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## PSYCHOLOGICAL ADAPTATION OF FIRST-YEAR STUDENTS OF UNIVERSITIES IN THE CITY NOWADAYS

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### Abstract

*Every year, universities welcome thousands of new students from all over the country to enroll. These students enter the transition period from high school to university and face many challenges, which significantly affect their lives and academic results. Some students who are well prepared for university life and have a high ability to adapt to the new environment can quickly overcome difficulties and integrate well. However, many students cannot do so because this is the first time they have to live independently and receive little care and attention from their families. These factors have significantly affected the psychology and the living habits of students and especially affected their learning outcomes in the first year and even in the following years at higher education level. The paper analyzes the psychological adaptation of first-year students of universities in Hanoi city nowadays.*

**Keywords:** Survey, psychological adaptation, advantages, difficulties, first-year students, Hanoi city...

### 1. Introduction

Learning activities are the main activities of students in universities. Through learning activities, students acquire scientific knowledge systems and form corresponding skills and techniques; thereby, changing their behavior and activities in life. However, learning activities do not always go smoothly and sometimes encounter difficulties and delays that negatively affect learning outcomes. This phenomenon is due to the impact of psychological difficulties arising in the learning activity itself. Entering the threshold of university, first-year students cannot avoid feeling bewildered and confused because of the completely new

environment, the changing content and methods of studying and taking exams, the vague future career orientation, many new friends, and a life away from family that requires complete independence. This has caused many students to fall into a state of anxiety, stress and pressure, which can negatively affect their academic performance as well as their relationships and daily life, and even reduce their interest in their chosen career. In fact, the author found that most of the first-year students at universities are people who have just left high school, so they are very confused and unfamiliar with the new learning environment with the content,

methods and teaching methods at university. Furthermore, first-year students are gathered from many different environments and living conditions, leading to them encountering many psychological difficulties in studying. Therefore, the problem is to find appropriate measures to overcome psychological difficulties in learning activities and speed up the adaptation process to learning activities of first-year students, which is necessary and timely.

## 2. Contents

### 2.1 First-year students and characteristics of first-year students

First-year students are the group of students newly admitted to a university. They are often considered the “new recruits” of the training institution and play an important role in the process of forming the knowledge and skills foundation for their future development. The role of freshmen is not only to study but also to adapt to the new environment, build social relationships and develop themselves.

In the first year, students have initially formed a worldview to perceive and evaluate life, study, and daily activities. First-year students are future intellectuals, who soon develop the need and desire to succeed. Studying at university is a good opportunity for first-year students to experience themselves, so students love to explore and discover new things. At the same time, they love to reveal their strengths, love to learn, cultivate, equip themselves with life skills and knowledge, and dare to face challenges to assert themselves.

Another prominent psychological characteristic at this age is the stable emotions of first-year students, including professional emotions - a motivation that helps them study hard and creatively when they truly love and are passionate about their chosen profession.

First-year students are at the age of reaching full development of life. They are a class of people with great energy, dreams and ambitions. However, due to the uneven development of psychology, different living conditions, circumstances and educational methods, not all students are optimally developed, and their maturity in thinking and action is limited. This depends a lot on the activeness of each student. Besides, proper attention from family and appropriate educational methods from school will contribute to promoting the advantages and overcoming the psychological limitations of students.

Besides the above positive aspects, despite possessing certain qualifications, first-year students cannot avoid the common limitations of young people. It is the lack of maturity in thinking, acting, especially in absorbing and learning new things. Nowadays, in the trend of opening up, international integration, and the development of information technology, our culture has many conditions to exchange and contact with cultures around the world, including Eastern and Western cultures. Learning and absorbing the quintessence and culture of other cultures are necessary. However, due to the sensitive characteristics, love of new things combined with the ebullience and lack of experience of young people, students easily accept cultural traits that are not suitable to social norms, good traditions of the nation and are not beneficial to themselves.

First-year students have typical psychological traits, which are their strengths compared to other age groups such as: High self-awareness, professional passion, developed intellectual capacity and emotions (desire to find new things, like to explore and

discover), the need and desire to succeed, many dreams and love to experience, dare to face challenges. However, due to limited life experience, students also have limitations in selecting and absorbing new things. These psychological factors have an impact on students' learning, training and striving activities.

### 2.2 Overview of research on psychological adaptation of first-year students of current universities

The difficulty of first-year students has been extensively studied in educational and psychological studies. Domestic and foreign researchers have paid much attention to the difficulties of first-year students, often focusing on psychological difficulties in learning, communication and stress.

Abroad, studies by Bexley et al. (2013); King et al. (2015) focused on assessing the difficulties and stress of first-year students related to financial issues. Brinkworth et al.'s (2013) study focused on assessing the pressures and overloads that first-year students have to adapt to when studying at university level. Baik et al. (2015) investigated the mental, emotional and physical difficulties of first-year students. Difficulties in meeting the course and family expectations are demonstrated in the findings of Wyn et al. (2015). Smith and Khawaja (2010) conducted a study on the integration experience of first-year students and found that feeling lonely and insecure in a new learning environment is one of the main problems that first-year students often face.

The study by Credé and Niehorster (2012) focused on assessing the impact of academic pressure on the academic performance of first-year students. Their results indicated that academic pressure can negatively affect freshmen's self-confidence and academic performance.

Other studies such as that of Pascarella and Terenzini (2005) investigated the impact of adjustment to the university learning environment on first-year students' academic success. They found that students' ability to adapt and feel satisfied with their learning environment was strongly linked to program completion and academic progress.

In Vietnam, the research by Nguyen Thi Tu and Dao Thi Duy Duyen (2013) showed that first-year students encountered many difficulties in learning activities, communication activities, social activities and personal activities. The results of the above study are similar to the research results of Tran Thi Tu Anh (2010). The difficulties of first-year students come from many different causes. According to Truong Thi Ngoc Diep and colleagues (2012), Nguyen Thi Tu and Dao Thi Duy Duyen (2013), the low learning outcomes of first-year students are due to disadvantages from the students themselves; lecturers and academic advisors; school, family and friends. These subjective and objective causes cause difficulties for the learning experience of first-year students.

Synthesizing the studies on first-year student difficulties helps the author have an overview of specific types of difficulties, including (1) difficulties in adapting to learning experiences (psychology, communication, learning, personal actions); (2) psychological difficulties (cognition, attitudes, skills or specific psychological manifestations such as boredom, apprehension, fear, anxiety, difficulty adapting ambiguity); (3) difficulties due to external influences (family, friends, school, conditions, environment).

### 2.3 Current situation of psychological adaptation of first-year students of universities in Hanoi city

To analyze the adaptation (advantages and difficulties) of first-year students, the author conducted a survey using a questionnaire, conducted in August 2024 online via Google Forms. The survey questionnaire was sent to the 74th undergraduate classes of Hanoi National University of Education via Zalo group. A total of 898 students answered the online survey questionnaire (18 questions on difficulties and advantages, including 6 questions for personal information) and 12 questions (35 items) to collect students' assessments of the advantages and difficulties that first-year students face in their first year at the University. Difficulties and advantages are measured through 5 scales. The scales are measured using 4-point and 5-point scales. Detailed descriptions of the scales are presented in Table 1.

Scale	Number of items	Contents
Difficulty in learning	10	Level of difficulty in performing learning tasks
Difficulties in social life	6	Level of difficulty in social life activities
Psychological difficulties	7	Frequency of students experiencing psychological problems
Financial difficulties	1	Level of financial difficulties
Advantages	11	Level of agreement of students with statements about advantages

**Table 1.** Scale of difficulties and advantages of first-year students

The research team also tested the reliability of the scales using Cronbach alpha coefficient, the coefficient of variation from 0.87 to 0.95 showed that the scales were highly reliable, suitable for research. Financial difficulty only has 1 question, so the reliability of this scale will not be tested. Table 2 presents the reliability of each scale.

Scale	Difficulty in learning	Difficulties in social life	Psychological difficulties	Advantages
<b>Cronbach alpha coefficient</b>	0.95	0.92	0.87	0.95

**Table 2.** Reliability of the scales

SPSS 20.0 software was used to analyze data collected from students' Google Forms answer sheets. Descriptive statistics and correlations were used to assess the difficulties and advantages of first-year students as well as to examine the correlations between difficulty aspects and the influence of student characteristics on the level of difficulty they encountered in their first year at university.

## 2.4 Survey results

### 2.4.1 Characteristics of the survey sample

In terms of gender, female students account for 56.3% (506) of the total number of students participating in the survey, male students account for 43.7% (392). 60% of students (539) are studying in social sciences, the percentage of students studying in natural sciences is 40% (359). The majority of students who responded to the survey live in boarding houses (56%), the rest live with family

or acquaintances (27%), and only 17% of students live in dormitories. In terms of hometown, most students come from provinces and cities in the North (72.8%), and only 18.4% of students come from the Central region, the number of students from Southern localities account for a very small proportion (6%). 29.5% of students have relatives or acquaintances who attended university. The group of students whose relatives attended university account for the highest proportion (38.8%), while the number of students whose father, mother or siblings attended university has a lower proportion (7.7% and 23.1%, respectively). The majority of students (82%) have entrance exam scores between 21 - < 27.

Characteristics of the survey sample reveal some advantages conditions for first-year students. Specifically, 27% of surveyed students are still cared for by family and relatives; 28% of students have had experience living in large cities so they rarely encounter obstacles in the new living environment. 70.5% of students have family members who had university experience, so they have better companionship and support. The high input level of the majority of students shows that the first-year students are of good quality, which is an important premise for knowledge acquisition.

### 2.4.2 Scale

Means (M) and Standard Deviation (SD) are used to describe the scales. The analysis results show that IUH first-year students have many advantages. This is also the scale with the highest Mean (M = 3.64). The Means value of financial difficulty is quite high (2.51/4), which shows that the cost of studying and living puts a lot of pressure on first-year students. The scales of difficulties in learning and life had Means of 2.67 and 2.42, respectively. The Mean of Psychological Difficulty are at M = 1.94/4. These values show that students' difficulties in learning, life and psychology are at an average level.

### 2.4.3 Difficulties of first-year students at universities in Hanoi city

#### *Difficulty in learning*

The survey results show that the learning difficulties of first-year students are at an average level, with M varying from 2.47 to 2.83. Among them, students rarely encounter difficulties in using the library (M = 2.47), self-study activities (M = 2.61) and participating in extracurricular activities (M = 2.62). Students encounter the most difficulties in understanding course content (M = 2.83) and meeting test requirements (M = 2.73). The remaining aspects at 2.67-2.69 are practical exercises, time management, teamwork, keeping up with lectures and fulfilling subject requirements and teacher requirements, respectively. This result coincides with the research results of Truong Thi Ngoc Diep and colleagues (2012). These authors also pointed out that self-study skills, effective time management skills, and teamwork skills are still weak, greatly affecting students' learning outcomes and other activities.

According to survey results, when facing difficulties in studying, first-year students mainly seek help from friends, from groups on social networks or find solutions themselves. 45.88% of students sought help from teachers and homeroom teachers. Data shows that very few students seek help from the Student Counseling and Support Center. The survey also investigated the subjective and objective causes of the learning difficulties of first-year students. The two reasons most mentioned by students are unfamiliarity with teaching methods and learning methods (learning methods) at

university level. Of which, the reason of not being familiar with the teaching method is chosen by 63.81% of students and the rate of choosing the learning method is 60.41%. Subjective causes such as: lack of time management skills, lack of self-awareness in studying and poor self-study skills are also mentioned by many students.

#### ***Difficulties in social life***

Besides the difficulties in studying, first-year students also encounter many difficulties in social life. The survey results on the difficulties encountered by first-year students show that students rate the difficult aspects of social life at a low level, with  $M$  varying from 2.29 to 2.54. The results show that students have less difficulty in making friends with classmates but have more difficulties in making friends with friends at school. Students also have difficulties in interacting with teachers, department staff and have difficulty in participating in extracurricular activities. Students living away from home also have more difficulties in living independently ( $M = 2.54$ ) and less difficulty in living with strangers ( $M = 2.38$ ).

When facing difficulties in social life, first-year students mainly seek help from friends, relatives or find solutions themselves. Very few students seek help from the Student Counseling & Support Center. Up to 63.9% of students select to solve the problem themselves. Nguyen Minh Chau's (2012) study also had a similar conclusion that clubs, teams, and groups have not really played a good role in supporting first-year students ( $M = 2.06$ ). When mentioning the causes of social problems in first-year students, 61.1% of students said that they encountered social problems due to poor communication skills, 51.9% said that they were not well prepared for independent life, and 53.3% of students said that the closed lifestyle and not liking to communicate were the cause of difficulties in social life.

#### ***Psychological difficulties and financial difficulties***

First-year students have some psychological problems. The two most common and high-level psychological problems are anxiety and loneliness ( $M = 2.37$  and  $M = 2.31$ ). The proportion of students who often felt lonely and anxious is 31.2% and 35.1%, respectively. 14.9% of students suffer from depression at a regular level. 1/4 of students feel that their major is not suitable, and 1/5 of students feel that they do not have the ability to study according to the university program. This is also the result in the study of Nguyen Thi Tu and Dao Thi Duy Duyen (2013) when the author pointed out that the things that students have to face are sadness and loneliness. Survey results show that when having psychological problems, students confide in friends, family or seek out recreational activities such as playing games. What is worrying is that up to 29.29% of students silently suffer. Meanwhile, very few students seek support from teachers, homeroom teachers and the Student Support and Counseling Center. Nguyen Thi Tu and Dao Thi Duy Duyen (2013) also affirmed that students rarely sought support from homeroom teachers and psychologists.

Financial difficulties are rated high by students ( $M = 2.51/4$ ). First-year students rate that they have difficulty at a high and very high level with 42.7%. Students with financial difficulties account for a very high percentage of 93.9%. Students who do not have financial difficulties account for a very small percentage, only 6.1%. This result is similar to the assessment of Harding (2011). This author pointed out that about two-thirds of UK students surveyed said that they found it very difficult or quite difficult to meet the costs. And to meet financial needs, they have to find extra jobs. This author also emphasized that encountering financial difficulties had a great impact on the academic performance of first-year students. This is also the solution chosen by first-year students when they answered that they solved financial problems by choosing to work part-time (59.6%), reducing spending (76.8%), or asking family for help (48.8%).

#### **2.4.4 Advantages of first-year students of universities in Hanoi city**

Advantages	Mean	Totally disagree	Disagree	No comment	Agree	Totally agree	Advantages	Mean	Totally disagree	Disagree	No comment
		Quantity	%	Quantity	%	Quantity			Quantity	%	Quantity
Family care	<b>3.91</b>	27	3.0	40	4.5	189	21.0	369	41.1	273	30.4
Transparent and fair testing	<b>3.75</b>	35	3.9	39	4.3	235	26.2	396	44.1	193	21.5
Fast admission procedure	<b>3.71</b>	36	4.0	55	6.1	238	26.5	377	42.0	192	21.4
Informed Orientation	<b>3.71</b>	29	3.2	53	5.9	242	26.9	400	44.5	174	19.4
Fun extracurricular activities	<b>3.67</b>	36	4.0	48	5.3	266	29.6	376	41.9	172	19.2
Teachers and homeroom teachers help when having difficulties in studying	<b>3.65</b>	30	3.3	66	7.3	267	29.7	363	40.4	172	19.2
Safe learning environment	<b>3.65</b>	27	3.0	61	6.8	268	29.8	386	43.0	156	17.4
Teachers and friends support	<b>3.60</b>	30	3.3	73	8.1	273	30.4	370	41.2	152	16.9

when facing difficulties in life											
Good facilities	<b>3.58</b>	36	4.0	76	8.5	261	29.1	379	42.2	146	16.3
Financial support	<b>3.55</b>	48	5.3	72	8.0	280	31.2	338	37.6	160	17.8
Support for a stable life	<b>3.31</b>	72	8.0	106	11.8	307	34.2	295	32.9	118	13.1

**Table 3.** Advantages of first-year students

Table 3 presents the survey results on advantages for first-year students. Table 3 presents the survey results of students who rated the advantages at a fair level, with M ranging from 3.31 to 3.91. In particular, the biggest advantage is family support ( $M = 3.91$ ); followed by fair and transparent testing and evaluation; reception and orientation for students; teachers' attention and support for students when they encounter difficulties in studying. This result is similar to the research results of Truong Thi Ngoc Diep and colleagues (2012). According to the results of the above study, first-year students believe that the teaching staff prepares lessons well in class and has high professional knowledge. They receive timely support from school, family and friends. Besides the advantages aspects that IUH students rated with high average values, there are still aspects that students rated as less favorable such as: settlement support ( $M = 3.31$ ), financial support and school facilities ( $M = 3.55$ ).

#### 2.4.5 Correlations between Difficulty and Convenience Scales and Sample Characteristics

Correlation calculations are performed to determine the correlation between the difficulty and advantages scales. The research team established a relationship between advantages and types of difficulties as well as between types of difficulties themselves. In addition, the relationship between the characteristics of the survey sample and the difficulties allows the research team to identify the groups of students most likely to encounter difficulties and need more support and attention from teachers and schools. The analysis results are presented in Table 4.

Contents	Advantages	Difficulty in learning	Difficulties in social life	Psychological Difficulties	Financial difficulties
Advantages	1				
Difficulty in learning	0.03	1			
Difficulties in social life	-0.03	0.63**	1		
Psychological difficulties	-0.10**	0.25**	0.37**	1	
Financial difficulties	-0.03	0.15**	0.12**	0.31**	1
Gender	0.10**	-0.03	0.03	0.01	-0.01
Major	-0.01	-0.01	-0.04	0.07*	0.01
Place of residence	-0.03	-0.01	0.02	0.05	-0.02
Hometown	0.03	-0.03	-0.01	0.01	-0.01
Relatives in college	0.05	0.10**	-0.13**	-0.01**	0.01
Entrance exam score	-0.01	-0.01	0.02	0.01	0.01

**Table 4.** Correlation coefficients between the Advantage and Difficulty scales with each other and with sample characteristics

\* =  $p < 0.05$ ; \*\* =  $p < 0.01$

**Relationship between Advantage and Difficulty scales:** The Advantage scale only correlates with the psychological Difficulty scale, but the Pearson correlation coefficient is weak ( $r = 0.10$ ;  $p < 0.01$ ). Thus, the Advantage factors examined in the study do not have much influence on the difficulties of first-year students. The analysis results show the relationship between the Difficulty scales. All correlation coefficients between the Difficulty scales are statistically significant and vary from  $r = 0.12$  to  $r = 0.63$ . Learning difficulties are highly correlated with Social difficulties ( $r = 0.63$ ,  $p < 0.01$ ), and weakly correlated with Psychological difficulties and Financial difficulties ( $r = 0.25$  and  $r = 0.15$ ,  $p < 0.01$ ). Social

difficulties are moderately correlated with Psychological difficulties ( $r = 0.37$ ;  $p < 0.01$ ) and weakly correlated with Financial difficulties ( $r = 0.12$ ;  $p < 0.01$ ). Psychological difficulties are moderately correlated with Financial difficulties ( $r = 0.31$ ;  $p < 0.01$ ). The above figures show that there is a close relationship between the types of difficulties of students. Students with social difficulties are more likely to experience academic difficulties and psychological difficulties than students with less social difficulties. This has also been confirmed in a number of foreign studies on first-year students' difficulties (Brinkworth et al., 2013; Baik et al., 2015; Broker et al., 2017). However, more research is needed to determine whether social difficulty is one of the causes of students'

academic and psychological difficulty or vice versa. The relationship between social difficulties and academic and psychological difficulties requires more attention from the school and more solutions to reduce social difficulties for students. In addition, psychological and financial difficulties have little impact on students' learning and social life. This result is not consistent with the research results of Bexley et al. (2013), Harding (2011). These studies show that financial difficulties have many effects on students' learning and psychology. This difference may be due to cultural differences between Vietnamese students and students in Western countries. Students in Western countries are often financially independent; they have to take care of their own study and living expenses while Vietnamese students mainly depend on their family's financial support.

**Correlations between student characteristics and Advantages and Difficulties scales:** In general, student characteristics such as gender, major, place of residence, hometown, relatives attending university, and entrance-exam score do not have much relationship with the Advantages and Difficulties that first-year students often encounter. Among the surveyed characteristics, only the characteristic of "Relatives attends university" correlates with the Advantages and Difficulties scales, but the correlation coefficient is only quite low. Students who have family members or relatives who have attended university are less likely to have difficulties in learning, in social life or psychological problems than students who do not have relatives who have attended university. These students can learn from their relatives and friends about university study experiences, so they will quickly adapt to the university study environment and limit difficulties. This is also recorded in several studies on the learning experiences of first-year students (Baik et al., 2015). The data recorded a correlation between gender and major with psychological advantages and difficulties, but the correlation coefficient was too low ( $r = 0.10$  and  $r = 0.07$ ) and not significant.

## 2.5 Solutions to enhance psychological adaptation of first-year students of universities in Hanoi

**Firstly**, creating special support programs for first-year students. There is no denying the need to create special support programs for first-year students in the current context of higher education. First-year students face many challenges as they transition from high school to higher education. Therefore, providing them with special and focused support is necessary for the following reasons: *First*, first-year students often have to adapt to a new learning environment and require a major adjustment in their approach to learning. Special support programs can provide them with the support they need to overcome these challenges, from time management to effective study methods. *Second*, first-year students often face great pressure from their new social environment and external factors. Special support programs can provide a safe and supportive environment, helping them feel more comfortable and integrated into the university community. *Third*, first-year students often have difficulty in setting career and academic goals. Special support programs can provide individualized advice and guidance, helping them better understand their study options and career development. *Finally*, building a supportive community for first-year students can create a sense of confidence and security, helping them focus on their studies and develop themselves positively. Therefore, creating special support programs for first-year students is necessary to help them overcome challenges and succeed in their college journey. By focusing on the specific needs and requirements of first-year students, these programs can play a vital

role in helping them develop and achieve their full academic potential.

**Secondly**, measures from the school and lecturers. Schools and teachers play an important role in providing measures and support to first-year students to help them overcome difficulties in their studies. Some specific measures include: *Learning support program*: Schools may offer academic support programs such as study skills training, individual counseling sessions, and test preparation courses to help students improve their study skills and time management. *Positive learning environment*: Creating a positive learning environment by providing modern facilities, such as libraries, classrooms, and learning centers. At the same time, creating conditions for students to participate in academic activities and active social exchanges. *Psychological support and counseling*: Providing psychological counseling and counseling support to students to help them deal with personal and mental problems, such as anxiety, stress, or academic pressure. Counseling sessions can help students feel more comfortable in sharing and finding solutions to their problems. *Instructor*: Building a system of lecturers in charge of guiding first-year students, helping them have someone to interact with and advise them directly during their studies. Instructors can provide support with course content, advice on time management, and provide encouragement and emotional support to students. *Creating opportunities for exchange and cooperation*: Organizing many group exchange and cooperation activities between first-year students and other students, as well as between students and lecturers, to create opportunities for students to build relationships and receive support from the academic community. In general, measures from schools and lecturers play an important role in supporting first-year students to overcome difficulties in the learning process. By providing academic support programs, psychological counseling, and a positive learning environment, schools and teachers can help first-year students achieve academic success and personal growth.

**Thirdly**, measures from students and families. Students and families also play an important role in addressing and overcoming difficulties during the first-year student's learning process. Below are some steps students and families can take to help. *Promoting self-management*: Students need to develop self-management skills to be able to manage their time, prioritize work, and solve problems effectively. This may include creating a study schedule, using time management techniques, and setting specific goals to achieve during your studies. *Seeking support*: Students should know how to seek and use support resources when needed. This may involve seeking support from friends, colleagues, or faculty, or using school support services such as counseling, the academic center, or the learning support programs. *Participating in social and academic activities*: Participating in social and academic activities not only helps students expand their relationships and communication skills but also helps them feel included and support each other during their studies. *Creating a positive learning environment at home*: Families can support students by creating a positive learning environment at home, including providing quiet spaces for study, financial support for study expenses, and encouragement and motivation for students during their studies. *Participating in the learning decision process*: Students should be encouraged to participate in the decision-making process regarding learning goals, study pathways, and educational programs that suit their individual needs and desires. Families can also play an important role in supporting students during this process. *Building supportive relationships*: Students also need to build and maintain

supportive relationships, including friends, colleagues, and family, so they can share and receive support during their studies and face challenges. In summary, promoting self-management, seeking support, participating in social and academic activities, creating a positive learning environment at home, and participating in the academic decision-making process are important measures from students and families to support first-year students to overcome difficulties in the learning process.

### 3. Conclusion

In the paper, the author analyzes the psychological adaptability that first-year students of universities in Hanoi often face in the process of studying and working. The author analyzes in depth the difficulties that first-year students often encounter such as study pressure, adapting to the new learning environment, financial problems, and the ability to manage time and study independently. The author finds that these difficulties can affect students' integration and academic success. On that basis, it is necessary to propose measures to improve learning conditions for first-year students, create special and focused support programs for first-year students in order to help them overcome difficulties and achieve academic success. It can be seen that researching on first-year students' adaptability not only provides deeper understanding of their learning experiences but also helps develop more effective support measures. By focusing on improving the learning conditions and creating opportunities for first-year students, the research can help them overcome challenges and achieve their full academic potential.

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