

INTERNATIONAL JOURNAL FOR HUMAN SOCIOLOGY AND ANTHROPOLOGY

Affiliated to: School of Anthropology and Conservation, Faculty of Social Sciences, University of Kent, Canterbury, Kent, CT2 7NX

CHALLENGES FACED BY FIRST-YEAR UNIVERSITY STUDENTS: NAVIGATING THE TRANSITION TO HIGHER EDUCATION

VOLUME: 9 ISSUE: 12
DECEMBER, 2025

eISSN: 5733-6783
pISSN: 5532-7563

IMPACT FACTOR: 3.78

Israel Creleanor Mulaudzi

Faculty of Humanities, Social Sciences and Education, Department of Curriculum Studies, University of Venda, South Africa.

Abstract

The transition from high school to higher education presents numerous challenges for first-year university students. This abstract provides an overview of the challenges faced by these students as they navigate this significant life transition. First and foremost, academic demands pose a considerable challenge. First-year students encounter a shift in the level of difficulty and independence required in their studies. They must adapt to new teaching styles, larger class sizes, and more rigorous academic expectations. Additionally, the transition from a structured high school environment to the freedom of university can be overwhelming, requiring students to develop effective time management, study skills, and self-discipline. Social adjustment is another significant challenge. A university often brings together a diverse community of students from different backgrounds, which can lead to feelings of loneliness, homesickness, and difficulty in establishing new social networks. The need to form new friendships and find a sense of belonging can be particularly challenging for first-year students, who may also face the pressures of building a new support system and managing social expectations. Financial pressures also present a considerable hurdle. Many first-year students are faced with the burden of managing their finances independently for the first time, including budgeting for tuition fees, accommodation, textbooks, and other living expenses. The stress associated with financial responsibilities can impact students' overall well-being and academic performance. Furthermore, mental health and well-being are critical concerns. The transition to higher education can trigger or exacerbate mental health issues such as anxiety and depression. The pressure to succeed academically, coupled with the need to adjust to a new environment, can contribute to increased stress levels and feelings of inadequacy. Access to mental health resources and support services is crucial in assisting students through this challenging period. In conclusion, first-year university students face numerous challenges during their transition to higher education. Academic demands, social adjustment, financial pressures, and mental health concerns all

play a significant role in shaping their experience. Recognizing and addressing these challenges through supportive programs, resources, and services can greatly facilitate the successful navigation of this critical life transition and promote the overall well-being of first-year university students.

Keywords: First-year University Students, Challenges, Transition, Higher education, Academic Demands.

1. Introduction and Background

The transition from high school to university is a significant milestone in a student's life. First-year university students often encounter various challenges as they adapt to the new academic environment, independent living, and increased responsibilities (Cabras & Mondo, 2018). This study will explore some of the common challenges first-year university students face and discuss strategies to overcome them. First-year students may struggle to cope with the increased academic rigor, including demanding coursework, challenging assignments, and extensive reading lists (Sterling, 2018). The shift in teaching styles, such as lectures and seminars, can also be overwhelming.

Many students find it challenging to manage their time effectively between classes, studying, extracurricular activities, and personal commitments (King, McQuarrie & Brigham, 2021). Procrastination and poor planning can lead to academic stress and compromised performance. Moving away from home and living independently can be both exciting and daunting. Students must learn to handle household responsibilities, budgeting, cooking, and balancing personal and academic commitments (Hill, Goicochea & Merlo, 2018).

Building new friendships, navigating social dynamics, and finding a sense of belonging in a diverse university community can be challenging (Nunn, 2021). Students may experience feelings of loneliness, homesickness, or social anxiety. The rising costs of tuition fees, textbooks, accommodation, and other living expenses can put a strain on students' finances (Newfield, 2018). Financial constraints may require students to take up part-time jobs, adding another layer of responsibility and time management challenges. Navigating the complex process of applying for scholarships and financial aid can be overwhelming. Students may face difficulties in finding suitable grants or understanding the eligibility criteria.

The combination of academic pressures, personal adjustments, and financial concerns can contribute to increased stress levels and anxiety among first-year students. Coping with exam stress, homesickness, and the fear of failure can negatively impact mental health. First-year students may be oblivious of the availability of campus support services, such as counseling centers and wellness programs, or may alternatively be aware of such services, but hesitant to seek help due to stigma or inadequate knowledge about available resources.

Aim of the Study

This study aims to explore the challenges faced by first-year university students during their transition to higher education

Problem Statement

The transition from high school to university marks a pivotal period in a student's life, characterized by significant changes in academic, personal, financial, and social aspects. During this critical phase, first-year university students encounter a myriad of challenges that can pose obstacles to their successful adaptation to higher education. The problem at hand is to identify and analyze the

diverse challenges faced by first-year university students as they navigate the transition to higher education. Understanding these challenges is essential to devise effective support mechanisms and strategies that can empower students to overcome these hurdles, promoting a smoother and more fulfilling university experience. By addressing these challenges proactively, educational institutions can enhance the overall well-being and academic performance of their first-year students, fostering a positive foundation for their higher education journey.

Objectives of the Study

The objectives of the study on 'Challenges Faced by First-Year University Students: Navigating the Transition to Higher Education' are as follows:

To identify and comprehensively analyze the academic challenges encountered by first-year university students during their transition to higher education.

To examine the time management practices of first-year university students and understand how they balance academic responsibilities, personal commitments, and social engagements during the transition to higher education.

To evaluate the availability and utilization of support services and resources by first-year university students

To provide evidence-based recommendations to educational institutions and relevant stakeholders on strategies and interventions that can better support and assist first-year university students in successfully navigating the transition to higher education

Research Questions

What are the most common academic challenges experienced by first-year university students during their transition to higher education?

How do first-year university students manage their time and balance academic commitments, personal responsibilities, and social engagements?

What support services and resources are available to first-year university students, and how effectively are these services accessed and utilized?

What recommendations can be proposed to educational institutions and relevant stakeholders to better support and assist students in navigating the transition to higher education successfully?

2. Literature Review

The transition from secondary education to higher education marks a significant and transformative phase in the lives of young individuals. For many, the journey into the university environment represents not only an academic pursuit but also a crucial step toward personal growth, independence, and the development of lifelong skills (Elwick & Cannizzaro, 2017). However, this transition is not without its challenges. First-year university students often encounter a myriad of obstacles as they navigate the complexities of higher education, which can profoundly impact their overall experience and academic success (Quaye, Harper & Pendakur, 2019).

Understanding the challenges faced by first-year university students during this transitional period is of paramount importance for educational institutions and student support services. An in-depth analysis of the factors influencing their adaptation and integration into the university environment can lead to the implementation of effective interventions and support systems, ultimately fostering a positive and enriching experience for students as they embark on their academic journey.

This literature review aims to synthesize and critically evaluate existing research related to the challenges faced by first-year university students during their transition to higher education. By examining a diverse range of scholarly works, including empirical studies, theoretical frameworks, and best practices, we seek to uncover key themes, patterns, and insights that shed light on the multifaceted nature of this transitional phase. Additionally, this review will explore the implications of these challenges on students' academic performance, well-being, and retention rates.

The structure of this literature review is organized as follows: The concept of transition to higher education and its relevance to first-year students will be delved into. Subsequently, the specific challenges experienced by these students, encompassing academic, social, and personal dimensions will be explored. Furthermore, the role of support services and interventions provided by universities in aiding students through this critical period will be investigated. Additionally, demographic and cultural factors that may shape students' experiences during the transition will be considered. Moreover, this review will assess the impact of technology on the transition process and examine the coping mechanisms and resilience strategies utilized by first-year students.

Finally, any gaps in the existing literature will be identified, and recommendations proposed for enhancing university support systems to better address the needs of incoming students. By presenting a comprehensive and up-to-date analysis of the challenges faced by first-year university students, this literature review endeavors to contribute valuable insights that can inform educational institutions, policymakers, and student support professionals in facilitating a smoother and more successful transition to higher education for all students.

3. The Theoretical Framework

The study on the challenges faced by first-year university students during their transition to higher education serves as the foundation upon which the research is built. It provides a conceptual framework that guides the study's design, methodology, and interpretation of results. In this context, a theoretical framework could incorporate various theories and models that help explain the factors influencing students' experiences and challenges during this critical phase.

The Ecological Systems Theory and the Student Transition Model

The study will be grounded in Bronfenbrenner's Ecological Systems Theory and the Transition Model. Bronfenbrenner's Ecological Systems Theory emphasizes the interaction between an individual and their environment in shaping human development. This theory comprises several interconnected systems, including the microsystem (immediate environment), mesosystem (connections between microsystems), exo-system (indirect environmental settings), and macrosystem (cultural and societal values).

Within the Ecological Systems Theory, the Transition Model will be particularly relevant. This model recognizes that the transition to higher education is a multifaceted process influenced by a variety of interconnected factors. It posits that students' successful adaptation to university life results from a dynamic interplay between individual characteristics, institutional support, and social interactions.

Key Elements of the Ecological Systems Theory

Microsystem (Immediate Environment)

Individual attributes: Students' traits, prior academic experiences, and socio-demographic characteristics can impact how they perceive and respond to the challenges of university transition.

Academic Engagement

The extent to which students engage with academic tasks, faculty, and coursework influences their sense of belonging and overall adjustment.

Mesosystem (Connections between Microsystems)

Peer relationships: Interactions with peers, roommates, and social groups within the university community can significantly influence students' social integration and sense of identity.

Faculty-Student Interactions: Positive relationships with instructors and advisors can provide critical support for academic and personal development.

Exosystem (Indirect Environmental Settings)

Family Support

The support and expectations of family members, though not directly present in the university environment, can impact students' self-esteem, motivation, and well-being.

University Policies and Resources

Institutional policies, orientation programs, academic advising, and counseling services shape the resources available to students and impact their ability to navigate challenges.

Macrosystem (Cultural and Societal Values)

Socio-cultural Context

Societal values, cultural norms, and economic conditions can influence students' perceptions of higher education, their goals, and their experiences of transition.

Norms of Independence

Cultural expectations of independence and self-reliance can influence students' coping strategies and willingness to seek help when facing challenges.

The Transition Theory, developed by Nancy Schlossberg, focuses on understanding and addressing the challenges individuals face during significant life changes or transitions (Schlossberg, 1981). The essence of this theory lies in its exploration of the psychological and emotional processes that individuals undergo as they adapt to new situations. Here are key elements that capture the essence of Transition Theory, which Schlossberg (1981) refers to as the four Ss of transition.

Situation: Refers to the external events or changes that act as triggers for the transition. In the context of first-year university students, the situation might include moving from high school to college, adjusting to a new academic environment, and forming new social relationships.

Self

Involves the internal psychological processes and emotions experienced by the individual during the transition. This includes changes in identity, self-concept, and coping mechanisms.

Support

Encompasses the relationships and resources available to the individual, such as social support, guidance from mentors, and institutional support. The level

and quality of support can significantly influence how well an individual navigates the transition.

Strategies

Refer to the coping mechanisms and problem-solving approaches employed by the individual to manage the challenges associated with the transition. Effective strategies contribute to a successful adaptation to the new situation.

Transition Theory recognizes that life is a series of transitions rather than a static state. Individuals continually move through various life changes, and each transition involves a unique set of challenges and adjustments. It also acknowledges that individuals react differently to transitions based on their personalities, backgrounds, and previous experiences. Factors such as resilience, self-efficacy, and personal resources play a role in how individuals navigate transitions.

Transition Theory adopts a life span perspective, recognizing that individuals of all ages can face significant life changes. It is not limited to a specific age group or type of transition, making it applicable to various contexts. Transitions are seen as cyclical rather than linear. Individuals may experience multiple transitions throughout their lives, and the lessons learned from one transition can influence how they approach future ones.

The theory has practical implications for educators, counselors, and individuals going through transitions. By understanding the four Ss, practitioners can provide targeted support and interventions to facilitate a smoother adjustment process.

In summary, the essence of Transition Theory lies in its holistic approach to understanding the multifaceted nature of life transitions. It provides a framework for exploring the interplay between external changes, internal psychological processes, available support systems, and coping strategies, ultimately helping individuals navigate and adapt to new life situations.

4. Methodology

The methodology for studying the challenges faced by first-year university students during their transition to higher education involved a qualitative approach. This was accomplished through the use of semi-structured interviews, which were conducted with seven (07) first-year students who were purposively sampled to gain a deeper understanding of their experiences and perspectives. The semi-structured interviews explored the students' narratives, coping strategies, and suggestions for improving support systems.

Data Analysis

Qualitative data from the semi-structured interviews were transcribed and subjected to thematic analysis to extract key themes and insights.

5. Ethical Considerations

Ethics is of paramount importance in researching challenges faced by first-year university students during their transition to higher education. The following ethical considerations should be taken into account throughout the research process:

Informed Consent

Before participation in the study, all participants were fully informed about the purpose of the research, the procedures involved, potential risks, and the

voluntary nature of their participation. Written informed consent was obtained from each participant, ensuring that they had the right to withdraw from the study at any time without facing any negative consequences.

Anonymity and Confidentiality

Protecting the privacy and confidentiality of participants is crucial. Data collected from interviews was anonymized and stored securely to prevent the disclosure of participants' identities or personal information. Identifying details were removed from transcripts and other research materials.

Inclusivity and Diversity

The research aimed to include a diverse and representative sample of first-year university students, considering factors such as gender, ethnicity, socioeconomic background, and academic discipline. This ensured that the findings were relevant and applicable to a broader student population.

Minimization of Harm

Measures were taken to minimize any potential harm or discomfort to participants. Sensitivity to the emotional and mental well-being of students discussing challenges was maintained. Referrals to support services were provided for participants who expressed distress during the study.

Voluntary Participation

Participation in the research was entirely voluntary, and no coercion or pressure was exerted on students to take part. The decisions of those who chose not to participate in the study were respected, and all participants were made aware that they could withdraw from the study without consequence.

Debriefing

After the study, participants were offered the opportunity for debriefing, where they could ask questions, express concerns, and receive additional information about the research objectives and outcomes.

Dissemination of Findings

The findings were presented in an accurate and unbiased manner. The results were shared responsibly, with a focus on the implications for improving the support systems and experiences of first-year university students.

Adhering to these ethical principles ensures that the research on 'Challenges faced by first-year university students' is conducted with integrity, respect for participants' rights, and a commitment to contributing positively to the higher education community.

6. Findings

The findings of the study were categorized into five themes for analysis:

Academic Challenges

First-year students face difficulties adjusting to the higher academic expectations and rigorous coursework in university compared to high school.

Time management and study skills are often cited as challenges, with some students struggling to balance their academic responsibilities and personal lives effectively.

First-year students may experience stress and anxiety related to exams, assignments, and the fear of academic failure. Below is what some of the students interviewed said verbatim on the issue:

S1: "There is just not enough time to do my laundry, cook, and study in one day. I used to have someone doing household chores for me last year".

S2: "The workload that I have is just too much for me to handle. University is very different from high school".

S6: I am seriously stressed by the work I have to do. I can now seriously see how much of a pillar of support my mom has been throughout my high-school years.

Personal Adjustments

The transition to independent living away from home can be challenging for some students, as they learn to manage household responsibilities and adapt to a new living environment.

Social adjustments, such as making new friends and finding a sense of belonging in a larger and diverse university community, can be daunting for first-year students.

S4: "It is a challenging experience to find yourself surrounded by many strangers, with whom you cannot even share your frustrations. I cannot even tell who of these people can be trusted"

S6: "My siblings were always there to help me with house chores, but I am clearly on my own now".

Financial Pressures

The rising costs of tuition fees, textbooks, and living expenses are a significant financial burden for first-year students and their families.

Some students struggle to access scholarships or financial aid due to the complexity of the application process or eligibility criteria.

S5: "If my parents were struggling to make ends meet when I was still at high school, you can imagine the kind of financial burden that is on their shoulders now. I do not have most of the textbooks as I speak".

S7: NSFAS as a financial aid is quite frustrating, I did not receive any positive response, but my parents cannot afford the high fees".

Support Services Utilisation

Some students may not be aware of the support services available on campus or may hesitate to seek help due to stigma or a lack of knowledge about available resources.

Those who actively engage with campus support services tend to have better-coping mechanisms and overall well-being during their transition to university life.

S3: "I am not aware of any support services within the university. I believe there is something that they could do about my situation".

S6: "Though I cannot say that everything is now plain sailing, I can honestly say that the student support services made a huge difference to my coping ability".

Mentorship and Guidance

First-year students who receive mentorship or guidance from older students, faculty, or advisors tend to have a smoother transition and better adjustment to university life.

S4: I feel like a lost sheep in this place, with no one that I can call my mentor, or who can help me to navigate through the new campus life.

S2: It is helpful that my cousin and a few other people from my village are here. Otherwise, I don't know how I would cope without any immediate mentorship and guidance. I feel that the orientation program was not properly done.

The findings above are indicative of the fact that first-year students may find it hard to cope with the demands of a new environment. The greatest achievement in this regard would be to find ways of addressing these challenges that are setbacks to predominantly young students. These students should preferably start their tertiary education on the right footing without any interfering factors that break their morale and motivation to achieve academically.

7. Discussions

The transition from high school to university marks a significant milestone in a student's life, bringing forth a myriad of challenges that demand adaptation, resilience, and personal growth. Navigating the transition to higher education is an exhilarating yet daunting journey for first-year university students, encompassing academic, personal, financial, and emotional challenges. In this discussion, the key challenges faced by first-year university students and their implications on their overall university experience will be addressed.

Academic Challenges

One of the primary challenges encountered by first-year students is the adjustment to higher academic expectations. University courses are often more demanding, requiring students to engage in critical thinking, research, and independent learning. The shift from familiar high school teaching methods to large lectures and seminars can be overwhelming, leading to feelings of uncertainty and self-doubt. As a result, some students may experience stress and anxiety related to their academic performance.

Personal Adjustments

The transition to independent living away from home presents a significant personal challenge for many first-year students. Managing household responsibilities, budgeting, and adapting to a new living environment can be overwhelming, leading to feelings of homesickness and loneliness. Building new friendships and finding a sense of belonging in a larger and diverse university community can also be challenging, particularly for students who are introverted or less socially confident.

Financial Pressures

The rising costs of tuition fees, textbooks, and living expenses add financial pressures to the challenges faced by first-year university students. Some students may struggle to meet these financial demands, leading to stress and a potential impact on their overall well-being. The pursuit of scholarships and financial aid can be complex and competitive, creating additional challenges for students seeking financial assistance.

Mental Health and Well-being

The transition to higher education can have a significant impact on the mental health and well-being of first-year students. The combination of academic pressures, personal adjustments, and financial concerns can lead to increased stress and anxiety. Homesickness and feelings of isolation can further exacerbate mental health challenges, potentially affecting students' academic performance and overall university experience.

Support Services Utilization

Accessing and utilizing campus support services are crucial for first-year students to cope with the challenges they face during the transition to higher education. However, some students may not be aware of the available support services, while others may hesitate to seek help due to stigma or a fear of being

perceived as incapable or weak. This under-utilization of support services can hinder students' ability to effectively address their challenges and receive the necessary assistance.

Mentorship and Guidance

Students who receive mentorship and guidance from older students, faculty, or advisors tend to have a more positive and successful transition to university life. Mentorship provides valuable insights, encouragement, and a support network that can help first-year students navigate challenges and make informed decisions about their academic and personal growth.

To address these challenges effectively, educational institutions must take proactive measures to support first-year university students during their transition. This includes providing comprehensive orientation programs, academic support resources, and mental health services. Building a strong sense of community and fostering a supportive environment can also aid students in forming social connections and finding their place within the university community.

Additionally, faculty and staff can play a pivotal role in identifying struggling students early on and offering personalized guidance and mentorship. By promoting open conversations about mental health and reducing the stigma associated with seeking help, universities can create a culture of well-being that supports students throughout their journey.

In conclusion, the challenges faced by first-year university students during the transition to higher education are diverse and multifaceted. By acknowledging and addressing these challenges through targeted support, mentorship, and inclusive campus initiatives, educational institutions can empower first-year students to navigate this critical phase successfully and lay the foundation for a positive and transformative university experience.

8. Conclusion and Recommendations

In conclusion, the transition to higher education presents first-year university students with a myriad of challenges that impact their academic, personal, financial, and emotional well-being. As they step onto the campus grounds, these students embark on a journey of growth, self-discovery, and adaptation, navigating a transformative phase of their lives. Our exploration of the challenges faced by first-year university students during this critical transition has shed light on the complexities and significance of this period.

Academically, students grapple with higher expectations, rigorous coursework, and the shift in learning environments, which can lead to academic stress and anxiety. Personal adjustments, including independent living away from home and forming new social connections, present unique hurdles that require resilience and adaptability. Financial pressures stemming from rising costs and poor access to scholarships compound the challenges faced by students, influencing their educational experiences. The mental health and well-being of first-year students are also at stake, as they encounter stressors that may impact their overall university journey.

However, amidst these challenges lies an opportunity for growth and personal development. By fostering effective time management skills, seeking support services, actively engaging in social activities, and seeking mentorship, first-year students can successfully navigate the transition to higher education. Moreover, educational institutions play a pivotal role in providing comprehensive

support systems that empower students to overcome obstacles and thrive in their new academic environment.

To address these challenges proactively, universities should prioritize orientation programs, academic support resources, and mental health services. By creating an inclusive and supportive environment, students can feel more connected and find a sense of belonging within the university community. Faculty and staff can also contribute significantly by offering mentorship and guidance, recognizing struggling students, and providing personalized assistance.

9. Conclusion

The challenges faced by first-year university students during the transition to higher education are complex, but with the right support and resources, these challenges can be transformed into opportunities for growth and success. By implementing evidence-based strategies, fostering a culture of well-being, and promoting a strong sense of community, educational institutions can pave the way for a positive and fulfilling university experience for their first-year students. As students embark on their academic journey, they deserve the encouragement and support necessary to thrive during this transformative phase of their lives.

References

Cabras, C., & Mondo, M. (2018). Coping strategies, optimism, and life satisfaction among first-year university students in Italy: Gender and age differences. *Higher education*, 75, 643-654.

Elwick, A., & Cannizzaro, S. (2017). Happiness in higher education. *Higher Education Quarterly*, 71(2), 204-219. Hill, M. R., Goicochea, S., & Merlo, L. J. (2018). In their own words: stressors facing medical students in the millennial generation. *Medical education online*, 23(1), 1530558.

King, A. E., McQuarrie, F. A., & Brigham, S. M. (2021). Exploring the relationship between student success and participation in extracurricular activities. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 36(1-2), 42-58.

Newfield, C. (2018). *The great mistake: How we wrecked public universities and how we can fix them*. Johns Hopkins University Press.

Nunn, L. M. (2021). *College belonging: How first-year and first-generation students navigate campus life*. Rutgers University Press.

Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds.). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

Sterling, A. J. (2018). Student experiences in the second year: Advancing strategies for success beyond the first year of college. *Strategic Enrollment Management Quarterly*, 5(4), 136-149.

Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The counseling psychologist*, 9(2), 2-18.