

**THE LIVED EXPERINCES OF FIRST-GENERATION  
MALE STUDENTS IN PAKISTAN: A CASE STUDY OF  
QUAID-I-AZAM UNIVERSITY ISLAMABAD**



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**FINAL APPROVAL OF THESIS**

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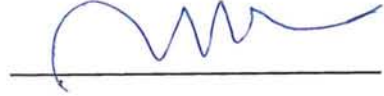
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Mansoor Ahmed

## Abstract

*The present research examined the Lived Experiences of First-Generation Male Students in Quaid-i-Azam University Islamabad, Pakistan. First-generation students are those who are first from their families who reached university-level education. These students have faced issues in both hostels and universities. The majority of the first-generation students belonged to rural societies where they have had limited interaction and social exposure. This research is qualitative. The universe of the study was Quaid-i-Azam University. The target population was male students of master's and Bs students who were living in hostels. The data was collected through an interview guide in face-to-face interviews with the respondents. The results were analyzed in themes and sub-themes. The results of the study showed that the majority of the first-generation students belonged to poor backgrounds, have limited economic opportunities. Many students faced some issues and challenges in hostels and in classrooms. These students have limited social circle and interaction. Moreover, the majority of the respondents have stated that they felt a difference between college lived and university lived. The university lived prepared students for their practical lived and enhance their skills and capacities of every day lived. First-generation students have faced both challenges and also, on the other hand, they have had some real-lived experiences to learn and fulfill their goals through legitimate means. Universities need to enhance the learning of first-generation students through the introduction of different scholarships and other opportunities to the students.*

## TABLE OF CONTENTS

<b>Chapter No.1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1. Statement of the Problem .....	4
1.2. Research Question.....	5
1.3. Objective of the Study.....	5
1.4. Significance of Study .....	5
1.5. Organization of the Study .....	6
<b>Chapter No. 2</b> .....	<b>7</b>
<b>REVIEW OF THE LITERATURE</b> .....	<b>7</b>
2.1. Mean by the First-Generation Students.....	7
2.2. Living Experience of First Generation in University.....	9
2.3. Barriers Faced by First-Generation Students at Universities .....	12
2.4. Positive Experiences of First-Generation Students at Universities.....	16
2.5. Positive Experiences of First-Generation Students at Universities.....	18
2.6.1. Social Cognitive Career Theory (SCCT).....	21
2.6.2. Application Social Cognitive Career Theory (SCCT).....	23
<b>Chapter 3</b> .....	<b>24</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>24</b>
3.1. Research Design.....	24
3.2. Universe .....	24
3.3. Target Population .....	24
3.5. Sample Size.....	24
3.6. Tools for data collection.....	25
3.7. Pretesting.....	25

3.8. Techniques for data collection .....	25
3.9. Techniques for Data Analysis .....	25
3.10. Limitation of the Study .....	25
3.11. Ethical Concern .....	26
<b>Chapter No 4 .....</b>	<b>27</b>
<b>DATA ANALYSIS AND PRESENTATION.....</b>	<b>27</b>
4.5. Family Support and Limitations.....	31
4.6. Parental and Relatives Concerns regarding the Environment .....	33
4.7. Transition from college lived to the University Lived.....	34
4.8. Shifting from the care and comfort of home to the hostel lived?.....	36
4.9. New Experiences; challenges and opportunities .....	38
4.10. Adjust Hostel Environment.....	40
4.11. Initial challenges and Overcome the Challenges. ....	41
4.12. Impact of these experiences on your academic and Non-Academic lived.....	43
<b>Chapter No 5 .....</b>	<b>46</b>
<b>CONCLUSION AND RECOMMENDATIONS .....</b>	<b>46</b>
5.1. Conclusion.....	46
5.2. Recommendations .....	47
<b>REFERENCES.....</b>	<b>48</b>
<b>ANNEXURE.....</b>	<b>52</b>

### List of Figure

Figure 4.1. Age of Respondent .....	27
Figure 4.2. Department of Respondents .....	28
Figure 4.3. Family Monthly Income in Rs.....	29
Figure 4.4. Residential Status of Respondents.....	29

## Chapter No.1

### INTRODUCTION

In Pakistan, ever-changing enrollment of first-generation students is increasing in the higher education institutions. As generally in the world an average of 34% of total students who enrolled at the universities belong to the first generation (Alon 2009). According to Merriam (2002) and Lightweis (2014) first-generation students means those students who came from those families where their parents have not completed graduate-level education or higher school education for the foreign countries. When talking about in Pakistan the minimum level of education for the first generation is the graduation level education. In Pakistan students whose parents have below the graduation level education are called first-generation students. The majority of the first-generation students belong to working-class families, deprived of economic status, lack of social awareness, and less exposure to the higher-level jobs, etc. Similarly, according to Andrade (2007) stated that a first-generation university/college student is one whose parents or guardian have not obtained a bachelor's degree even they did not receive college-level education.

In developed countries, every few students belonged to the first generation, because education is very expensive in those countries where every student is not affordable to the educational expenses. However, the majority of students in developing countries, including Pakistan have a background of the first generation, where their family background is working class and belonged to the lower-class social status. Worldwide, around one-third of students have belonged to the first generation at universities, where they need to face numerous rang of challenges, like financial issues, an adjustment in the university environment, lack of extension of friendship circles, feeling of frustration when compared to other upper-class students, feeling

of marginalization, experiences of cultural difficulties, and lack of self-confidence (Barefoot 2009., Bogdan and Biklen 2007).

On the other side, students who belonged to the middle or upper classes have an advantageous position, because they have received social and educational capita from their parents, where they have a background of experiences and exposure of higher education, now about how to act and adjust themselves in a different environment, have vast friendship circle and less encountered social and economic issues. These students belonged to the middle or upper-class faceless level of challenges as compared to the first-generation students. The first-generation students do not have prior family experiences of education, where the majority of upper and middle-class students have an educated family background and they acquired information, knowledge, and exposure if education and universities from their parents (Brayan and Simmons 2009).

As mentioned above those students from the first generation have working-class family status, where their earl socialization has influenced the working environment, not educational experiences. Whereas these students grown up in an environment wherein high values were not placed on the higher exposure of education. Similarly, first-generation students have a lack proper information about the university and its environment, where they have gape between the expectation what they have learned before and what they are facing at the university. Most of the students of the first generation have fewer expectations from the university when they enrolled, they face numerous other challenges where the existing expectations will distribute (Bui 2000). Additionally, students from the first generation are more likely to feel a sense of betrayal to the working class, while managing their social tensions. Furthermore, students feel a sense of hopelessness, frustration, and working for a cause. Moreover, students from first-generation have a sense of family pressures, family and social expectations, peer pressures, financial pressures from family, struggle for the job, etc. All these feelings and stress



pushdown the students towards social pressures and cause less level of academic performance at the university compared to the upper class and middle-class students (Clark 2005., Engle and Tinto 2008).

Apart from the above-mentioned facts and figures, first-generation students acquire a university degree for a better lived as compared to their parents have spent. Their priority to acquiring higher education is for a better job, social status, and financial access. As, it is common experiences that students from the first generation are more motivated towards hard work, the lust for new knowledge, making a good level of relationship with their teachers, higher expectation form teachers, and university, utilization of the university's resources in a better way, and learning curiosity of new research base knowledge (Bial 2016). Similarly, the majority of first-generation students are less familiar with the technological gadgets previously, when they entered the university, they learn new knowledge and try to enhance their level of knowledge regarding the new technologies and research (Wong 2016., Watson et al. 2002).

When it has come to the total number of university students, where most of the university students are from the first generation. Approximately, worldwide, 40% students are belonged to the first generation. Similarly, same number of students are also belonged to the first generation. The data from the year 1947 to the year 2014 stated that, in Pakistan's in the higher education institutes (HEIs) which has produced almost 11,988 total number of PhDs scholars. As of the date of the year 2014, showed that in Pakistan, where the estimated population of over 180 million in the year 2014 and now its cross 206 million in the year 2020, had in the year 2014 total number of student enrollment of 1.4 million, including over the 900 of them were foreign students and the Afghan refugees, studying in the numerous HEIs across Pakistan. Apart from the migrant students, and Pakistan students also are working part time of their studies (Hunter 2020).

Many students from the first generation are financial difficulties, lack self-confidence, lack educational performance. Students from the first generation have fewer friendship circles and entertainment facilities. How the challenges and difficulties affect the lived experiences of students at the university. The lived experiences about the academic performance, friendship circles or relationship with peers, perceptions about the higher education, perception about the financial status or money, safety or satisfaction about the social safety and security, perception about the campus environment, family expectation, relationship with teachers etc., (Strayhorn 2006).

The present research study was conducted at Quaid-i-Azam University regarding the lived experiences of first-generation students at the university. Quaid-i-Azam University is located in the capital city of Pakistan which is the number one university in the Higher Education Commission (HEC) of Pakistan, where students are getting admission on the basis of the quota system. Due to a quota system-based admission process, most of the first-generation students are getting admissions. Similarly, most of the students who belonged from the rural areas of Sindh, Punjab, Kashmir, and Gilgit-Baltistan belong to working-class and poor backgrounds. Students from the lower or working class are facing numerous difficulties at the University. However, the university is providing financial support like scholarships to needy students.

### **1.1. Statement of the Problem**

A first-generation student face numerous challenges at the university level education. The main reason behind this challenge is lack of prior experiences and exposure of higher education and social gathering. Students in Pakistan who belonged to the first generation have lack of self-confidence, self-esteem, better academic performance and do not expand their friendship circle. The general student's lived experiences at the university level are different, because they have prior knowledge, exposure of higher education and guidance from their parents,

guardian, peer groups and relatives, where this leads a good life experience at the university level. On the other side, the first-generation students face confidence issues, financial problems, and less academic performance as compared to general/upper or middle-class family students. As, first-generation students at Quaid-i-Azam university have what type of lived experiences.

### **1.2. Research Question**

- How do first generation students experience their university lived at Quaid-i-Azam University, Islamabad?

### **1.3. Objective of the Study**

The study deals with the lived experiences of the first-generation students at Quaid-i-Azam University, Islamabad, Pakistan. The study has following objectives:

- To explore the lived experiences of first-generation students in academic and non-academic university lived;
- To examine the opportunities and challenges faced by first-generation students during their university lived;
- To analyze the strategies to overcome the challenges faced by the first-generation students;

### **1.4. Significance of Study**

The current study was conducted at Quaid-i-Azam University, Islamabad regarding the lived experiences of students. This study has both theoretical and practical significances. This study adds to the existing literature on the lived experiences of first-generation students. Moreover, the study is helpful for those students who want to conduct a research on the specific topic.

On the other side, this research has practical significance. This research creates awareness among the first-generation students about the challenges and opportunities and enhance their knowledge that how to overcome the existing

challenges faced by the first-generation students. Furthermore, this research is helpful for the teachers and administrative staff to know about the challenges faced by the first-generation students at the university and how to overcome the challenges and enhance the first-generation students learning process.

### **1.5. Organization of the Study**

The present study deals the lived experiences of first-generation male students in Pakistan: a case Quaid-i-Azam university Islamabad. This study has five chapters. Chapter one consisted of introduction and background of the study, statement of the problem, objectives of the study, research questions and significance of the study. Chapter two consisted of literature review. This chapter included the reviewing of research papers, books, policy documents, reports of international and national level organizations on the topic. The purpose of literature review to know about what has been done on the topic and what need to be done in future and through this present research study.

The chapter three consisted of theoretical framework where the social cognitive career theory was analyzed and apply on the current topic. Furthermore, the fourth chapter included the research methodology, which consisted of research design, universe of the study, target population, sample size, sampling techniques, data collection tool and technique, data analysis and ethical concerns of the study. The chapter consisted of the methods which were being used to conduct a study in systematical manner. Moreover, the chapter five included the results (themes and sub-themes) and the interviews of the respondents accordingly. There were almost ten major themes which identified and divided the results. The sixth chapter consisted of discussions, conclusion, and recommendations as well as references of the study.

## Chapter No. 2

### REVIEW OF THE LITERATURE

This chapter presents literature review on the topic. The chapter covers a wide range of research studies and theoretical argument. The skimmed literature encompasses research papers, books, policy documents, reports of national international organizations.

#### **2.1. Mean by the First-Generation Students**

First-Generation students mean those students who belonged to the lower class or whose parents have below level of graduation education, who have disadvantages in their lived both in the society as well at universities, where these students have first time experiences of university lived or higher education. On the other hand, middle or upper classes have a beneficial position, because they have conventional social and educational capital from their parents, where they have a background of knowledges and contact of higher education, now about how to act and adjust themselves in a different environment, have massive friendship group and less confronted social and economic issues (Engle and Tinto 2008).

Students belonged to the middle or upper-class faceless level of challenges as associated to the first-generation students. The first-generation students do not have previous family experiences of education, where most upper and middle-class students have an educated domestic background and they learned information, knowledge, and experience if education and universities from their parents. Other students of first-generation have the lived facilities and exposure of the university or higher education which is being transfer from their parents to their children. However, students from the first generation have lack of prior knowledge and information as well as exposure regarding the university lived, where their parents have no such experiences and exposure of university level education (Clark 2005).

As revealed over those students from the first generation have working-class household status, where their early socialization has inspired the working environment, not educational experiences. Whereas these students grown up in a situation wherein high values were not placed on the higher exposure of education. Similarly, first-generation students have a lack proper information about the university and its environment, where they have a gap between the anticipation and expectations that what they have learned before and what they are facing at the university. Most of the students of the first generation have fewer expectations from the university when they enrolled, they face numerous other challenges where the existing expectations will distribute (Bui 2002., Brayan and Simmons 2009).

Furthermore, students from the first generation are more probable to feel a sense of duplicity to the working class, while managing their social tensions. Likewise, students feel a sense of hopelessness, frustration, and working for a cause. Moreover, students from first-generation have a sense of family difficulties and pressures, family and social expectations, peer pressures, economic burdens from family, struggle for the job, etc. All these feelings and stress pushdown the students towards social pressures and cause less level of academic performance at the university compared to the upper class and middle-class students.

Similarly, the majority of first-generation students are belonged from the lower class or poor/working families. These students have less likely exposure of social lived as compared to the second-generation students. These first-generation students have double type of responsibilities, where they have academic responsibility and family or social pressures. Due to belonged to poor families most of the first-generation students are more likely to work in hotels, restaurants, and shops to fulfill their basic needs and educational expenses. Moreover, first-generation students are more likely poor perform academically and most of the time they are spend out of universities campus and also, they have less level of non-academic activities' involvement. Furthermore, these students have less level of self-

confidence, less ability to make friends, and involvement in social gathering at campus (Bogdan and Biklen 2007).

## **2.2. Living Experience of First Generation in University**

In the United State of America where majority of elite parents can bring their children for college or higher education in elite schools, colleges, and universities. Many educational institutions administer are not allowing the first-generation students to get admission in elite institutions. The reason behind is these students are not received and prepared for the higher education academically, socially, psychologically, and economically. That is the reason in the USA only 27% of first-generation students graduate from the higher educational institutions. On the other hand, the first-generation students are typically for job seekers in the markets (Snider 2019).

In the current era of modernization, advancement of technology and mass investment, the jobs become specialized and require higher educated people. Due to these reasons, in the USA and other European countries, many first-generation students have been enrolled. Although, combined, there are one third of students at higher educational institutions in the USA and European countries are belonged to the first-generation students. Similarly, these first-generation students face numerous issues rang form the hardships in admission seeking, achievement of the scholarship opportunities, financial constrain, findings of affordable housing, lack of networking with their fellows and other colleague as well as lack of connection with their alumni. Apart from these issues and challenges, first-generation students also facing pressure from family look after, and other family related issues which prevent the first-generation students to full concentrate on their studies (Haney 2020).

On the other hand, first-generation students have unique lived experiences at universities, where they enhance their classroom learning process, enjoy, and adjust

in the new classroom or campus diversity, making new friends, which gives them social diversity. Furthermore, a new study has stated that, the first-generation students can show more commitment level, strong learning environment with the relation to their peers. Although, most of the first-generation students have uncertainty about their admission, despite of this they have more academic commitment, higher self-confidence, trust on their abilities and work capacity, and engage themselves with the campus environment and university lived. Moreover, due to these reasons many higher educational institutions are offering special admission for these first-generation students. Through their efforts these first-generation students can achieve their goals (Barry et al. 2009).

Similarly, majority of first-generation students are job seekers, where a study has revealed that 66% of the first-generation students have job in their mind when they get admit in universities or colleges. That is the reason across the world, every organizations are preferring to graduate students a degree holder for positions or jobs. These are the major reasons; students can enroll in the universities or colleges for higher or graduate degrees. Moreover, Lorna Contreras stated that, first-generation students are some of those students who are more strong individuals in their campuses. They are more psychological and social resourceful and when they are feeling like one opportunity door is close for them, they will try to find new door of opportunity. Similarly, they are well trained to overcome their academics and social hurdles (Haney 2020).

Though first-generation students live corresponding to their family experience that from what kind of family they be appropriate how much prosperous and healthy they are and how much they can take care of their pupils which are learning in universities. there are several obstacles first-knowledge and technology students must achievement over if you want to accomplish postsecondary teaching and education. The existing literature, has said beforehand, comprises extensive proof representative a hit admission for first-technology college students into



postsecondary exercise. As vast figures and facts of first-generation college students start to adapt the academic view, approximating the influences of intergenerational consecrations which can be often shaped by means of other events, which comprise circle of family's income, career ambitions, and university type arises as a vital place of review. Thus, it is miles vigorous that precollege procedures often connected to intergenerational consecrations that is the family profits, precollege educational experience, unnecessary school participation measures are reported for when studying the effects of parental education (Inman and Mayes 1999).

Similarly, the first-generation students bargain encouragement and motivation via their families and relatives. Not all inspiration and motivation come from constructive family involvements and experiences, but these students wish to join the college so they can have a "healthier livedtime" with or without the assistance of their families. The K-12 system endures to give technical knowledge and entrance to higher education, but the procedure seems to start too late for numerous students. Generally, students remember getting college knowledge and information in high school but not so much in basic or middle school. Teachers, guidance counselor and curriculums offer access to higher education, but these endorses vary from school to school. Though first-generation students are creation it to college, they battle to comprehend the economic characteristics of higher education and therefore restrict their choice to colleges that are reasonable rather than their "aspiration schools or the higher education institute" This research generates the significant consequences that can support wannabe first-generation college students. This study also has the capability to support and manage educational systems in better championing the desires of these students (Ishitani 2006).

Previous investigation has demonstrated that first-generation students fight and academic struggle to be successful in postsecondary education; in particular, first-generation students seem to be underprepared educationally and emotionally. First-

generation students are two times as expected to drop out of four-year organizations in their second year. Lower revenue first-generation students are four times more likely to drop-out after their first year; consequently, supporting to reduce retaining rates. According to Pike and Kuh (2005), first-generation students are fewer to be expected to continue and graduate, remarkably little is well-known about their college skills and the methods those encounters relate to the practices of students who have college-informed parents.

Moreover, the first-generation students are sometime feeling socially lonely and isolated, because of the system of elitism at many higher educational institutions or they (may) find a hard time in the complementary and balancing of their general academic tasks with the need to work and help to support their families as well. On the other side, these students some time frustration when they compared their own lifestyle of the second-generation students, where the second-generation students are enjoying the time, participation in university events and functions etc. Similarly, first generation students have less likely option to participate in such events due to lack of time and money. As, the first-generation students ask a lot of questions about issues and challenges what they are facing in universities. Moreover, first generation students become hopelessness when they could not find scholarship for bearing of their academic expenses (OECD 2012).

### **2.3. Barriers Faced by First-Generation Students at Universities**

According to the studies Zwerling (1992) and Wells and Grabert (2004) not all the first-generation students are facing problems and issues in their lived experiences at the universities, but most of the first-generation students face financial or economic difficulty, psychological hardships, and academic problems. Most of the students' needs practice training at the end of the degree year, many upper classes and middle-class students can acquire free internships etc., but the free internship is not possible for first-generation students Many studies have shown that, majority of first-generation students are working part time of their regular studies to sustain

there've in the university. Many students are not receiving financial support from their houses, so that is why these first-generation students can work in restaurants and hostels to fulfill their basic level need and fulfil their educational expenses.

Similarly, majority of the first-generation students belonged to poor and lower class, so that is why they have very few options to apply for the multiple universities and colleges. Because universities and colleges need to application fee, so it is not possible for first-generation student to pay the application fee individually. The first-generation students mostly applied for lower-level colleges and universities they may sure to get admission. Apart from the above many students after admission try to teach out any type of scholarship and other financial Aids, which need to help them to enhance their skills and continue their studies without any distraction and disturbance (Linda Banks-Santilli 2015).

Similarly, first-generation students displayed a lower level of academic performance and academic engagement compared to other students. Especially, they are showing a lower level of classroom participation, insightful questioning, lack of lecture concentration, and lower-level interaction with teachers (Soria & Stebleton, 2013). The less competitive academic performance and classroom attention lead these students towards deficiency of social capital. The social capital provides students the opportunity to interact with others confidently, enhancement of knowledge, and fulfills the role of students. Therefore, the lack of social capital means a lack of good performance in academics and less awareness of learning skills and techniques. It is a common observation that academic engagement enhances the social capital where the first-generation students are not availing of this golden opportunity.

Apart from the less academic performance and participation, first-generation students are also weak in nonacademic activities. The first-generation students displayed lower level of non-academic engagements in compared to middle class

counterparts. Furthermore, these students are facing problems and issues to interacting with those peers who are belonged to the wealthy or upper class. Both have different level of living standards. Moreover, these first-generation students are less active in campus activities, rather they are giving more preferred to live off campus. The reason behands the less activeness in campus activities is double level activities where most of the first-generation students are working in different hotels, restaurants etc. where they find less time to spend time in campus. Also, the first-generation students are reluctant to attend the events and functions at campus and have less interaction with their friends and peers. The foremost reason behind this is lack of financial back support and burden of the family and most of the families are depending on these first-generation students (Reay, Gill, and John 2013).

Moreover, first-generation students are more likely experiences of the higher level of stress and pressure in relation to grade attainment, as despite their credential where these students need to enhance their skills and they want to adjust themselves in middle class educational institutions. A study showed that, approximately 62% of the first-generation students feel stress, academic pressure as compared to middle students, where only 32% of middle class are taking stress and pressures. Majority of middle-class students are independent, and they have no family or academic pressure, whereas students from first-generation have family pressures and lack of independent social status which bound these students to follow their lived calendar act on limited opportunities. First-generation students are undepressed of the social and family expectations, whereas the middle-class students are free from the family pressures. Moreover, many events are new for the first-generation students at educational institutions where most of the time they are unable to adjust themselves and most of the time they faced cultural shocks, which negatively impacts their mental level and most of the time these students are getting pressures in campus (Warburton, Bugarin and Nunez 2001).

Though, it is essential to mention that there are some of the conflicting results of the study where Lehmann (2013) have stated that around 75% of the total first-generation research contributors “worked at or above average in their first or new year. Much of this achievement was discovered to be ascribed to a specific work ethic that was learned within a working-class contextual. This work ethic environs notions of hard work and self-restraint as essential components for lived achievement. Furthermore, studies such as this are especially interesting, as they depict a more optimistic picture of first-generation students’ capabilities than most. It would be especially useful to examine the scope to which the disciplines in the study by Lehmann took benefit of university circles connected properties in contrast to other students.

Moreover, the empirical studies have stated that the stated of disadvantage for the first-era university students have as associated to the non-first-era students in a varied pre-universities procedure related to the cultural and their social capital, where the first-generation students have less level of social capital. Similarly, the first-generation universities students are much more expected to come back from the reduction-benefits their families which devote less time partying with varied social merchants in high colleges and universities. Furthermore, first generation students have reduction in their regulated check standings are less probably to be the coordinated educationally for the upon coming into the university for the higher education (Davis 2013).

Similarly, preceding research studies have shown that some first-generation students are less possible to live in the campus dormitories during the university time, which advance their lasting interactions with the faculty members, and do not perceive the staff as being worried about their educational advancement. Furthermore, these first-generation students also must work more hours off in te campus areas, due to their other social and economic engagements. Lengthier at work hours after school makes acclimatization to college more complicated and can

be negatively affect on the overall GPA's, and marks hours studied in front of class, and employment status. Moreover, first-generation undergraduates are further expected to have trouble acclimating college culture, partaking in the orientations or workshops, the developing relationship with the faculty or peer relationships, and the joining the academic clubs or the overall organizations (Grayson 2013).

Furthermore, first-generation students have also been observed to have poorer levels of the academic performance and the social integration. Some studies have stated that they have the lower GPA's, and less marks in examination where they have more often attend the school on only a part-time basis, and study less time outside of the classroom premises. On the other have some few research studies have stated that there is not any substantial variation in the overall GPA's and marks, when we are comparing the first-generation students with the second-generation students respectively (Stephens, Nicole et al., 2013).

#### **2.4. Positive Experiences of First-Generation Students at Universities**

Presently, the enrollment trend of first-generation students in educational institutions have been increased, where these students belonged from the lower-income background, the non-traditional young learners and also the first-generation students. The majority of first-generation students came from the lower-income background and their socio-economic conditions are deprived (Stebbleton & Soria 2012 & Stuber 2011). Many higher educational institutions in the USA have been diversify, where multiple background students are enrolled.

As, many students from the first generations have been able to get admissions in top university and secured top positions like LUMS, IBA and other renown universities. Recently, in the year 2020 universities admission results showed that, The Citizen Foundation (TCF) schools and colleges students across the Pakistan have top in the university admission test and secured top positions. The management of these schools have stated that, first-generations students have the

ability and capacity to hard work and struggle. In the present context almost 100% of the TCF alumni who get enrolled in undergraduate colleges and universities are the first-generation students and their family are not able to full financial support. For them, these enrolled students would be the savior of the family and their future (DND 2020).

Though, it is essential to mention that there are some of the conflicting results of the study where Lehmann (2013) have stated that around 75% of the total first-generation research contributors “worked at or above average in their first or new year. Much of this achievement was discovered to be ascribed to a specific work ethic that was learned within a working-class contextual. This work ethic environs notions of hard work and self-restraint as essential components for lived achievement. Furthermore, studies such as this are especially interesting, as they depict a more optimistic picture of first-generation students’ capabilities than most. It would be especially useful to examine the scope to which the disciplines in the study by Lehmann took benefit of university circles connected properties in contrast to other students.

As, presently, the enrollment of first-generation students have been increased. Across the world, 34% of total students are belonged to the first-generation students (Pascarella et al. 2013). Many Government/public universities have special funds for the poor and first-generation students which help them to enhance their academic performance. Similarly, the special fund is for the encouragement of students to enroll in these educational institutions. The efforts to enroll these first-generation students is the educational success (Linda Banks-Santilli 2015).

Moreover, for the first-generation college-going students, the education is an extra chance and opportunity to break out of their congenital socioeconomic status, through self-efforts and hard work in the educational institutions. This gives chances for the first-generation students to interact with upper class peers, teachers

and other fellows and learn their norms and values as well. Though this reserve is accessible to the first-generation college students, they are not gain access to postsecondary prospects as much as their non-first-generation colleagues. Whereas the past research has demonstrated that students with college trained parents have a larger advantage in opening higher education over first-generation college students. Generally, the first-generation college students and their parents have restricted entrance to the social networks and information, and this causes a reliance on the K-12 system for immediate leadership in their journey for the higher education (Oldfield 2013).

Furthermore, the statistics which were estimated by the NCES in the year 2018 stated that almost a third of college/university students are belonged to the first-generation students. But they also equilibrium and balance with their other level of numerous identities, where some of them being a low-income and minorities as well. While the characteristics are varying, one thing that most of the first-generation college students appear to share is a lack of information about how higher education works, because of that they may not stopover campus before enrolling in the campus, seek out help from professors or understand the inner workings of college. Despite of all these many studies have stated that first generation students are more determinants, consistent, and hard working to try to achieve their academic goal. Many first-generation students are doing job along with their studies, still they are performing good in their academics and try to break the vicious circle of poverty and try to become independent (Pearce 2008).

### **2.5. Positive Experiences of First-Generation Students at Universities**

The majority of first-generation students apply for higher education at different universities, to achieve their set goal in their lived and want to fulfil the requirement of the preferred profession. These students considered that to completing degrees and getting admission at universities are the honor of their families. Similarly, other students also think the similar approach. Students of first-



generation think that these universities and colleges fulfill their wishes and complete their profession requirement in a positive way. Moreover, these students think that, after completion of their education they will help their family members (Alon 2009). The results of a study showed that, majority of 69% first generation students stated that, they want to support their family members after graduation. Furthermore, majority of 61% of first-generation students think that, they will contribute to community services (Linda Banks-Santilli. 2015).

On the other side, the family of first-generation students think that, they are savior of their family and come out of them of the state of poverty. Moreover, they also stated that, after degree from the university or colleges the living condition of their family would be better and improve. As, students believes that, with the help of their graduation degree, they can contribute economically, and socially in their family, break the vicious circle of poverty, breakthrough the living conditions of their family. Whereas first-generation students can decide to pursue the higher education from the college or university with the price of their leaving of their family behind (Strayhorn 2006).

Moreover, first-generation students want to enhance their mobility and reject their past lived through enrollment at the higher education institutions. They are perceiving as a different at their house and also different at the colleges, where the first-generation students often feel like they do not belong in either place. The first-generation students think that, graduate degree can enhance their living standards, maximize their mobility chances, and provide employment opportunities (Engle and Tinto 2008).

Moreover, the transition from the school/college to the journey of university can cause worry and concern for many first-generation students. The first concern is the gap between the first-generation students is the prior expectations and the actual realities of the university lived, which can reason considerable distress, stress, poor

academic performance, and increased drop-out rates from the universities, if not managed effectively. But many times, the first-generation students are thinking that the university lived would be hard, but when they encountered with the university lived, then they may find academically easy and perform well academically. Studies have shown that numerous similarities in the expectations of the staff and the first-generation students regarding which influences determine of their academic success, but there is also indication of dissonance of their academic performance. For example, the staff are considered independent study and critical evaluation of the work as the key factors, whereas the student's viewpoint in the feedback on drafts of work and support from staff as being most important (Terenzini et al. 1994., Saenz et al 2007).

On the other hand, students have mainly realistic expectations regarding the university and academic environment. For example, the majority anticipated to be in command of their own level study. Some unworkable and unrealistic expectations were also apparent, e.g., most anticipated that teaching would be the same at university as it had been at school or at the college. Additionally, the expectation that lecturers would deliver comprehensive notes diverse as a function of student age and gender. The lecturers described modifying their expectations of students and familiarizing their teaching methodology rendering to year of study (Salinitri 2005).

Also, the Information-transmission/teacher-centered style was more ordinary when teaching 1st year students; a more concept-changing/student-focused methodology has a tendency to be used when tutoring to the 2nd year students or the above level of the students. Lecturer's expectations of student commitment and engagements did not vary according to year. Less qualified lecturers described more depressing expectations of student commitment than did experienced lecturers. In line with earlier work, it was remarked overlap in expectations of work force and students, but some clear differences too (Engle and Tinto 2008).

In most of the time the expectation what the first-generation students have taken with them are not may be fulfills when they enrolled in the university, where they found stress, financial issues, family pressure, not adjust with the university or the campus environment etc (Lehmann 2013).

On the basis of literature review, the following assumptions have been laid down. The first-generation students are more likely belonged to the lower class and poor families. First-generation students are less likely performance academically, due to family pressure, financial stress, social and family expectations and lack of mal adjustment at the university campus (Haney 2020). First-generation students are less participating in universities functions, events, and other non-academic activities, due to limited time and limited economic or financial resources (Pearce 2008). First-generation student's expectation before university and after enrollment of the university are most of the time mismatch (Lehmann 2013).

### **2.6.1. Social Cognitive Career Theory (SCCT)**

The notion of the Social Cognitive Career Theory (SCCT) was presented by the first time present by the Lent et al. (1994) to study the interrelated concepts or aspects of the career development, that how the basic level of academic and career interest develops and forward, how the career choices and educational attainment made, and finally, how the academic and career journey is success and obtained. Moreover, the SCCT incorporated numerous concepts where the interest of career and academic journey, the ability both academic and non-academics, values system of the institutions and individual, and overall, the environment of the learning institute and household environment.

The SCCT has some major interrelated variables like self-efficacy beliefs, the outcome expectations and career goals. Whereas the self-efficacy is referring to the person's individual's belief about his or her lived's capacities to act or perform certain level of behavior and course of action. Similarly, the self-efficacy belief is

presumed to drive from the primary causes of the knowledge, information, individual accomplishment, secondhand experience, that is the observing the like others, the social persuasion, emotional states and psychological outcomes. Furthermore, the outcome expectation is another component which refers to the beliefs regarding the results and outcomes of the performing of specific behavior. People have their own level of choices where they have had engagements and their efforts and persistence's at their own activities, entail consideration of the general outcomes as they will as the self-efficacy of their belief.

Moreover, the personal goals can be defined as the one's intention to engage in a specific level of activities, like their intention to pursue academic excellences, achievement in their lived, through certain level of performance.

In the SCCT there are major two types of the selected goals, where the choice of the goal and performance of the goal. By setting of the specific goal, people help to organize and guidance of their own self-behavior to make sustain in the absence of more immediate positive feedback and despite inevitable setback.

Many lower-class people have some sort of career choices and what to complete these choices with any cost. Individual who wants to achieve their goals have intention to achieve those goals through certain means. Similarly, trying to achievement of the goal is through education, training, interaction etc., where individuals can maximize their social capital and work for the attainment of the goal. For example, when a lower-class person wants to make his son or daughter an officer, then he tries to save money, work extra time and enroll their children into schools or college, where they can attain the certain level of education and able to become an officer through their own efforts. The goal attainment is dependent on the level of efforts, self-efficacy and the mean and mood which are being used to achieve the certain goals in lived.

## Chapter 3

# RESEARCH METHODOLOGY

This chapter outlays the methodology adopted for conducting this study. The study was carried out with the help of qualitative research method.

### 3.1. Research Design

The present research was conducted on the lived experiences of the first-generation students from Sindh at Quaid-i-Azam University, Islamabad. The qualitative research designed was selected for carrying out this study.

### 3.2. Universe

The universe of the study was Quaid-i-Azam University, Islamabad. The selection of Quaid-i-Azam University was done as it represents the entire country's students.

### 3.3. Target Population

The target population of the study was male students from Sindh, who were studying at Quaid-i-Azam University and living in hostels. The study was focused on master students and Bs students at the university.

### 3.4. Sampling Technique

The target population of the study was first generation students from Sindh at Quaid-i-Azam University, Islamabad. For the study, the purposive sampling technique was employed for selecting sample size from the first-generation students.

### 3.5. Sample Size

The sample size was fifteen (15) respondents from both master and BS students. The sample was not fixed at the time of selecting respondents but was fixed when reach to the point of saturation in the study.

### **2.6.2. Application Social Cognitive Career Theory (SCCT)**

The theory of Social Cognitive stated that career development is depending on the academic interest, goal attainment, individual interest, and efforts to attain the goal which is their career choice. In the present context, students from the first generation have some goals and career choices which they are being trying to achieve their goals through self-efforts, hard work and compromises. The first-generation students are trying to achieve their career goals, where they are enrolled in the higher educational institutions where they are facing numerous issues and problems and encounter other related challenges.

To overcome the challenges and problems the first-generation students want to work hard and learn new things to achieve their goals in lived. Moreover, students belonged to the upper and middle class have an advantageous position, because they have received social and educational capita from their parents, where they have a background of experiences and exposure of higher education, now about how to act and adjust themselves in a different environment, have vast friendship circle and less encountered social and economic issues. These students belonged to the middle or upper-class faceless level of challenges as compared to the first-generation students. The first-generation students do not have prior family experiences of education, where the majority of upper and middle-class students have an educated family background and they acquired information, knowledge, and exposure if education and universities from their parents.

First generation students have career goals which are they trying to achieve through their personal efforts. The career goals can be drawn through the prior knowledge and experiences and social exposure from the society. Although, the first-generation students have less level social and economic capital, still they have career plan and maximize their goals through personal efforts.

### **3.6. Tools for data collection**

The study was qualitative, and the interview guide was used as a data collection tool.

### **3.7. Pretesting**

To check the validity of the research tool, three interviews were conducted before entry into the actual field of study. After, the pre-test, few questions were modified in the interview guide.

### **3.8. Techniques for data collection**

The face-to-face interviews were conducted with respondents, where almost 15-20 minutes was spent with an individual respondent during the field work.

### **3.9. Techniques for Data Analysis**

The collected data was analyzed under the guidelines of the qualification of data analyze technique. The thematic analysis was done with the written data.

### **3.10. Limitation of the Study**

The current study has both opportunities and limitations, where this study was the first research experiences so that is why researcher has faced a lot of challenges. The research has following opportunities, for example, this study enlightened the researcher about the new knowledge regarding the lived experiences of first-generation students at University. Similarly, the research has provided practical exposure to the researcher to interact with vast background of the students and know their view, opinion, and experiences as a first-generation student.

Secondly, the study has few limitations, where the identification of respondents was difficult due to lack of knowledge regarding the first-generation students. Further, some respondents were not agreed to give responses. Moreover, due to lack of time and resources the sample size was limited to below ten. Many respondents were less attentive during interviews due to larger number of questions.

### **3.11. Ethical Concern**

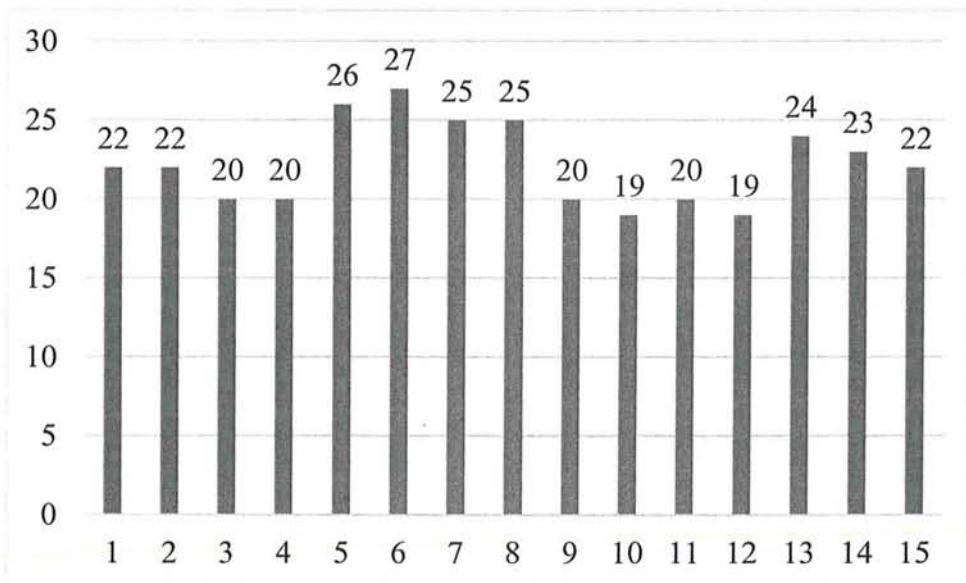
Every research has some ethical concerns which need to know by the researcher. In the present study, the researcher has taken the permission from respondents regarding interviews and after their consent, the interviews were started. Before the interviews, the researcher has assured the respondents that, information that they will provide will be kept in complete confidential and its only will be used for the academic purposes. Moreover, their individual name and identification will not be disclosed at any stage of the research.



## Chapter No 4

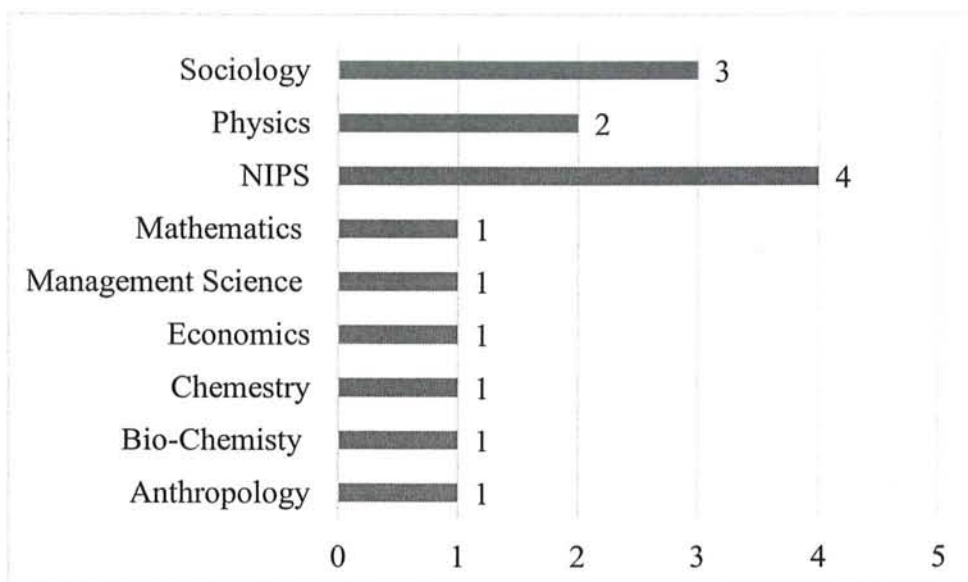
### DATA ANALYSIS AND PRESENTATION

This chapter examines the in-depth analysis of the gathered data from respondents. The analysis deals with the experiences of first-generation students regarding their university lived. The current research showed the lived experiences of first-generation students from Sindh at Quaid-I-Azam University. The socio-demographic information included age of respondents, monthly Income, Gender, Department, and residential status. The results showed that all the respondents were males.



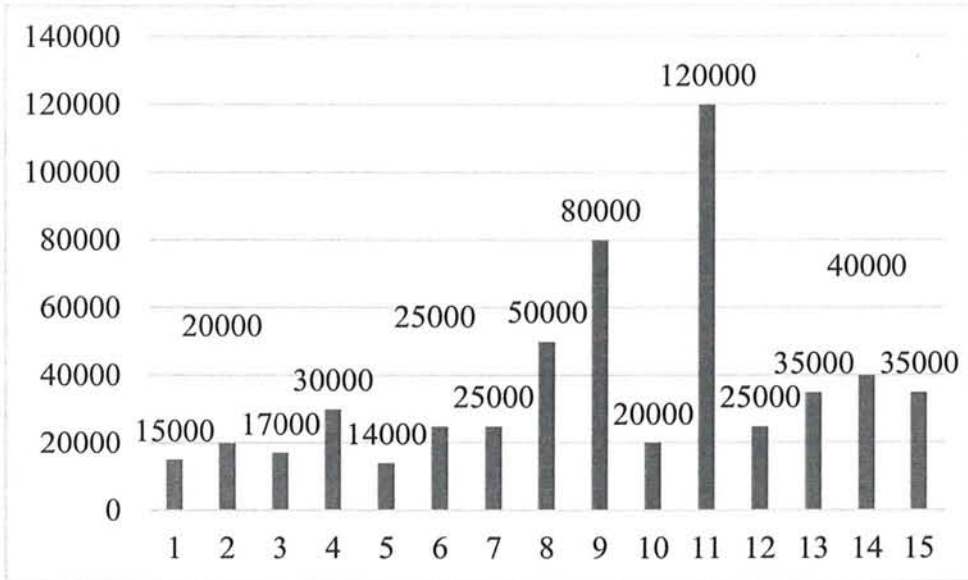
**Figure 4.1. Age of Respondent**

The figure No. 4.1 showed the age of respondents, where the maximum age is twenty-seven (27) years old, and the minimum age is twenty-nine (19) years old. The conclusion of the study showed that majority of the respondents were from BS and MSc programs.



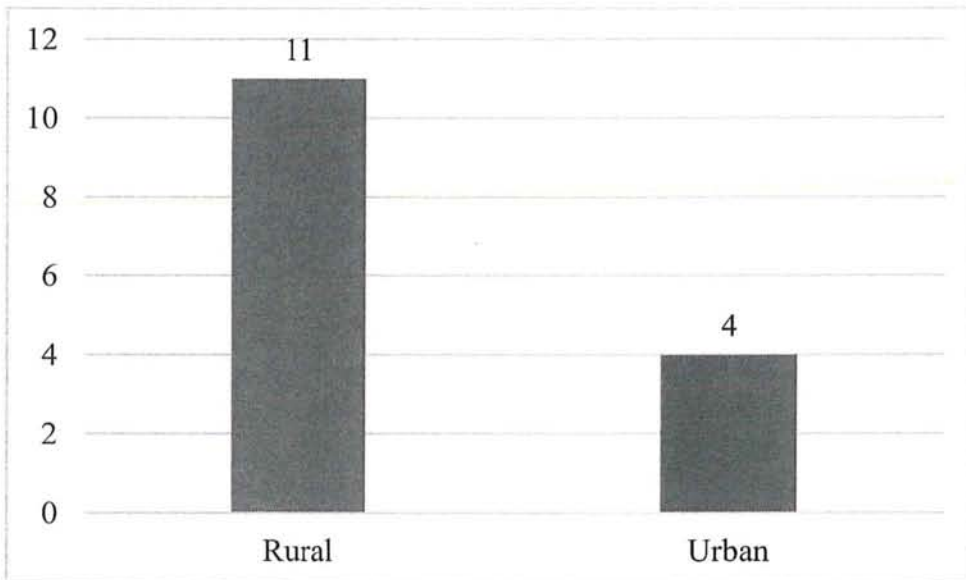
**Figure 4.2. Department of Respondents**

The figure No 4.2 showed the respondents' belongness to the department, where majority of the respondents were from the National Institute of Pakistan Studies (NIPS), then from Sociology and then from Physics department. Moreover, same number of students from Mathematics, Management Science, Economics, Chemistry, Biochemistry and Anthropology.



**Figure 4.3. Family Monthly Income in Rs**

The figure No. 4.3 stated the family's monthly income, which is very from respondents to respondents. However, the figure showed that majority of the respondents were belong to the poor background and have a limited economic resource. Just three respondents have above 50000 monthly income.



**Figure 4.4. Residential Status of Respondents**

The figure No 4.4 showed the residential status of respondents where majority of them are belonged to the rural background, so that is why they have less likely monthly income level. Only 4 respondents out of 12 were from the urban areas. Many studies have shown that, first generation students are mostly belonged to poor families and their educational goal is always job and economic independencies.

Furthermore, majority of the first-generation students were belonged to the poor family background. These students have both support from their parents and own self-Although, parents of the first-generation were concerns regarding their children lived in a new environment. *“I never think to come to Quaid-i-Azam University, Islamabad to get my higher education. I am the only son in my family who is come for higher education in city like Islamabad that even we cannot think off”*.

*“I came from a poor family and going to complete my master’s degree very soon from QAU and the only first male from my family members to gotten at the university level education”*.

The findings of the study showed that the majority of the first-generation students from Sindh at Quaid-i-Azam University, Islamabad have belonged to poor families with limited economic resources and lived opportunities. The majority of them were the only male individual who is getting a higher education. A respondent has stated that “I am the male student who was able to be reached to the higher educational institutions, despite all the difficulties”. In Pakistan, first-generation students have a limited level of educational opportunities and information. In the United State of America (USA), where the majority of elite parents can bring their children for college or higher education in elite schools, colleges, and universities. Many educational institutions are not even allowing first-generation students to get admission to elite institutions. However, in Pakistan, there is not any restriction on the study of first-generation students, but fewer opportunities for first-generation students. The results of the study showed that all the respondents were the first

male from their families who reached higher education and out of their village for education.

#### **4.5. Family Support and Limitations**

Presently, the enrollment trend of first-generation students in educational institutions have been increased, where these students belonged from the lower-income background, the non-traditional young learners and also the first-generation students. *“I came from a poor family and going to complete my master's degree very soon from QAU and the only first male from my family members to get at the university level education”*. The majority of first-generation students came from a lower-income background and their socio-economic conditions are deprived (Stebleton & Soria 2012 & Stuber 2011). *“My father supports me to get admission, although the decision was taken by both of us through mutual understanding and my mother was so cooperative, she has motivated my father to send me for higher education. I am supplementarily motivated towards higher education. I can also enroll my siblings in higher education. Also learned the importance of female education here”*.

Moreover, first-generation students want to enhance their mobility and reject their past lived through enrollment at higher education institutions. They are perceiving as different at their house and also different at the colleges, where the first-generation students often feel like they do not belong in either place. *“Due to better socialization and personality development, now I can survival independently in the society where my parents have always support me in the field of education and social development”*. The first-generation students think that a graduate degree can enhance their living standards, maximize their mobility chances, and provide employment opportunities.

However, many parents are sometimes concerned regarding the negative impact of hostel lived on the children's education. But both positive and negative experiences

are a source of learning A respondent stated that *“Good experiences included discussion about politics, International relations, and history among friends on huts and mess. On the other hand, few bad experiences are fighting or conflict among students or the student’s councils on small issues. Many activities in the hostel are time-wasting”*. Most of the time the expectation what first-generation students have taken with them are not maybe fulfilled when they enrolled in the university, where they found stress, financial issues, family pressure, not adjust to the university or the campus environment, etc. The decision of admission was my own however, my parents have supported me a lot. With their emotional and financial support, I could not be able to get admission to QAU from the deprived region of Sindh.

A respondent stated that *“getting admission at QAU was my own decision, where my parents were happier than me. I was the first-generation student from my family who is going to get higher education, despite many difficulties my parents were agreed to continue my education and contribute positive role in society”*. On the other hand, some students were also agreed that getting admission was totally their own decision. A respondent has stated that *“due to lower socio-economic background, my parents were unable to send me QAU for higher education. Although, I was a first-generation student from my family. One of my friends was in Islamic International University where he was doing the job at night in a call center. He motivated me and initially, I lived with him. I was BSs in science background. After admission, I started to teach a faculty member child and start earning 15000 per month and I bear my education expenses”*.

The conclusion of the theme showed that the majority of the respondents (students) have family support and the decision regarding admission at QAU was their own. Their family members, especially parents have supported their children not only financially, but also emotionally. On the other side, few parents were concerns regarding their children’s education and the new environment. The reason was due

to the first-generation students that parents have not previous experiences of sending their children to other cities for education.

#### **4.6. Parental and Relatives Concerns regarding the Environment**

The majority of parents were more concerned regarding the new environment because their children are first from a family who are out of the city for educational purposes. parents have encouraged their children towards educational attainment and students have got admission on the own choices, but their parental consensus is with their children. A respondent stated that *“My parents have no interference in my admission process, although I have taken permission from them prior to getting admission”*. Similarly, another respondent founded that *“My father supports me to get admission, although the decision was taken by, we both of us through mutual understanding and my mother was so cooperative she has motivated my father to send me for higher education”*.

However, another respondent stated that *“Taking admission at QAU was my own first decision and my uncle has supported me a lot through financially or emotionally”*. On the other hand, many parents were not easily motivated to send their children to another city for education. A respondent in this regard stated that *“I belonged to a poor family, and my family has not supported me to get admission at QAU. They want me to work or private job and support my family because I am the only elder son in my family. They even not in a favor to send me out of city or my own hometown”*. In many cases parents their own self sent their children for higher education. A respondent stated that *“The decision to get admission in QAU was my parents’ decision and they were somehow informed about university lived from relatives and other sources, but our parents have no practical experiences of the university and higher education”*. Furthermore, many parents and relatives of students were not satisfied from their overall environment of Islamabad. A respondent stated that *“My family was not satisfied from the general environment of*

*Islamabad as he was experienced and when I get allotment to hostel after admission, they support me, and I have motivated them”.*

Similarly, another respondent stated that *“My family were conscious about the hostel environment that they have some prenotion or false knowledge about the hostels environment and mess system”.* Furthermore, those parents who are less likely educated and conservative have some sort of reservation regarding their children’s education. A respondent founded that *“My family members were quite conservative and when I get allotment in hostel, they suddenly advised me to live with cooperative classmates and your friends”.*

In addition, parents were more concerns about the overall behavior of their children. A respondent founded that *“My family advised me do not interfere with anyone else work in hostel, and my family is more concern about the foods etc., at hostel”.* Many parents were under the influence of their parents were influenced by the relatives, where a respondent founded that *“my relatives think that getting admission in hostel is wastage of time and following girls’ hostels and less concentration on their studies”.*

#### **4.7. Transition from college lived to the University Lived.**

Transition from college lived to university lived is not easy where students in college lived need to less hard work and less likely academic pressures. Whereas, in University, there is a semester system where students need to do hard work and multi-tasking to complete their degree programs. The majority of the universities in Pakistan are based on the semester system where continuous assessment is going on. On the other side, in colleges, where students are supposed to appear in exams annually. Furthermore, the overall academic and non-academic lived is supposed to different in college and university lived. The university provides diverse learning opportunities to the students. A respondent founded that *“Initially, it was hard to adjust in a new environment. After admission, I got some good friends and will adjust with them at the hostel and university. When I was graduating from college,*



*my parents were thinking that this college education is enough for my livelihood. I motivated my parents that college education is not enough to survive in this society”.*

In addition, a college education is less expensive, and university education is more expensive where students need to invest more. A respondent in this regard said that *“In college, the educational fee was very less, and when got admission at QAU, it was difficult for my family to manage a huge amount at once. Still, my family has managed through their individual efforts. Although I have prepared myself during my college days to get admission to the university. College lived is very different from university lived. In college, we know the name etc. of all the teachers and they have maintained a good relationship, but at the university, we do not know even our own teachers personally”.* On the other hand, the teaching and learning process is also different in college and university. Many students in college inspired by their teachers and get admission to the university for higher education.

The inspiration from teachers and experiences of new environment also forced many first-generation students to get admission at QAU. A respondent founded that *“During my college time, I was inspired by some teachers, especially from my chemistry teacher. I made my mind to pursue my higher education in chemistry from any reputed university in Pakistan. Further, college lived was an ordinary lived and less learning, but university lived is full of learning and both negative and positive experiences have been observed. The teacher at college has been impressed me and advised me to take admission in math's at QAU. Teachers at colleges are more cooperative”.* Another respondent also stated that *“at my college, I inspired by one of my teachers and I decided to take admission to the university. I get admission to a private hostel. My family was very concerned about my everyday activities”.* Observed a big difference between university lived and college lived. However, university lived is more entertaining and enjoyable, and one has diverse opportunities to learn and make future bright.

#### **4.8. Shifting from the care and comfort of home to the hostel lived?**

Many students are not receiving financial support from their houses, so that is why these first-generation students can work in restaurants and hostels to fulfill their basic level needs and fulfill their educational expenses. Similarly, first-generation students displayed a lower level of academic performance and academic engagement compared to other students. Many students do some jobs along with their studies and fulfill their academic expenses, where a respondent has stated that “I am teaching at home tuition due to burden of family pressure and less financial support from my family. I missed many good times with friends. I have attached family expectations so that is why I am not enjoying university environment friendly”. But there is *“Less acceptance and mutual consent among the student’s councils on issues and collective problems”*.

Especially, they are showing a lower level of classroom participation, insightful questioning, lack of lecture concentration, and lower-level interaction with teachers (Soria & Stebleton, 2013). The less competitive academic performance and classroom attention lead these students towards deficiency of social capital. The social capital provides students the opportunity to interact with others confidently, enhancement of knowledge, and fulfill the role of students. *“I have learned different cultures and know-how to interact with people professionally and purposefully. Moreover, the diversification of culture is there. The beauty of QAU hostel lived is the interaction with diverse background students”*. Therefore, the lack of social capital means a lack of good performance in academics and less awareness of learning skills and techniques. *“The good experience is a group study among the classmates in Central Library (CL). Easily access to print books at a low cost from the university’s photocopy shop. The bad experience is at the nighttime students are showing off louder Music in hostel premises which is disturbing our studies and distract out attention”*. It is a common observation that academic engagement enhances the social capital where the first-generation students are not availing of this golden opportunity.

Many students have faced difficulties in hostel lived. A respondent stated that *“hostel lived is very hard; you need to do all work by your own base. At home, all things are ready by family and home is a place of comfort”*. Another respondent founded that as, *“we know that house is a comfort zone, and every requirement is ready on time. When I shifted to the hostel, I faced many challenges where to adjustment of new and different ethnicity students and performance of cultural events, etc.”*.

Furthermore, the majority of the respondents have stated that they are enjoying hostel lived, despite all challenges and issues. A respondent stated that *“I like hostel lived; we have friends, and we are getting out at nighttime on tea. I have good memories here in the hostel. It is a good experience to learn new experiences from friends across Pakistan. Students who have experienced hostel lived first time have to face some issues and challenges. Initially, hostel lived was quite tough and un-adjustable, not like the home environment. But being time will be passed I get adjusted myself in the hostel due to cooperative friends. After completion of the first semester, I have adjusted myself completely”*.

Furthermore, a respondent said that *“There is a high difference in lived in home and hostel. I learned a lot of new experiences in my hostel lived. In the hostel I am handling all the works and responsibilities to my own sides”*. However, majority of the respondents have stated that hostel lived is good and enjoyable, but the home environment is more comfortable as compared to the hostel lived. A respondent stated that *“home environment is comfortable, but the lived at QAU is very much comfort as compared to home. I have made some good cooperative friends here and we are studying in groups. Yes, a home-like environment is impossible for us at the university. Sometimes I feel frustrated and recalling my parents. University lived is tough for a poor person like me. In-home everything is ready on the table, but in hostels, we need to wash our clothes, and do all individual work. I am also teaching kids of a faculty member”*.

#### 4.9. New Experiences; challenges and opportunities

Likewise, these first-generation students face numerous issues ranging from the hardships in admission seeking, the achievement of the scholarship opportunities, financial constraints, findings of affordable housing, lack of networking with their fellows and another colleague as well as lack of connection with their alumni. Similarly, many first-generation students at Quaid-i-Azam University have faced a lot of difficulties such as information of hostels, unadjusted in a hostel, no comptonization, less awareness regarding interaction, lack of financial supports, and study because for the job. A respondent has stated that *“I faced ethnicity problems at the university, where on small thinks, movements, and issues students are fighting to each other and involvement of student’s councils. As, I was faced difficulty in prayers in a hostel, where all the time music on going on and no one has the right to stop the loud music. During study time students are listening loud Music and dance etc.”*

Apart from these issues and challenges, the first-generation students also facing pressure from family look after, and other family-related issues which prevent the first-generation students from fully concentrate on their studies and academic activities (Haney 2020). A respondent has stated that *“As in QAU there are different cultural background people are studying. It was difficult at the beginning of the admission to adjust with them. Students have a vast background where they have different languages and we have learned different languages”*.

Likewise, the majority of first-generation students are job seekers, where a study has exposed that 66% of the first-generation students have a job in their mind when they get admitted to universities are colleges. One of the respondents in this regard stated that *“I have learned much information, guidance’s about my future and similarly, I waste some of my time with unwanted discussions and gatherings”*.

That is the reason across the world, every organization is preferring to graduate students a degree holder for positions or jobs. The first-generation students bargain encouragement and motivation via their families and relatives. The education enhances the ability and capacities of the first-generation students through lifelong skills and basics requirements of job seeking and survival in society. A respondent has stated that *“The overall impact is to enhance and professionalized my personality. Now I am going to ready to set in any competitive exam. University lived is very much important to know society in actual and real terms. To understand the contemporary issues everyone in Pakistan must attend the university education”*.

According to Wells and Grabert (2004), not all first-generation students are facing problems and issues in their lived experiences at the universities, but most first-generation students face financial or economic difficulties, psychological hardships, and academic problems. Most of the students need practice training at the end of the degree year, many upper classes and middle-class students can acquire free internships, etc., but the free internship is not possible for first-generation students. Many times, first-generation students have observed bad experiences in universities. One of the respondents has stated that *“Bad experience is that many boys and girls are wasting their time in an unwanted relationship where is more common in QAU. Secondly, psychological pressure is more in QAU. The good thing is interaction with diverse people and more acceptance among students”*.

Many studies have shown that the majority of first-generation students are working part-time in their regular studies to sustain theirs in the university. A respondent has stated in response as *“If I was not first-generation students, I take information about university lived from my parents, and they will better guide me. If parents or other siblings have experienced university then I take form from them. We have taken some false information from social media and other groups”*.

#### **4.10. Adjust Hostel Environment**

The majority of parents and students who have no prior experiences of university lived were more concerned regarding the environment and its impact on the students' lived. A respondent stated that *"hostel lived is very difficult because there are different people from different places and backgrounds. Many students at the hostel are not serious about their studies and academics. There is also a disturbing environment at the hostel where students have no timetable etc. Students at hostels are divided into different regions and seniors' students are teasing the juniors from their respective regions"*. Many students were financially weak so that is why they were not easily adjusted *"I was financially weak and the hostel was allocated in the second semester where I could not fulfill my hostel fee at once. "Do not easily under the people behavior, due to cultural diversity and we have some seniors were hostel and they have adjusted us with them"*.

Many friends and classmates of mine have arranged money to pay my hostel due. I am living with my own classmates. We are sharing everything of our basic needs". In addition, few students were previously experienced regarding the hostel lived. A respondent founded that the *"first two semesters of my admission I was living in private hostels where I faced a lot of problems, like warm water, etc. My perception regarding hostel lived was very bad and I faced numerous challenges like miss the university bus many times and come to the local vans and waste a lot of money. When I entered in university's hostel, where the environment was good and now, I am enjoying it a lot. I learned many things like how to dress, washing clothes, make tea and get up early mooring myself own self and many more, which make me a perfect man"*.

Many students were adjusted to hostel lived easily. A respondent stated that *"I have adjusted in a shorter period in hostel room because my roommates are my classmates were there with me"*. Similarly, other respondents stated that *"I adjust in a hostel in a good way, as I was experienced. But there are problems also, but*

*more opportunities for learning for students. Few difficulties I also faced like live with those people who are not your family members and have different thoughts". Many students have some relatives and seniors were already in hostels have helped them to adjust in hostel lived. A respondent stated that "Seniors have helped me a lot in the first days of the hostel. I was nervous at the beginning, but one of my college seniors was there, he helped me out a lot in the hostel". "I shifted to the hostel in the second semester. At that time, I was adjusted in university, and with my friends".*

#### **4.11. Initial challenges and Overcome the Challenges.**

As, mentioned that there is a difference between college and university lived. University lived is a very different experience for first-generation students and students from poor socio-economic backgrounds. Although the learning environment at QAU is very diverse and it holds students from all corners of the world. The different experiences impact the individual lived both positively and negatively. However, the majority of the respondents have agreed that university lived has affected their lives positively. A respondent said that *"As in QAU there are different cultural backgrounds people are studying. It was difficult at the beginning of the admission to adjust with them. Students have a vast background where they have different languages and we have learned different languages. It was a new experience in an educational institute. I was basically Urdu medium student, so that is why due to communication barrier, in the beginning, I faced a lot of less confidence and not easily talk to other fellows"*.

On the other hand, an adjustment in any new environment is not an easy job, however, it depends on the overall lived study and socialization of an individual. A respondent has stated that *"Adjustment at the university's environment is depending on the individual ways of lifestyle. Health issues are here at hostel due to different food which is not absorbed by the body due to different hygienic food. Secondly, students from various cultures and background who have different languages, etc.,*

*where students from rural background have difficulty to adjust their self within a new environment". During the initial stage's students faced some difficulties in their adjustment process where a respondent has stated that "I faced ethnicity problems at the university, where on small thinks, movements, and issues students are fighting to each other's and involvement of student's councils. As, I was faced difficulty in prayers in a hostel, where all the time music on going on and no one has the right to stop the loud music. During study time students are listening loud Music and dance etc. As, there are different background people, especially many high background students. I belong from a poor background and due to a lack of proper financial support, I was unable to adjust with my friends and enjoy the time on huts, etc. I have acquired the Bait-Ul-Mail scholarship and somehow adjust myself".*

The majority of those students are facing issues and challenges who have a low economic background. *"I was new in the university and belong to less-developed family. No one helped me out in the first semester, because I was unknown for the majority of them. Secondly, due to a lack of self-confidence, I was unable to make friends with anyone. I was so confused about my studies and many times think to quit the studies. But at the end of the second semester, I have adjusted myself and make two friends. Thirdly, I have faced difficulty in acquiring of scholarship in the first semester, and in the end, I have achieved another scholarship and fulfills my expenses".* Initially feels like a prisoner at hostel lived and very limited activities. Do not adjust in an open environment and environment is very different from home". The first-generation have enough information regarding the environment and academic experiences, what to do or what not to do. This is also a negative impact on their overall learning process.

First generation students have another backdrop is the lack of sufficient information regarding the higher education. Due to lack of sufficient information and knowledge they faced problems and challenges on their initial stages of university.



A respondent has stated that *“Begin a first-generation student, I didn’t have enough information about the university that how to get good marks in the university and how to improve your other soft skills. In the starting, I also run after the marks. later, I realized that marks have less likely importance for lived. It gives you short time benefit. However, I have done a computer diploma now and also involved in digital marketing. My parents had not experienced a university education. However, it is my mother’s wish to get higher education from the university. Starting I feel alone and do not concentrate on my studying. But the environment of QAU is more entertaining and enjoyable and more independent and there is not no control system”*.

#### **4.12. Impact of these experiences on your academic and Non-Academic lived**

Learning and teaching environment at QAU is very diverse because admissions offer on a quota basis so that is why students from all the regions and provinces are enrolled. The first-generation students from Sindh have a good learning environment both academically and non-academically. *“University teaches us experiences and lessons regarding lived. I have made many friends we are studying together at CL. On the other side, there are many things to do apart from studies like giving time to friends and classmates which is wasting my precious time. This university teaches me the library study and group work”*. The overall impact is to enhance and professionalized my personality. Now I am going to ready to set in any competitive exam. University lived is very much important to know society in actual and real terms. To understand the contemporary issues everyone in Pakistan must attend a university education.

Due to better socialization and personality development, now I can survival independently in the society”. *“To know how to handle lived. Lived becomes more social, cooperative, and helpful. Here we can fulfill our dreams. Good experiences included discussion about politics, International relations, and history among friends on huts and mess”*. On the other hand, few bad experiences are fighting or

conflict among students or the student's councils on small issues. Many activities in the hostel are time-wasting. *"I have learned different cultures and know-how to interact with people professionally and purposefully. Moreover, the diversification of culture is there. The beauty of QAU hostel lived is the interaction with diverse background students. The study environment is here at QAU where hostels have study rooms and a big furnished library where different variety of books are available for students. Bad experiences are sticks and protest by students' councils on minor issues, which create not only disturbance academics, but also disturb us mentally"*.

Not all the first-generation students have good experiences, but few students have faced a lot of troubles in university lived. A respondent said that *"sometimes teachers are ignoring the mental level, conceptual work and give just number equal to all the students. This is injustice. Due to injustice marking, I was less focusing on mental level approaches"*. Similarly, another respondent stated that *"university education is totally different from a college education, wherein university, I learned the bear burden of work and multitasking skills. Bad experiences are less time more work and the stress of losing marks and sometimes teachers are not giving marks on talent but on the basis of favors or likeness. Initially difficult to manage the studies, ad many worries. Less focused on studies due to more extra co-curricular activities"*.

In addition, few respondents were stated that *"bad experience is that many boys and girls are wasting their time in an unwanted relationship where is more common in QAU. Secondly, psychological pressure is more in QAU. The good thing is interaction with diverse people and more acceptance among students. Delay works due to random lived schedule in university's hostel where friends are staying late during the night and sleep very late and most of the time, we never find time for breakfast"*.

The conclusion of the theme founded that the majority of the students have a good and positive response and experiences both academically and non-academically. However, few students were stated that they have some sort of negative impacts.

## Chapter No 5

### CONCLUSION AND RECOMMENDATIONS

The conclusion and recommendation chapters analyzed the conclusion of the study in one paragraph and proposed recommendations on the basis of the results.

#### 5.1. Conclusion

First generation students are those students who are first from their family or home to reach the university level education. As numerous studies have shown that first-generation students faced numerous difficulties and challenges during their educational journey, especially in the first stages of admission. The reason behind the challenges and difficulties is the lack of previous sufficient information about university life and hostel life. Furthermore, majority of the first-generation students belongs from the poor socio-economic background. Similarly, in Pakistan, first-generation students are facing different types of challenges like lack of access to quality educational institutions, sufficient economic resources, and insufficient information and knowledge regarding the educational institutions in Pakistan.

The current research examined the lived experiences of first-generation students from Sindh at Quaid-i-Azam University, Islamabad. As studies have shown, first-generation students are more likely job seekers, poor background, difficulties in adjustment in the university environment, and more dependent and fewer friendship circles, and limited social engagements. Similarly, the results of the present study also showed that the majority of the first-generation students from Sindh belong to a poor economic background with limited facilities.

All have the same vision of seeking a good job and enhance their livelihood and their family. The majority of them have first-time lived experiences of hostel life. The hostel life is very new for them were the majority of them were even not moved out from their native villages before came to Quaid-i-Azam University.

However, the majority of the respondents were satisfying with the academic and non-academic environment at Quaid-i-Azam University and they are optimistic regarding their future career to achieve their goals. Despite economic issues and other problems still, first-generation students are working hard and performing better in their academic lives at Quaid-I-Azam University, Islamabad. Although, the majority of the first-generation students from Sindh are underprivileged background and there is not any special financial assistance for first-generation students in the University. The government need to mobilize its resources to facilitate the first-generation students.

## **5.2. Recommendations**

It is recommended on the bases of research.

- There must be some financial relief for the first-generation students at every public sector university.
- Student organizations need to help the students and provide them guidance etc.
- University helps the first-generation students to search job after graduation from the university, because majority of the first-generation students are the job seekers.

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## ANNEXURE

### Annex-I

#### Semi-Structured Interview Guide (For In-Depth Interviews)

#### Living Experiences of First-Generation Male Students from Sindh at Quaid-I-Azam University Islamabad



By

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I am Mansoor conducting research on The Living Experiences of First Generation at Quaid-I-Azam University Islamabad. My respondents will be students of first-generation of Quaid-i-Azam University, Islamabad. All the information that you will provide us be kept in close confidence and only use for academic purposes. Kindly forward the interview through voice messages. Thank You for participation.

#### **Section: A. Socio-Demographic Profile of Respondents**

1. Gender: \_\_\_\_\_

2. Age: \_\_\_\_\_

3. Department: \_\_\_\_\_

4. Family Monthly Income: \_\_\_\_\_

5. Residential Status: Rural \_\_\_\_\_ Urban \_\_\_\_\_

**Section: B. Major Themes & Sub-themes**

1) Are you the first male of your family who reached university level?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Was this your own decision or your parent's consent too to get admission here at QAU?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) How do you explain the reaction of your family and relative to your admission in hostel?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) How was your transition from college to university?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5) How do you explain your experience of shifting from the care and comfort of home to the hostel lived?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6) How did you adjust to the university environment? Explain the challenges and opportunities?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7) How did you adjust to the hostel environment? Explain the challenges and opportunities?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8) Share the good and bad experiences you had during your studies?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9) What good or bad you think you could have experienced if you were not the first generation in university?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10) What is the overall impact of these experiences on your academic and personal lived?

Ans \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

