Academic Readjustment of First-Year English Department Students to University Life

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Abstract

This study explores the readjustment process among first-year students in the English department by focusing on the impact of gender, age, attendance, and academic performance. The transition from high school to university represents a critical period in students' academic and personal development. Many students relocate from their hometowns or commute for classes and exams, as attendance is not mandatory. Socioeconomic factors influence students' access to scholarships and university dormitories, with priority often given to female students from disadvantaged backgrounds. Given the open-access nature of faculties of letters, the English department enrolls a large number of students. This study surveyed 121 English department students using an adapted online questionnaire based on convenience sampling. Using SPSS 26, the statistical findings indicate significant differences in readjustment based on gender and attendance frequency, with additional correlations between readjustment, age, and academic performance. These results highlight the need for enhanced orientation programs to support first-year English department students in their transition to university life.

Keywords: Age, attendance, English department, gender, grades, readjustment

1. Introduction

The transition to university is a critical phase in students' academic journeys, often accompanied by significant challenges in readjustment. First-year students in English departments, particularly in Morocco, frequently encounter difficulties that can impact their academic performance, retention rates, and overall university experience. Research has highlighted that factors such as gender, age, attendance, and academic performance play crucial roles in students' adaptation to higher education (Tinto, 1994; Yorke & Longden, 2020). However, limited studies have specifically examined these factors in the context of Moroccan universities, which makes it essential to explore the unique experiences of first-year English department students. This study aims to investigate the key challenges and solutions related to the readjustment of first-year students at the undergraduate licence program in Morocco by focusing mostly on gender differences, age, attendance and grades.

Existing literature suggests that demographic factors influence students' ability to transition smoothly into university life. Whether gender can shape academic and social adaptation, with female students sometimes facing additional socio-economic constraints, is an assumption that is still to be investigated in Moroccan higher education due to the lack of literature on this issue. Age has also been linked to variations in academic resilience and motivation (Kahu & Nelson, 2018). Furthermore, attendance frequency correlates with academic success and engagement levels, influencing students' ability to integrate into the university

setting (Credé et al., 2019). Despite these insights, more research is needed to contextualize these relationships in Moroccan higher education.

This study contributes to the existing literature by providing empirical evidence on the interplay between demographic variables and student readjustment in Moroccan English departments. It aims to identify specific academic and social challenges, highlight demographic disparities, and propose targeted support mechanisms to enhance student success. Data is collected through questionnaires administered to first-year English department students, and the findings are analyzed using descriptive and inferential statistics on SPSS 26 to determine key patterns and relationships.

2. Literature Review

Academic adjustment refers to students' ability to adapt to university life in terms of motivation, academic performance, and overall satisfaction. First-year students, particularly those in English departments, face challenges in adapting to increased academic demands, language proficiency requirements, and writing skills (Diniz et al., 2018). Research indicates that gender differences exist in academic adjustment, with female students often achieving higher grades than their male counterparts, a phenomenon linked to differences in academic expectations and engagement levels. Aloka (2023) found that male students demonstrated higher academic buoyancy, which suggests that they may possess stronger coping mechanisms for academic challenges. Attendance is another critical factor affecting academic adjustment, as regular attendance has been associated with better understanding of course material and higher grades (Al-Qadri et al., 2022). Furthermore, female students tend to attend classes more regularly than males, which may contribute to their higher academic achievement. Grades play a dual role in academic adjustment, acting both as an outcome and a predictor of success. Wintre and Yaffe (2000) found that students with higher academic performance reported better adjustment to university life, with psychological well-being factors such as self-esteem and stress management playing a mediating role. Understanding the complex relationships between academic adjustment, gender differences, attendance, and grades is essential for developing effective interventions to support first-year students in their transition to university life.

However, most university students who are enrolled in the English department tend to drop out in the first year, and some get their licences in four years whereas others spend more than that and get nothing (Ministry of Higher Education, 2021). There are many reasons behind this dropout. Student readjustment is one of them. Therefore, the current study aims to investigate first-year student readjustment among university students in the English department in 2022. First-year university students are enrolled in the second semester now during April and May 2022. The term is called Spring term.

Figure 1. Conceptual framework of English first-year student readjustment
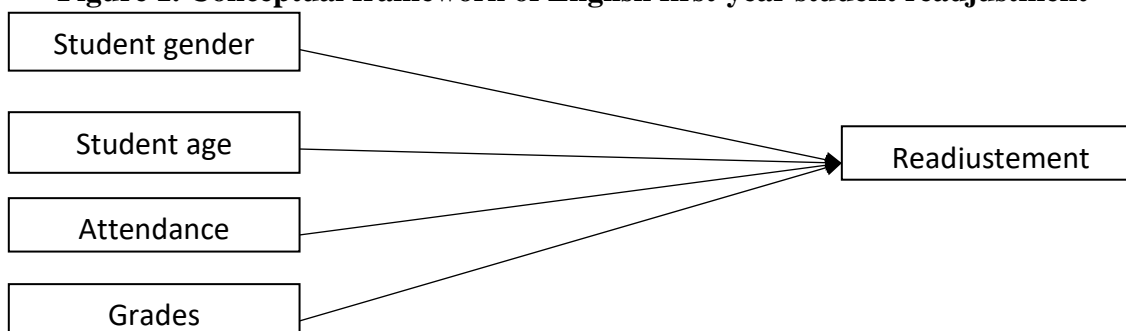
Moving to college can make students feel lonely due to their distance from their homes and parents. In contrast to the ambivalent and avoidant attachment and self-criticism, parental care and secure attachment were adversely connected with loneliness. Though both ambivalence and self-criticism alone predicted loneliness, they both partially mediated the relationship between parental care and loneliness. Self-criticism also partially mediated the relationship between ambivalence and loneliness (Wiseman, Mayseless & Sharabany 2006).

Hazan and Miler (2017) investigated the role of psychological capital in academic adjustment through a questionnaire that was adapted in the current study. The results show that psychological capital plays a significant role in academic adjustment.

Other studies have been published on the issue of transitioning to the univiersity from different social and psychological perspectives. For instance, Bandura (1997) described self-efficacy as "the belief in one's capabilities to organize and execute courses of action required to produce given attainments" (p. 3). Academically self-efficacious students believe in their ability to achieve academic goals. The latter, in turn, can result in self-regulated learning. Transitions to university life make these skills highly demanded. Self-efficacy was found to exert a direct and mediated effect on performance, health and adjustment (Chemers, Hu, & Garcia 2001).

In brief, this literature review has shed lights on some major studies conducted on first year college student readjustment. They have paid special attention to psychological and social factors. The current study will address academic factors as well to draw the relationships between the different variables.

3. Methodology

This study makes use of an online questionnaire to target students in the first year about the different factors of readjustment in the English department. The questionnaire is adopted from Hazan and Miller (2017). The research methodology, sample, data collection procedures and reliability are presented.

3.1 Research design

According to Mitchell and Jolley (2010), research is a useful tool to obtain answers to some questions. In other words, the research design links the data to be collected to the research questions of the study. Practically, this will require research instruments like questionnaires, interviews and focus groups. Depending on the research questions, the research instrument can be identified to collect the required data. There are two types of data, namely quantitative and qualitative. Reality can be measured in numbers or interpreted in opinions and facts. Sometimes two or more research instruments can be used to answer the research questions or test the research hypotheses. Therefore, there is a mixed-methods research design developed by Creswell and Creswell (2017). The use of different researchers, instruments, samples and methods is called triangulation (Denzin, 2007). The quantitative cross-sectional research design through a questionnaire is adopted in the current study.

3.2 Research objective and questions

The current study aims to investigate readjustment, especially academic adjustment, among first-year university students who pursue their studies at the English department in light of their gender, age, attendance and grades. The research questions can be stated as follows:

RQ1: What is the overall academic adjustment of first-year English department students?

RQ2: Is there any difference between male and female students in terms of their academic adjustment?

RQ3: Is there any relationship between attendance and first-year students' academic adjustment?

RQ4: Is there any relationship between grades and first-year students' academic adjustment?

3.3 Sample

The sample of the current study involves 121 first-year English department students at the faculty of letters and humanities. The sample was targeted through a Google Forms questionnaire. This sampling technique is categorized as non-probability sampling, and it is called voluntary sampling or even snowball sampling (Kothari, 2004). The respondents were found online, especially in WhatsApp and Facebook groups. The researchers posted the link to the questionnaire online and kindly asked the respondents to complete the survey.

3.4 Data collection procedures

A Five-Point Likert scale questionnaire was used to collect the data to answer the research questions of the current study. Seventeen Likert scale items were adopted from Hazan and Miller (2017). Some demographic variables on gender, age, attendance frequency and grades were added to the questionnaire in compliance with the research objectives.

3.5 Reliability and validity

Validity is "whether an instrument measures what it sets out to measure" (Field, 2013, p. 12). The sampling frame included all the respondents needed. Furthermore, a sample bias is possible when there is a high rate of nonresponse to survey questions or an uncompleted survey from the respondents (Field, 2013). Additional sources of error include bias, inaccurate data calculation, and incorrect data interpretations during the analysis phase. However, the researcher undertook some measures to reduce these errors stemming from coverage, sampling, nonresponse, and measurement/analysis during the research design and study implementation.

Table 3.1. Descriptive Statistics and Reliability for the Overall Academic Readjustment Scale

Overall Academic Readjustment Scale	Statistics
No. of Items	17
N	121
Minimum	1.35
Maximum	4.29
Mean	3.05
Standard Deviation	0.64
Cronbach's Alpha	0.833

Note. Likert Scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

Reliability is "whether an instrument can be interpreted consistently across different situations" (Field, 2013, p. 12). Reliability is the determination of the research instrument consistently providing the same results. Data was collected from the Online Survey (See Appendix A). Cronbach's alpha produced internal consistencies that exceeded the minimum value of .70 required for acceptable reliability, (Cronbach & Shapiro, 1982). The overall Cronbach alpha of the 17 items is $\alpha=.833$ ($\alpha \geq .700$).

4. Results

After designing the research instrument and collecting data, the next step is data analysis of the obtained results. Each item in the questionnaire is analyzed separately by presenting frequencies and percentages. Excel 365 and SPSS Version 26 were used to analyse the data. The result is divided into subsections

corresponding to different aspects of the research problem. First, the sociodemographic variables of the respondents will be described. Second, gender differences will be revealed. Third, the relationships between age and adjustment will be stated. Fourth, attendance frequency will be exposed followed by the relationship of grades with adjustment.

4.1 Demographic variables

The sociodemographic variables include gender, age, attendance and grades of the respondents.

Table 4.1 Sociodemographic variables (n=121)

Variables		F(%)	Mean	SD	Median	Mode
Gender	Female	69 (57%)				
	Male	52(43%)				
Age			23	6.03	21	19
	Never	5 (0.8%				
	Occasionally	4 (14.9%)				
Attendance	Sometimes	23 (24.8)				
	Often	43 (54.5)				
	Always	46 (5%)				
Grades			11.71	2.05	11.45	11.00

The table above displays the frequencies and percentages of gender and attendance along with the mean, standard deviation, median and mode of age and grade. Most of the respondents are female students (57%), whereas the rest are male students (43%). As for age, the average age of the students is 23 years old with a standard deviation of plus or minus 6 years and a range of 28 with a minimum of 18 years old and a maximum of 46 years old. Students who are 18, 19 and 20 years old constitute 14.9%, 17.4% and 16.5% of the sample, respectively.

Concerning the overall grade that the students got for the previous semester, the majority of the respondents got 11.71 with a standard deviation of plus or minus 2.05, a minimum of 3.68 and a maximum of 17. Although Moroccan English departments do not provide options like full-time or part-time studies, some students work and study at the same time. Therefore, the study sessions can coincide with their working hours. Therefore, 79 students can attend full-time (65.3%), whereas 41 students said they can attend part-time (33.9%). Classes are always or often attended by 73% of the respondents. The reasons behind not attending classes are attributed to traffic jams, work, health issues faced by students or their relatives, financial circumstances, living far away from the university, childcare, mood, and burnout.

4.2 Overall academic readjustment

The overall academic readjustment scale consists of 17 items whose frequencies can be displayed as follows:

Table 4.2 Frequencies and Percentages of Academic Readjustment Likert Scale (n=121)

Item	SD (1)	D (2)	N (3)	A (4)	SA (5)
1. Lately, I've been feeling tense or nervous.	10 (8.3%)	25 (20.7%)	18 (14.9%)	53 (43.8%)	15 (12.4%)

2. I keep up to date with my academic duties.	9 (7.4%)	24 (19.8%)	29 (24.0%)	50 (41.3%)	9 (7.4%)
3. On campus, I meet people and make friends.	22 (18.2%)	26 (21.5%)	28 (23.1%)	33 (27.3%)	12 (9.9%)
4. Lately, I've been feeling downcast and moody.	14 (11.6%)	31 (25.6%)	20 (16.5%)	41 (33.9%)	15 (12.4%)
5. I'm very much involved in university social activities.	18 (14.9%)	44 (36.4%)	27 (22.3%)	25 (20.7%)	7 (5.8%)
6. I'm happy with my decision to study at my university.	10 (8.3%)	6 (5.0%)	22 (18.2%)	50 (41.3%)	33 (27.3%)
7. I have several close social ties at the university.	18 (14.9%)	43 (35.5%)	27 (22.3%)	29 (24.0%)	4 (3.3%)
8. My academic goals are clear to me.	15 (12.4%)	21 (17.4%)	21 (17.4%)	36 (29.8%)	28 (23%)
9. Lately, I have not been able to control my stress.	12 (9.9%)	33 (27.3%)	32 (26.4%)	28 (23.1%)	16 (13.2%)
10. I'm not satisfied with the variety of courses.	13 (10.7%)	40 (33.1%)	34 (28.1%)	25 (20.7%)	9 (7.4%)
11. I'm satisfied with extracurricular activities at the university.	11 (9.1%)	33 (27.3%)	50 (41.3%)	22 (18.2%)	5 (4.1%)
12. Lately, I've been thinking about seeking psychological help.	34 (28.1%)	33 (27.3%)	19 (15.7%)	23 (19.0%)	12 (9.9%)
13. If I could turn the clock back, I'd choose to work harder in studies.	16 (13.2%)	17 (14.0%)	17 (14.0%)	38 (31.4%)	33 (27.3%)
14. Lately, I've been getting angry far too easily.	21 (17.4%)	32 (26.4%)	18 (14.9%)	34 (28.1%)	16 (13.2%)
15. Even if I make an effort, I still don't do well.	16 (13.2%)	31 (25.6%)	23 (19.0%)	31 (25.6%)	20 (16.5%)

16. I have difficulty feeling comfortable connecting with other students.	20 (16.5%)	34 (28.1%)	23 (19.0%)	29 (24.0%)	15 (12.4%)
17. I haven't been sleeping well lately.	10 (8.3%)	29 (24.0%)	16 (13.2%)	30 (24.8%)	36 (29.8%)

Note. Likert Scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

The majority of the students disagreed with some items on being involved in social activities. This means that extracurricular activities are lacking. As can be seen from the Table, the items that have received agreement and strong agreement are that I have been feeling tense or nervous lately. This is because the majority of the respondents completed the questionnaire some days before the exam. Moreover, most students say that they are happy with their decision to study at the university. Willing to work harder in the past is also a frequent regret.

4.3 Gender and academic readjustment

The gender of the students has proved to be significant with regard to their academic readjustement. Female students differ from male students in some aspects as can be seen in the following:

Table 4.3 Gender Differences in Academic Readjustment (Independent Samples t-test, N = 121)

Items	Gender	N	M	SD	t	df	*p*
1. Lately I've been feeling tense or nervous.	Female	69	3.32	1.32	0.051	119	0.959
	Male	52	3.31	0.96			
2. I keep up to date with my academic duties.	Female	69	3.09	1.13	-1.506	119	0.135
	Male	52	3.38	0.99			
3. On campus, I meet people and make friends.	Female	69	2.67	1.17	-2.293	119	**.024***
	Male	**52**	**3.19**	**1.34**			
4. Lately I've been feeling downcast and moody.	Female	69	3.23	1.25	1.352	119	0.179
	Male	52	2.92	1.23			
5. I'm very much involved in university social activities.	Female	69	2.74	1.12	0.868	119	0.387

	Male	52	2.56	1.16			
6. I'm happy with my decision to study at my university.	Female	69	3.78	1.2	0.423	119	0.673
	Male	52	3.69	1.11			
7. I have several close social ties at the university.	Female	69	2.62	1.13	-0.341	119	0.734
	Male	52	2.69	1.08			
8. My academic goals are clear to me.	Female	69	3.36	1.32	0.221	119	0.825
	Male	52	3.31	1.38			
9. Lately I have not been able to control my stress.	**Female**	**69**	**3.19**	**1.22**	1.742	119	0.084
	Male	52	2.81	1.16			
10. I'm not satisfied with the variety of courses.	Female	69	2.9	1.11	1.009	119	0.315
	Male	52	2.69	1.11			
11. I'm satisfied with extracurricular activities at the university.	Female	69	2.86	0.96	0.584	119	0.56
	Male	52	2.75	1.01			
12. Lately I've been thinking about seeking psychological help.	**Female**	**69**	**2.86**	**1.35**	2.936	119	**.004****
	Male	52	2.15	1.23			
13. If I could turn the clock back, I'd choose to work harder in studies.	Female	69	3.49	1.43	0.351	119	0.726
	Male	52	3.4	1.3			
14. Lately I've been getting angry far too easily.	**Female**	**69**	**3.16**	**1.32**	2.176	119	**.032***
	Male	52	2.63	1.3			
15. Even if I make an effort, I still don't do well.	Female	69	3.26	1.34	1.906	119	0.059
	Male	52	2.81	1.24			

16. I have difficulty feeling comfortable in connecting with other students.	Female	69	2.96	1.25	0.787	119	0.433
	Male	52	2.77	1.35			
17. I haven't been sleeping well lately.	Female	69	3.55	1.42	1.056	119	0.293
	Male	52	3.29	1.26			

Note. SD = Standard Deviation; df = degrees of freedom; * $p < .05$, ** **p** $< .01$ (significant differences marked in bold).

The number of items are 1, 2, 6 and 13. The results of the independent samples *t*-test presented in Table 3 reveal notable gender differences in various aspects of academic readjustment. While most comparisons yielded non-significant results, a few key differences were observed between male and female students. Female students reported significantly lower scores on the item measuring social engagement, specifically in meeting new people and making friends on campus ($M = 2.67$, $SD = 1.17$) compared to male students ($M = 3.19$, $SD = 1.34$), $t(119) = -2.293$, $p = .024$, suggesting that female students may experience more difficulty in forming new social connections in the university environment. Furthermore, female students were significantly more likely to consider seeking psychological help ($M = 2.86$, $SD = 1.35$) than male students ($M = 2.15$, $SD = 1.23$), $t(119) = 2.936$, $p = .004$, indicating that female students may have greater awareness of mental health challenges or a stronger inclination toward help-seeking behaviors. Additionally, female students reported significantly higher levels of anger, as indicated by the item "Lately I've been getting angry far too easily" ($M = 3.16$, $SD = 1.32$) compared to males ($M = 2.63$, $SD = 1.30$), $t(119) = 2.176$, $p = .032$, suggesting that female students may experience more emotional distress in response to university-related challenges. Other variables, such as academic goal clarity, overall satisfaction with the university, and perceived difficulty in academic performance, did not show statistically significant gender differences, indicating relatively similar adaptation patterns in these areas.

4.4 Age and academic readjustment

The average age of English department students is 23 years old with a minimum of 18 years old and a maximum of 46 years old in the chosen sample.

Table 4.4 Descriptive Statistics and Correlations with Age (n=121)

Variable	M	SD	*r* (Age)	*p* (Age)
Age	23.16	6.04	--	--
1. Lately I've been feeling tense or nervous	3.31	1.18	-0.36	< .001
2. I keep up to date with my academic duties	3.21	1.08	0.055	0.551
3. On campus, I meet people and make friends	2.89	1.27	0.22	0.016
4. Lately I've been feeling downcast and moody	3.1	1.25	-0.248	0.006
5. I'm very much involved in university social activities	2.66	1.14	0.077	0.401
6. I'm happy with my decision to study at my university	3.74	1.16	0.143	0.118

7. I have several close social ties at the university	2.65	1.1	0.111	0.225
8. My academic goals are clear to me	3.34	1.34	0.17	0.063
9. Lately I have not been able to control my stress	3.02	1.2	-0.265	0.003
10. I'm not satisfied with the variety of courses	2.81	1.11	-0.231	0.011
11. I'm satisfied with extracurricular activities at the university	2.81	0.98	0.046	0.616
12. Lately I've been thinking about seeking psychological help	2.55	1.34	-0.296	< .001
13. If I could turn the clock back, I'd choose to work harder in studies	3.45	1.37	-0.083	0.365
14. Lately I've been getting angry far too easily	2.93	1.33	-0.28	0.002
15. Even if I make an effort, I still don't do well	3.07	1.31	-0.134	0.142
16. I have difficulty feeling comfortable connecting with other students	2.88	1.3	-0.287	0.001
17. I haven't been sleeping well lately	3.44	1.35	-0.198	0.029
Overall Academic Readjustment Scale	3.05	0.64	-0.186	0.041

Note. M = Mean, SD = Standard Deviation, N = Sample Size. Pearson correlation coefficients (r) represent the relationship with Age. $p < .05$ (bolded) indicates statistical significance.

The correlation analysis in Table 4 examined the relationship between age and various academic readjustment factors, revealing significant associations with emotional well-being, social integration, and overall academic adjustment. Age was negatively correlated with feeling tense or nervous ($r = -0.360$, $p < .001$), struggling to control stress ($r = -0.265$, $p = .003$), feeling downcast and moody ($r = -0.248$, $p = .006$), and considering seeking psychological help ($r = -0.296$, $p < .001$), indicating that younger students experience higher levels of emotional distress and stress-related difficulties compared to older students. Additionally, age was negatively correlated with getting angry too easily ($r = -0.280$, $p = .002$) and difficulty connecting with other students ($r = -0.287$, $p = .001$), suggesting that younger students may struggle more with emotional regulation and social adjustment in the university environment. Conversely, a significant positive correlation was found between age and meeting people and making friends on campus ($r = 0.220$, $p = .016$), indicating that older students may be more adept at forming social connections. However, age was not significantly related to keeping up with academic duties ($r = 0.055$, $p = .551$), academic goal clarity ($r = 0.170$, $p = .063$), or satisfaction with university choice ($r = 0.143$, $p = .118$), suggesting that age does not substantially influence students' academic engagement or satisfaction. Moreover, a negative correlation was found between age and poor sleep quality ($r = -0.198$, $p = .029$), suggesting that younger students experience greater sleep disturbances, possibly linked to higher stress levels. Lastly, the overall academic readjustment scale was negatively correlated with age ($r = -0.186$, $p = .041$), which indicates that younger students tend to face greater challenges in academic and social adaptation compared to their older peers.

4.5 Attendance and academic readjustment

Most students who responded to the questionnaire most of the time attend university classes (73%).

Table 4.5 One-Way ANOVA Results for Academic Readjustment Variables

Variable	Group	M	SD	p
Lately I've been feeling tense or nervous	Never	2.2	0.84	0.056
	Rarely	3.25	0.96	
	Sometimes	3.09	1.24	
	Usually	3.65	1.04	
	Always	3.24	1.23	
I'm happy with my decision to study at my university	Never	3	1.41	0.025
	Rarely	2.25	1.5	
	Sometimes	3.57	1.16	
	Usually	3.93	0.94	
	Always	3.87	1.2	
Overall Academic Readjustment Scale	Never	2.45	0.85	0.025
	Rarely	2.59	0.97	
	Sometimes	2.93	0.64	
	Usually	3.24	0.51	
	Always	3.05	0.64	

From 121 students, only 46(38%) students always attend university classes. The students who are happy with their decision to study at their university attend university classes more than those who are not as revealed by their average attendance rate. A one-way analysis of variance (ANOVA) was conducted to examine the effect of class attendance frequency on academic readjustment and related psychological variables among first-year college students. The independent variable was "How often do you attend university classes?", with five levels: Never, Rarely, Sometimes, Usually, and Always. The dependent variables included measures of academic adjustment, psychological well-being, and social integration.

The results indicated a statistically significant effect of class attendance on satisfaction with the decision to study at the university, $F(4, 116) = 2.90$, $p = .025$, $\eta^2 = .091$, and overall academic readjustment, $F(4, 116) = 2.90$, $p = .025$, $\eta^2 = .091$. Tukey's post hoc comparisons revealed that students who rarely attended classes reported significantly lower satisfaction with their university decision compared to those who usually attended classes ($p = .039$). Additionally, students who never attended classes had lower overall academic readjustment scores than those who usually attended ($p = .063$), though this difference was marginally significant.

However, the ANOVA results for other psychological adjustment variables (e.g., stress, making friends on campus, and involvement in extracurricular activities) did not reach statistical significance (all p's > .05), suggesting that class attendance frequency may have a more pronounced impact on academic satisfaction and overall readjustment rather than social or psychological well-being. These findings suggest that regular class attendance is positively associated with academic satisfaction and successful adjustment to university life. Students who attend "usually" or "always" tend to report higher academic adjustment and satisfaction compared to those who attend rarely or never. These results highlight the importance of consistent class participation for fostering a smooth transition into college life.

4.6 Grades and academic readjustment

There is a negative relationship between grades and wishing to work harder, feeling angry and being disappointed by their grades despite making efforts.

Table 4.6 Descriptive Statistics and Correlation with Previous Semester Grade

Variable	M	SD	r (grade)	p (grade)
What was your grade in the previous semester?	11.71	2.05	--	--
1. Lately I've been feeling tense or nervous.	3.31	1.18	-0.104	0.267
2. I keep up to date with my academic duties.	3.21	1.08	-0.029	0.76
3. On campus, I meet people and make friends.	2.89	1.27	0.039	0.678
4. Lately I've been feeling downcast and moody.	3.1	1.25	-0.137	0.142
5. I'm very much involved in university social.	2.66	1.14	0.071	0.449
6. I'm happy with my decision to study at my university.	3.74	1.16	0.084	0.366
7. I have several close social ties at the university.	2.65	1.1	0.129	0.165
8. My academic goals are clear to me.	3.34	1.34	0.009	0.924
9. Lately I have not been able to control my stress.	3.02	1.2	-0.067	0.473
10. I'm not satisfied with the variety of courses.	2.81	1.11	-0.048	0.609
11. I'm satisfied with extracurricular activities at the university.	2.81	0.98	0.035	0.706
12. Lately I've been thinking about seeking psychological help.	2.55	1.34	-0.197*	0.033
13. If I could turn the clock back, I'd choose to work harder in studies.	3.45	1.37	-0.244**	0.008
14. Lately I've been getting angry far too easily.	2.93	1.33	-0.233*	0.011
15. Even if I make an effort, I still don't do well.	3.07	1.31	-0.342**	<.001
16. I have difficulty feeling comfortable in connecting with other students.	2.88	1.3	-0.203*	0.028
17. I haven't been sleeping well lately.	3.44	1.35	-0.102	0.276
Overall academic readjustment scale	3.05	0.64	-0.163	0.078

The average of the grades obtained in the previous semester is 11.71. Therefore, some students regretted not making good efforts. The students who got bad grades agreed with the following statements: If I could turn the clock back, I'd choose to work harder in studies, $r=-.281**$, Lately I've been getting angry far too easily, $r=-.224*$. Even if I make an effort, I still don't do well, $r=-.351**$.

5. Discussion

The results obtained from the current study can be discussed in light of the previous studies in the literature. Male respondents make more new acquaintances than female respondents do, on average. Female students experience greater anger and tension than the male students, and they even begin to consider seeking professional assistance. This agrees with some gender defined roles in the social readjustment scale (Woon Masuda, Wagner and Holmes, 1971). Another study found no differences between male and female respondents in psychological stressors (frequency of examinations, time-management and academic workload) and coping strategies among first year college students (Gomathi, Ahmed and Sreedharan, 2013). The stress was attributed to future and parental expectations. Some students use praying and going to gym as strategies, whereas others resort to alcohol, tobacco and drugs among very few students. The older the respondents get, the less tense, apprehensive, downcast, and moody they feel, suggesting that aging has a negative relationship with several items. The less people consider getting psychiatric assistance, and the less pleased they are with the range of courses. The less frequently they become furious makes it harder for them to feel at ease interacting with other students. This agrees with the findings of the study by Gomathi, Ahmed and Sreedharan (2013) who found that older students are experienced and can use different coping strategies like active coping by doing something about the situation, taking action to negate the stressor and planning what to do and deal with the situation.

The majority of students show up to class on time most of the time. Additionally, the students that are content with their choice attend classes frequently. Rodgers (2001) found out that absenteeism is a common issue at universities, especially in Australia and North America, and it declines from first halves to second halves of the semester. The author found out that attendance has a small but statistically significant effect on performance. Moreover, students with scholarship or parent support are less motivated and attend less than private students as reported by Rodgers (2001). Moroccan university students typically have twelve hours of lectures per week, which is less than the high schools. With Covid-19 and distance education adoption, students can attend less, especially during the morning sessions due to their lack of sleep and overuse of their mobile phones or laptops. This, in turn, affects grades. Students who get low grades wish they study harder.

6. Conclusion

The main objective of the current study has been to investigate academic readjustment among first year English department students in light of gender, age, attendance and grades. An adapted questionnaire was submitted to 121 respondents. The results revealed significant differences and relationships among some variables. In terms of gender, male respondents make new friends more than female students. The latter feel angry and tensed more than male students, and they even start thinking of seeking psychological help. In terms of age, a negative relation was detected between age and some items in that the older the respondents get, the less tense, nervous, downcast and moody they feel. They think less about seeking psychological help, and the less satisfied they become with the variety of courses. The less angry they get

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far too easily, the less difficulty they encounter with feeling comfortable in connecting with other students. In terms of attendance, most students attend classes on a regular basis. Moreover, the students who are happy with their decision to study at their university attend university classes more than those who are not. In terms of grades, most students get average grades. Students who get low grades wish to work harder, feel angry and are more disappointed by their grades despite making efforts.

Despite finding significant results, the study has many limitations. First, the sample size is not big enough to generalize the results. Moreover, the voluntary sampling method can be biased in that students who volunteer already have some predisposition. That's why the majority of the students are female students. The latter volunteer more than male students or maybe constitute the majority of enrolled students. Besides, the time of the administration of the survey was during the second semester of 2022. This means that the results can keep changing by time.

We recommend that special programs of readjustment are designed for university students, especially in the first year. The findings of the current study and other studies can be taken into consideration in the design of such programs by administrators, departments, professors or even senior students in the form of university clubs. Future research can target the description of readjustment programs and the testing of their effectiveness in the Moroccan English department context.

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