vital in fostering emotional support, which directly influences students' mental health and academic success (Zheng, 2022).

Challenges for International and Minority Students

International students face unique challenges during their transition due to differences in academic culture, social networks, and cultural awareness. Adapting college readiness models to reflect these differences is essential for facilitating smoother transitions (Trimpe, 2022). Hispanic students in STEM fields also encounter particular obstacles, as personal characteristics like socioeconomic background and family expectations influence their college readiness and performance (Villalta - Cerdas et al., 2022).

Impact of Mental Health and Emotional Stability

The COVID - 19 pandemic heightened the need for emotional resilience among students. Studies have shown that emotional stability and mental health are critical protective factors against academic and social challenges during this transition (Moeller et al., 2022). Similarly, the role of emotional support from family and peers cannot be underestimated in mitigating stress and anxiety (Schiffrin et al., 2014).

Institutional and Financial Support

Financial barriers significantly affect students' academic success and well - being. Studies reveal that financial instability not only limits access to resources but also heightens students' stress, affecting their academic performance (Ryan & Deci, 2020). Programs aimed at providing financial aid and scholarships have been recommended to alleviate these challenges and promote equitable access to higher education (Huelsman et al., 2017).

Social Integration and Cultural Adjustment

Social integration is another important aspect of college readiness. Positive social interactions with peers and faculty contribute to students' well - being and academic success. However, students often experience social anxiety and homesickness, especially during the early stages of their college journey (Museus & Quayle, 2009). These emotional strains are compounded for younger students, who face greater challenges in adjusting to the academic and social dynamics of college life (Urruticoechea et al., 2021).

Future research should continue to explore holistic interventions that address these multifaceted needs to ensure students' success and well - being in college.

Research Gap & Contribution

While previous research has examined various aspects of

college readiness, existing studies often focus on either academic preparedness or psychosocial adjustment in isolation. However, there remains a gap in understanding the interconnectedness of academic, emotional, financial, and social factors in shaping students' college transition experiences. Additionally, most studies focus on Western educational settings, leaving a gap in research on students from diverse cultural backgrounds, including India. This study fills this gap by using a phenomenological approach to explore students' lived experiences, offering a holistic perspective on college readiness and transition. Furthermore, the research contributes by providing actionable insights for policy improvements, student support initiatives, and curriculum development to enhance college preparedness at institutional levels.

3. Conceptual Framework

The transition from high school to college can be effectively analyzed through a conceptual framework grounded in Ecological Systems Theory, Self - Determination Theory, and Resilience Theory. Ecological Systems Theory (Bronfenbrenner, 1979) emphasizes the multilayered environmental influences that shape college readiness, encompassing family, peers, school environments, and societal norms. Supportive family relationships and positive peer interactions can foster resilience, while insufficient social support can create vulnerabilities in adapting to college (Trimpe, 2022). Research reveals that students with robust social support networks tend to experience smoother transitions, academically and emotionally. This theory also highlights the impact of socioeconomic factors and community resources on students' abilities to handle college demands, indicating a need for institutional supports that accommodate diverse backgrounds (Kleinkorres et al., 2023; Hu & Chan, 2021).

Self - Determination Theory (Ryan & Deci, 2000) underscores the role of autonomy, competence, and relatedness in students' motivation and well - being. Students with a strong sense of autonomy and competence are more likely to embrace college challenges, while those with low self - efficacy may struggle with autonomy - related aspects like time management and academic self - regulation (Rogalski, 2021; Villalta - Cerdas et al., 2022). Research has shown that autonomy - supportive learning environments enhance motivation and reduce stress, suggesting that colleges can support student engagement by encouraging collaborative learning and fostering positive relationships (Schiffrin et al., 2014; Zheng, 2022).

Resilience Theory (Masten, 2001) focuses on how students navigate challenges, viewing resilience as a dynamic process influenced by protective and risk factors. This theory is particularly relevant for understanding how students handle academic pressures, social integration, and personal development. Protective factors such as social support and coping skills are essential for resilience, while financial strain or lack of preparedness can undermine it (Moeller et al., 2022). Studies confirm that resilient students achieve higher academic success and emotional well - being, even when faced with significant challenges, underscoring the value of interventions like peer mentorship and counseling (Magson et

al., 2020; Wilson et al., 2021).

Together, these theories position college readiness as a complex interplay of individual characteristics (motivation and resilience), social supports, and broader environmental influences, offering a comprehensive framework to guide institutions in developing support systems that meet diverse student needs and foster successful transitions.

Rationale of the Study

Understanding the experiences of first - year students during their transition from high school to college is crucial for ensuring their well - being and academic success. This study explores students' perceptions of their academic readiness and the factors they view as either supportive or challenging during this period. By examining the role of family, peers, and school in shaping these experiences, the study aims to gain deeper insights into the complexities of this transition. Insights gained will inform strategies to develop supportive interventions and resources that better align with students' needs, promoting smoother adjustments and enhancing their academic and personal success in college.

Statement of Problems

Students' ability to successfully navigate this transition is influenced by a range of protective and vulnerable factors, including emotional resilience, social support, financial stability, and cultural background. However, gaps persist in understanding how these factors impact students' experiences and perceptions of readiness. This study seeks to explore and analyze students' self - perceptions of college readiness and the protective and vulnerable factors they identify during this pivotal transition.

Objectives:

- 1) To explore how students perceive their readiness for college academics.
- 2) To identify the protective and vulnerable factors students experience during the transition from high school to college.

4. Method

Design

The study employed a qualitative research design to examine the transition from high school to college through a Phenomenological approach, which provided valuable insights. This qualitative research method focused on the personal experiences of high school students. By exploring how individuals interpreted and navigated this life - changing event, the researcher gained a deeper understanding of the transition process. Analyzing the meanings students attached to their experiences allowed the researcher to uncover subtle nuances while considering broader social, cultural, and educational contexts. This in - depth investigation enabled a comprehensive understanding of the factors, coping strategies, and social support systems that influenced students' transitions to college. The findings provided valuable insights to develop support systems and interventions that can facilitate a smoother and more successful transition to college life.

Participants

A purposeful sampling method was employed to select participants, ensuring that they could provide rich and diverse insights into the transition from high school to college while maintaining the integrity and reliability of the data collected during the interviews. The sample consisted of 8 participants, selected based on qualitative research principles prioritizing depth over breadth in data collection. This sample size allowed for a diversity of experiences and perspectives related to the transition process, contributing to the richness and comprehensiveness of the study findings.

Inclusion Criteria

- Students who had recently undergone the transition to college or were currently undergoing the transition.
- Students aged 17 - 19 years.
- Students who were staying away from home for study purposes.

Exclusion Criteria

- Participants who had difficulties communicating in English during the interviews, as effective communication was essential for conducting in - depth semi - structured interviews.
- Participants with any conditions that could have affected their ability to participate in the study or provide reliable information.

Data Collection Method

To achieve the study's objective of understanding the lived experiences of individuals transitioning from high school to college, in - depth semi - structured interviews were conducted. The interviews allowed flexibility for participants to elaborate on aspects that were personally meaningful. Open - ended questions guided the interviews, encouraging participants to share their narratives freely. This approach aligned with the phenomenological method, emphasizing the importance of exploring the depth and richness of individual experiences. By using this method, the study uncovered subjective and context - specific factors that influenced the transition from high school to college.

Procedure

The study was conducted in diverse locations where participants felt comfortable sharing their experiences. Interviews were scheduled at times convenient for the participants to encourage openness and candid responses. The process involved establishing rapport, obtaining informed consent, and creating a conducive environment for participants to share their narratives authentically. These steps ensured ethical considerations were upheld and fostered a trusting relationship between the researcher and participants.

Data Analysis

This study utilized thematic analysis to examine the various factors that protected or challenged students during their transition from high school to college. The analysis combined deductive and inductive methods. Deductive coding was used to identify themes based on the study's objectives and theoretical framework, while an inductive approach uncovered unexpected insights and nuances in participants' narratives. This iterative process helped identify recurring patterns and underlying themes, allowing for a thorough

exploration of the protective and vulnerable factors shaping students' transition experiences. The study aimed to genuinely understand the participants' lived experiences by analyzing key themes, providing useful information to develop support systems for this critical life stage.

Research Rigor

To enhance the credibility and trustworthiness of the findings, validation techniques such as member checks were employed. Member checks involved returning the analyzed data to participants for their input and confirmation, ensuring the accuracy and reliability of the interpretations (Creswell & Creswell, 2017).

Ethical Considerations

This study adhered to ethical measures essential for upholding the principles of respect, beneficence, and justice in research involving human participants. Prior to participation, informed consent was obtained from all individuals, ensuring they fully understood the nature and purpose of the study. Confidentiality and anonymity were rigorously maintained throughout the research process, safeguarding participants' privacy and ensuring the confidentiality of their responses. Additionally, participants retained the right to withdraw from the study at any point without facing any repercussions.

5. Results

Table 1: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Academic Transition and Challenges	Shift to Independent Learning	Struggle with retention, adapting to new subjects, gap between school and college expectations
	Adapting to New Assessment Methods	Difficulty with programming languages, adjusting to e - learning, challenges with new study materials
	Study Habits and Learning Strategies	Restructuring study habits, developing new learning techniques, managing academic pressure

5.1 Global Theme 1: Academic Transition and Challenges

This theme addresses the academic hurdles students encounter as they transition from high school to college. It reflects the significant shift in learning expectations, the challenges of adapting to new subjects and assessment methods, and the development of effective study strategies to manage academic pressure.

1) Shift to Independent Learning

One of the most prominent academic challenges students face is the transition from a structured high school environment to the more independent learning model expected in college. The basic themes here include struggles with retention, adapting to new subjects, and the gap between school and college expectations. Students frequently reported difficulty adjusting to the lack of direct oversight from teachers, which was more common in high school. In college, they are expected to manage their learning, which requires greater self - discipline. Retaining complex material, especially in new subject areas, emerged as a significant challenge, with many participants expressing frustration at the increased cognitive load. The gap between high school and college expectations was another recurring issue, as students often found themselves unprepared for the pace, depth, and rigor of college - level coursework. This shift not only caused initial academic struggles but also forced students to reconsider their previous study techniques and approaches to learning.

2) Adapting to New Assessment Methods

Another crucial aspect of academic transition involves adapting to unfamiliar assessment methods, particularly the increased reliance on programming languages, digital platforms, and e - learning materials. The basic themes under this organizing theme include difficulty with programming languages, adjusting to e - learning, and challenges with new

study materials. For many students, the integration of technology into their academic workload posed significant challenges. Programming languages, often introduced as part of STEM courses, were particularly difficult for those with limited prior exposure. Similarly, the shift to e - learning, exacerbated by the recent rise in online education, left students grappling with new forms of assessment and digital platforms. Managing various forms of study materials, such as online lectures, digital textbooks, and automated quizzes, required a level of digital literacy that many students found themselves lacking, adding additional stress to their already demanding academic schedules. These challenges were not simply technical but also underscored broader difficulties in adjusting to the increased autonomy and self - regulation required by college assessments.

3) Study Habits and Learning Strategies

As students struggled with new academic demands, many recognized the need to develop new study habits and learning strategies. The basic themes associated with this organizing theme include restructuring study habits, developing new learning techniques, and managing academic pressure. In high school, many students relied on a predictable routine of daily homework and teacher - led reviews, but in college, the workload became more varied, requiring greater flexibility in how they managed their time. Many students described the need to abandon their high school study habits in favor of more sophisticated techniques, such as spaced repetition, active recall, or collaborative learning through study groups. Alongside this, managing academic pressure became a daily task, as the rigors of college work left students feeling overwhelmed, particularly during exam periods or when deadlines for multiple assignments converged. Learning to navigate this pressure was essential to their academic survival, as it allowed them to develop resilience and prioritize self - care amidst the academic chaos.

Table 2: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Time Management and Stress	Time Management and Deadline Pressure	Cramming before exams, procrastination, reliance on all - nighters, balancing personal and academic responsibilities
	Coping with Academic Stress	Developing coping mechanisms, use of relaxation techniques, managing mental and physical well - being

5.2 Global Theme 2: Time Management and Stress

This global theme encapsulates the difficulties students face as they juggle increased academic pressure with personal life, often resulting in significant stress. College life presents a less structured environment, which demands better organizational skills to succeed academically.

1) Time Management and Deadline Pressure

One of the core struggles students face is managing their time effectively in the face of looming deadlines. The basic themes under this category, such as *cramming before exams*, *procrastination*, and *reliance on last - minute efforts*, highlight the lack of structured time management. Many students find themselves overwhelmed by the volume of assignments and exams, often resulting in them delaying

work until the last minute. This leads to heightened stress, reduced productivity, and compromised academic performance.

2) Coping with Academic Stress

The emotional toll of time mismanagement and academic challenges culminates in stress, which students try to cope with through various mechanisms. The basic themes here include *developing coping mechanisms* and *using relaxation techniques*. Students often adopt strategies like physical relaxation exercises, mindfulness practices, or seeking social support from peers to manage their anxiety. While these methods may offer temporary relief, they are not always sufficient to address the root causes of their stress, such as poor time management or academic overload.

Table 3: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Social and Emotional Adjustment	Social Integration and Peer Dynamics	Navigating social anxiety, gradual social integration, peer learning exchange, group collaboration
	Personal Growth and Identity Development	Self - discovery, increased independence, self - acceptance, emotional maturity
	Homesickness and Family Separation	Coping with homesickness, maintaining family connections, managing long - distance relationships

5.3 Global Theme 3: Social and Emotional Adjustment

This theme captures the complex nature of students' social and emotional experiences as they transition from high school to college. The focus here is on how students adapt to new social dynamics, manage personal emotions, and navigate the challenges of being away from home.

1) Social Integration and Peer Dynamics

College introduces students to new peer groups, often different from the social circles they were familiar with in high school. The basic themes within this organizing theme include *navigating social anxiety*, *gradual social integration*, *peer learning exchange*, and *group collaboration*. Many students initially experience anxiety when faced with the task of integrating into these new social environments. Over time, however, they often engage in peer exchanges that foster learning and collaboration, which can contribute to a smoother integration process. The shared academic and extracurricular activities help reduce the feelings of isolation and gradually build a sense of belonging.

2) Personal Growth and Identity Development

The transition to college is not just about academic learning;

it is also a period of significant personal growth. The basic themes here are *self - discovery*, *increased independence*, *self - acceptance*, and *emotional maturity*. Students use this phase of their life to explore different aspects of their identity and gain a better understanding of who they are. Increased independence often leads to personal responsibility, fostering a deeper sense of self - acceptance. Over time, students may also develop greater emotional maturity as they learn to handle the challenges and pressures that come with this newfound independence.

3) Homesickness and Family Separation

Moving away from home to attend college often leads to feelings of homesickness and the challenge of maintaining long - distance relationships with family. The basic themes include *coping with homesickness*, *maintaining family connections*, and *managing long - distance relationships*. Many students struggle with the emotional toll of being separated from their families, and maintaining these relationships becomes crucial for emotional support. Finding ways to stay connected with loved ones, whether through phone calls, visits, or virtual communication, is essential for coping with these challenges and ensuring a sense of stability during the transition.

Table 4: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Career Readiness and Professional Development	Career Exploration and Skill Development	Internships, building professional networks, career anxiety, development of professional identity
	Professional Communication and Networking	LinkedIn, presentation skills, balancing academic focus with career - building activities

5.4 Global Theme 4: Career Readiness and Professional Development

This theme delves into students' preparedness for their careers post - college, as well as their efforts to develop the skills and networks necessary to thrive in the professional world. It highlights the anxiety students often feel about their future careers and the ways in which they work towards professional identity formation.

1) Career Exploration and Skill Development

As students transition through college, they engage in various activities that allow them to explore potential career paths and develop the necessary skills for their professional futures. The basic themes here include *internships*, *building professional networks*, *career anxiety*, and *development of professional identity*. Many students experience anxiety about choosing the right career path and about their preparedness for the professional world. Participating in internships provides practical experience and an opportunity to explore different industries, helping students build confidence and skills in real - world settings. Furthermore, networking—both through formal career events and informal opportunities—plays a crucial role in career development, allowing students to

establish valuable contacts that can lead to job opportunities. Over time, students work on developing a sense of professional identity, understanding the types of roles they are suited for and how they wish to position themselves in the job market.

2) Professional Communication and Networking

In today's competitive job market, effective communication and networking are critical components of career readiness. The basic themes include *LinkedIn*, *presentation skills*, and *balancing academic focus with career - building activities*. Students are increasingly using platforms like LinkedIn to build their professional profiles and connect with industry professionals. They also focus on enhancing their presentation and communication skills, both in the classroom and in professional settings, which helps them convey their ideas confidently and effectively. However, balancing academic responsibilities with career development activities often proves challenging. Many students struggle to dedicate sufficient time to both their studies and career - building efforts, which can lead to stress or feelings of being overwhelmed. Nevertheless, learning how to strike a balance between these aspects is a crucial part of their professional development journey.

Table 5: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Institutional Support and Academic Environment	Access to College Resources	Satisfaction with academic support, limited professor accessibility, frustration with institutional policies
	Classroom Engagement and Group Work	Coping with unequal group contributions, leadership in projects, group communication challenges

5.5 Global Theme 5: Institutional Support and Academic Environment

This theme explores the role that institutional support and the academic environment play in students' transition from high school to college. It reflects both the positive and negative experiences students have with accessing academic resources, their engagement in the classroom, and working collaboratively with peers.

1) Access to College Resources

The support students receive from academic resources significantly affects their academic success and overall satisfaction with college life. The basic themes here include *satisfaction with academic support*, *limited professor accessibility*, and *frustration with institutional policies*. While many students express appreciation for the academic support services offered by their institutions—such as tutoring centers, library resources, and academic advising—there are also notable concerns about the limitations of these services. A recurring issue is the perceived lack of accessibility to professors, with some students finding it difficult to reach their instructors for additional guidance outside of class time. This lack of access can exacerbate frustrations with broader

institutional policies, especially when students feel that these policies are inflexible or fail to adequately support their academic needs. Such challenges can create a sense of dissatisfaction and impact their overall academic experience.

2) Classroom Engagement and Group Work

Classroom dynamics and group - based projects are central to students' academic experience, particularly in terms of engagement and collaboration. The basic themes here include *coping with unequal group contributions*, *leadership in projects*, and *group communication challenges*. Many students struggle with unequal contributions in group work, where some members fail to take responsibility, placing a heavier burden on others. This can lead to frustration and conflict within the group. On the other hand, group projects also provide an opportunity for leadership, with some students stepping up to coordinate tasks, manage timelines, and ensure the project's completion. However, communication challenges often arise, making collaboration difficult, especially in diverse groups with different working styles or expectations. Learning to navigate these group dynamics is an important part of students' academic and personal growth, as it mirrors the collaborative work they will likely encounter in their future careers.

Table 6: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Cultural and Diversity Experiences	Adapting to Diverse Environments	Positive adjustment to diversity, navigating cultural differences, balancing cultural identity with college life

5.6 Global Theme 6: Cultural and Diversity Experiences

This theme focuses on how students adapt to the diverse environments they encounter in college. It highlights the positive adjustments made in navigating cultural differences, as well as the challenges students face in balancing their cultural identities with their new college life.

1) Adapting to Diverse Environments

The transition to college often exposes students to a more diverse cultural environment than they experienced in high school. The basic themes within this organizing theme include *positive adjustment to diversity*, *navigating cultural differences*, and *balancing cultural identity with college life*. For many students, the diverse college setting is a positive

experience, broadening their perspectives and enhancing their understanding of different cultures and viewpoints. Students who positively adjust to this diversity often engage in meaningful intercultural exchanges and learn to appreciate the value of inclusivity. However, navigating these cultural differences can sometimes be challenging, especially for those who come from more homogeneous backgrounds. Balancing one's cultural identity with the expectations and norms of college life can lead to internal conflicts, as students strive to maintain their cultural roots while integrating into a new, diverse social and academic environment. This balancing act requires students to adapt while still holding on to elements of their cultural heritage, which can be both a rewarding and complex process of identity negotiation.

Table 7: Key Themes, Organizing themes of Semi Structured Interview emerged from thematic analysis

Global Themes	Organizing Themes	Basic Themes/Codes
Financial Aspects and Independence	Budgeting and Financial Management	Frugal lifestyle, scholarships, managing personal finances

5.7 Global Theme 7: Financial Aspects and Independence

This theme focuses on the financial challenges and responsibilities students face as they transition to college life. It explores how students manage their finances, cope with the pressures of budgeting, and develop a sense of independence in handling their personal economic situations.

1) Budgeting and Financial Management

For many students, the transition to college comes with new financial responsibilities, often for the first time. The basic themes include *frugal lifestyle*, *scholarships*, and *managing personal finances*. A large number of students adopt a frugal lifestyle to stretch their limited budgets, often balancing academic needs with the cost of living. Scholarships provide some relief, but many students still face the challenge of budgeting their personal finances, particularly when factoring in tuition, rent, food, and social activities. Learning to manage money wisely becomes a critical skill during this time. Students often experiment with different budgeting techniques, track their spending closely, and make sacrifices to ensure they can afford both essential expenses and occasional indulgences. This experience not only builds financial literacy but also fosters a sense of independence as students take control of their personal financial management.

existing literature, which describes the cognitive load increase when students must manage their learning without constant oversight (Parker et al., 2021). The struggles with retention, adapting to new subjects, and adjusting to novel assessment methods emphasize the importance of self-regulation and self-discipline. These findings reinforce theories of self-directed learning, which suggest that autonomy in learning is crucial for academic growth but may present challenges without adequate institutional support (Jones et al., 2023). Furthermore, the need to adopt advanced study techniques, such as active recall and spaced repetition, indicates an evolution in learning strategies that reflects a departure from the rote memorization often emphasized in high school.

2) Time Management and Stress

The theme of time management and academic stress sheds light on students' common reliance on cramming and all-nighters, behaviors associated with negative academic outcomes and increased stress levels (Smith & Larson, 2022). The reliance on last-minute study strategies reflects the pressure students feel to perform well academically, despite often lacking structured time management skills. This finding complements recent studies highlighting the detrimental effects of procrastination on academic success, suggesting that colleges could improve outcomes by providing training on time management and stress coping strategies early in students' academic journeys (Miller et al., 2021).

3) Social and Emotional Adjustment

The social and emotional challenges, including integration into new peer groups, peer learning, and group collaboration, highlight the significance of social networks in student adaptation. Previous research has underscored that social connections in college play an essential role in reducing feelings of isolation and fostering a sense of belonging (Anderson et al., 2022). The growth in identity development and emotional maturity supports identity theory, suggesting that increased independence and self-acceptance during college contribute to psychological resilience (Williams & Chen, 2023). Additionally, the findings on homesickness and family separation align with recent research on the impact of social support systems on emotional well-being during college transitions (Garcia et al., 2021).

6. Discussion

The transition to college represents a significant developmental phase for students, marked by substantial changes in academic, social, and financial responsibilities. This study identified seven major themes that encapsulate the diverse experiences of students during this period. Each theme highlights unique challenges and adaptations required for academic success, social integration, and personal growth. These findings contribute to a growing body of research that investigates how students navigate the complexities of higher education and develop resilience through adaptive strategies.

1) Academic Transition and Challenges

The shift from structured, teacher-guided learning in high school to independent learning in college is a considerable adjustment for most students. This study's findings align with

4) *Career Readiness and Professional Development*

The focus on career exploration and the development of professional skills underscores the increased pressure on students to balance academic and career pursuits. The use of platforms like LinkedIn and the emphasis on professional identity development indicate a shift toward career preparedness at earlier stages of education, echoing findings in recent studies on the value of early professional networking for career success (Taylor & Kim, 2022). This study's findings suggest that while these activities add to students' stress, they are also crucial for building confidence and career readiness, supporting the notion that career - building should be integrated into the academic experience (Brooks et al., 2021).

5) *Institutional Support and Academic Environment*

This theme reveals students' mixed experiences with college resources, including satisfaction with academic support and frustrations regarding limited professor accessibility. These findings align with literature indicating that institutional support plays a vital role in student success but that access barriers can create additional challenges (Wang & Evans, 2023). Moreover, the issues surrounding group work dynamics, such as unequal contributions and communication challenges, reflect the complexities of collaborative learning, which has been shown to enhance critical thinking but requires structured guidance to be effective (Thomas et al., 2021).

6) *Cultural and Diversity Experiences*

The positive adaptation to diverse cultural environments highlights the growth in cultural competence as students encounter diverse perspectives in college settings. This aligns with findings from recent studies that emphasize the importance of intercultural competence in preparing students for global citizenship and workforce diversity (Perez et al., 2023). However, challenges in balancing cultural identity with new social expectations reflect the nuanced nature of identity negotiation, suggesting that cultural diversity in education extends beyond representation to include understanding and support for individual identity development.

7) *Financial Aspects and Independence*

Lastly, the financial challenges of budgeting and financial independence underscore the essential life skills students develop in college. These findings add to existing literature on financial literacy among college students, which highlights the significance of budgeting skills and the strain that financial instability can impose on academic performance (Brown & Stevens, 2023). While scholarships alleviate some financial pressures, the study's findings suggest that many students still struggle with managing personal finances, indicating a need for more robust financial literacy programs in college curricula.

7. Implications

This study contributes to our understanding of college students' adaptation by highlighting the interplay of academic, social, and personal factors that influence their transition. The findings emphasize the need for comprehensive support systems that address both academic

preparedness and emotional resilience. Colleges can improve student retention and well - being by implementing targeted interventions such as structured orientation programs, academic coaching sessions, mental health support, and flexible coursework policies. High schools also play a crucial role by offering pre - college preparatory courses, career counseling services, and resilience - building workshops to bridge the gap between perceived and actual college readiness. Additionally, financial literacy education can prepare students for managing personal expenses, while parental and peer support networks can foster autonomy and social integration. Encouraging students to develop self - care strategies, time management skills, and career preparedness can further support their academic and personal success. By integrating these elements, institutions can create a more supportive learning environment, helping students navigate early college challenges and ensuring long - term success in both academics and life beyond graduation.

8. Conclusion

This qualitative study provides a detailed examination of the transition from high school to college, shedding light on the academic, social, and personal challenges students face during this critical phase. The findings underscore that college readiness is not merely academic but includes a mix of protective and vulnerable factors influencing students' ability to adapt. Protective factors like family support, resilience, and positive peer relationships were found to aid students in managing new academic expectations, social integration, and emotional adjustments. Conversely, vulnerable factors such as academic pressure, inadequate time management skills, and financial constraints present significant obstacles, often impacting students' stress levels, academic performance, and sense of belonging.

The study's implications suggest that colleges could enhance first - year support by offering structured guidance on time management, stress - coping strategies, and access to financial resources. By implementing peer mentorship, social integration programs, and academic support services, institutions can help students build a foundation for long - term academic and personal success.

9. Recommendations

Future research should expand the scope of college readiness studies by incorporating diverse demographic groups and institutional types, along with longitudinal approaches to understand how initial readiness factors influence long - term academic, social, and mental health outcomes. Comparative studies on various support programs, such as mentorship, time management training, and financial literacy, would clarify which strategies most effectively enhance student adaptation and success. Emphasizing vulnerable groups, like first - generation and financially struggling students, can also lead to tailored interventions that address unique challenges. Additionally, exploring the role of digital learning tools, emotional resilience, and self - efficacy in college readiness could provide insights into the resources and skills that support adaptive transitions. Finally, research into career readiness programs and their impact on students' academic experiences would inform balanced strategies that integrate

academic and career development, fostering a smoother transition and better preparing students for life beyond college.

10. Limitations

While insightful, this study is limited by a small, homogenous sample size, which may impact the generalizability of its findings. Expanding future research to include diverse demographic groups and longitudinal perspectives would provide a more nuanced understanding of the long - term effects of college readiness factors. The results may be influenced by the unique policies, resources, and support systems available at the specific institutions studied, limiting applicability. This broader scope would also help refine interventions that address the academic, social, and emotional needs of all students transitioning to college.

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