CROSS-CULTURAL ADJUSTMENT OF PAKISTANI STUDENTS IN THE UNITED KINGDOM: A CASE STUDY OF LONDON BASED POSTGRADUATE INSTITUTIONS

By

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DEPARTMENT OF SOCIOLOGY
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Dedication

I would lovingly dedicate this thesis to

My Venerable Parents

Who have enlightened my journey to this earth

with their remarkable virtue and

brilliant genius,



adoring my life from birth

with affection, endless love, support and encouragement,

enabling such a study to take place today

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ABSTRACT

The pivot of this study focuses on "Cross-Cultural Adjustment of Pakistani Students in the United Kingdom: A Case Study of London based Postgraduate Institutions". The catalyst for the current study is the momentous concentration of the Pakistanis students to pursue higher education abroad in general and in the UK in particular. The prime objective of the study was to analyze sundry dimensions of cross cultural adjustment with special emphasis on its socio-cultural, psychological, economic, academic and religious aspects. Data were collected from 225 postgraduate Pakistani students studying in 20 various educational institutions in London with the help of a questionnaire. Chi-square test was applied to examine association between cross-cultural adjustment of the Pakistani postgraduate students with their socio-cultural, economic, psychological, academic and religious adjustment.

The results found a significant association of the dependent variable (Cross-cultural Adjustment) with various statements of the independent variables such as per month income of the sampled respondents' parents (p= .008); IELTS score of the sampled respondents (p= .000); respondents considered themselves deeply religious (p= .012); respondents' British Universities (p= .000); respondents' beliefs and practices made it difficult for them to adjust in a host culture (p= .002); respondents' satisfaction from the nearest *Masjid* (p= .000); respondents' British universities offered affordable and affective English language support (p= .003); respondents understood everything that was required of them by the UK Boarder Agency from the online helpline (p= .001); and respondents' belief that the UK Border Agency's personnel were very helpful and cooperative to them (p= .003).

The study also reported insignificant association of cross-cultural adjustment with employment status of the sampled respondents back at home (p= 0.068); employment profession of the sampled respondents in Pakistan (p= .653); per month income of the sampled respondents in home country (p= .446); type of family (p= .575); profession of the sampled respondents' parents (p= .935); medium of instruction in the previous educational institutions back at home (p= .399); attempting English proficiency test by the respondents (p= .913); degree program of the sampled respondents (p= .960); respondents' source of funding (p= .102); length of stay (p= .154); respondents' intention to study in the UK (p= 12.71); respondents' access to *Halal* food (p= .079); respondents' access to *Masjid* (p= .578); respondents' belief that their British universities provided them with useful information about program prior to their arrival (p= .212); respondents' belief that their university provided them with useful information about the local area prior to my arrival (p= .096); respondents' belief that their British universities provided them with useful information about immigration and administration requirements for foreign students prior to their arrival (p= .214); and respondents' belief that changes to visa policies caused them serious problems (p= .078).

The study recommends that those Pakistani students who intend to pursue higher education abroad should have a thorough knowledge and understanding about the host culture's norms and values, food, religion, weather, nature of job and conditions of working environment, amusement activities etc. Furthermore, they must have ample finances to support their studies and meet living expenditures and take admission in the relevant degree program. Moreover, English language competency and a knowhow about the difference in teaching methodology and immigration rules of the host country related to international students should be kept in mind both before and during their stay in Britain as a student.

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CHAPTER I

INTRODUCTION

Cultural diversity composed of dichotomy in behavior with explicit and implicit patterns usually lands a non-local into the arena of adventure, excitement and demanding situation as well. The probable justification for the emergence of the above situation is a comprehensive outcome of differences in customs, languages and physical environments where thinking and acts pertaining to these acts ought to be stressful as of alienation. Exposure to an alien world emanates an encounter to unknown problems with little preamble of direction. A new milieu pertaining to educational system based on new patterns of life, fully enriched with local traditions including food and living patterns vibrates an immigrant's judgment. Achievement in such a tender situation is eminent once the process is fully understood as cultural differentiation always encounters. A new comer, belonging to a particular culture, while entering into a strange environment which is absolutely in negation to his own back in country, requires time for adjustment usually spread over days to weeks and even to months (Smith, 2005; Mehdizadeh & Scott, 2005). International student is an individual who moves to a new country or continent not for a whole time rather for a specific period of time to attain an educational motive in an international educational institution. Globalization has made individual a moving entity freely rotating in the whole world as a sphere for the attainment of educational motive (Paige, 1990).

The United States of America (USA) and the United Kingdom (UK) are the leading countries inhabiting non-locals as per reported by Chen (2001) while working over the work conducted in this reference to various researchers and scholars of the field that most of the facilities have been given to international students by these two leading nations. However, the laps identified on the part of these universities are the least attention of highlighting the barriers and problems encountered by the foreign students and their subsequent remedies (Wan et al., 1992; Xu, 1991; Senyshyn et al., 2000; Maxwell et al., 2000). These findings are further supported by Mehdizadeh and Scott (2005) that the eminence of this issue is magnifying with increase of international

students' number seeking admissions in international universities abroad, in general, and in UK, conspicuously. As according to the figures highlighted by the collaborative research conducted by the British Council with the Universities of the UK and IDF Education Australia (Bohm et al., 2004) universal concentration of the international students to study abroad is to be elevated from 2.1 million in 2003 to approximately 5.8 million by 2020, where around 45% of these students (i.e., 2.6 million) are to be noticed taking admission in the most highly recognized universities of the leading countries of the world viz. USA, the UK, Australia, Canada and New Zealand. Having these considerations in mind, the UK established a policy known as "Formal International Education Policy" configured to grab the attention of international students, followed by a program "The UK Education Brand" designed and promoted by the UK government and British Council in 1999. Tony Blair, the former Prime Minister recommended a Four-Point program in the same year i.e., 1999 with a notion to enhance their market share from 16% to that of 25% by the year 2005 (Taylor,2005). According to Taylor (2005) the policy brought a conspicuous change in the number of international students which rose from 122,000 in 1996 to that of 318,000 in 2006 and is believed to exceed 800,000 by the year 2020.

These figures are confirmed by the UK Council for International Students Affairs (UKCISA, 2010-11) which states that the total number of international students (Non-native) in the year 2010-11 was 428,225 as compare to 405,810 in the year 2009-10 (an increase of 6%). This figure further increased to 435, 235 students during the year 2011-12. Also the changing shares of the international student market for the UK rose from 10.8% in the year 2000 to 13.0% in 2011 (OECD, 2013). However, contrary to the above facts and figures, a slight decrease has been observed in international students' enrolment in the UK during the year 2012-13 (i.e., totaled 425,265 compared to 435, 235 in 2011-12, a decrease of 2%, UKCISA, 2012-13). The total international students studying in various universities based in London are 102,980, (26%) of all students in region where EU students are 35,260 (9%) while Non-EU students are 67,720 (17%) as per HESA, 2013. The importance of international students studying abroad could easily be imagined in monetary terms, if taken into considerations and comparing it with the return from

coal, gas, electricity etc. , export of the UK to the money generated from these students is almost double (Kelly et al., 2002; and McNamara & Harris, 1997).

According to the UK Higher Education International Unit (HEIU), Pakistan is among the Top 20, ranks 13 on the list, non-EU countries whose students are studying in the UK higher educational institutions and has been graded at 8th position among the Top 10 countries of origin in respect of the growth in international (non-EU) students (i.e., 9,305 in 2007-08 to 10,185 in 2010-11, HEIU, 2013). However, according to the current statistics, the total number of Pakistani students enrolled at the UK Higher Education Institutions (HEIs) is 8,820 where a decrease has been noticed (i.e., 8,820 as compare to 10,185 in 2010-11). Among this figure, 3,330 are the undergraduate students, 4,550 postgraduate students "Taught Program" & 940 postgraduate students "Research Program" (HESA, 2013).

Ward, Bochner, and Furnham (2001, p. 9) claim that "the concept of an international student can be traced back to 272 – 22 BC in the accounts of travelling scholars to the earliest tertiary institution". Although, having such long historical background, the empirical research started after World War II to underpin the issue of international education (Ward et al., 2001). Correlating here the supporting words of Knight & De Wit (1995) and Varghese (2008) stating that "the issues associated with student crossing borders after World War II were fuelled by the flexing of political muscles between the United States and the former Soviet Union in the domain of education during the Cold War" cited by Ward et al. (2001, p. 9). While Bu (1999), a student of Cold War Diplomacy program stated that "The US government made new cultural policies in terms of Cold War political concerns and relied extensively on private resources for the implementation of cultural diplomacy via educational exchange" (p. 393). In this context, the adopted policy of Union of Soviet Socialist Republic (USSR) was to expedite the educational institutions while offering various trainings to the students from Africa, Asia and Latin America (Friedman, 2010). Moreover, growth in the number of international students was further elevated through programs such as the Colombo Plan, the Asian Economic and Social Development Program (New Zealand Development Assistance (NZDA, 2001) after the World War II.

Notwithstanding, the political motives, to project the opportunities of international education, were surmounted by the economic and academic considerations right after the halt of Cold War and the completion of reconstruction stage after the World War II (Dolby & Rahman, 2008). Altbach and Knight (2007) & Tarling (2004) comment that "Before the 1990s international student mobility was heavily subsidized by government funding. In contrast, post-1990 international students are mostly self - financing". This trend emerged with the serious concentration of international students from the developing countries to pursue higher education abroad (Altbach, 2004). Most of the students from developing countries, due to small number of higher educational institutions and universities, with meager resources in the home country, opt to go abroad (Yang, 2010). While Rivza & Teichler (2007) argue that, "recent major influences on the high demand of higher education overseas are motivation for personal development and intention towards migration" cited by Ward et al. (2001, p. 10).

In the words of Teh (2011, p. 10), "growth in demand for overseas educational opportunities generated a complementary trend to internationalize universities across the world". Jackson (2008) asserts through his words that "institutions of higher learning are internationalizing themselves to prepare their graduates in response to the impact of globalization" cited by Teh (2001, p. 10). While internationalization, according to Knight (2004, p. 11), can be defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education". As according to the Organization of Economic Co-operation & Development (OECD, 2010) more than 3.3 million international tertiary students were reported to be enrolled worldwide in the year 2008. The statistical analysis presented by OECD (2010), maintain that (19%) of the total tertiary international students opted to study in the U.S., (10%) in the United Kingdom (UK), with Germany, France and Australia (7%) each, respectively while Canada, Japan, Italy and Russia are among the rest of prominent countries hosting considerable number of international students. Furthermore, "international students are an important financial commodity for these countries contributing approximately US $19 billion annually to each of the Australian and U.S. economies, followed by $14 billion to

the U.K. economy" (Australian Education International, 2010; NAFSA, 2010; UK Council for International Student Affairs, 2010).

Cultural variability associated to culture shock based on exposure of an individual to alien environment was first introduced by George Peter Murdock as pointed out by Trimmer & Warnock (1992) where in an individual starts adjusting to new culture. It was often taken as the outcome of misinterpretation of symbolic interaction from host culture (Pederson, 1995; & Adler, 1975). The most obvious uncertainties attached to this situation was first discovered by Oberg (1960) where he used the term culture shock by relating it to vexatious situation in which a person is unable to react to a new culture that leads to an absolute disconformity. It is a sort of occupational disease where individual is completely exposed to a new culture totally different from his own, reflecting psychological disorder, stress, homesickness and pessimism. These situations demand for exploring the various environmental and psychological variations which may lead to the development of behavior patterns resultantly indicate towards the high level of participation and co-existence of different cultures. These variations in behavior and attitude of international students to an alien environment are difficult to foresee while anticipating in future by categorizing the major and auxiliary factors responsible for this culture shock. Past experience of an individual with relation to exposure to a new environment has a close relation to the problem being debated. It is a probable outcome that all the ingredients in reference to this phenomenon are revolving around attitude and experiences of international students (Church, 1982; Pederson, 1995; Berry, 1990; and Mehta, 2000).

1.1 Existing Research on Cross-Cultural Adjustment

Previous research on the debated issue has been suffered from a number of shortcomings (Chen, 2001). First of all, while considering adjustment as a process they remained oblivious to the dynamism of the process keeping in mind the reciprocal interaction between the environment and international student. This reciprocal relation has though been examined but by very limited number of scholars (e.g. Kolb, 1984; Smith, 1982; Jarvis, 1987). It is of vital importance to have a holistic approach while

explicating and analyzing the primary features of cross-cultural adjustment and also associating those features to ascertain specific patterns of adjustment.

Secondly, previous studies while circumscribing themselves to the process of formal academic learning, has to be considered quite narrow in terms of its scope. Elenwo (1988) excogitates that they ought to be examined in the broader perspective of the "sojourn learning" process. As according to Findsen (1987), adjustment is comprised of both learning as a function and as a process because the individuals not only experience strange feelings in terms of exposure to an unfamiliar milieu but also strive to probe solutions to the problems encountered. Hence, a profound research is demanded to highlight the myriad characteristics of cross-cultural adjustment (Chen, 2001).

Thirdly, little research has been reported to have shed light on the adjustment experiences of the non-Western students, rather the researchers mostly confined themselves to the western experiences of adjustment. Chen (2001, p. 9) in support comments that "there has been relatively little attention to the interplay between non-Western culture as a parent culture and Western culture as a host culture". Jackson's (1995) research, while highlighting the "European dimension" of cross-cultural learning, is a conspicuous illustration in this respect. According to Ninnes (1995) international students from non-Western countries, intrinsically embedded with an informal pattern of study back at home, finds it hard to cope with the formal learning system being followed in the Western academic settings. Wright (1997) claims that hence the UK higher educational institutions have been dominated by the students from non-Western countries, it is indispensable to evaluate and determine the phenomena of cross-cultural adjustment from a non-Western perspective.

1.2 STATEMENT OF THE PROBLEM

The above review clearly depicts towards a gap where the economic return associated to this phenomena has been widely debated and rectified time and again. However, little efforts have been made to portray the true causes of non-adjustment of these students to alien environment with subsequent identification of problem with remedial analogies need to be explored on the part of researchers and scholars of the

field. The present research magnifies the importance in its own capacity as only in 2010-11 almost more than ten thousand (10000) Pakistani students went abroad for studying in different educational institutions of UK (UKCISA, 2010-11). Keeping in view the complexities associated to Pakistani students with a rich cultural background and an utter exposure to fast cultural mechanisms, as a virtue of west, the present study is an attempt as rightly indicated upon by (Mehdizadeh & Scott, 2005; Coates, 2004) to investigate into the phenomena at hand and come up with probable remedies based on the findings of this study.

1.3 JUSTIFICATION OF THE STUDY

A considerable research on the adjustment issues of international students abroad has been done. It was realized by the researcher that problems in the adjustment process encountered by the Pakistani international students in an alien environment (in this case, the UK) have yet to be explored while neglecting the fact that Pakistan is among the top non-EU countries sending a significant number of students abroad for higher studies in general and to the UK in particular. This lapse on the part of the researchers of the field was felt which motivated the researcher to explore the adjustment issues of Pakistani postgraduate students in London.

The reason to chose Post graduate students as a subject while exploring the phenomena of adjustment abroad was conspicuous from the fact that most of the Pakistani students opt to go abroad for higher studies after acquiring Master degree (16 years education) in the home country. This also validates their justification to go abroad in terms of pursuing higher education which further helped in the data collection by consulting at least a considerable number of respondents in the study area as in the case of undergraduate students, it would not be possible.

There were many reasons to opt London as a universe of the study. First of all, London is one of the leading cities inhabiting a huge number of international students due to the fact London is enriched with plenty of educational institutions providing higher educational facilities to the students from around the world. Secondly, London is a cosmopolitan city where people from various cultural backgrounds are residing together

since very long, Pakistan included. Due to this heterogeneity it was quite visible to underpin problems confronted by the Pakistani postgraduate students during their adjustment in London.

Avoiding gender discrimination, both male and female Pakistani postgraduate students were chosen as subject of the research. Notwithstanding, the participation from the female students was very little as they preferred to keep their culturally embedded limitations intact in the host country as well. Also, the number of male students was high in terms of enrollment in the higher educational institutions in London.

The study was also confined to further shed light on the adjustment issues of the Pakistani born postgraduate students while excluding the British born Pakistani postgraduate students. The reason to do so was to focus on those Pakistani postgraduate students who took their previous education in Pakistan and were brought up in the context of Pakistani culture. This demarcation truly helped the researcher to be fully focused on a specific group of people under study. The study proceeded with the following objectives

1.4 OBJECTIVES OF THE STUDY

The study focused on the following objectives:

1. To find out the Socio-economic and Cultural characteristics of the respondents studying abroad;
2. To assess the status of adjustment of Pakistani Postgraduate Students in London;
3. To examine the factors facilitating and obstructing the adjustment in new conditions;
4. To measure the association between status of the adjustment of Pakistani students with the facilitating and obstructing factors; and
5. To suggest recommendations on the basis of study findings

1.5 METHODOLOGY

Due to the unknown population in the study area, snow ball and accidental sampling procedures were adopted for the collection of data from the available respondents studying in various higher educational institutions in London. The reason of choosing the aforementioned tools for data collection could be attributed to the strict policies of the UK higher educational institutions who avoided while providing the details of the international students (Pakistani Students) enrolled with them in various programs of study. A comprehensive questionnaire was designed and pre-tested before actually initiating the data collection from the informants in the study area.

1.6 OUTLINE OF THE THESIS

Chapter 1 provides an overview of the main research problem. Existing research on Cross-cultural adjustment, statement of the problem and justification of the study are discussed and objectives presented. Chapter 2 is comprised of the review on Cross-cultural adjustment in general literature. The main purport is to highlight the cross-cultural adjustment of international students in the context of previous research done in the debated field. The related variables and concepts are discussed. Chapter 3 presents structure, plan and strategy of the research. Chapter 4 presents the analytical description on the acquired data. Furthermore, results are expressed through tables after applying suitable tools for the analysis of data and interpretation made on the observed results. Chapter 5 provides summary of the research, its key findings and contributions, and practical implications of the study. Also, suggestions are offered in the best of Pakistani students' smooth adjustment in the cross-cultural transition.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FOUNDATION

2.1 Introduction

An extensive review of literature is worthy both while opting a befitting analytical framework as well as studying pertinent background knowledge of the problem for either of the research activity. In this section relevant studies on cross-cultural adjustment of international students were visualized. Numerous imperative studies conducted around the world, having direct or indirect association to the problem, have been mentioned in this section.

Though, a great deal of research has been conducted on international students' adjustment issues in the host country (Ward, Bochner, & Furham, 2008; Olives & Lee, 2006; Tomich et al., 2000; Senyshyn et al., 2000; Volet and Ang, 1998; Choi, 1997; Smith et al., 1998; Chalmers and Volet, 1997; Xiang et al., 1997; Suen, 1998), the paucity can still be felt regarding the meticulous literature could contribute to the solid outcomes (Yoon & Portman, 2004; Andrade & Evans, 2009; Sodowsky & Plake, 1992; Sodowsky & Plake, 1992; Yoon & Portman, 2004; Andrade & Evans, 2009). The conspicuous tendency of international students to pursue higher education abroad and internationalization of the universities in the major educational providing countries like USA, the UK, Australia, etc. validate the above emphasis (Wan et al., 1992: Xu, 1991; Senyshyn et al., 2000; Maxwell et al., 2000).

The concentration to study international students' adjustment empirically started in the 1950s with the flourishing circulation of international students taking admission in foreign universities (Araujo, 2011). The initial research in the 1980s mainly focused on acculturation of student experiences regarding adaptation to the new environment (Furnham & Bochner, 1986; Berry, 1980). More recent research concentrated on stress and anxiety experienced by international students. And the aim is to suggest possible measures in the best adjustment of these sojourners in their new environment (Ward et al., 2008, p.146). Previous research has though highlighted some of the variables through

their findings (i.e., length of stay, English language proficiency, marital status, social support, homesickness, country of origin, previous international experience), in the words of Chen (2001, p. 19), "however, the way in which such factors interact and impinge upon the individual experiences is not well defined", and needs more in-depth review due to the reason these variables have not been defined properly to clarify their relationship with the international students' sojourning experiences (Chen, 2001).

While the contemporary researchers (e. g., Tomich et al., 2000; Senyshyn et al, 2000; Volet and Ang, 1998; Choi, 1997; Smith et al., 1998; Chalmers and Volet, 1997; Xiang et al, 1997; Suen, 1998) focused on variables other than the above, (i.e., age, personality, gender, cultural similarity/dissimilarity, social connections, preparation for study abroad, language, length of residence, specific problems encountered) to further investigate into international students' adjustment process. Though, many researchers in their review highlighted these factors which to the researcher require more detail in light of the research work done in the recent time in the debated field. As according to Chen (2001), to adjust in a new environment, depends a lot on the above mentioned factors. While according to Hu and Zhe (2013) it is worthy to identify those factors which may help or hamper adjustment process of international students in a new environment.

Variables (i.e., gender, age, cultural similarity/dissimilarity, language competency, social support and social interaction, length of stay, academic achievement, psychological adjustment, religious adjustment, perceived discrimination, preparation for study abroad, specific problems encountered) that emanate as conspicuous factors of adjustment, and concepts (i.e., the concept of culture, the concept of adjustment "Cross-Cultural adjustment", the concept of culture shock and culture shock and international students) have been highlighted from the holistic perspective in the best of the international students' sojourners in their adjustment process in the current literature review by the researcher. As Anderson et al. (2009) asserted that to judge student sojourners adjustment issues, five aspects are of major consideration: "Psychological issues (e.g. homesickness, isolation, loneliness, hopelessness, helplessness, frustration, depression), academic issues (e.g. language and communication, difficulty in adjusting to the academic culture, use of library structures and services), socio-cultural issues (e.g.

culture shock, cultural fatigue, racial discrimination), residential transition challenges (e.g. counseling and health services, documentation issues, dietary restrictions) and career development issues". The variables and concepts are elucidated as followed;

2.2 Gender

The adjustment process in the context of gender differences was first coined by Fong and Peskin (1969). In their research on the gender issue (e. g., Kim, 1988; Hutley, 1993; Senyshyn et al., 2000) asserted that adjustment is more difficult for the females as compare to males due to the reason they are strained with more problems, while it is always presumed that males are usually more comfortable and bold finding themselves in an unfamiliar environment (Andrade, 2006), and hence avoid many problems encountering in the adjustment process. It has been supported by Fong and Peskin (1969) asserting that female students usually are encountered with more problems as compared to the male students while the same has been highlighted by Hutley (1993) in his research based on the adjustment problems of adult international students. Misra et al. (2003) in their study conducted on the students' sojourners abroad, revealed that women's response both psychological and emotional in respect of experiencing various stressors in the transitional period was observed very high (Misra et al., 2003), and comparatively to their counterparts, the female students found themselves homesick and solitary in the new environment (Rajapaksa and Dundes 2002). While Summer et al. (2008) did not find any association between the depression and frustration level of students sojourners belonging to different gender. According to Ying and Liese (1994) the scenario for literate women regarding the adjustment in the new environment has been changed now and they don't find it a very difficult experience parallel to their counterpart as in their findings the Taiwanese Postgraduate Students (TPSs) studying in United States of America did not show any such considerable gender differences.

Though, there seems to be inconsistency regarding the association of demographic attributes (i.e., gender and age) of the students with that of academic achievements as per mentioned in various research studies (Li et al., 2010). As mostly studies conducted in the field argue that men perform better in academics by securing

high marks in some of the subjects like economics (i.e., Anderson et al., 1994) while no such significant difference regarding gender effect has been reported in some of the studies (i.e., Rhine 1989; Haslberger, 2007; Maliha). But, contrary to the above findings, some of the researchers noticed women doing remarkably well in the same subject (i.e., Williams et al. 1992).

Nonetheless, there seems to be a dearth in the evaluation of gender differences regarding adjustment of international students in a new environment (Yusoff and Chelliah, 2010). As Mallinckrodt and Leong (1992) perceived that in the adjustment process in a new environment gender plays indeed a very vital role.

2.3 Age

The study of Tomich et al. (2000) reflected the importance of age regarding adaptation to a new environment. As according to Hutley (1993) among the barriers in adjustment process, age places at the highest rank that hampers adjustment. Contradictory findings have though been noticed regarding the age factor related to adjustment process (Li et al., 2010). As in their study Gaither and Griffin (1971) discovered that older students encountered more problems than their younger counterparts during their adjustment process. The same has been concluded by Han (1975) stating that students over 30 years old experienced significant problems in their academic adjustment as compare to the younger students. While Clark and Ramsay (1990) concluded a negative relation regarding age differences with that of doing well in the academic. Though McInnis et al. (1995) asserted that older students are to be expected performing better than the younger students.

Chen (2001) in her study determined that older Chinese students were found facing more problems than their younger counterpart. She further asserts that as due to their older age, the TPSs are to be expected looking after their families and arranging for the finances along with other tasks to be accomplished, their interaction with the locals is usually found less. They are more likely to encounter health issues and problems concerning their mate's adjustment along with child care.

Interaction between expatriate and host country has also been attributed as one of the influencing factors of adjustment by Tomich et al. (2000). They further state that the speedy and easy adjustment is more favorable to a younger sojourner. Relationship between language proficiency and age has also been underlined by some of the researchers (i.e., Jalili-Grenier and Chase, 1997; Philips and Hartley, 1990; Smith, 1999). Variation in the level of anxiety related to age has been proposed as a contributing variable in adjustment by Sumer et al. (2008). As to them, highest ratio of anxiety was found among older students for which they have mentioned reasons such as conservative and traditional attitude of older students by not accepting norms and values of the host country and remain stagnant while accepting the change.

2.4 Cultural Similarity/ Dissimilarity

According to Li (2010), norms and values vary among cultures and therefore, it is considerable to understand student sojourners' cultural demands due to the fact there is dissimilarity between cultures of their own with that of the host. Moreover, it is even hard for international students to share their personal matters openly with locals due to cultural differences (Zhai, 2002). Allport (1979) emphasized over the importance of knowing about the existence of cultural dissimilarities around the globe by an international student regarding adjusting to a different cultural environment while having a peculiar ethnic and cultural background. This has also been supported by Chen (2001) stating that it is cultural background of the student sojourners which has a remarkable role in the adjustment process. As according to researchers (e. g. Hutley, 1993; Surdam and Collins, 1984; Furnham and Bochner, 1982; Sodowsky and Plake, 1992) similarly in culture (i.e., norms, values, rituals, beliefs and social system) helps an international student adjusting to a new environment with more ease. While contrary, dissimilarity in culture hampers smooth adjustment in the host country. According to Sadrossadat (1995), greater the cultural similarity is; uncomplicated will be the adjustment process. Chen (1996) explains adjustment issues of international students in the host country in terms of "Outsider" and "Insider". She has emphasized over the change international student should bring in his/her attitude from "outsider" to "insider" with the help of class-mates, friends, and instructors.

Ward et al. (2001) mentioned in their findings importance of cultural distance that exists between the host and home culture and which has an affect over the adaptation process as, the greater the cultural distance is, the more difficult is adjustment process. The findings of ward and Kennedy (1993) justify the above statement by illustrating that Chinese students experienced terrific problems adjusting themselves to life in New Zealand as compare to Singapore. Sodowsky and Plake (1992) discovered that comparatively to the African, Asian and South American students, the European students found it feasible to relocating to the United States. Researchers (e. g. Babiker et al., 1980; Sodowsky and Plake, 1992; Furnham and Bochner, 1982; Ward and Kennedy, 1993) maintained that much is found common between the Europeans, Americans and British in terms of norms and values, cultural traits and beliefs which make adjustment process more easy. Berry (1997) suggested that those international students with integrative acculturative approach, understanding and valuing the culture of their own and the new one, will feel lesser adaptation stress. While conversely, student sojourners who are stick to their own culture and not accepting and understanding the values of new culture and remain isolated will feel higher acculturation stress.

Personal aspirations and quest of some of the student sojourners pursuing higher education abroad are to experience a new environment totally different from their own back in home (Senyshyn et al., 2000). According to Chen (2001), the UK culture for the TPSs is far different in terms of norms and values, rituals and behavioral pattern that validate the importance of cultural variables in the adaptation process. Hofstede's (1984) findings supported the above situation regarding the difference found in cross-cultures in terms of collectivism and individualism. Hence, the East Asians are mostly inclined to a family as well as group oriented pattern (i.e., collectivism), while people in Canada, America and Europe contemplate toward individualism that further highlights the phenomena of variation existing around the world. Forland (2006) proclaimed that most of the studies conducted on international students' adjustment to the UK focused on the East Asian students who belonged to a culture where the tendency is toward collectivism and where educational attainment is calculated in relation to reproducing knowledge while when these students move to the countries like the UK, where individualistic

culture is in practice and the educational attainment is evaluated in terms of critical analysis, hence there is no doubt these students on their first exposure may encounter a culture shock. Watson and Lippett (1955 in Church, 1982) are with a view that adjustment difficulties usually appear when there is a conspicuous difference between host and home culture and to accept these differences with personality traits originated in the culture opposed to the current one, becomes a cumbersome task.

2.5 Language Competency

Language has to be assumed as one of the major barriers encountered by an international student while embarking to an alien land (Yieh, 1932; Fatima, 2001; Parker, 1999; Chen, 1996; Meyer, 2001; Tomich, McWhirter, and King, 2000; Trice, 2003). A considerable research has been carried out on language competency regarding adjustment to both the academic settings and social integration. Regarding importance of proficiency in a second language, researchers (e.g. Mallinckrodt & Leong, 1992; Constantinides, 1992; Antwi and Ziyati, 1993; Wan et al., 1992; Surdam & Collins, 1984; Chen, 1996; and Ward & Kennedy, 1999) have widely considered language competency as one of the vital components for international students in their adjustment abroad. As they discovered that the major difficulty encountered by these student sojourners was communicating properly in the academic arena. While these challenges were observed due to lack of vocabulary, difference in accent and pronunciation, and understanding of the slang words (Sandhu, 1991). Zhou and Chen (2012) found that English language deficiency was among the prominent problems faced by the Mainland Chinese Students in South Australia. The difficulties they encountered have been enumerated as follow; fast delivery/speech of the locals, ambiguous accent and queer enunciation which some time put them in a bewildering situation.

Poyrazli and Kavanaugh (2006) asserted that those international students in the USA, who secured low grades in their academics, were due to their insubstantial English competency and were struggling to adjust in social environment as well. According to Chen (1999) and Mori (2000), language limitations especially in the academic settings impede comprehending the lectures, writing assignments, verbal and written examination

and capability and confidence to ask questions during the lectures. Similarly Poyrazli and Kavanaugh's (2006) findings indicated that international students' academic adaptation was greatly influenced by their English proficiency. Zhai (2002) concluded that both, linguistic and communicative incompetency, were found to be one of the troublesome issues faced by the student sojourners in their cross-cultural transition. Similarly in their qualitative study, Poyrazli and Grahame (2007) observed that prior consideration was given to English proficiency throughout their involvement in their studies by international students.

Chen (1996) commented that due to the language deficiency and heavy academic demands, it was impossible for international students to establish relationship with locals and thus felt lonely. The findings of Schutz and Richards (2003) are consistent with the above conclusion. They asserted that poor communication skills of international students impeded their intermixing and establishing friendship with locals in Canada. Chen and Mori (2000) have also supported the above by stating that developing friendship with non-natives in a social environment by an international student can also be hindered by the language deficiency. While Barrat and Huba (1994) explicated that those student sojourners possessing high level of language proficiency were more confident and positive in respect of establishing interpersonal relations with non-natives. The findings of Poyrazli, Arbona, Nora, McPherson, and Pisecco (2002) are congruent with the above as they described that English language proficiency of student sojourners indicated their smooth adjustment, both socially as well as academically, and especially establishing relations with locals.

According to Andrade (2006) language deficiency may be sometime embedded in the cultural outlook of international students while perceiving the world. Some of the research studies concluded that some international students, by dent of their involvement, efforts, learning patterns and self help approach, managed to subjugate the language limitations along with social as well cultural consciousness. While Dillon and Swann (1997) maintained that due to lack of reliance in their language competency, the East Asian students mostly felt insecure. This has been supported by some of the researchers (e. g. Hutley, 1993; Stafford et al., 1978; Tompson and Tompson, 1996) commenting that

it is due to lack of confidence of students sojourners over their language competency/ capabilities which obstructed their smooth adaptation. Chen (2001) concluded her own experiences while explicating that language competency was a major concern in respect of her adjustment. She further illustrated that her previous study was in Chinese and now she was supposed to translate everything into English which was quite a cumbersome task especially during her participation in group discussion. According to her, "she has the ability to have a profound explanation in the same subject prior the language is of her own (i.e., Chinese)". While according to Wisker (2000), postgraduate students are presumed to comprehend and articulate their conceptions keeping their own standards of work in mind however, in case of second language it is quite strenuous.

Also due to the language limitations, international students develop misunderstanding and confusion with the non-natives in the initial few weeks, and sometimes, in months. Despite knowing the host country's language, some of the distinguishing features such as intonation, sense of humor and context were often misunderstood by the international student sojourners in their very early days. Giving example of one of their participants, Hartshorne et al. (2007) argued that the student was with a view that while listening to the American students telling jokes, we though don't understand the humor exactly but can presume what they are actually talking about.

Varying conclusions have been drawn by the researchers comparing different groups of international students in respect of language competency with that of academic achievements (Andrade, 2006). As a study conducted in Canada found that despite both the undergraduate as well graduate international students experienced language limitations, the undergraduate students were at par with native English speakers regarding the observed results in exam by securing the same GPA while the graduate international students GPA was lower as compare to the native English speakers. Poyrazli et al. (2001) concluded that GPA of Turkish International students was concerned with their age and English proficiency, as according to them, the senior Turkish international students had a higher GPA as compare to their counterparts. Poyrazli et al. (2002) concluded in their study working on the relation of language proficiency with that of education, developing social relationship with the Americans and cultural adjustment of international students,

that English competency of the students led to achieve success in the above mentioned areas. Likewise, Mittal & Wieling (2006) in their qualitative study, based on doctoral-level student sojourners, discovered that there was a profound effect of English language competency on the adjustment of these internationals students. Swami et al. (2009) discovered that adjustment of the Malaysian students possessing greater English competency was high in the UK. Hence, the mastery one got over the host country's language; smooth and substantial is to be the adaptation process (Tomich et al. 2000; Suen, 1998; Cui and Awa, 1992).

International students with substandard English competency, especially in speaking and listening, felt strained to adjust into the social environment while understanding the accent, colloquial language and sense of humor of the Americans, as mastery over the English language is a pre-requisite to participate competently both socially as well as academically (Huntley, 1993). Likewise, Zhang and Goodson (2011) discovered in their systematic study that both psychological as well as socio-cultural adjustment of internationals students relied on their English language competency. Moreover, the acculturative stress and anxiety was correlated by many researchers to the poor language proficiency of international student sojourners (Dao, Lee, & Chang, 2007; Duru & Poyrazli, 2007; Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004; Sumer, Poyrazli, & Grahame, 2008; Yeh & Inose, 2003). Poyrazli, Kavanaugh, Baker, and Al-Timimi (2004) found that the rate of acculturative stress was lower among those international students who were competent in the English language. Similarly, Dao, Lee and Chang (2007) in their findings indicated that Taiwanese international students with poor language abilities were more vulnerable to a depressing situation. This has further been supported by Sumer, Poyrazli and Grahame (2008) who found in their study that international students having insufficient language proficiency encountered higher level of stress and frustration. Finally, Kwon (2009) in his findings extended that students with English as a second language felt solitary and were being daunted in the English speaking classes.

2.6 Social Support and Social Interaction

According to Hartshorne et al. (2007), lack of social support and social interaction as one of the impeding factors in smooth adjustment of international students have been highlighted in many empirical studies. Zimmerman (1995), Surdam and Collins (1984), Boyer and Sedlacek (1986) and Bunz (1997) discovered that most of the international students move to another country in pursuing higher education without their family members, friends and even natural support system. While Aycan (19997), found that international students may need for the support of their family members who have been left behind after embarking to a new country. Furthermore, this may lead to homesickness and solitude which has an adverse affect on the goals achievement abroad (Flytzani & Nijkamp, 2007). These expatriates are expected to encounter family related issues in their adjustment process. Dee and Henkin's (1999) findings are consistent with the above as they emphasized that support services are valuable for the international students to combat the hindrances faced by them in a new environment. Moreover, social support in the domain of academic environment is indeed essential keeping wellbeing of the student sojourners in mind (Mallinckrodt & Leong, 1992).

Help seeking behavior by the student sojourners has to be attributed as of special interest to many researchers while inconsistency has been observed debating the issue. As according to some of the researchers, counseling was a vital service for international students (Johnson, 1993; Dalili, 1982). While Schneider & Spinler (1986) and Surdam & Collins (1984) asserted that international students were not consistent in using the student services rather they valued friends and relatives in respect of seeking help. Most of the international students either confined their problems and issues to themselves or preferred to share and seek help from their compatriots, as they presumed that the student services staff was unaware to the problems encountered by them (Schneider & Spinler, 1986; Johnson, 1993). In his findings, Zhai (2002) explored that the student sojourners approached their family members and friends, class-fellows, office of international education, teaching faculty or academic advisor for sharing their personal problems and seeking help and guidance. Furthermore, they were strongly associated with their compatriots and remained aloof from the American students. While two of the participant

students stated that they were frequently interacting with the American students in America.

However, according to Al-Mubarak (2000), Zhou, Frey & Bang (2011), many researchers found that international students resort through the university and larger community to seek support regarding overcoming the problems encountered such as approaching the international students' club, international office, trusted academic advisors and the academic services in shape of computer labs & tutoring services. While in their studies (i.e., Alazzi & Chiodo, 2006; Choe, 1996; Furnham & Alibhai, 1985; Hayes & Lin, 1994) found that coping with the social, academic and emotional problems in their cultural adaptation process, student sojourners preferred to develop a support network comprised of compatriots and friends belonging to the same cultural background.

Overall, the student service source was hardly used by international students, mostly due to unawareness. While this attitude is not unique as this practice has been highlighted by some of the researchers particularly in case of personal counseling services (Surdam & Collins, 1984; Johnson, 1993). Walter (1978) describing the findings of Sundberg that international students are expected to share their personal problems with other international students than the professionals while this may hinder smooth adjustment in the new environment and may lead to lack of confidence and independence an international student may develop. Zhai (2002) from his student participants discovered the reason they were seeking help from their compatriots, uttering that their compatriots were from the same cultural background, their language was the same, as well as they encountered almost the same adjustment problems and, therefore, were the most suitable source for seeking help. Schutz & Richards (2003) found that poor English language competency and the sense of being in minorities in an alien environment impeded in the way of establishing friendship with the Canadians by international students.

While Al-Sharideh & Goe (1998) in their study discovered that personal adjustment of the student sojourners had a close link with their compatriots and American

students. As highlighted in the previous studies, Park & Raymond (2004) are with a view that to establish such attachment between the locals and foreigners is not that easy. Bochner, Hutnik & Furnham (1986) argued that to expect that students belonging to different cultures would abruptly develop strong and everlasting friendship would be a wrong assumption. Rather researchers (e.g., Tanaka, Takai, Kohyama, Fujihara and Minami, 1997; Nowak, Weiland and McKenna, 1998) discovered that most of the studies on the social support maintained that international students rely more to develop close association with those having ethnic similarities and with fewer mixing of cultures. The previous study discovered that international students who were more actively involved in leisure activities with the American students, adapted to the American culture more easily as compare to those who were confined to their compatriots (Surdam & Collins, 1984).

It is surprising to know that though, the cultural diversity in terms of students folk belonging to various cultural backgrounds in the universities has been highly projected, literature review proclaims that students' cross-cultural interaction is alarmingly low (Burke, 1986; Schram and Lauver, 1988; Volet and Pears, 1994, 1995; Mullins, Quintrell and Hancock, 1995; Nesdale, Simkin, Sang, Burke and Fraser, 1995; Todd and Nesdale, 1997; Volet and Ang, 1998; Bochner, Hutnik and Furnham, 1986).

According to Hecknova-Alampathy et al. (2002), as compare to the local students, international students had a lesser level of social support due to the reason they had left their family and friends back in home country. Furthermore, they assert that those international students who were actively involved in constant interaction with the American students experienced greater adjustment in their new environment in USA. While small was the number of international students who developed friendship with local students and the reasons were either meager opportunities or the choice of preference to have friendships with their counterparts. Self-efficacy was attributed in the above mentioned process as a buffering element in the adjustment process (Andrade, 2006).

Fatima and Meyer (2001) argued that interaction plays a major role in the adaptation process of international students in a new country, as interaction both with the

spouse and friends was discovered beneficial to avoid stressful situation. And which in turn helps in smooth adaptation process in another culture (Misra et al., 2003). Bandura (1977) described the importance of interaction both in the academic (i.e., with the teachers and classmates) & in social environment (i.e., with the host nationals) in a smooth and comfortable adjustment to the host culture by student sojourners. The findings of Church (1982) are congruent with the above conclusion by asserting that more the strong interaction of international students with their host; more effective will be the adjustment process. Though, to have a profound social interaction with the locals is indeed a very tough task, however, it enables the student sojourners to understand the new culture in probe and adjust in it accordingly (Li & gasser, 2005). But generally it has been discovered that level of social interaction between international students and local students is very low despite these sojourners aspire to have frequent communication with the locals which is though not always in practice (Church, 1982; James & Devlin, 2001; Daroesman, Looi, & Butler, 2005; Rosenthal, Russell, & Thomson, 2006).

It can be generalized that due to the family support, married international students feel less homesickness and isolation than their single counterparts, yet the single internationals students are well adapted to the local community than their married counterparts. Hence, married student sojourners are assigned with multiple roles to play that can be associated with the anticipated stress experienced both in family life as well as in academic environment (Huntley, 1993). Though it has been argued that married international students' academic achievements have been found high as compare to their unmarried counterparts (El-Lakany, 1970), as they are fully contented with their personal experiences in America (Siriboonma, 1978) and felt the effect of major problems as very low comparatively to their single international students, as it's the family which serves as a social motivation as compare to the society outside home (Han, 1975). Similarly, Zhou (2010) argued that those student sojourners accompanied by their spouse or other family members will feel less depression and anxiety as compare to those who have a solitary life in a new environment. Meloni (1986) asserted that it is usually difficult for the student sojourners to establish friendship with the Americans and thus causes stress to

them while adjusting to the American culture. Moreover, they don't prefer to consult either counselors or Psychologists.

Social support as a vital element in buffering stress has been perceived a major resource in the stress and coping literature. This support can be sought through numerous sources such as friends, parents and other family members as well as teaching staff. Ward et al. (2008) asserted that achieving the psychological adjustment, the compatriots and host collaboratively can contribute to assist each other. One of the studies (i.e., Misra, Crist and Burant, 2003) highlighted relationship of international students' adjustment with factors such as academic stressors, life stress, reaction to stressors and perceived social support. They explored that higher life stress and lesser social support were responsible for the higher academic stressors among international students. Thus in their research (Yeh & Inose, 2003) found that the greater satisfaction level in respect of social support network proved to be a vital acculturative comfort. Likewise, Poyrazli et al. (2004) indicated that those student sojourners who had higher social support network felt lesser acculturative stress. The findings of Mittal and Wieling (2006) are consistent with the above as they asserted that social support both familial as well as academic helped in combating the level of stress by the internationals students.

Atri, Sharma, and Cottrell (2007) in their findings indicated a type of social support (i.e., emotional support) that had a pertinent relation to the expatriate's mental health. Similarly Dao et al. (2007) found that those international Taiwanese students who felt stress and depression perceived less social support. Furthermore, Sumer et al. (2008) in their findings argued that predicting depression is to be attributed to the social support as being a conspicuous contributor. To Searle & ward (1990), cross-cultural adaptation from psychological perspective could be attributed to the social support international students may receive. To cope with such adjustment difficulties, Choe (1996) indicated that some of the international Korean students used to go to the church frequently, whilst most of the Middle Eastern students sojourners got inclined toward religious practices to avoid frustration and anxiety (Alazzi & Chiodo, 2006). Rajapaksa & Dundes (2002) in their findings also highlighted the close relationship existed between social support with that of loneliness and homesickness regarding adjustment process of international

students in a new environment and found that international students experienced more isolation & homesickness than their local counterparts. They also emphasized that social support is very much helpful in the adjustment process of internationals students. Thus the importance of social support while coping with hindrances in the way of adjustment of international students has been conspicuous from the above literature (Jacob & Greggo, 2001; Wan et al 9992).

2.7 Length of Residence

Length of residence plays an integral role in cross-cultural adjustment of an international student, where adjustment and comfort are achieved with greater familiarity of the new culture (Adler, 1975; Ward, Okura, Kennedy & Kojima, 1998; Ward & Rana-Dueba, 1999). While length of stay relies on the aims or objectives an individual has to achieve in an alien environment (Chen, 2001). Longer the stay of an expatriate in a new culture; greater is the adjustment of him/her to it (Sodowsky and Plake, 1992; Ward and Kennedy, 1993; Ward and Searle, 1991; Tomich et al., 2000).

Several researchers (i.e., Jalili-Grenier and Chase, 1997; Philips and Hartley, 1990; Smith, 1990) in their findings discovered that the student sojourners length of stay in the host country has a positive impact on their language competency (Lou, 1989: 156-157). The findings of Bosher & Rowekamp (1998) are pertinent to the above results as they asserted that there was a significant association prevailed in the years of school as well as language proficiency of international student sojourners to do well in the academic settings. According to Poyrazli et al. (2001), GPA of international Turkish students was affected by the English language proficiency, age & duration of the study abroad. While assuming that getting language proficiency due to the length of stay helps international students to adjust fully to the new environment or is it because of developing understanding about problems encountered poses a serious question (Chen, 2001).

International students' acculturation in the U.S. was measured by Sodowsky & Plake (1992) in their study. They argued that those student sojourners who spent above

six years in America were highly acculturated to the U.S. than those students who spent either three to five years or less than two years. Similarly, in their findings, Abe, Talbot, Geelhoed (1998) discovered that those international students who had already spent time in America, showed greater adjustment results both socially as well as academically as compare to those who lacked that exposure. In their qualitative research, Mittal & Weiling (2006) maintained that student sojourners understanding in the U.S. has greatly been influenced by their length of residence. Furthermore, Trice (2004) in his study found that quick and comfortable integration with local American students by international students was related to their longer stay in the U.S.

Wilton and Constantine (2003) maintained that lesser stress and anxiety among international students was related to their greater length of residence in the U.S. Likewise, Ye (2006) discovered that as compare to the old international students, who stayed in the U.S. for considerable length of time, fresher were observed seeking online support from their compatriots.

2.8 Academic Achievement

Academic achievement is described as an evidence of learning evaluated on the grades students secure on their course completion such as GPA or required successful academic standards (Andrade, 2006). While academic adjustment according to Ramsay et al. (1999) can simply be defined as compatibility of student with his/ her academic settings usually interrogating issues such as study pattern, language competency, pre-knowledge about the host culture and educational background.

International students' achievement in higher studies has been intensively studied for the last 30 years (Head, 1990). While the learning outcomes of student sojourners have been attributed to their prior academic achievements (McKenzie & Schweitzer, 2001; McKenzie, Gow and Schweitzer, 2004). Furthermore, academic achievement is greatly affected by both the skills and practice of learning (Abbott-Chapman, Hughes & Wyld, 1992). While, according to Suseela and Selan (2011), academic achievement has been most prominent and major area of concern for the student sojourners.

International students perceived academic experiences to be more cumbersome and challenging (Kurman & Sriram, 1997). As according to Wan et al. (1992), these challenges can be observed in terms of time pressure regarding student teacher interaction, massive academic demands as well as social support mechanism, if provided by the foreign education institution, is usually not congruent to the international students' needs. Lin and Yi (1997) in their findings have highlighted various academic problems experienced by international student such as comprehending the lectures, understanding the tutor's accent belonging to different cultural as well as linguistic background, insufficient time for reading the text books, and due to the lack of ample vocabulary, it becomes arduous to articulate the knowledge they have. While to Meloni (1986), the conspicuous problems experienced by internationals students are English language competency, writing assignments and preparing presentations, participating actively in group discussion and understanding the lectures. Interpreting the previous literature, Samuelowicz (1987) enumerated the subsequent problems encountered by international students in a new academic environment such as English language competency, utilization of the social support mechanism effectively, adapting to the requirement of the Australian educational mode of study. Furthermore, she included two more problems in her findings such as impertinent study approach and being passive in the group discussion.

Zhai (2002) concluded that international students found adjustment to the American higher education as top most challenge. According to these students, they felt annoyance and anxiety during their study in America as compare to studying back in home while the reasons for the above situation were enumerated as followed: different teaching methodology, two-way student-teacher interaction, student's active involvement in the classroom and group discussion, intensive reading along with written as well as oral assignments, too much classroom activities, extensive reading outside the class and quick sessions of the classes. However, in his another study, Zhai (2004) discovered that during their adjustment process, international students reported that overcoming the heavy academic demands was indeed a very challenging task. Furthermore, a group of students from his participants indicated that academic stress was more considerable to

them as compare to the language competency. While according to Fitzgerald (1998) in one of the studies, student sojourners ranked English language proficiency as the third most problem encountered with a major concern to the pronunciation.

While to perceive that the academic experiences of the all international students during their cross-cultural adjustment are to be the same, will be unjustified (Chen, 2001). As Mehdizadeh & Scott (2005) discovered in their study that international students were satisfied with their supervisors' guidance and attention and perceived their tutors to be competent enough. Though, majority of the students found it hard to adapt to the British mode of study and were combating hard to the pressure of achieving the academic goals triumphantly. Furthermore, it is argued that the researchers mostly highlighted those international students (Non-native English speakers) who were intended to pursue their education in one of the prominent English speaking countries such as America, The United Kingdom & Australia, or even in countries where the medium of instruction is English. They are agreed over the premise that lack of English language competency has been felt by almost all the student sojourners. As according to Andrade (2006), student expatriates academic adaptation has a major concern with the language issues. While, despite of the fact that most of these student sojourners have qualified English language proficiency test (i.e., TOEFL or IELTS) one of the standards for a language competency being a prerequisite to get admission in these colleges or universities, it is argued that majority still are encountering language proficiency (Suseela & Selan, 2001). Similarly, Andrade (2006) asserted that to perform well in the academics by the student sojourners in respect of competing their class fellows, could not be associated with the TOEFL score. Despite the graduate student sojourners scored higher than their younger counterpart on TOEFL, speaking and writing were found hard to cope with by both these student cohort than listening and reading.

Contrary to the above conclusion, based on a premise that the academic achievement was not related to the language competency, adverse results have though been discovered by other researchers. As according to Stoynoff (1997) a significant association was found between TOEFL score of the international undergraduate students and their academic performance. Johnson (1988) established that GPA of international

students in terms of proficiency level was being anticipated by the TOEFL score. Those student sojourners securing low TOEFL scores could not cope with the heavy workload in terms of extensive reading and writing assignments and thus were less successful than those securing high score. Though, some courses such as Mathematics and laboratory courses may not need language proficiency for their performing well academically. Messner & Lin (1995) also maintained that the graduate student sojourners getting "A" grades had secured high score on TOEFL and those having "B" grades in their academics had low TOEFL score. Senyshyn et al. (2000) concluded that international students who scored high on TOEFL indicated lesser adjustment problems and were contented and positive as compare to those who secured low score, and thus supporting the construe that the "English language proficiency is related to adjustment".

To get smooth and comfortable adaptation to both the academic and social environment of the host country, it is worthy for international students to be dexterous in both conversational and formal language of that country as well. According to the findings of Huntley (1993), one third of the international students evaluated their overall performance as non-subsistent while on their embarking to a new country. Despite getting good score on the TOEFL by the student sojourners, their English language proficiency does not meet the standards required by these educational institutions in the U.S. Furthermore, to bring their language competency to a considerable standard, these student sojourners are expected to study an additional course of English language. While older students who are more susceptible to this situation rate their language competency of no use and this can be related to their background education back in home. Thus, this situation compels them to spend more money and time on the additional course of English language upon their arrival and hence they encounter stress and anxiety.

The academic achievement and the problems encountered by international students may also be associated with majoring in their chosen field of study (Huntley, 1993). Chongolee (1978) explicated in the light of his findings, that international students who have majors in engineering showed greater performance, with physical science majors at second and biological science majors holding third position. While lesser academic performance was noted in the social science majors. He further stated that the

above result can be correlated to the need and utilization of language skills in each of these major, while it can be asserted that social sciences demand for more language competency. Thus, it can be observed that most of the international students chose to major in science and technology with a notion to secure high grades with less language proficiency requirements, further added.

It is expected from international students that they ought to be competitive academically, while most often they are observed not to adapt to the collaborative learning methods being followed in the American graduate schools (Parker, 1999). According to Aubrey (1991) international students mostly feel stranded to get adapt to the teaching methodology being followed by the foreign universities. Through illustration it is further explored that those international students whose background education pattern back in home encouraged them to learn by memorization find it troublesome to adapt to the Western study pattern where emphasis is put on developing critical thinking.

It has been reported through a wide research that mostly the Asian students are overwhelmed by many problems during their academic adjustment that are being perceived by them as of independent way of study, non-supportive and non-serious attitude of the tutors (Smith and Smith, 1999, p-66). Also, the Asian (in this case, Chinese) students were recognized possessing passive attitude regarding classroom activities. They could hardly participate in group discussion and kept refrain of posing any question or answering any question if being posed (Li et al., 2010). Zhao (2010) also supported the above by stating that the academic environment in Asian countries is teacher-centered as compare to the pattern being followed in the Western (i.e., independent-self motivated system). Unsurprisingly, the Asian students mostly feel abashed and remain inactive to respond to the gestures posed by the instructor after his/ her monologue. That is why due to these culturally embedded academic differences, the Asian international students in American academic settings were observed mostly "invisible" either in the class or outside of the classroom and thus more susceptible to feel solitary in the host country.

Samuelowicz (1987) attributed the learning approach of the international students, specifically of the Asian students, as of learning by recitation or extremely dependent on memorization than conceptual clearance and critical thinking. Also, the international students' inactive participation in group discussion has also been attributed to their culturally embedded education system (i.e., teacher-centered) back in home. This has been supported by Heikenheimo (1996) while stating that most of the education system of the Asian students back in home develop passive attitude to participate in the class as well as in group discussion and thus these students can't cope to adjust to the educational as well as cultural system of the U.S. They feel distress if being demanded to be active in classroom activities, give oral presentations or if asked with questions.

Informal interviews were conducted by Liberman (1994) in his qualitative study from 682 Asian international students in the U.S. regarding their educational experiences, where the respondents reported that they felt highly overwhelmed to adapt to the interactive teaching mode & critical thinking approach to learning, though they were contented with this constructive approach of learning. They also felt it strange to observe the informal student teacher relation and a hint of no respect toward the teachers by the local students.

Meloni (1986) on the basis of his findings concludes that for the international students from countries like Middle East, Iran and Afghanistan, the overriding importance was Academic achievement while the English language competency was a major concern such as attempting the written examinations, articulating the knowledge in English, doing presentations and getting notes. Giving more details he further explained that among one of the major problems encountered by the Arab international students is writing an assignment which can be related to their background educational system that refrained them of developing such skills. Moreover, the choice of selecting a course by the students themselves, in a course elective system, is also one of the problems experienced by the Arab student sojourners. It can be related to the pre-structured programs that are followed by the Arab educational institutions and thus these students are wayward to point out their major area of study unlikely done by their American counterpart. It put them in an embarrassing situation while the choice of decision is

vested in them by their relative advisors. Plagiarism is another academic difficulty encountered by the Arab international student either writing an assignment or report because they are totally alien to the critical and technical writing skills, due to the reason they usually rely on the cut and paste analogy, further explained.

Though, findings of Waykins & Biggs (1996) in Hong Kong are contradictory to the above stereotype that Asian students are tended to be inactive and rote learners. They argued that as compare to Western students, the Chinese students proved to acquaint more deep conceptual clearance. Solmon and Young (1987) concluded that as compare to their American counterparts, the graduate student sojourners were consistently showing high quality in academics while Goodwin & Nacht (1983) maintained the claim of well reputed U.S. educational institutions that "the foreign students are consistently among the best on campus"(p. 37). Kenneth Rogers, the Director of International Services at Indiana University, validated the above statement while characterizing international students as "academically low-risk students, less likely to perform at a below-average level in the classroom and more likely to attain their objectives in less time than non-traditional students" (Allemeh, P. 11). While in their publication in 1972, National Association for Foreign Student Advisers (NAFSA) characterized student sojourners as being "perceived by their departments to be among the best and poorest of their graduate students, more successful as research assistants than as teaching assistants, more theoretical and analytical than United States students, and more industrious and hard-working than United States students" (6).

According to Gilbert (2000) international student sojourners encounter "academic shock" apart from culture shock while academic shock is a subset of culture shock and "is a case of incongruent schemata about higher education on the student's home country and in the host country" (p. 14). While academic culture shock is characterized in the context of learning environment in the educational settings such as mode of lectures, student instructor relation, system of education etc. Burns (1991) also emphasized the "study shock" international students are encountered with. Giving the reasons of this "study shock" he asserted that this may be possibly because of lack of critical thinking and technical writing skills, learning by rote, and incompetency to adapt to new style of

study. It is argued that those international students who did not get any exposure to the education environment apart from their own country may undoubtedly experience a drastic change while commencing their studies in Western educational institutions.

Smith and Khawaja (2011) asserted that almost all international students experience academic stress and is further exacerbated by the stressors namely language proficiency and academic adaptation in the new education system. Misra, Crist & Burant (2003) in their findings discovered that apart from the academic stress felt by international students in the U.S., these student sojourners came across various other stressors during their adaptation process to the new educational settings. Adaptation to the different teaching styles by the student sojourners in the host country, highlighted in two of the Australian qualitative studies, discovered that various acculturation stressors are confronted by the student expatriates in the education settings which effect their adjustment (Edgeworth &Eiseman, 2007; Townsead & Poh, 2008). Conversely, Misra & Castillo (2004) established that as compare to their American counterpart, international students indicated lesser academic stress and a lower response to other stressors encountered. While the academic stress can be assumed as a vital predictor of life stress encountered by the student expatriates (Smith and Khawaja, 2011).

According to El-Lakany (1970) international students who are either supported financially by the government or having other scholarships, prove to have greater academic performance. Though, most of the student sojourners lack sufficient finances with meager opportunities in the economic field in the U.S., due to the restrictions in the Visa. This further leads to a stressful and bewildering situation due to the reason these students are stranded badly by the heavy academic workload to be covered in a very short time.

While volatile findings have been observed regarding the influence of age on the academic achievement (Huntley, 1993). Hj; Zainuddin (1974) asserted that academic performance of the younger international students was discovered remarkable, while the researchers (El-Lakany, 1970; Siriboonme, 1978) indicated that the older students performed well academically. Gaither and griffin (1971) found that lesser academic

adjustment problems were reported by the younger international students as compare to their older counterpart. The findings of Han (1975) supported the above conclusion who argued that student sojourners over 30 year experienced serious academic difficulties as compare to their younger counterpart.

In light of the problems being discovered by various researchers in their studies regarding the academic achievement of international students in the host country, various suggestions both, from the participant students and researchers have been extended to further facilitate the greater adjustment of student sojourners to the foreign educational institutions along with accomplishing their academic tasks successfully. Lee (1997) in his study concluded that international graduate students suggested for their teaching staff to bring modification in the teaching style. The students suggested that "class professors write key terms and assignments on the board, speak more slowly, provide background information, use examples that could be understood by all students, recognize symptoms of culture shock, make expectations clear, provide models of the type of work expected, check for comprehension of announcements, give students time to reflect before answering and avoid slang". While Li et al. (2010) in their conclusion suggested that it is the core responsibility of the host country educational institutions to understand and acknowledge the learning behavior of student sojourners in respect of their academic achievement so that they may be facilitated accordingly. Nasir (2011) also suggested that the awareness may be created among international students regarding the host culture through orientation classes and proper social activities. Furthermore, it is worthy to understand various problems encountered by international students in their adaptation by these foreign higher educational institutions. Also, a necessary assistance may be extended to help these international students achieve their goal triumphantly in an alien environment, as these student sojourners are confronted with both cultural as well as psychological problems which has an adverse effect on their academic performance.

2.9 Psychological Adjustment

The Psychological issues such as stress, frustration, depression and other emotional challenges faced by international students during their educational adjustment

have been underpinned by most of the researchers (Alazzi & Chiodo, 2006; Chen, 1999; Constantine, Kindaichi, Okazaki, Gainor & Baden, 2005; Dao, Lee & Chang, 2007; Heggins & Jackson, 2003; Lin & Yi, 1997; Nilsson, Butler, Shouse & Joshi, 2008). While the so called trivial cultural differences that causes mental anguish, has been mostly felt by student sojourners in the host country and this can have a considerable emotional influence on them (Gebhard, 2012). While Fisherman (1989) defined Homesickness as "a cognitive-motivational-emotional state".

According to Spencer et al. (2006), psychological adaptation can be judged in terms of stress and coping viewpoint. Encountering psychological problems such as stress and anxiety, cannot be circumscribed to international students only (in this case, Chinese international students) rather it is indeed a very common phenomena being experienced by almost all the students. Giving example of the British students who are intended to move to the university, Spencer et al. (2006) argued that it can be assumed as a vital adjustment concern for them in terms of getting maiden exposure to a life without the support of family, getting adjustment with strangers in sharing accommodation, learning household activities such as cooking and cleaning, coping with financial encumbrances and discovering the specifications and expectations of the concerned educational institution. Quoting the words of Spencer et al. (2006, p. 2), stating that "all of these adjustments can take their toll in terms of general psychological well-being, and so the students can become stressed, anxious and may be depressed".

Poyrazli and Lopez (2009) while comparing the levels of homesickness between international students and host students concluded that the level of homesickness was indicated high by the student expatriates as compare to their American counterpart. Furthermore, this high level of homesickness among international students was attributed to their intrinsic levels of discrimination. Likewise, studying the incidences and determinants of two different groups of international students confronting homesickness, Tochkov, Levine, & Sanaka (2010) discovered that students from India indicated conspicuously a higher level of homesickness as compare to their American counterpart. While almost the entire participants reported a hint of homesickness. Though, it cannot be presumed that all student sojourners will experience it the same way during their

adaptation process as some of them may have speedy adaptation while others may be expected not to even adapt completely (DeCapua & Wintergerst, 2004; Gebhard, 2010; Purnell, 2000). However, concluding from the earlier studies Meloni (1986) asserted that homesickness, as a personal problem, was considered as the top most problem encountered by the student sojourners. This has been supported by Rajapaksa & Dundes (2002) on the basis of previous research arguing that isolation & homesickness were being experienced by almost all the international students. Thomson et al. (2006) asserted that international students in an alien environment are expected to confront homesickness and anxiety and this can be attributed of them missing their family and peers along with the familiar cultural pattern back in home.

Flytzani & Nijkam (2007) argued that international students may confront homesickness and isolation after the exciting and curious phase on embarking to a new milieu and hence their achievements abroad may be affected. While international students on exile are expected to encounter problems related to family such as students who are accompanied by their spouse or kids would experience fewer psychological stress than those who are lonely (Zhao, 2010). Furthermore, social integration and friendship with host nationals by the international students, according to many researchers, can be correlated with minor stress (e.g. Redmond & Bunyi, 1993), fewer psychological adjustment difficulties (Pruitt, 1978) while satisfactory friendship with the non-natives anticipate greater psychological adaptation among student sojourners (Searle & Ward, 1990).

According to Adler (1975) and Sorti (2001), routine work accomplished by international students back in home has been found troublesome in the new environment and due to various social, academic and most often, economic problems they may start experiencing various emotions such as anxiety, anger, feeling solitary, distressed and confused. This bewildering situation produces apathy and misunderstanding and thus the student sojourners abrogate these differences while it is argued that the emotional stability is attained and confidence is built after the gradual adaptation by international students.

International students while coping with psychological pressures and striving with cross-cultural adjustment tend to get failure in achieving their goals and objectives and hence become victim of depression. Holopainen & Bjorkman (2005) in their findings discovered that personal features of student sojourners such as competency to cope with stress played a positive and discernable role in the goal achievement abroad. Furthermore, Lin and Yi (1997) argued that most of the student sojourners indicated a hint of stress and depression. Lack of concentration and motivation regarding social as well as academic achievement have been noted as among the eminent reasons responsible for the above situation. Moreover, failure on the behalf of student sojourners to cope with these challenges in the process of adjustment make them unsatisfied and sometime they decide to quit. While Young-Chul (1996) stated that the student sojourners while experiencing stress and anxiety, isolation, homesickness and embarrassment in a host country, is exacerbated with the increase in their time length.

2.10 Religious Adjustment

The background of an individual belonging to a specific culture plays a significant role in his/her migration to a new society which may be either obstructing or facilitating. It may be because of the cultural influence, especially religion, because religion or schools of philosophy educates their followers in respect of world view and ideology that helps in shaping their personality and life style (Sadrossadat, 1995). According to Mehdizadeh & Scott (2005), religion has a significant effect on the adjustment of international students in a new culture. Every individual has a vision of awareness, either related to himself in respect of his attachment to the world, to his/her social class in respect of the roles and responsibilities, merits and demerits, awareness regarding those people being associated with through national and rational conjunction, common culture, history, language, traditions and literature, and his/her adjustment in it. And, on top of that his/her awareness in respect of his/her relation to Allah "God" (Motahary, 1989).

Islam is to be considered as a social religion (Alzokhrof, 32/43; Alhojorat, 12/49) while the adjustment process is the outcome of human participation and involvement in

social life. The religion Islam is being found to some extent at every nook of the world, embracing many cultures and nations. Quoting the words of Sadrossadat (1995), "the word Islam means 'submission' or the total surrender of oneself to God. A believer of Islam is known as a Muslim, meaning 'one who submits (to God)". Seeking knowledge and education are highly valued in Islam (Ahmad, 2003). They are considered vital components of the religion. In Islam, it has strictly emphasized over their believer to gain knowledge, both related to the religion as well as other areas of knowledge (Jawad, 1998). Islam values a qualified person and has sublimed his/her status. This is validated from the Quran which says "Allah endows a higher status on those who are knowledgeable" (Badawi, 2007). Furthermore, in Quran it is mentioned that "the Prophet recites unto people God's revelation; causes them to grow and imparts to them knowledge and wisdom" (Jawad, 1998).

Islam, without a shadow of a doubt, is a religion of adjustment and emphasis over the affair of adjustment to its followers through advice and counselling. Human beings, according to Islam, have both spiritual as well as material needs and their tranquillity and serenity stay alive because of the gratification of both their material as well as spiritual needs (Alfajr, 89/28). Islam is opposed to the phenomena of solitude and isolation when it comes to the individual in society rather emphasis to seek balance between the two aspects (Annour, 24/26, 37). According to the sayings of the Holy Prophet (PBUH), 'Momen' (i.e., believer) would turn sociable smoothly (Motahhary, 1971). Owing adjustment attitude along with no will are attributed to the poor adjustment and thus Islam directs human being not to be a conservative evaluator of the natural as well as social factors along with their dissentions and frustrations (Mesbah, 1991). The essence of Islam, for its followers, is an experimental process, developing and practicing shared norms and values, investing it with a meaning as well as coping with the social change. This enables him/her to evaluate the association between culture and religion and to comprehend that the intrinsic religious inclination is simultaneously a response of one's retrospective, motivation, behaviour as well as cognition. Consequently, it devises a code of personal behaviour that helps an individual in respect of his/her adjustment to the alien environment (Sadrossadat, 1995). According to Mehdizadeh & Scott (2005), religion has

a significant effect on the adjustment of international students in a new culture. In their findings they concluded that religion, according to the student respondents, was a vital source of spiritual support that facilitates the tranquil and smooth adjustment while combating the unwanted situation encountered. Moreover, due to the religious differences between international students' home country and the host country, adjustment of these international students both social as well as cultural becomes very much tedious and the rate of adjustment process is also very slow.

2.11 Perceived Discrimination

Encountering the discriminative attitude and behavior from the host nationals, has a negative effect on smooth adaptation to the alien environment by international students and has to be correlated with anxiety and depression, and poor Psychological well-being (Atri, Sharma, & Cottrell, 2006; Jung, Hecht, & Wadsworth, 2007; Wei et al., 2007); higher level of homesickness (Poyrazli & Lopez, 2007); discouragement of establishing close friendship with non-natives (Chen, 1999; Mori, 2000). While perceived discrimination, according to Araujo (2011, p. 5), refers to "one's interpretation of being subject to prejudicial treatment. With regard to student sojourners, it is often associated with ethnicity and regions of origin". As in their qualitative study Constantine, Anderson, Berkel, Cadwell & Utsey (2005) discovered that almost all the respondents belonging to Kenya, Ghana and Nigeria studying in the U.S. colleges, indicated perceived discrimination in the host country. Fatima (2001) has also supported the cultural discrimination as a major barrier. According to her, the discriminative attitude of Americans along with lack of know-how about the cultural background of international students make it difficult for the international students to get adjusted to the American culture easily.

Poyrazli and Grahame (2007) discovered that discrimination perceived by the international students was higher than their American counterpart. While the level of perceived discrimination and prejudice in student sojourners was predicted on the basis of race or ethnicity. This has been supported by Lee and Rice (2007) in their interview based research on the views of 24 international students enrolled in the U.S universities

that student sojourners from India, Latin America, the Middle East and Asia perceived notable discrimination in terms of getting a job in the employment settings, sense of inferiority, verbal insult as well as physical attacks. Similarly, Fatima (2001) stated that cultural discrimination is a major barrier in the adjustment as according to her, the discriminative attitude of Americans along with lack of know-how about the cultural background of international students, made it difficult for the international students to be adjusted to the American culture easily. This has been supported by many researchers (e.g., Sodowsky and Plake, 1992; Hanassab, 2006; Lee & Rice, 2007; Poyrazli & Lopez, 2007) establishing that comparatively to Europeans, international students from Asia, Africa and South America reported highly significant discrimination perceived in the host country. Furthermore, student sojourners, as compare to the permanent residents and visiting scholars, experienced high level of prejudice.

Referring the recent case of the Indian student sojourners as being harassed and attacked by a group of local nationals in Australia, is a manifest example of the presence of social as well as racial prejudice confronted by international students (O' Laughlin, 2010; O' Malley, 2010). Keeping in view the above tragic event it can be asserted that discrimination may lead to a serious destruction that develop fear and anxiety among international students while it can be argued that because of it a decrease occurred in number of the Indian student sojourners in Australia from July 2009 to October 31, 2009 tracing the same period back to 2008 (Harrison, 2010).

Conversely, Thomson et al. (2006) in their findings concluded that experiences of the international students regarding perceived discrimination and prejudice was remarkably positive.

2.12 Preparation for Study Abroad

By quoting a maxim that "Success occurs when opportunity and preparation meet", it can be argued that prior information and adequate knowledge about the host culture both, social as well as academic anticipate smooth adjustment in the new milieu. Suseela Malaklolunthu & Selan (2011) in their findings concluded that understanding and

information about the embedded characteristics of the educational settings in the host country help in the tranquil adjustment of international students in a foreign country. This has further been supported by Ying & Liese (1994, 1991) & Church (1982) asserting that those student sojourners acquainting themselves with the knowledge regarding the difference prevailing between the social culture and academic environment of the home country and host country or even developing a social support network before embarking to a new country, are expected to get smooth and quick adjustment than those lacking such prior knowledge and information. While Andrade (2006) argued that international students' lack of knowledge, both social as well as cultural, impede their smooth adjustment in a foreign country.

2.13 Specific Problems Encountered

Other factors discovered by various researchers in their study that caused barriers in the way of international students' adjustment in a host country are finding suitable accommodation, acclimatizing to the new environment, compatibility with various food and tastes and establishing relations in a new society (Nasir, 2001), health issues such as mental health and financial issues (Meyer, 2001), housing and transportation issues (Reiff, 1986), one's attachment to his/her home (Tomich et al., 2000), motivation, mental health, and financial concerns (Abe, Talbot, & Geelhoed, 1998; Chen, 1996; Dee & Henkin, 1999; Fatima, 2001; Heikinheimo & Shute, 1986; Kaczmarek et al, 1994; Meyer, 2001; Senyshyn, Warford, & Zhan, 2000; Tomich et al., 2000; Trice, 2004), loss of status or identity, accommodation difficulties, financial stress, dietary restrictions, safety threats (Anderson et al., 2009; Li & Kaye, 1998; Tseng & Newton, 2002; Meloni, 1986; Lin and Yi, 1997) misunderstandings, individualism and bicultural conflicts, stereotyping, paranoia (Lin and Yi, 1997), worries related to social and political situation in their home country, concern about the well-being of their families, anxiety regarding re-adjustment in their home country on their return from exile (Suseela and Selan, 2011), Personality differences (Polek et al., 2008), problems such as living accommodations, transportation, driver's license, and registering for classes (Zhao, 2010), making friends and dating (Meloni, 1986), Status, self-esteem, prior cross-cultural experience, amount of contact with host national (Thomson et al., 2006), adjustment to the local food, severe weather

conditions (Shariff , 2004), insufficient financial resources, social integration, problems in daily life tasks, role conflict (Mallinckrodt and Leong, 1992; Sandhu et al., 1991; Parr et al., 1992), food as a problem, social integration, time management, living practicalities (Zhai, 2002), social integration (Chen, 1996; Sandhu and Asrabadi, 1999; Cho, 1988), level of study (graduate or undergraduate), immigration status, country of origin and educational background (Andrade, 2006), financial problems (Fitzgerald, 1998), hostility toward the host country, Over-identification with the home country, withdrawal (Thomas and Althen, 1989), adjusting to weather/climate, transportation systems, paying bills, health care systems, food, and housing arrangements (Tseng and Newton, 2002).

2.13 The Concept of Culture

Consensus from many researchers (e.g. Bosselman, Fernsten, Manning, & Kisseleff, 1989; Burn, 1980; Canfield, Low, & Hovestadt, 2009; Jackson, 2004) have been observed that international students may experience numerous forms of cultural interaction that occurs with the inception of their study abroad. In a literature review it has been noted that regarding the definition of the term "culture", various conventions prevail. While no such consensus have been obtained till date from the scholars in the field to provide a scrupulous and meticulous interpretation to this abstract jargon (Wright, 1998; Deardorff, 2006; Spencer-Oatey & Franklin, 2009).

Kroeber & Kluckhohn (1952) contributed exclusively on their part by identifying 164 various terms and definitions regarding culture till 1950. While Kroeber & Kluckhohn (1952) have classified culture's definitions in to the following groups:

i. Descriptive: Scholars of this section of definitions have a holistic approach defining every explicit expression on the notion of culture. The definition of Taylor presented in 1871 is illustrated (as cited in Kroeber & Kluckhohn, 1952), "Culture, or civilization, …is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." (p. 43)

ii. Historical: In this category of definitions culture has been defined in terms of social traditions, not biological characteristics, transmitted from one generation to another. While the terms being used in this section are "inherit", "heredity" and "heritage" (Teh, 2011). Linton's definition made in 1936 is illustrated (as cited in Kroeber & Kluckhohn, 1952), "…the social heredity is called culture. As a general term, culture means the total social heredity of mankind, while as a specific term a culture means a particular strain of social heredity." (p. 47)

iii. Normative: Culture defined in this category focuses on the social rules being observed in a group life. An example is Wissler's definition stated in 1929 (as cited in Kroeber & Kluckhohn, 1952), "The mode of life followed by the community or the tribe is regarded as a culture… (It) includes all standardized social procedures… a tribal culture is… the aggregate of standardized beliefs and procedures followed by the tribe." (p. 50)

iv. Psychological: the scholars in this very section of definitions have their apprehension from psychological perspective. The consideration of definitions incorporated highlighted psychological traits such as adaptation to the conditions, techniques to be sought in the solution of problems encountered, comprehending habit related theory and concepts (The, 2011). Young's definition formulated in 1942 is illustrated (as cited in Kroeber & Kluckhohn, 1952), "Culture consists of common and more or less standardized ideas, attitudes, and habits which have developed with respect to man's recurrent and continuous needs." (p. 56)

v. Structural: Definitions in this section are unlikely to the definitions from descriptive category as this category of definitions stresses on the system characterized by the interrelated features. An example is Gillin's definition stated in 1948 (as cited in Kroeber & Kluckhohn, 1952), "Culture consists of patterned and functionally interrelated customs common to specifiable human beings composing specifiable social groups or categories," (p. 61)

vi. Genetic: in the words of Teh (2011) "this last category of definition focuses on the origin, the genesis, of culture. Under this aspect are three distinct facets. The origin of culture can be traced to 1) tangible products of human association (i.e. artifacts), 2) abstraction of ideas communicated within a social group, or 3) symbolic representation as a characteristic of mankind (in contrast to animals)".

While Kroeber and Kluckhohn (1952) gave a precise definition on the basis of the above classification of culture:

"Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may on the one hand be considered as products of action, on the other, as conditional elements of further action". (p. 181)

2.14 The Concept of Adjustment (Cross-Cultural Adjustment)

In the words of Bennett (1976, p. 272) "every language has a large folk terminology of adaptive strategies in the generalized sense: coping, changing, rectifying, correcting, curing, ameliorating, modifying, manipulating, bringing-up-to-standard, swindling, deceiving". The above terms are of English that signify changes that occur in the individual's circumstances. Apart from adapting to the physical environment, people are also required to adjust to the social pressures which arise due to maintaining interdependent lifestyle while living with others (Chen, 2001). According to Lazarus (1976) the phenomenon of "adaptation" acquired by the psychologists was renamed as "adjustment". Chen (2001) bifurcating the two terms argues that "adaptation" emphasizes the flexibility to change in order to meet the requirements of the environment while "adjustment" emphasizes the use of active skills to improve interaction with the environment. Keeping in view the work of previous researchers (i.e., French, Rodgers and Cobb, 1974; Lazarus, Averill & Opton, 1974) the contemporary researchers (e. g.

Saenz et al., 1999; Eaton & Bean, 1995) contemplate "adaptation" as an emotional process one experiences while getting exposure to environmental stimuli.

Ward and Kennedy (1999) maintained that consensus over the precise meaning of this contestable term (adjustment) has yet to be observed as it has been elucidated from various perspectives and measured in vacillating ways. Al- Sharideh and Goe (1998) described adjustment as "representing a transitional process that unfolds over time as students learn to cope with the exigencies of the university environment" (. 701). In the words of Chen (2001, p. 29), "adjustment refers to the behavioral responses with which an individual establishes a "good fit" with the environment". While in the words of Ramsey et al. (1999) cited by Yousaf and Chelliah (2010, p. 275) "adjustment describes the fit between students and the academic environment", furthermore, exploring issues like modes of learning, language competency, background education, and study habits (Andrade, 2006).

Notwithstanding, both the terms "adjustment" and "adaptation" are to be used interchangeably in the current study, keeping in view their tantamount meanings in dictionary. As to Lazarus (1961) the word "adjustment" has been borrowed from "adaptation", a biological term. Furthermore, the term "adjustment" according to the researchers (i.e., Simons et al., 1994; Lazarus, 1966) can be defined as "the psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life (Lazarus, 1966, Simons et al., 1994). Therefore, it seems reasonable and practical to use the two terms interchangeably".

International students' adjustment in alien environment has been defined as "sojourner adjustment" by some of the researchers (e.g., Brein and David, 1971; Church, 1982) stating that the terms (i.e., "cultural adaptation", "cultural adjustment", "cultural assimilation", "cross-cultural adjustment") are complicated as describing a more assimilation to the culture of a host country. Siu (1952, p. 34) defined sojourner as "a type of stranger who spends many years of his lifetime in a foreign country without being assimilated by it". While international students, according to Paige (1990) are those individuals who move to another country for a specific period of time with an aim to get

a foreign degree and they have their own norms and values noteworthy from the host culture. He further asserted that it is due to difference in the home and host culture, emotional response of the student sojourners to these differences and challenges as well as accepting the cultural difference is to be constituted as a cultural adjustment. While in the words of Ward (2001, p. 414), "socio-cultural adjustment refers to the ability to 'fit in' or execute effective interactions in a new cultural milieu".

However, the term "cross-cultural adjustment" has been adopted in the current study as according to black (1990) this term has widely been used. While according to Blake, Mendenhall & Oddo (1999) the term cross-cultural adjustment should not be treated as a unitary phenomena rather it is a multifaceted construct. The Three facts proposed by them are adjustment to the communication with the non-natives, adjustment to work and adjustment to the general environment. Kagan and Cohen (1990) have also described cross-cultural adjustment as a process composed of interrelated issues associated with cognitive, affective, demographic and behavioral that leads through various stages of adjustment (i.e., from cultural assimilation to cultural diffusion). Cultural adjustment, according to Gabel, Dolen & Cardin (2005), is a transition where the sojourners establish familiarity with the non-native society. While Furnham, Ward & Bochner (2001) considered the process of cross-cultural adjustment as a type of progression comprised of affective, cognitive and behavioral responses which are significant for socio-cultural and psychological aftermath. They contemplate "the cross-cultural contact as a major stressful life event". (p. 7)

2.15 The Concept of Culture Shock

It is noted from some of the scholars that globalization has removed the distances and the people are getting closer which means the phenomena of culture shock is of no use (Kambari, 2014). The term globalization can be defined as "a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies

around the world" (Anonymous), while according to Ritzer (2010, p. 574) "the globalization of culture can be seen either as a transitional expansion of common codes and practices (homogeneity) or as a process in which many global and local culture inputs interact to create a kind of pastiche, or blend, leading to a variety of cultural hybrids (heterogeneity)". Conversely, Thomas (2001) argued that it is unavoidable to accept that the boundaries of cultural differences are bound to persist. On the basis of individual's experiences, the term culture shock has been defined variously. Among the many definitions of culture shock, one is presented by the Dictionary of Language Teaching and Applied Linguistics that define culture shock as "strong feelings of discomfort, fear, or insecurity, which a person may have when they enter another culture. For example, when a person moves to live in a foreign country, they may have a period of culture shock until they become familiar with the new culture" (p. 139). However, the term was first coined by Kalervo Oberg in the literature in early 1950s (Zapf, 1991). Oberg (1954, p. 1) described culture shock as "a mental illness, as occupational pathology for persons transplanted abroad, precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse". In the words of Juffer (1985, p. 2) "when a person goes abroad and enters a new environment, cultural cues that have been taken for granted as simply part of the "fabric of life" no longer are assessed accurately". Thus the individuals are stranded badly to cope with the conventional aspects of living. As according to Juffer (1985), serious concentration is demanded while observing the very usual and common tasks such as going out for shopping, driving a car, talking to the non-natives in neighborhood, quoting Juffer's (1985, p. 2) words here who while stating that "since every detail, large and small, in the new environment demands the full attention of the expatriate, mental fatigue soon occurs which further frustrates the coping mechanisms". The realization of such experiences in an alien environment is considered as "culture shock". Though, "the phenomenon of culture shock is often loosely applied to cover all forms of adjustment overseas" (Cleveland, Mangone, & Adams, 1960, p. 47).

Nagler (1977) after his comprehensive literature review discovered that "there is general agreement on the broad definition of culture shock as a reactive phenomenon

occurring as a result of culture change and including both cognitive and affective components combining to produce extraordinary stress on the individual migrant. The locus of this stress is variously identified. It is alternately regarded as the source and result of alienation from the new culture" (p. 35). Hall (1959) while expounding the phenomena of culture shock included the component of unfamiliar stimuli from the alien environment as "a removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues which are strange" (p. 156). Furthermore, the definition of Adler (1975, p. 13), in respect of change in signs, added individual's reaction as "culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experiences". While Kealey (1978) emphasized the interaction that occurs between environment and individual as "it is not the new culture or environment itself that CAUSES the upset. Rather it is one-self in contact with the new environment that creates the physical/emotional upset". (p. 48)

Spradley and Phillips (1972) argue that culture shock can best be comprehended as a state of stress, "the resultant tension or disequilibrium produced within the organism ...generally inferred from the presence if indicators known as stress responses" (p. 519). This assertion has been supported by many researchers depicting culture shock as stressful response appears due to the lack of capabilities while comprehending cultural cues (Bennet, 1977; Berry and Annis, 1974; Harris and Moran, 1979; Argyle, 1988; Dyal and Dyal, 1981; Barnlund, 1988; Berry, 1975; Gudykunst and Hammer, 1988; Taft, 1988, Locke and Feinsod, 1982). While in the study of Brown (1986), Adler (1972) defined culture shock as "...it is a form of anxiety that results from the loss of commonly perceived and understood signs and symbols of social intercourse" cited by Kamberi (2014, p. 72).

It is argued that successful adjustment in cross-cultural transition is to be achieved by the individuals while coping with symptoms of culture shock adequately (Brislin, 1981; Gosnell, 1979; Harris & Moran, 1979; Stoner, Aram, & Ruben, 1972). However, the affect of culture shock varies from individual to individual (Oberg, 1958) hence,

"individuals not able to make adequate adjustments to successfully ameliorate many of these symptoms are too often the "casualties" or premature drop outs from international living" (Calhoun, 1977; Gosnell, 1979) cited by Juffer (1985, p. 3).

Wyspianski and Fournier-Ruggles (1985) studying European immigrants to Canada, argued that "even the most prepared will encounter some degree of culture shock" (p. 226). It is further asserted that almost every person while embarking to a new land can be expected to encounter a culture shock during the initial few months, though due to the personality differences, the experiences and magnitude of "specific symptom", "intensity", and "duration" vary from one individual to another (Kim, 1988; Locke and Feinsod, 1982; Adler, 1975; Kealey, 1978; McRae, Vittitow, and Mipos, 1979; Seelye, 1984; Spradley and Phillips, 1972; Barna, 1983; Foster, 1973; Wyspianski and Fournier-Ruggles, 1985; Zapf, 1989). Furthermore, supporting the above, Oberg (1960) in his example correlated expatriates' reaction to the reaction of a fish while out of the water. He asserted that despite an individual possessing a very liberal and open-minded attitude, he is to confront the little details varying from his familiar cues which give way to anxiety and frustration may develop among individuals. Furthermore, culture shock is precipitated by the stress caused due to getting exposure to unfamiliar cues and symbols of social intercourse while interpreting these cues in a daily life situation are expressed in numerous ways: "when to shake hands and what to say when meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to take statements seriously and when not". Furthermore, the acquired cues in shape of norms and values, customs and traditions, gestures and facial expressions, learnt during the course of socialization, are the same integral components of our culture as the language or beliefs being followed and regarded by us (Oberg, 1960: 176, quoted by Furnham and Bochner 1986: 48).

However, many researchers argued that culture shock experiences and the process of cross-cultural adjustment have been highlighted with little importance in empirical studies (Juffer, 1985). Klein (1979, p. 50) asserted that "there is a need for the development of concrete, objective means for assessing adjustment... in foreign student populations." Calhoun (1977) points out that although "the literature documents the

existence of culture shock... and (the) negative effects (that) accompany the phenomenon, ...(there is) a paucity of literature which systematically investigates culture shock" (p. 2). Furthermore, "the nature of culture shock and its effects truly need exploration." (p. 3)

2.16 Culture Shock and International Student

Every individual in this world is associated with so many different groups at one time, international students not apart. As culture is a symbolic representation of every specific group belonging to different regions, likewise these individuals are acquired with various inherent cultural traits transmitted to them by their ancestors. International student encountering cross-cultural experiences while embarking on a study in an alien environment because the familiar faces at home country are replaced with unfamiliar faces; also the new culture is different altogether in its presentation. In the words of Teh (2011, p. 25), "this experience is caused by the dissonance posed by the interactions with the new living environment compared to the one back at home". While Zhou et al. (2008) argued that the student sojourners are required to adapt to the new environment.

Interaction of international students taking place in new conditions demands for adjustment in different ways namely: Physical, relational, and linguistic (Teh, 2011). According to brown et al. (2010) experiencing physiological adjustment by the student expatriates is caused when they are required to develop their taste with the cuisine of the host country and strive to discover food resembling more to the one back at home. Relational adjustment occurs when international students establish new relationships in a new society, whether these could be in shape of social support or functional support, mostly needed in classroom activities (Brown, 2009).While from the linguistic perspective, adjustment, due to the lack of language proficiency, is needed by some of the student sojourners to cope with the second language being followed as a medium of instruction in the host educational settings (Wang, Singh, Bird, & Ives, 2008). Experiencing such adjustment by the student expatriates during study period in a host country has been named as "culture shock" by the researchers of the field (e.g. L. Brown, et al., 2010; Cross, 1995; Jackson, 2004; McClure, 2007). The term culture shock was

first coined by Kalervo Oberg, an anthropologist (Allan, 2008; Manz, 2003; Pedersen, 1995; Stewart & Leggat, 1998). In the words of Oberg (1960),

"Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life… All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we do not carry on the level of conscious awareness.… Now when an individual enters a strange culture, all or most of these familiar cues are removed". (p. 177)

Expressing a hint of adjustment difficulty by international students in a new social and geographical environment has been attributed to confronting a culture shock. Berry (1997) in support asserted that it is unavoidable for almost all international students to encounter culture shock in either way after being exposed to a totally alien environment. Highlighting the affects of culture shock on student sojourners, Yieh (1932) discovered that "culture shock can lead to homesickness and loneliness, and negatively affect issues related to health, bonding, establishing academic and non-academic social contacts, marriage issues, and academic problems" cited by Hartshorne and Baucom (2007, p. 79).

Culture shock in terms of anxiety being experienced by international students have been highlighted by numerous studies in the field through various symptoms such as loneliness (Sawir, et al., 2008; Robertson, Line, Jones, & Thomas, 2000), discrimination (McClure, 2007; J. J. Lee & Rice, 2007), homesickness (Tan & Winkelman, n.d ; Sherry, Thomas, & Chui, 2009), confusion (Y. R. Zhou, et al., 2005; Currie, 2007), and language difficulty (Scheyvens, Wild, & Overton, 2003; Kudo & Simkin, 2003). Par et al. (1992) while explicating the symptoms of culture shock asserted that "irritability, excessive concern with health, distrust and hostility towards members of the host culture, depression, and lowered work performance were common symptoms of the cultural shock that international students experienced". The symptoms of student sojourners adjustment explored by Pedersen (1995) are supported by the above studies. In the study of Teh (2011, p. 26), Pedersen (1995) suggests six factors influencing culture shock adjustment taking place as:

"i. International students are not sure how to behave because the familiar cues in social conduct have been removed or now have a different meaning,

ii. International students experience conflict between values embrace with the values in the new environment,

iii. International students express anxiety, depression, or hostility,

iv. International students are dissatisfied with the new environment and compare how things were done in the formerly,

v. International students former skills used to recover from setback no longer work in the new environment, and

vi. International students have the perception that the uneasy experience will not be resolved".

Though, it is argued that successful adjustment in the cross-cultural transition is to be achieved by individuals while coping with the symptoms of culture shock adequately (Brislin, 1981; Gosnell, 1979; Harris & Moran, 1979; Stoner, Aram, & Ruben, 1972). Although, the effect of culture shock varies from individual to individual (Oberg, 1958), therefore, "individuals not able to make adequate adjustments to successfully ameliorate many of these symptoms are too often the "casualties" or premature drop outs from international living" (Calhoun, 1977; Gosnell, 1979) cited by Juffer (1985, p. 3). Concluding the words of Teh (2011, p. 26), while stating that "being in a state of culture shock can cause discomfort for international students in a new country. In this era of a globalised world with unprecedented growth of the international student population, there is an impetus to propel the community of researchers to understand what they are going through and discover insights to ease the culture shock experience as much as possible".

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CHAPTER III

MATERIALS AND METHODS

3.1 Introduction

This chapter describes the specific research methods used in the study. All those methods which are used by the researcher during the course of studying the research problem are termed as research methods (Kothari, 2004). Research methods are a set of procedures and techniques used in performing research operations, gathering relevant information and analyzing data. The design of the research influences the issues of the nature of the research questions, the type of data necessary for generating answers to the main research objectives, and the wider practical considerations of feasibility, time and resources. Accordingly, the general approach of our study is interpretative in character, with qualitative research methods being employed to explore and explain the central research questions. Pakistan has been selected as a representative parent culture in order to add an Asian dimension to the understanding of cross-cultural learning.

3.2 Universe of the Study

The present study was carried out in London to investigate into the phenomena of cross-cultural adjustment of Pakistani postgraduate students in the UK. The reason to choose London as a universe *of* the study was conspicuous from a considerable number of educational institutions offering higher educational facilities in numerous fields of study. Also, London, being one of the leading cities in the world inhabiting a huge number of international students, including Pakistani students, providing incentives to have a considerable number of respondents (Pakistani postgraduate students). During the data collection process the universities were found almost in close proximity to each other which helped in approaching to the respondents on time because Pakistani students were quite visible in London higher educational institutions. As Pakistani students being a minority in the UK, would not have facilitated the researcher to include all those Pakistani postgraduate students studying in various regions of the UK comprising of four States namely England, Scotland, Wales and Northern Ireland. And thus, would be

impossible to reach every Pakistani postgraduate student studying in various cities of the UK.

Furthermore, to determine quality results and also to examine all possible association that would directly or indirectly influence cross-cultural adjustment, the statistical tools employed in the current study were precisely selected. In this regard appropriate statistical tools were used while limitations of either of the methods were kept in mind. In the study, the data collected was mostly qualitative in nature, thus commonly used statistical methods were used for the analyses that lead to efficacious results clearly delineating a logical scenario of the study.

3.3 Sample Size and Sampling Procedure

Sampling is considered as one of the most essential statistical tools for decision-making in respect of number of observations to be taken for data collection. Hence, felicitous technique of sampling would augment data reliability and lead to a cogent inference. Due to the strict policies being followed in the higher educational institutions of the UK, it was impossible to get the exact figure of the Pakistani postgraduate students studying in various educational institutions in London. Therefore, for the unknown population, the yardstick devised by Casley & Kumar (1989) was adopted, as shown in the formula given below, to calculate sample size for the current investigation.

$$n = \frac{K^2 V^2}{D^2}$$

Where, K= The variable and nature of difficulty value determined by Mehdizadeh & Scott (2005)

V = Variance i.e. , $(1.96)^2$

D = The required precision i.e. , $(0.05)^2$

n = 225

3.3.1 Sampling Techniques

Snow ball and accidental sampling procedures/techniques were adopted for data collection from the available respondents. It was indeed a tedious task in terms of time, finances and energy available to the researcher as well as the limitations in terms of rules and regulations put for the visitors to meet the international students in the premises of the educational institutions in London. A total of 20 different higher educational institutions in London were selected for the purpose of current investigation. All the available postgraduate Pakistani students in these educational institutions in London were thoroughly interviewed through a prescribed questionnaire given as annexure I. A total of 225 respondents were interviewed from the 20 higher educational institutions in London. Details about the number of respondents interviewed in various 20 higher educational institutions are presented in the table 3.1.

Table 3.1 Number of the Respondents interviewed in 20 different Educational Institutions in London

Name of the London Educational Institution	Respondents interviewed (#)
King's College London	15
University of East London (UEL)	15
University of London	12
Birkbeck University London	21
West London College	5
London School of Economics (LSE)	7
Stratford City College, London	17
University College London (UCL)	7
University of Westminster	8
London Business School	5
London School of Business and Finance (LSBF)	32
Central Cranbrook College London	13
Queen Mary University of London	14
London College of Business Management & Information Technology	2
Greenwich University London	5
City University London	18
University of West London	1
Goldsmith College London	10
London Metropolitan University	16
School of Oriental and African Studies (SOAS)	2
Total	225

Source: Field Survey, 2013

3.4 Data Collection

A comprehensive questionnaire was designed, to acquire appropriate information from the sampled respondents on the debated issue encompassing almost every aspect of the study. The conceptual design of the questionnaire was framed with five Independent variables (Socio-cultural Adjustment, Psychological Adjustment, Economic Adjustment, Academic Adjustment and Religious Adjustment), and one dependent variable (Cross-cultural Adjustment). To avoid any ambiguity or incongruity in the actual data collection to be carried out, the questionnaire was pre-tested. Every individual respondent was approached and it took 2 and half months for the data collection process to be summed up.

3.5 Steps in Questionnaire Construction

In respect of framing the attitudinal questions in the questionnaire, the perception of the respondents on the issue at hand were measured through various statements on a continuum that ranged from negative to positive. While this process of framing the data is attributed as scaling. Likert scale was adopted for the current study. Likert scale is described briefly as follows;

3.5.1 Likert Scale

Likert scale method is commonly used for qualitative nature data. This method is considered more reliable as compared to other available methods, (Nachmias, 1992; Smith, 1981). For scaling the variable, a combination of attitudinal statements was designed in the context of the available literature. Then, individual's responses were observed for each of the statement and the score assigned to each response in the statements were determined. In respect of measuring responses to independent variables namely, socio-cultural adjustment, psychological adjustment, economic adjustment, academic adjustment, and religious adjustment, Likert scale was utilized. While acquiring opinion of the sampled respondents, rejoinders in questionnaire were classified into five

groups namely, most of time, sometime, don't know, not really and not at all as well as strongly agree, agree, don't know, disagree and strongly disagree.

3.6 Indexation

This is a standard of measurement in social science research, especially when it comes to attitudinal statement, in respect of measuring a single variable or concept by using at least two items. And the process which entangles amalgamating of two or more than two items while measuring a dependent variable is called indexation (Nachmias & Nachmias, 1987; Smith, 1981). To attain logical conclusions, same procedure was adopted where various components of the dependent variable (Cross-cultural Adjustment) were indexed.

3.7 Data Analysis

The collected data was analyzed while applying the statistical techniques, viz. uni-variate and bi-variate. Computer software known as SPSS 2010, was utilized for the entire data analysis, including frequencies, percentage proportion and statistical tests. Uni-variate and bi-variate methods have been succinctly described as follows;

3.7.1 Uni-variate Analysis

In order to explore the socio-economic attributes of the sampled respondents, uni-variate analyses were carried out, contained in frequency distribution and percentage proportions. Also, bi-variate analyses were possible on the basis of the aforementioned analysis.

3.7.2 Bi-variate Analysis

Bi-variate analysis was utilized to authenticate the direction discovered in uni-variate analysis. Moreover, Chi-Square and Fisher Exact Test were used in order to observe level of significance of association between dependent variable (cross-cultural

adjustment) and independent variables (socio-cultural, economic, psychological, academic and religious adjustment).

The Chi-square test was adopted in respect of knowing the hypothetical association between dependent and independent variables following the procedure devised by McCall (1975).

$$\chi obs^2 = \sum_{j=1}^{r} \sum_{k=1}^{c} \frac{(O_{jk} - E_{jk})^2}{E_{jk}} \qquad \text{(I)}$$

Where "O_{jk}" are the observed frequencies in the cell corresponding to the intersection of the jth row and k-th column, "E_{jk}" are the expected frequencies in the cell corresponding to the intersection of the j-th row and k-th column, "r" indicates the number of rows while "c" reveals number of the columns.

The formula essentially guides one to take summation of the squared differences between observed and expected frequencies for each cell, divided by the expected frequency. The resultant frequency is apportioned as chi-square with relevant degree of freedom, calculated as below

Df = (r-1) (c-1) **(McCall, 1975)**

Few postulations are devised while adopting Chi-square test such as while the subjects of each group should be randomly as well as independently selected, the groups ought to be independent, and each observation should qualify for only one category. Moreover, the sample size ought to be adequately large while expected frequency must not be less than 5, for r and c > 2, or < 10, if r=c=2. Due to the violation of the aforementioned assumptions in many cases, Fisher Exact Test (also known as Exit Chi-square test) was used instead of simple chi-square.

The relationship developed by Fisher is presented in equation-II (Baily, 1982);

$$Fisher Exact Test \Pr obability = \frac{(a+b)!(c+d)!(a+c)!(b+d)!}{N!a!b!c!d!} \qquad \text{(II)}$$

CHAPTER IV

RESULTS AND DISCUSSION

Findings concerning cross-cultural adjustment of Pakistani students in the United Kingdom are given and discussed in this chapter under various sections and sub-sections. Findings in section 4.1 pertain to the respondents' demographic profile. Section 4.2 carries findings on the respondents' adjustment to the UK (i.e. London). Findings regarding the respondents' religious life in Britain are stated in section 4.3. Section 4.4 carries findings on the university experiences of the respondents in Britain, while findings pertaining to the respondents' experience of British immigration rules and procedures are presented in section 4.5. Findings on the association of dependent variable (cross-cultural adjustment) and independent variables (socio-cultural, psychological, economic, academic, and religious adjustment) worked out through cross tabulation, are given in section 4.6. The results are given and discussed simultaneously as under;

4.1 Profiling Information

The demographic profile of the respondents is composed of ethnic background, age, marital status, native language, type of family, employment status and income per month of both the respondents and their parents back in Pakistan, medium of instruction in the respondents' previous educational institution in Pakistan, and level of English language proficiency. The findings are stated as follows;

4.1.1 Ethnic Background

Frequency distribution of the ethnic background of the sampled respondents in the study area is presented in Table 4.1. Majority (54.7%) of the sampled respondents belonged to Punjabi ethnicity followed by Pukhtun with 19.6% while 11.5% of the sampled respondents belonged to the Other ethnic groups. Low were the representations of the Baloch (3.1), Kashmiri (4.4%) and Sindhi (6.7%) ethnicities, respectively. The result clearly depicts serious concentration from the Punjabi students while seeking higher education in London which can be attributed to the more liberal and education oriented attitude prevailing in the region of Punjab as compared to other parts of the country. Moreover, Punjab is the largest populous province of Pakistan.

Table 4.1 Frequency Distribution and Proportion of the Respondents' various Ethnic Categories

Attribute	Frequency	Percentage
Punjabi	123	54.7
Pukhtun	44	19.6
Baloch	7	3.1
Sindhi	15	6.7
Kashmiri	10	4.4
Other*	26	11.5
Total	225	100

Source: Field Survey, 2013
***Other: Kohistani, Balti, Khowar or Chitrali etc.**

4.1.2 Age

Figures in Table 4.2 reveal age group of the sampled respondents in the study area. Majority (55.6%) of the sampled respondents belonged to the age group of 21-25 years, 34.2% between 26 to 30 years, 4.4% between 31 to 35 years and 4% between 15 to 20 years. However, a smaller proportion of the sampled respondents (0.4%) belonged to the age group of 41 to 45 years. From the current findings it can be inferred that most of the Pakistani students preferred to go abroad for higher studies after the completion of their Masters instead of bachelor in the home country as majority of the respondents were in their mid twenties.

Table 4.2 Frequency Distribution and Proportion of the Respondents representing various Age Groups

Attribute	Frequency	Percentage
15-20 Years	9	4.0
21-25 Years	125	55.6
26-30 Years	77	34.2
31-35 Years	10	4.4
36-40 Years	3	1.3
41-45 Years	1	0.4
Total	225	100

Source: Field Survey, 2013

4.1.3 Marital Status

Marital status of the sampled respondents has been shown in Table 4.3. Majority (88%) of the sampled respondents were unmarried while only 12% were married. The findings were consistent with the conclusions of Suseela and Selan (2001) stating that 82.4% of the students were unmarried while 17.6% of the respondents were married. Thus, the results indicate that most of the respondents in the study area preferred to go abroad for higher studies before getting married in Pakistan. Also, it can further be attributed to the attitude prevailing in most of the qualified people not to get married before the completion of their university degree. This has been validated by the higher ratio of Pakistani postgraduate students in their mid twenties in the study area as has been shown and discussed in the Table 4.1.

Table 4.3 Frequency Distribution and Proportion of the Respondents' Marital Status

Attribute	Frequency	Percentage
Single (never married)	198	88.0
Married	27	12.0
Total	225	100

Source: Field Survey, 2013

4.1.4 Country of Origin of the Respondents' Spouse

Table 4.4 consists of the figures which reveal country background of the married sampled respondents' spouses. Majority (88.9%) of the sampled respondents' spouses were from Pakistan which is the highest figure on the table followed by 7.4% and 3.7%, as the lowest figures, that represented spouses from Other countries and Britain, respectively. Thus, the traditional inclination while preferring a spouse from the same cultural and ethnic background has been kept alive by the respondents in the study area through the result of the current study.

Table 4.4 Frequency Distribution and Proportion of the Respondents' Spouse's Native Country

Attribute	Frequency	Percentage
Pakistan	24	88.9
Britain	1	3.7
Other Country*	2	7.4
Total	27	100

Source: Field Survey, 2013

***Other Country: Australia, USA, New Zealand, Canada etc.**

4.1.5 Native Language

Table 4.5 depicts native language of the sampled respondents in the study area. Majority (38.7%) of the sampled respondents' first language was Punjabi while the second leading language of the sampled respondents (19.1%) on the table was Pushtu. Smaller were the proportions of the sampled respondents (11.6%), (10.2%), and (7.1%) having first language as Urdu, Other Languages and Seraiki respectively. These findings are concomitant with the higher representation from the Panjabi ethnicity in the study area as shown in the table 4.1.1.

Table 4.5 Frequency Distribution and Proportion of the Respondents' Native Language

Attribute	Frequency	Proportion (%)
Punjabi	87	38.7
Urdu	26	11.6
Pushtu	43	19.1
Sindhi	13	5.8
Balochi	7	3.1
Hindko	9	4.0
Seraiki	16	7.1
Dari	1	0.4
Other*	23	10.2
Total	225	100

Source: Field Survey, 2013

***Other: Balti, Khowar or Chatrali, Kohistani, Shena, etc.**

4.1.6 Other Languages being spoken by the respondents

Table 4.6 shows various figures related to the different languages being spoken by the sampled respondents. Majority of the sampled respondents (61.4%) could speak Urdu and English as Other languages apart from their native language. While the diversity related to the different languages being spoken by the sampled respondents have been highlighted through various lower proportions of the sampled respondents such as 7.7% could speak (Urdu, English, Hindko), 1.3% could speak (English Seraiki), 1.3% could speak (Urdu, English, Pushtu), 1.3% could speak (English, Punjabi) and 0.4% could speak (English, Sindhi, Punjabi), 0.4% could speak (Urdu, English, Chinese, Punjabi), 0.4% could speak (English, Punjabi, Arabic, French) and 0.4% could speak (English, German, Deutsch (Netherland), Arabic). These findings can be attributed to the multilingual and multicultural environment prevailing in Pakistan where educated people in particular got the ability to speak more than one language due to their intermixing with students from various linguistic backgrounds. Also, the contextual environment at the school acquaints them to broaden their learning capabilities in respect of understanding

and speaking various languages apart from their native language and provide them with an arena to get mastery over these languages.

Table 4.6 Frequency Distribution and Proportion of the Respondents Speaking Other Languages

Attribute	Frequency	Percentage
Urdu, English	138	61.4
Urdu, English, Hindko	17	7.7
English, Urdu, Seraiki	16	7.1
Urdu, English, Punjabi	11	4.9
English	9	4.0
Urdu, English, Pushtu, Hindko	5	2.2
English, Hindko	4	1.8
English, Seraiki	3	1.3
Urdu, English, Pushtu	3	1.3
English, Punjabi	3	1.3
Urdu, English, Punjabi, Pushtu	2	0.9
English, Pushtu	2	0.9
English, Kashmiri Hindko	2	0.9
Arabic, English	2	0.9
English, French, Urdu	2	0.9
Urdu, English, Dari	2	0.9
English, Sindhi, Punjabi	1	0.4
Urdu, English, Chinese, Punjabi	1	0.4
English, Punjabi, Arabic, French	1	0.4
English, German Deutsch, Dutch (Netherland), Arabic	1	0.4
Total	225	100

Source: Field Survey, 2013

4.1.7 Employment Status back in Pakistan

Table 4.7 reveals employment status of the sampled respondents in their native country (i.e., Pakistan). Minimum number of the sampled respondents (15.6%) were engaged in economic activity back in Pakistan while conversely, majority (84.4%) of the sampled respondents were unemployed. This can be attributed to the higher ratio of unemployment in Pakistan which compels the educated youth to make an attempt of getting enrollment abroad in a degree program so that they may find a way to go out of this country and thus they are stranded badly while coping to adjust in a new environment which is different altogether both overtly and covertly. Unlikely to the above findings, Mehdizadeh & Scott (2005) concluded in their study that majority of the Iranian international students (their respondents) were on job back in home country.

Table 4.7 Frequency Distribution and Proportion of the Respondents' Employment Status in Pakistan

Attribute	Frequency	Percentage
Yes	35	15.6
No	190	84.4
Total	225	100

Source: Field Survey, 2013

4.1.8 Economic Profession back in Home Country

Table 4.8 provides details about various economic professions the sampled respondents were employed in Pakistan. Majority (71.5%) of the sampled respondents were engaged in private sector, 17.1% of the sampled respondents were Government employees while a smaller proportion of the sampled respondents (11.4%) who were having Other Economic Professions. The findings further reveals that the employed sampled respondents were mostly accommodated in the private sector which usually is not considered that valuable as compare to the one as a government servant in terms of monetary gains and other privileges. While government with limited resources, is not in a position to provide every educated individual with suitable job. While this can be assumed as one of the reasons why most of the young generation is intended to go abroad either for work or study instead of starting their professional career in Pakistan.

Table 4.8 Frequency Distribution and Proportion of the Respondents' various Employment Areas

Attribute	Frequency	Percentage
Government Employee	6	17.1
Private Employee	25	71.5
Other*	4	11.4
Total	35	100

Source: Field Survey, 2013

***Other: Private Business, Landlord, etc.**

4.1.9 Income Per-month

Table 4.9 presents monthly income of the sampled respondents involved in economic activity back in Pakistan. About 37.2% were of the sampled respondents whose income was up to 30000 per month, 31.4% of the sampled respondents had income between Rs. 30001 to 40000 per month. Only a small proportion of the sampled respondents (14.3%) were having income more than Rs. 50001 per month. This can be concluded from the above statistics that low wages are being paid to the qualified people in Pakistan. Furthermore, due to higher unemployment ratio in Pakistan, the private sector (as depicted from the data in Table 4.8 that majority of the respondents (71.5%) were private employees in the study area) usually offer jobs for a low salary which is ironically accepted by the educated people despite having a first class degree from a well reputed educational institutions. This further indicates the frustration level which is precipitated mostly due to such low paid jobs and high demands of living expenditures. And thus these young educated mass make their first choice to go abroad for higher studies despite of lacking the economic resources and thus put them in a vexatious situation while unable to cope with the demands and expectations of the host country both in the social as well as academic settings.

Table 4.9 **Frequency Distribution and Proportion of the Respondents having various Monthly Incomes in Pakistan (Rs)**

Attribute	Frequency	Percentage
Up to 30000	13	37.2
30001 to 40000	11	31.4
40001 to 50000	6	17.1
50001 and above	5	14.3
Total	35	100

Source: Field Survey, 2013

4.1.10 Respondents' Family Types

The sampled respondents belonging to various types of family have been revealed through the data presented in Table 4.10. The Joint family system is conspicuous from the higher proportion of the sampled respondents (92.5%) that dominated the family system being adopted and followed in Pakistan. 3.1% of the sampled respondents were from nuclear family system as well as extended family system, respectively. Only (1.3%) of the sampled respondents belonged to Other Family Type. Findings of this study reveal that the traditional culture of joint family system has been observed and intact in most of the regions of Pakistan while keeping their ancestral norms and values intact. This system has been named by the researchers (i.e. , Forland, 2006; Zhai, 2002; Zhou, Frey Bang, 201) as collectivism, and according to them most of the Asian international students are brought up in a collective culture characterized by people living in close proximity and with friendliness unlikely of the Western culture which is primarily based on the individualistic system. Hofstede's (1984) findings supported the above situation regarding the differences found in cross-cultures in terms of collectivism and individualism. Hence, the East Asians are mostly inclined to a family as well as group oriented pattern (i.e., collectivism), while the people in Canada, America and Europe contemplate toward individualism.

Table 4.10 Frequency Distribution and Proportion of the Respondents' Types of Family/Household in Pakistan

Attribute	Frequency	Percentage
Nuclear Family	7	3.1
Joint Family	208	92.5
Extended Family	7	3.1
Other	3	1.3
Total	225	100

Source: Field Survey, 2013

4.1.11 Respondents' Parents' occupation back in Home Country

In Table 4.11, economic activities of the sampled respondents' parents have been highlighted. About 40.9% of the sampled respondents' parents were Businessmen, 24.9% government employees and 22.2% non- government professionals. Low (7.1) was representation of the sampled respondents' parents who were associated with farming profession. However, 2.7% of the sampled respondents' parents were retired while 2.2% of the respondents' parents were no more in this world. The findings further enrich the researcher with information that almost all the respondents' parents were engaged in an economic activity which can be attributed to a financial boost being provided to the respondents while choosing to go abroad for higher studies and to facilitate them in their initial few months while wandering for jobs in the host country. As majority of the sampled respondents (93.8%) were quite young and jobless (84.4%) back in home country and did not have any source of income. Therefore, it was observed during the informal interview that their parents were supposed to make arrangement for their admission fee abroad, visa fee as well as cash money that could have supported them in their initial few months while choosing to go to the UK for higher studies.

Table 4.11 Frequency Distribution and Proportion of various Professions of the Respondents' Parents

Attribute	Frequency	Percentage
Government employee	56	24.9
Professional (non-government)	50	22.2
Businessman	92	40.9
Farmer	16	7.1
Retired	6	2.7
Deceased	5	2.2
Total	225	100

Source: Field Survey, 2013

4.1.12 Per-month Income of Respondents' Parents

Table 4.12 indicates monthly income of the sampled respondents' parents' who were involved in various economic professions. About 29.4% of the sampled respondents' parents' income was between Rs. 40001 to 50000, 28.4% of the sampled respondents' parents between Rs. 30001 to 40000 and 27.6% more than Rs. 50001 per month. Smaller was the proportion of the sampled respondents' parents (9.3%) whose income was up to Rs. 30000 per month. The observed data further enrich the researcher with information that though, monthly income of the sampled respondents' parents was not that high, yet they were supporting their children financially in their initial phase of going abroad for higher studies. It was observed during the data collection that the sampled respondents who belonged to the middle class families borrowed money either from their relatives, friends or neighbors or sometime sold their property to go to the UK for higher studies. Though, the purpose of visit was not to seek education in real rather to earn money as well as to get permanent status in the UK. While, on their arrival the scenario was different for them as they found it hard seeking jobs in the new environment as rules regarding international students' involvement in job had been changed and the duration was specified to 20 hours per week only for those international students who got admission in highly trusted universities. While, international students enrolled in the educational institutions other than the above were not entitled to work even for a single minute and thus, the sampled respondents were found working illegally in the economic

market for a very a low wage and the nature of the job was also noticed to be very plight as compare to their qualification. But, they were bound to accept it so that they could earn money even for their survival in London.

Table 4.12 Frequency Distribution and Proportion of various Income of the Respondents' Parents

Attribute	Frequency	Percentage
Up to 30000	21	9.3
30001 to 40000	64	28.4
40001 to 50000	66	29.4
50001 and above	62	27.6
Not applicable	12	5.3
Total	225	100

Source: Field Survey, 2013

4.1.13 Medium of Instruction in Respondents' most recent Educational Institution in Pakistan

Table 4.1.13 depicts medium of instruction in the respondents' most recent Pakistani educational institution. Majority (96.0%) of the respondents were with a view that English as a medium of instruction had been followed in their most recent educational institutions in Pakistan while surprisingly 4.0% of the respondents reported that their most recent educational institution did not follow English as a medium of instruction. Thus, the current findings indicate that English as a medium of instruction in the higher educational institutions of Pakistan is strictly followed keeping the international standards and requirements in mind.

Table 4.13 Frequency Distribution and Proportion of the Respondents' whose previous Educational Institution in Pakistan followed English as a Medium of Instruction

Attribute	Frequency	Percentage
English	216	96.0
Urdu	9	4.0
Total	225	100

Source: Field Survey, 2013

4.1.14 Number of People Live in Respondents' House back in Pakistan

Table 4.14 reveals number of people that were living in the sampled respondents' house back in Pakistan. About 23.6% of the sampled respondents' family was composed of 5 members, 20% of 6 members, 16% of 7 members and 12% of 4 members. However, small proportions of the sampled respondents (0.4%), (0.4%), (0.9%), and (1.3%) families were composed of members 13, 16, 2 and 11 members, respectively. The current results indicate that big family in terms of number of children is preferred and highly practiced in almost all regions of the Pakistan unlikely to the western countries where small family size is encouraged and preferred. This can be attributed to the traditional and more religious attitude of most of the people in Pakistan while negating the concept of family planning and continuing producing more and more children. However, this attitude has been losing its strength among the literate folks now due to their exposure in terms of acquainting knowledge and information regarding the advancement and development brought in the developed countries by following the analogy of small family size.

Table 4.14 Frequency Distribution and Proportion of Number of People live in the Respondent's House back in Pakistan

Attribute	Frequency	Percentage
No response	3	1.3
2	2	0.9
3	11	4.9
4	27	12.0
5	53	23.6
6	45	20.0
7	36	16.0
8	18	8.0
9	16	7.2
10	7	3.1
11	3	1.3
13	1	0.4
15	2	0.9
16	1	0.4
Total	225	100

Source: Field Survey, 2013

4.1.15 Respondents took English Language Proficiency Test

Table 4.15 gives information about the sampled respondents who took English language proficiency test prior to their arrival in London for higher studies. Majority (96%) of the sampled respondents had taken the English proficiency test prior to their embarking on a study in London while only small proportion of the sampled respondents (4.0%) did not attempt the English language proficiency test. The above results indicate the true implication of the IELTS (as in the UK, IELTS is considered as an English language proficiency test) as a pre-requisite for international students to get admission in the UK, Pakistani students included. It can be understood from the current results that fulfilling the admission criteria, almost all the Pakistani postgraduate students took IELTS before getting admission in London Universities.

Table 4.15 Frequency Distribution and Proportion of the Respondents who took English Language Proficiency Test prior to their Arrival in the UK

Attribute	Frequency	Percentage
Yes	216	96.0
No	9	4.0
Total	225	100

Source: Field Survey, 2013

4.1.16 Respondents' IELTS Score

Table 4.16 shows levels of score the sampled respondents secured in IELTS. It is noticed that majority of the sampled respondents (57.4%) scored between 6 to 7 bands, 33.8% of the sampled respondents scored between 5 to 6 bands while 7% of the sampled respondents managed to score above 7 bands. Smaller was the proportion of the sampled respondents (0.4%) who scored below 5 bands in IELTS.

Table 4.16 Frequency Distribution and Proportion of the Respondents' various IELTS Scores

Attribute	Frequency	Percentage
Below the 5 Bands	1	0.4
Between 5 to 6 Bands	73	33.8
Between 6 to 7 Bands	124	57.4
Above 7 Bands	15	7
No response	3	1.4
Total	216	100

Source: Field Survey, 2013

4.1.17 Respondents' TOEFL Score

Those sampled respondents who attempted TOEFL as an English language proficiency test, their scores are presented in Table 4.17. About 33.3% of the sampled respondents scored between 60- 70 and the same 33.3% of the sampled respondents scored above 101. Smaller was the proportions of the sampled respondents (16.7%) and (16.7%) who scored between 79-93 and 94-101 on TOEFL, respectively.

Table 4.17 Frequency Distribution and Proportion of various TOEFL Scores by the Respondents

Attribute	Frequency	Percentage
60-78	2	33.3
79-93	1	16.7
94-101	1	16.7
Above 101	2	33.3
Total	6	100

Source: Field Survey, 2013

4.1.18 Respondents' Area of Study

Table 4.18 indicates degree levels of the sampled respondents were registered in Britain. Majority 54.3% of the sampled respondents were with a view that they were enrolled in Other Programs, 34.2% enrolled in Research M. Sc or MA program while 8% of the sampled respondents were enrolled in Taught M. Sc or MA program. Smaller were the proportions of the sampled respondents (0.4%) and (3.1%) who were engaged in a Doctoral and M Phil programs, respectively.

Table 4.18 Frequency Distribution and Proportion of various Degree Programs for which Respondents were registered in Britain

Attribute	Frequency	Percentage
Taught M. Sc or MA	18	8.0
Research M. Sc or MA	77	34.2
Mphil	7	3.1
Doctorate	1	0.4
Other*	122	54.3
Total	225	100

Source: Field Survey, 2013

***Other: MBA, MPA, MPH,**

4.1.19 Name of Respondents' British Educational Institutions

Table 4.19 reveals various educational institutions in London the sampled respondents were enrolled in. On the table, majority of the sampled (14.2%) were studying in London School of Business and Finance (LSBF), 9.3% in Birkbeck University London, 8% City University London, 7.6% Stratford City College London and 7.1% London Metropolitan University. Smaller were the representation of the sampled respondents (0.4%), (0.9%), (0.9%), (2.2%), (2.2%), (2.2%), (3.1%), (3.1%), (3.6) who were studying in University of West London, School of Oriental and African Studies, London College of Business Management & Information Technology, Greenwich University London, West London College, London Business School, London School of Economics, University College London, University of Westminster, respectively.

Table 4.19 Frequency Distribution and Proportion of the Respondents' various British Educational Institutions' names

Attribute	Frequency	Percentage
King's College London	15	6.7
University of East London (UEL)	15	6.7
University of London	12	5.3
Birkbeck University London	21	9.3
West London College	5	2.2
London School of Economics (LSE)	7	3.1
Stratford City College, London	17	7.6
University College London (UCL)	7	3.1
University of Westminster	8	3.6
London Business School	5	2.2
London School of Business and Finance (LSBF)	32	14.2
Central Cranbrook College London	13	5.8
Queen Mary University of London	14	6.3
London College of Business Management & Information Technology	2	0.9
Greenwich University London	5	2.2
City University London	18	8.0
University of West London	1	0.4
Goldsmith College London	10	4.4
London Metropolitan University	16	7.1
School of Oriental and African Studies (SOAS)	2	0.9
Total	225	100

Source: Field Survey, 2013

4.1.20 Funding Source of the sampled respondents

Table 4.20 reveals various funding sources of the sampled respondents on their stay in London. Majority (85.7%) of the sampled respondents were bearing the expenditure of their studies on their own while 10.7% of the sampled respondents were supported financially by their parents in respect of their study expenditures. Smaller were the proportions of the sampled respondents (0.9%) and (2.7%) whose studies' expenditures were being borne by their employer and the Pakistani government, respectively. It can be inferred from the current findings that after the initial financial arrangements made by almost all parents of the respondents in respect of getting admission in London, these Pakistani postgraduate students had to further bore their study as well as living expenditures on their own while working in the various economic fields in London. Thus, almost all the Pakistani postgraduate students in the study area were involved in economic activity. It was observed during the data collection that most of the sampled respondents were working illegally in the economic market (i.e., working more than 20 hours per week) as they were not allowed by law of the UK to exceed the limit. The reason they were yet ready to take risk while working illegally in the study area was their need of money for survival as they found life in London more expensive and demanding. Also, they were supposed to provide financial support to their family back in Pakistan as well and that they were bound to return the money they borrowed for their studies either from their relatives, friends or neighbors. This was always one of the frustrating factors which put them in a vexatious situation. Also, they were feeling sorry for themselves to be in such a pathetic situation as they were bound to do odd jobs irrespective of the harsh and disgraceful behavior of their masters who would exploit them in terms of heavy work load against very low wage. And due to such low wage jobs, the sampled respondents were compelled to work 14 to 16 hours a day to accumulate sufficient money to meet their basic needs in a new environment and pay the rest of university tuition fee and make arrangements for the visa extension fee etc.

Table 4.20 Frequency distribution and proportion of the respondents' various sources of funding for their study in the UK

Attribute	Frequency	Percentage
Pakistan Government	6	2.7
My Employer back in Pakistan	2	0.9
Parents	24	10.7
Self	193	85.7
Total	225	100

Source: Field Survey, 2013

4.1.21 Respondents' Length of Stay in London

Figures in the Table 4.21 show length of time the sampled respondents spent in London. About 29.5% of the sampled respondents were living in the study area for the last 3 years, 26.8% for the last 2 years, 10.3% for the last 1 year, 9.3% for the last 6 months and 8.9% for the last 4 years. Smaller was the proportion of the sampled respondents (0.4%), found common though on the table, who were living in the study area for the last 1 month, 5 months, 1 year and 4 months, 2 years and 8 months, 5 years and 6 months, 6 years and 11 years, respectively. A conglomeration of various responses in respect of length of time been spent by the sampled respondents in the study area reveals that these students preferred to spend more time than the prescribed one and that is why mostly these students tried to extend their visa so that they might get more time to spend in London which reflect their involvement in the new country. It was observed during the data collection that most of the sampled respondents desired to get a chance of permanent resident-ship as they were not interested to go back to Pakistan. They tried to get more than one degree by keeping their student registration intact so that they could extend their time limit which could further have supported them while claiming permanent resident-ship. Also, it was noticed that the program known as Post Study Work (PSW), which had though been stopped by then, allowed the sampled respondents to get 2 years extension after their degree in the UK and that is why they were there for such a long time.

Table 4.21 Frequency Distribution and Proportion of the Respondents' Length of Residence in London

Attribute	Frequency	Percentage
1 month	1	0.4
2 months	2	0.9
5 months	1	0.4
6 months	4	1.8
9 months	2	0.9
1 year	20	8.9
1 year and 4 months	1	0.4
1 year and 6 months	23	10.3
2 years	60	26.8
2 years and 6 months	10	4.4
2 years and 8 months	1	0.4
3 years	66	29.5
3 years and 6 months	3	1.3
4 Years	21	9.3
4 years and 6 months	2	0.9
5 years	2	0.9
5 years and 6 months	1	0.4
6 years	1	0.4
7 years	3	1.3
11 years	1	0.4
Total	225	100

Source: Field Survey, 2013

4.1.22 Various Reasons of Choosing the UK for Study by the Respondents

Table 4.22 shows various intentions of the sampled respondents choosing the UK for study. About 38.2% of the sampled respondents were with a view that the reason they chose to study in the UK was that this would provide them with an opportunity to live abroad. The findings of Senyshyn, Warford, and Zhan (2000) while studying varying

motives of the students enrolled in international graduate programs, were consistent with the current results. According to them these motives were to live in a society different from their own, and also to experience another culture. It can be understood from the current results that educated youth in Pakistan always has a desire to explore the developed countries and sometime make an effort to get settled over there forever. Pakistan being an underdeveloped country with meager resources along with conservative and religious culture in terms of enjoying the debaucheries of life does not satisfy their aspirations which compel the educated youth to strive for getting a chance to go abroad. Also, facilities and security provided to the people in developed countries attract most of the people, particularly, the literate community, from underdeveloped countries to move to these countries to get facilitated with the social amenities in terms of quality education; better health and recreational facilities; better transportation and communication, sanitation as well as availability of energy; more economic opportunities; social, economic and psychological security etc. This curiosity in terms of exploring the modern and advanced society instigated the Pakistani postgraduate students in the study area to move to the UK.

About 29.3% of the sampled respondents were with a view to earn money during their stay in the study area. The observed result can be excogitated as most of sampled respondents in the study area were jobless back in their country which means a frustration and desire to find a mean of earning. A common impression prevailing in the third world countries is that it is easy to accumulate money while opting to move especially to the Western countries and work there for a significant period of time. This provides enticement to the unemployed educated youth of the country to find a way to move to another country to earn money while the means of such moves could be studies. However, current study found that it was not that easy for the overseas students to work for a long time in the market due to the limited working hours predetermined by the British Immigration and thus put especially those Pakistani students in a strenuous situation who came to the UK with a notion to earn money instead of getting a degree in real. They were really in a miserable and plight condition due to the limited economic resources as well as working illegally in the economic market for a very low wage which

further exacerbated their worries and frustration and they found it difficult to adjust themselves to the new environment easily.

While 28% of the sampled respondents chose to study in the UK because of the fact London got better educational institutions. It is worth mentioning in respect of the current results that London is one of the leading cities inhabiting a significant number of international students due to the fact the UK in general and London particularly have renowned and well reputed educational institutions imparting quality education to the masses. Having these considerations in mind, many Pakistani students aspire to be the part of one of these prominent educational institutions to improve their learning as well as research skills. Also in Pakistan, the degree acquired from the well reputed countries in the world is highly valued and welcomed which further increases the chances of getting a well paid job with more privileges and prestige. Thus, these Pakistani postgraduate students in the study area were found to be realistic in their approach to get a degree from the educational institutions in London to enhance their mental horizon being the part of multicultural and advanced learning milieu as well as to strengthen their CV by having international degree.

However, smaller proportions of the sampled respondents (0.9%) and (3.6%) were with a view that they either came to London for some other reason or have been compelled by their families, respectively. As mentioned earlier, people in Pakistan desire if either they or their offspring could get higher education abroad because it is considered to be an achievement on behalf of the individual, also brings a good name to the particular family and thus is considered as a matter of pride. The results indicate that the Pakistani students in the study area were highly motivated and compelled by their family members to go the UK to get a degree from there. The reason might be a matter of pride, economic gains or strengthening the educational background of that particular individual which further would boost his professional career by securing a high profile job back in Pakistan.

Table 4.22 Frequency Distribution and Proportion of Various Reason Respondents Chose to Study in the UK

Attribute	Frequency	Proportion (%)
Better Educational Institutions	63	28.0
The opportunity to live abroad	86	38.2
To earn money while studying	66	29.3
My family made me	8	3.6
Other reason	2	0.9
Total	225	100

Source: Field Survey, 2013

4.2 Adjusting to the UK Life

Adjusting both socio-culturally and psychologically by the Pakistani postgraduate students to the UK environment was investigated through various postulations by asking 12 different questions from each respondent.

Majority of the sampled respondents (40.9%) sometime and (17.3%) most of the time on the table 4.2 were with a view that they felt strained from the effort to adapt to a new culture. Smaller were the proportions of the respondents (28.4%) not really and (9.8%) not at all bothered by the effort to adapt to a new culture in the study area. The findings of ward and Kennedy (1993) are in line with the present results. They concluded that the Chinese students experienced arduous problems adjusting themselves to the life in New Zealand. It can be inferred from the present study that Pakistani students did find it difficult to cope with the new culture totally different in terms of norms and values, customs and traditions, rituals, religion etc. Pakistani culture is totally in contrast to the British culture as in Britain there is more liberty and individualism that is negated by Islam. Thus to cope with these differences, it usually puts international students, having Asian, especially Islamic background (i.e., Pakistani students), in a demanding and challenging situation to adjust in an alien environment by accepting the new cultural patterns wholeheartedly while also to keep their embedded cultural characteristics intact.

Similarly, on the above table majority of the sampled respondents (58.7%) sometime and (32.0%) most of the time felt homesickness while during their exposure to a new country. Very small proportions of the sampled respondents (6.2%) not really and (0.4%) not at all felt any such nostalgia on their exile to an alien environment. While, (2.7%) of the sampled respondents did not know whether they were missing their family and friends back in home country. The current findings had been supported by Rajapaksa & Dundes (2002) who on the basis of previous research, argued that isolation & homesickness were being experienced by almost all the international students in a host culture. Similar conclusions from previous literature have been inferred by Meloni (1986) explicating that homesickness, as a personal problem, was considered as the top most problem encountered by the student sojourners in the host culture. The current findings can be comprehended as the Pakistani culture is based on collectivism where joint family system is encouraged even from Islamic point of view as well and the people mostly remain under one roof by developing close ties and emotional as well as sentimental attachment with each other. This pattern directly leads to a dependent way of life where individuals with a specified roles as well as division of labor are attributed by the cultural system. In this respect, most of the Pakistani postgraduate students in London encountered homesickness while leaving their parents, family members, close friends and familiar culture back in Pakistan. Also, to comply with the independent way of life while carrying out all the inside as well as outside home activities on their own put them in an arduous situation especially those students in the study area who had never experienced that pattern of life. This sudden change of role in life further led to frustration and anxiety that caused homesickness among the Pakistani postgraduate students while adjusting in a new environment.

Majority of the sampled respondents (56.4%) most of the time and (36.0%) sometime were contented of being accepted in a new culture which means there was no such discrimination or biasness. Only small proportions of the sampled respondents (4.4%) and (1.3%) were with a view that they were not really or not at all generally accepted by the local community in a new environment, respectively. Supporting the above findings, Senyshyn et al. (2000) in their findings concluded that international

students indicated feeling accepted in a new environment as well as satisfied with their socio-cultural adjustment. Similarly, the findings of Thomson et al. (2006) were consistent with the results of the present study while concluding that experiences of the international students regarding perceived discrimination and prejudice was remarkably positive. In contrast, Poyrazli and Grahame (2007) discovered that the discrimination perceived by the international students was higher than their American counterparts. This has been supported by many researchers (e.g., Sodowsky and Plake, 1992; Hanassab, 2006; Lee & Rice, 2007; Poyrazli & Lopez, 2007) asserting that as compared to Europeans, international students from Asia, Africa and South America reported a significant discrimination perceived in the host country. The study further enrich researcher with the knowledge that the Pakistani postgraduate students did not feel or encountered any indifferent behavior from the locals in the study area. Researcher's personal observations were also very positive as during stay in London there was no hint of discrimination or any deviant behavior that could directly hurt the religion or culture of Pakistan. Also, London was found very much cosmopolitan where people from various ethnic as well as religious backgrounds were living together and this friendly and indiscriminative behavior of the locals could be attributed to their accepting various ethnicities and religions prevailing in their society for ages.

Majority of the sampled respondents (48.9%) sometime and (8.9%) most of the time were with a view to escape from the new environment altogether while 26.7% and 8.9% of the sampled respondents either not really or not at all felt the same way, respectively, as they did not desire to escape from the new environment altogether. The aforementioned findings were consistent with Lin and Yi (1997) who in their conclusion argued that failure on the behalf of student sojourners to cope with the challenges such as stress and anxiety, lack of concentration and motivation in the process of adjustment make them unsatisfied and sometime they decide to quit. This can be understood from the present findings that Pakistani postgraduate students found it hard to cope with the new pattern of life in respect of roles and responsibilities that had a negative effect on their adjustment and due to this frustration and tension they were compelled to leave the new culture altogether. It was observed during the data collection that almost all the

respondents, except few who had their relatives living in London, faced the problem of finding a suitable accommodation and then adjusting to the life in sharing accommodation as it always put them under serious pressure due to many reasons such as scarcity of enough space for taking rest, bearing the people belonging to different cultural and mental backgrounds, coping with the litigations and skirmishes taking place due to the pre-specified rules inside the flat or house, sacrificing sleep and comfort in the welfare of fellow men and time management between the study, job and household activities. Also, they found it hard seeking job in the new environment as well as accepting the odd jobs. Most of the respondents felt ashamed of doing odd jobs as according to them, it was against their nature which did hurt them both mentally and physically. Furthermore, the sampled respondents faced problems while seeking the social services in a new country in shape of driving license, National Health System (NHS) number, Insurance number, opening a Bank Account etc., as it was not that easy to get all these services rather require time and energy which was a tedious job. It seriously caused tension and anxiety which compelled them to become homesick and started hatred toward the new life in London. However, they were yet stick to be there to get their degree from the educational institutions in London as most of the sampled respondents were scared of the social menace that their relatives and friends would be jeering at them while escaping from the new environment without achieving their goal (i.e., a degree).

Majority of the sampled respondents (50.2%) sometime and (13.3%) most of the time realized to be confused about their role in a new environment whereas 23.1% and 9.8% of the sampled respondents either not really or not at all felt any such confusion regarding their role in the host country, respectively. In can be understood from the present findings that most of the sampled respondents despite spending a considerable time in London were oblivious to their actual role they were there for. This probable situation can be attributed to their wayward attitude as they were not sure whether they were in London to get education or earn money or to get permanent settlement etc. This perplexity of mind usually put them in a bewildering and precarious situation that

compelled them not to bifurcate about their actual role and aim they were in London for and thus were confused most of the time.

Similarly, majority of the sampled respondents (67.1%) sometime and (5.3%) most of the time viewed events in a new environment shocking and disgusting. Smaller were the proportions of the sampled respondents (17.3%) not really and (4.9%) not at all did perceive events shocking or disgusting in the host country. The current findings can be comprehended in the context of difference in both the cultures of the UK and that of Pakistan. The Pakistani culture embedded with the Islamic preaching based on strict and conservative practices and beliefs develop a kind of traditional and in extreme cases, inflexible outlook. The Pakistani students in the study area possessing the same embedded cultural traits of Pakistan while entering to a country like the UK where the culture offered more liberalism and freedom of expression in terms of taking booze in public and the easy availability of Alcohol in the market, pre-marital sex, kissing in public without any hesitation, recreational places in shape of clubs, pubs and casinos etc., brought shocking experiences for them. It can also be attributed to the lack of knowledge of these Pakistani postgraduate students who were totally alien to the British culture. Though, all the Pakistanis do not have the same traditional and conventional attitude because of the diversity prevailing in different regions of the country. Such as, people in the urban areas are more educated and considerably liberal in their attitude. However, the researcher's experiences, while possessing a more liberal and positive approach along with ample knowledge about the culture and life style in London, remained very pleasant while not finding things abominable or disgusting keeping in mind being in the UK.

About 38.2% and 16.9% of the sampled respondents rejected the notion of feeling helpless or powerless while trying to cope with a new culture with a response of either not really or not at all, respectively. However, 32.0% and 6.2% of the sampled respondents either sometime or most of the time did feel helpless or powerless in their effort to cope with a new culture, respectively. Majority of the sampled respondents (38.7%) not really and (36.3%) not at all felt anxious or awkward on their meeting with the local people. However, 18.2% and 4.9% of the sampled respondents either sometime

or most of the time felt anxious on their meeting with the local people in a new culture, respectively.

Majority of the sampled respondents (68.9%) most of the time and (26.7%) sometime could make sense of the gestures or facial expression of the local people. Smaller were the proportions of the sampled respondents (2.2%) and (1.8%) who could either not at all or not really make sense of the gestures of the host nationals, respectively. It can further be explicated that the sampled respondents in the study area could properly understood symbolic interaction of the locals and were not finding it an uphill task to communicate them in socio-cultural environment. Similarly, majority of the sampled respondents (43.1%) not at all and (40.4%) not really felt uncomfortable if the local people would be staring at them while going out. Only small proportions of the sampled respondents (10.2%) sometime and (3.1%) most of the time felt uncomfortable with staring of the local people on their exposure to the society. It can be understood from the current findings that the local people did not make it hard for the sampled respondents to move around without any difficulty and that they were not bothered about their presence in the locality. Similarly, majority of the sampled respondents (58.2%) not at all and (33.8%) not really felt if they could be cheated by the locals while shopping in the market. However, 5.8% and 0.9% of the sampled respondents either sometime or most of the time did feel to be cheated by the non-natives in the market while shopping, respectively. Majority of the sampled respondents (43.6%) most of the time and (34.2%) sometime did find it an effort to be polite to their host nationals. Nevertheless, 8.4% and 8.0% of the sampled respondents either not really or not at all did find it an effort to be polite to their hosts, respectively.

Table 4.2 **Frequency Distribution and Proportion of the Respondents showing variable responses to Adjusting to the UK life**

S. No.	Attribute	Most of the time	Sometime	Don't know	Not really	Not at all	Total
1	Do you feel strain from the effort to adapt to a new culture	39(17.3)	92(40.9)	8(3.6)	64(28.4)	22(9.8)	225(100)
2	Have you been missing your family and friends back home	72(32.0)	132(58.7)	6(2.7)	14(6.2)	1(0.4)	225(100)
3	Do you feel generally accepted by the local people in the new culture	127(56.4)	81(36.0)	4(1.8)	10(4.4)	3(1.3)	225(100)
4	Do you ever wish to escape from your new environment altogether	20(8.9)	110(48.9)	15(6.7)	60(26.7)	20(8.9)	225(100)
5	Do you feel confused about your	30(13.3)	113(50.2)	8(3.6)	52(23.1)	22(9.8)	225(100)

	role or identity in the new culture						
6	Have you found events in a new environment shocking or disgusting	12(5.3)	151(67.1)	12(5.3)	39(17.3)	11(4.9)	225(100)
7	Do you ever feel helpless or powerless when trying to cope with the new culture	14(6.2)	72(32.0)	15(6.7)	86(38.2)	38(16.9)	225(100)
8	Do you feel anxious or awkward when meeting local people	11(4.9)	41(18.2)	4(1.8)	87(38.7)	82(36.4)	225(100)
9	When talking to people, can you make sense of their gestures or facial expressions	155(68.9)	60(26.7)	1(0.4)	4(1.8)	5(2.2)	225(100)
10	Do you feel uncomfortable if people stare at you when	7(3.1)	23(10.2)	7(3.1)	91(40.4)	97(43.1)	225(100)

	you go out						
11	When you go out shopping, do you feel as though people be trying to cheat you	2(0.9)	13(5.8)	3(1.3)	76(33.8)	131(58.2)	225(100)
12	Are you finding it an effort to be polite to your hosts	98(43.6)	77(34.2)	13(5.8)	19(8.4)	18(8.0)	225(100)

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

4.3 Religious Life in Britain

The domain of religious life of the sampled respondents in Britain in the current study was restricted to five different statements namely, respondents considered themselves deeply religious persons, respondents religious beliefs and practices make it difficult for them to adjust to life in the UK, respondents can easily access to *Halal* (Slaughtered) Food, respondents can easily access to *Masjid* (Mosques), respondents are satisfied with the nearest *Masjid*. Findings in table 4.3 on the religious life in Britain have been discussed as under.

About (47.1%) and (7.1%) of the sampled respondents on the table. 4.3 were either agreed or strongly agreed that they were deeply religious persons, respectively. However, small proportions of the sampled respondents (24.4%) disagreed and (2.7%) strongly disagreed to view themselves deeply religious persons. Surprisingly, 18.7% of the sampled respondents could not decide whether they were deeply religious persons or not. Majority of the sampled respondents (46.2%) disagreed and (44.4%) strongly disagreed that their religious beliefs and practices did make it difficult for them to adjust to London. However, 5.8% and 0.9% of the sampled respondents were either agreed or

strongly agreed that their adjustment to London had been difficult to their religious beliefs and practices, respectively.

Majority of the sampled respondents (56.0%) agreed and (36.4%) strongly agreed that they could easily access to the *Halal* food in a new environment. While, very small proportions of the sampled respondents (5.3%) and (1.8%) were either disagreed or strongly disagreed that they could easily access to the *Halal* food in the study area, respectively.

Similarly, majority of the respondents (50.2%) agreed and (34.7%) strongly agreed that they could easily access to *Masjid* in the study area. However, smaller proportions of the sampled respondents (8.9%) disagreed and (1.3%) strongly disagreed that they could easily access to *Masjid* in the study area while 4.9% of the sampled respondents did not know whether they could have easily accessed to the *Masjid* or not. Majority of the sampled respondents (36.9%) strongly agreed and (28.0%) agreed that they were satisfied with the nearest *Masjid* in a new environment. While, smaller proportions of the sampled respondents (1.8%) disagreed and (1.8%) strongly disagreed that they were satisfied with the nearest *Masjid* in the study area. However, 31.6% of the sampled respondents did not know whether they were satisfied or unsatisfied with the nearest *Masjid* in a host country. The findings of Mehdizadeh & Scott (2005) were consistent with the present study. They discovered that 85 per cent of the international students in Scotland reported greater level of satisfaction regarding the availability of religious facilities and observance of religious obligations without any difficulty in the host country.

Table 4.3 Frequency Distribution and Proportion of the Respondents showing variable responses to Religious Life in Britain

S. No.	Attribute	Strongly disagree	Disagree	Don't know	Agree	Strongly agree	Total
1	I consider myself a deeply religious person	6(2.7)	55(24.4)	42(18.7)	106 (47.1)	16(7.1)	225 (100)
2	My religious beliefs and practices make it more difficult for me to adjust to life in the UK	100(44.4)	104(46.2)	6(2.7)	13(5.8)	2(0.9)	225 (100)
3	I can easily access *Halal* Food	4(1.8)	12(5.3)	1(0.4)	126 (56.0)	82(36.4)	225 (100)
4	I have easy access to a *Masjid*	3(1.3)	20(8.9)	11(4.9)	113 (50.2)	78(34.7)	225 (100)
5	I am satisfied with the nearest *Masjid*	4(1.8)	4(1.8)	71(31.6)	63 (28.0)	83(36.9)	225 (100)

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

4.4 University Experiences in Britain

This section pertains to information regarding university experiences of the respondents in the study area against 4 different statements.

As depicted in table 4.4, out of the total sampled respondents (34.7%) disagreed and (30.2%) strongly disagreed that their British universities offered affordable and effective English language support. However, 11.1% and 5.3% of the sampled respondents were either agreed or strongly agreed over the fact their British universities provided them with affordable and effective English language support, respectively.

Majority of the sampled respondents (65.3%) agreed and (19.1%) strongly agreed that their British universities provided them with useful information about their program prior to their arrival. However, 11.6% of the sampled respondents were disagreed to the above statement.

However, about 39.6% and 5.8% of the sampled respondents reported that they were either disagreed or strongly disagreed over the fact that useful information about the local area were being provided to them by their British universities prior to their arrival in the study area. Though, 38.2% and 5.3% of the sampled respondents were either agreed or strongly agreed that they had been provided with useful information about the local area by their British universities prior to their arrival, respectively. While, 11.1% of the sampled respondents neither agreed nor disagreed to the above statement. Findings of Mehdizadeh & Scott (2005) were in line with the results of the present investigation as they concluded that majority of the students (69%) reported they were dissatisfied with receiving adequate pre-arrival information from their university about living in Scotland while 31% of the respondents were satisfied.

Majority of the sampled respondents (61.3%) agreed and (22.7%) strongly agreed to the postulation that their British universities provided with useful information about immigration and administration requirements for foreign students prior to their arrival in the study area while, smaller proportions of the sampled respondents (9.8%) disagreed and (0.9%) strongly disagreed to the above statement.

Table 4.4 Frequency Distribution and Proportion of the Respondents showing variable responses to Respondents' University Life in Britain

S. No.	Attribute	Strongly disagree	Disagree	Don't know	Agree	Strongly agree	Total
1.	My university offers me affordable and effective English Language support	68(30.2)	78(34.7)	42(18.7)	25(11.1)	12(5.3)	225(100)
2.	My university provided my with useful information about program prior to my arrival	-	26(11.6)	9(4.0)	147(65.3)	43(19.1)	225(100)
3.	My university provided me with useful information about the local area prior to my arrival	13(5.8)	89(39.6)	25(11.1)	86(38.2)	12(5.3)	225(100)
4.	My university provided me with useful information about immigration and administration requirement for foreign students prior to my arrival	2(0.9)	22(9.8)	12(5.3)	138(61.3)	51(22.7)	225(100)

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

4.5 Pakistani Students and British Immigration

Investigation on the Pakistani students and British Immigration was restricted to the following three assumptions namely, changes to visa policies caused serious problems to the respondents, respondents understood everything that was required of them by the UK Border Agency (UKBA) help documents online, UK Border Agency's personnel were very helpful and cooperative with the respondents.

The data presented in the table 4.5 reveals that majority of the sampled respondents (34.2%) strongly agreed and (28.4%) agreed that changes to visa policies caused them serious problems in the study area. However, 16% and 13.8% of the sampled respondents were either strongly disagreed or disagreed to the above statement as they did not feel any serious problems caused by the changes brought in the visa policies in the host country. This probable situation is because of the regular alteration brought in the Immigration policies by UKBA in respect of overseas students and at times it is getting stricter in terms of job seeking, visa extension as well high fee of visa extension, marriage in the UK, Post-Study Work (PSW), Highly Skilled Migrant Program (HSMP) etc., which further impeded the smooth adjustment of the sampled respondents in the study area.

Majority of the sampled respondents (62.7%) agreed and (23.1%) strongly agreed that they understood everything that was required of them by the United Kingdom Border Agency (UKBA) help documents online. However, only smaller proportions of the sampled respondents (4.9%) disagreed and (2.2) strongly disagreed that they understood the information available on the UKBA help documents online. Majority of the sampled respondents (60.4%) agreed and (22.2%) strongly agreed that the UKBA's personnel were very helpful and cooperative with them. Conversely, smaller proportions of the sampled respondents (3.1%) disagreed and (3.1%) strongly disagreed that the UKBA's personnel were very helpful and cooperative with them. However, 11.1% of the sampled respondents did not know whether the UKBA's personnel were helpful and cooperative with them or not.

Table 4.5 Frequency Distribution and Proportion of the Respondents showing variable responses to Pakistani Students and British Immigration

S. No.	Attribute	Strongly disagree	Disagree	Don't know	Agree	Strongly agree	Total
1	Changes to visa policies caused me serious problems	36(16.0)	31(13.8)	17(7.6)	64(28.4)	77(34.2)	225(100)
2	I understood everything that was required of me by the UK Border Agency from the UKBA help documents online	5(2.2)	11(4.9)	16(7.1)	141(62.7)	52(23.1)	225(100)
3	UK Border Agency's personnel were very helpful and cooperative	7(3.1)	7(3.1)	25(11.1)	136(60.4)	50(22.2)	225(100)

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

4.6 Bi-variate Analyses:

Association between dependent variable (cross-cultural adjustment) and independent variables (socio-cultural adjustment, psychological adjustment, economic adjustment, academic adjustment and religious adjustment) was worked out through cross tabulation. The findings of the above mentioned variables with suitable reasons are discussed and presented as followed;

Table 4.6.1 Association between Employment Status of the Pakistani Postgraduate students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Are you employed in Pakistan	YES	1 (20%)	15 (24.6%)	15 (10.4%)	4 (28.6%)	0 (0.0%)	35 (15.6%)	x^2 = 8.750 p= (.068)
	NO	4 (80.0%)	46 (75.40%)	129 (89.6%)	10 (71.4%)	1 (100.0%)	190 (84.4%)	

- Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

In Table 4.6.1, the chi-square value (8.75) having non-significant value (0.068) shows that there is no association between employment status of the sampled respondents back in home country and their adjustment in London. Economic environment usually provide employees with an arena to increase their learning skills and capabilities by utilizing their intrinsic potentialities and knowledge and to groom their personality in a professional environment. Also, helps in maintaining a sound financial status in a society. However, the economic market in London in terms of job nature, working hours and wage is quite different from Pakistan. In Pakistan, job environment is usually quite relaxed and the employees do not get overloaded from fatigue and long working hours. Also, the nature of job in Pakistan depends on the qualification of the candidate while the scenario for international students in general and Pakistani students in particular is in contrast in London, as qualified Pakistani students have been found working odd jobs in

the market. The present findings suggested that the economic engagement of the sampled respondents back in Pakistan could not have been helpful in their adjustment in London.

Table 4.6.2 Association between Employment Profession of the Pakistani Postgraduate Students back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
If yes, then	Govt. Employee	0 (0.0%)	1 (6.2%)	4 (28.6%)	1 (25.0%)	0 (0.0%)	6 (17.1%)	$x^2 = 4.177$ $p = .653$
	Private employee	1 (100.0%)	13 (81.2%)	9 (64.3%)	2 (50.0%)	0 (0.0%)	25 (71.4%)	
	Other	0 (0.0%)	2 (12.5%)	1 (7.1%)	1 (25.0%)	0 (0.0%)	4 (11.4%)	

- Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

The chi-square value (4.17) having non-significant value (.653) on the Table 4.6.2 indicates that there is no association between the employment professions of the sampled respondents back in home country and their adjustment in the study area. The current findings suggested that various economic professions of the employed sampled respondents in their native country could not influence adjustment of the sampled respondents in London as student sojourners. As already discovered and discussed in the above table (i.e., table 4.6.1) that economic engagement of the sampled respondents back in Pakistan did not make any difference in their adjustment to the study area comparatively to their unemployed counterpart.

Table 4.6.3 Association between Per-month Income of the Pakistani Students back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Your income per month in Pakistan	Up to 30000	1 (100.0%)	7 (43.8%)	5 (35.7%)	0 (0.0%)	0 (0.0%)	13 (37.1%)	$x^2 =$ 8.910
	30001 to 40000	0 (0.0%)	4 (25.0%)	4 (28.6%)	3 (75.0%)	0 (0.0%)	11 (31.4%)	$p = .446$
	40001 to 50000	0 (0.0%)	4 (25.0%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	6 (17.1%)	
	50001 and above	0 (0.0%)	1 (6.2.0%)	3 (21.4.0%)	1 (25.0%)	0 (0.0%)	5 (14.3%)	

- Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

Table 4.6.3 reveals that a positive (8.91) but non-significant (.446) relation was found between per-month income of the sampled respondents back in home country and their adjustment in the study area. It can be mentioned here that there is a huge difference between the value of Pakistani Rupee and that of the UK Pound Sterling. Despite the employed sampled respondents were earning money by the virtue of their involvement in economic activity in their native country, yet it was not sufficient enough to have met their economic needs. The probable justification for the above situation could be the higher economic demands in London in terms of seeking accommodation, paying university's tuition fee, restrictions on long working hours, and bearing the expenditures of a day-to-day life etc. Supporting the present findings, researchers (e.g. Li & Kaye's, 1998; Galloway and Jenkins, 2009; Meloni, 1986; Spencer-Oatey et al., 2006; Chen, 2001) considered financial problems as one of the impeding factors in the cross-cultural adjustment of international students. Thus, it can be inferred from the current findings

that monthly income of the sampled respondents back in their home country could not contribute in their adjustment to the host country.

Table 4.6.4 Association between Type of Family of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK						Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all	Total	
Which term best describes your household	Nuclear family	0 (0.0%)	3 (4.9%)	4 (2.8%)	0 (0.0%)	0 (0.0%)	7 (3.1%)	$x^2 =$ 10.464
	Joint family	5 (100.0%)	53 (86.9%)	137 (95.1%)	12 (85.7%)	1 (100.0%)	208 (92.4%)	p =.575
	Extended family	0 (0.0%)	4 (6.6%)	2 (1.4%)	1 (7.1%)	0 (0.0%)	7 (3.1%)	
	Other	0 (0.0%)	1 (1.6%)	1 (0.7%)	1 (7.1%)	0 (0.0%)	3 (1.3%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.4, a positive (10.46) but non-significant (.575) relation was found between the type of family of the sampled respondents and their adjustment in the UK. It can be asserted that joint family system in Pakistan is mostly followed because of the influence of culture as well as religion and mostly people prefer to live in joint family system due to the economic constraints and social bindings. However, the joint family structure with the inception of industrialization and urbanization as well as expansion of education is losing its shape in most of the rural sector in general and in advanced cities in particular and thus, the nuclear family system is on its boom. Furthermore, nuclear family system is commonly in practice in most of the mega cities of Pakistan. However, the result of the current study indicates that various types of households of the sampled respondents had no affect on their adjustment in the study area.

Table 4.6.5 Association between Profession of the Pakistani Students' Parents back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Your father's profession	Government employee	2 (40.0%)	18 (29.5%)	32 (22.2%)	3 (21.4%)	1 (100.0%)	56 (24.9%)	$x^2 =$ 11.416 $p = .935$
	Professional (non-government)	0 (0.0%)	13 (21.3%)	34 (23.6%)	3 (21.4%)	0 (0.0%)	50 (22.2%)	
	Businessman	2 (40.0%)	22 (36.1%)	63 (43.8%)	5 (35.7%)	0 (0.0%)	92 (40.9%)	
	Farmer	1 (20.0%)	5 (8.2%)	8 (5.6%)	2 (14.3%)	0 (0.0%)	16 (7.1%)	
	Retired	0 (0.0%)	1 (1.6%)	4 (2.8%)	1 (7.1%)	0 (0.0%)	6 (2.7%)	
	Deceased	0 (0.0%)	2 (3.3%)	3 (2.1%)	0 (0.0%)	0 (0.0%)	5 (2.2%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

The chi-square value (11.41) having non-significant value (.935) on the Table 4.6.3 shows that there is no relation between profession of the sampled respondents' parents back in home country and their adjustment in the UK. Pakistan being heterogeneous in its outlook provides base to social stratification in terms of education, economic resources, occupation, prestige and political power. Thus, variation is to be observed in the social classes in society on the basis of the above mentioned factors. In Pakistan various occupations prevail and sometime people embrace occupation of their choice where in some cases people outstrip the jobs that may be higher in pay and scale but low in authority and prefer to enjoy the power instead of earning money. Thus,

findings of the present study suggested that various economic professions of respondents' parents could not influence adjustment of the sampled respondents in the study area.

Table 4.6.6 Association between Per-month Income of the Pakistani students' Parents back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Income of your father/ family	Up to 30000	2 (40.0%)	7 (11.5%)	12 (8.3%)	0 (0.0%)	0 (0.0%)	21 (9.3%)	$x^2 =$ 32.879 $p = .008$
	30001 to 40000	0 (0.0%)	14 (23.0%)	47 (32.6%)	3 (21.4%)	0 (0.0%)	64 (28.4%)	
	40001 to 50000	0 (0.0%)	20 (32.8%)	40 (27.8%)	6 (42.9%)	0 (0.0%)	66 (29.3%)	
	50001 and above	3 (60.0%)	17 (27.9%)	38 (26.4%)	4 (28.6%)	0 (0.0%)	62 (27.6%)	
	Not Applicable	0 (0.0%)	3 (4.9%)	7 (4.9%)	1 (7.1%)	1 (100.0%)	12 (5.3%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.6, a positive (32.87) and highly significant (.008) relation was found between per-month income of the sampled respondents' Parents and their adjustment in the study area. Findings of the present study further enrich the researcher with information that the sampled respondents' parents' monthly income could be attributed to a financial boost and psychological impetus being provided to the sampled respondents while choosing to go abroad for higher studies and to facilitate them in their initial few months while searching for jobs in the host country. Though, this financial support could not be extended for the whole of their stay in the host country as huge difference prevailed in the value of currency between Pakistan and that of the UK and hence the parents would not have afforded to bear it for long. However, the initial economic

support in terms of arranging money for their admission abroad, visa fee and air fare could be attributed to a financial support being extended by the sampled respondents' parents especially in case of those sampled respondents who were jobless back in their home country. On the basis of the above discussion it can be argued that more the higher salary respondents' parents get; easier will be the adjustment in the host country. Thus, it can be understood from the current findings that monthly income of the sampled respondents' fathers could have positively affected their adjustment to the host country.

Table 4.6.7 Association between Medium of Instruction in the Previous Educational Institution of the Pakistani Postgraduate Student back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
What was the medium of instruction in your most recent Pakistani educational institution	English	4 (80.0%)	59 (96.7%)	138 (95.8%)	14 (100.0%)	1 (100.0%)	216 (96.0%)	$x^2 = 4.051$ $p = .399$
	Urdu	1 (20.0%)	2 (3.3%)	6 (4.2%)	0 (0.0%)	0 (0.0%)	9 (4.0%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.7, a positive (4.05) but non-significant value (.399) reveals that there is a no association between medium of instruction in the previous educational institutions of the sampled respondents back in home country and their adjustment in the host country. It can be asserted that proficiency in language, both in the socio-cultural as well as in academic settings helps international students, whose first language is other than English, to adjust in a new environment, particularly in an English speaking country, easily. However, during the data collection, the researcher observed that despite, all the sampled respondents had their previous degree in strict English language back in Pakistan but almost all of them faced some problems related to do well and get adjust in a new

academic environment. Their grieve was that the accent of the teachers was hard to pick as they spoke very fast and used difficult words along with colloquial language which made it hard for them to understand the main essence of the lectures in the initial few months. Furthermore, there was a huge difference in the teaching methodology of Pakistan with that of the UK. As in British universities, teachers taught very little in the class room and the rest had to be covered by the students on their own that put huge pressure on those students having teacher-oriented background of study like in Pakistan as self-motivated independent study followed in western academic settings usually required some time to get used to with. Mostly the limitations or boundaries of the course were not known unlike Pakistan where teachers would provide notes and taught even a single topic related to the course. Too many assignments and sometime participating in a group discussion created problems to those sampled respondents with paucity of time, knowledge, and language proficiency as to them to participate actively in group discussion or class discussion required extensive study and preferred to develop friendship with their own compatriots. This kind of situation led the sampled respondents to encounter deep depression and anxiety as they considered it bizarre academic demands where the teachers had to pull their hands out of the river and let the students to find the pearl on their own. Supporting the current findings in respect of importance of the proficiency in a second language, (e.g. Mallinckrodt & Leong, 1992; Constantinides, 1992; Antwi and Ziyati, 1993; Wan et al., 1992; Surdam & Collins, 1984; Chen, 1996; Ward & Kennedy, 1999) have widely considered language competency as one of the vital components for the international students in their adjustment process abroad. As they discovered that the major difficulty encountered by these student sojourners was communicating properly in the academic arena. However, findings of the current study suggested that medium of instruction of the sampled respondents in their home country could not contribute to their smooth adjustment in the host country.

Table 4.6.8 Association between Attempting the English Language Proficiency Test by the Pakistani Postgraduate Student back in Home Country and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Have you taken an English Language Proficiency Test? (such as IELTS or TOEFL)	Yes	5 (100.0%)	58 (95.1%)	138 (95.8%)	14 (100.0%)	1 (100.0%)	216 (96.0%)	$x^2 = .978$ $p = .913$
	No	0 (0.0%)	3 (4.9%)	6 (4.2%)	0 (0.0%)	0 (0.0%)	9 (4.0%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.8, a positive (.97) but non-significant (.913) relation was found between attempting the English language proficiency test by the sampled respondents back in home country and their adjustment in the study area. It is worthy to mention that IELTS being a pre-requisite to get admission in the British educational institutions compel the international students to attempt this language proficiency test. It can be argued that the international students from the non-English speaking countries in general and Pakistan in particular strive a lot to secure the required grades in the IELTS to be eligible to get admission in the UK. It has been observed that most of the students in Pakistan attend IELTS coaching classes before attempting the test which indicates that these students lack the potentials to qualify the test without the assistance of these IELTS coaching centers. The researcher observed during the data collection that the sampled respondents negatively criticized the passive role of IELTS and considered it to be a source of accumulating money and a gate way to get visa for the UK as there was no such positive applicability of IELTS in the adjustment to a new social or academic environment. Supporting the current findings, Suseela & Selan (2001) asserted that despite of the fact that most of these student sojourners have qualified the English language proficiency test (i.e., TOEFL or IELTS) one of the standards for a language competency being a pre-requisite to get admission in these colleges or universities, it is argued that majority still are encountering the language proficiency. Thus, it can be

inferred from the current findings that IELTS could not contribute in the adjustment of the sampled respondents in the study area.

Table 4.6.9 Association between IELTS Score of the Pakistani Postgraduate Students and Pakistani students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
If you took the IELTS, what was your score	Below the 5 Band	1 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.5%)	x^2 = 65.289 p = .000
	Between 5 to 6 Band	3 (60.0%)	25 (43.9%)	44 (32.1%)	1 (7.7%)	0 (0.0%)	73 (34.3%)	
	Between 6 to 7 Band	1 (20.0%)	30 (52.6%)	83 (60.6%)	10 (76.9%)	0 (0.0%)	124 (58.2%)	
	Above 7 Band	0 (0.0%)	2 (3.5%)	10 (7.3%)	2 (15.4%)	1 (100.0%)	15 (7.0%)	

- Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

A positive (65.28) and highly significant (.000) relation was found between IELTS score of the sampled respondents and their adjustment in the study area on Table 4.6.9. Higher score in an English language test depicts competency level of those who have a profound insight on the English language and thus is an obvious indicator of feeling comfortable in an English speaking country on their exile in terms of communicating in the social environment in general and academic settings in particular and hence, is helpful in smooth adjustment to an alien settings. It is to be asserted on the basis of the above findings that IELTS score contributed in the adjustment of the sampled respondents in the study area. The current findings were in line with Senyshyn et al. (2000) who concluded that international students who scored high on TOEFL indicated

lesser adjustment problems and were contented and positive as compare to those who secured low score and thus supporting the construe that the "English language proficiency is related to adjustment". According to Stoynoff (1997) a significant association was found between the TOEFL score of the international undergraduate students and their academic performance. Johnson (1988) established that the GPA of international students in terms of proficiency level was being anticipated by the TOEFL score. Those student sojourners securing low TOEFL scores could not cope with the heavy workload in terms of extensive reading and writing assignments and thus were less successful than those securing high score. Messner & Lin (1995) also maintained that the graduate student sojourners getting "A" grades had secured high score on TOEFL and those having "B" grades in their academics had low TOEFL score. Thus, more the higher score one secures in an English language test; easier is going to be the adjustment in the new academic environment.

Table 4.6.10 Association between the Degree Program of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Which degree are you currently registered for in Britain	Taught MSc or MA	1 (20.0%)	6 (9.8%)	9 (6.2%)	2 (14.3%)	0 (0.0%)	18 (8.0%)	$x^2 = 7.602$ $p = .960$
	Research MSc or MA	1 (20.0%)	16 (26.2%)	54 (37.5%)	6 (42.9%)	0 (0.0%)	77 (34.2%)	
	MPhil	0 (0.0%)	2 (3.3%)	5 (3.5%)	0 (0.0%)	0 (0.0%)	7 (3.1%)	
	Doctorate	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4 %)	
	Other	3 (60.0%)	37 (60.7%)	75 (52.1%)	6 (42.9%)	1 (100.0%)	122 (54.2%)	

- Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

The chi-square value (7.602) having non-significant value (.960) on the Table 4.6.10 shows that there is no relation between the degree programs of the sampled respondents and their adjustment in the study area. Though, the sampled respondents were enrolled in various fields of study in different universities in London, the present study suggests that the adjustment of the sampled respondents could not be affected by the degree programs they were enrolled in various educational institutions in the study area.

Table 4.6.11 Association between British University of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
What is the name of your British University	King's College London	1 (20.0%)	3 (4.9%)	11 (7.6%)	0 (0.0%)	0 (0.0%)	15 (6.7%)	$x^2 = 163.985$ $p = .000$
	University of East London (UEL)	0 (0.0%)	2 (3.3%)	9 (6.2%)	4 (28.6%)	0 (0.0%)	15 (6.7%)	
	University of London	0 (0.0%)	5 (8.2%)	7 (4.9%)	0 (0.0%)	0 (0.0%)	12 (5.3%)	
	Birkbeck University London	1 (20.0%)	6 (9.8%)	13 (9.0%)	1 (7.1%)	0 (0.0%)	21 (9.3%)	
	West London College	0 (0.0%)	2 (3.3%)	2 (1.4%)	1 (7.1%)	0 (0.0%)	5 (2.2%)	
	London School of Economics (LSE)	0 (0.0%)	1 (1.6%)	6 (4.2%)	0 (0.0%)	0 (0.0%)	7 (3.1%)	
	Stratford City College London	1 (20.0%)	5 (8.2%)	10 (6.9%)	1 (7.1%)	0 (0.0%)	17 (7.6%)	
	University College London (UCL)	0 (0.0%)	1 (1.6%)	5 (3.5%)	1 (7.1%)	0 (0.0%)	7 (3.1%)	
	University of Westminster	0 (0.0%)	5 (62.5%)	3 (37.5%)	0 (0.0%)	0 (0.0%)	8 (3.6%)	
	London	1	2	2	0	0	5	

Business School	(20.0%)	(3.3%)	(1.4%)	(0.0%)	(0.0%)	(2.2%)
London School of Business and Finance (LSBF)	0 (0.0%)	11 (18.0%)	18 (12.5%)	3 (21.4%)	0 (0.0%)	32 (14.2%)
Central Cranbook College London	0 (0.0%)	4 (6.6%)	9 (6.2%)	0 (0.0%)	0 (0.0%)	13 (5.8%)
Queen Mary University of London	0 (0.0%)	3 (4.9%)	10 (6.9%)	1 (7.1%)	0 (0.0%)	14 (6.2%)
London College of Business Management & Information Technology	0 (0.0%)	0 (0.0%)	2 (1.4%)	0 (0.0%)	0 (0.0%)	2 (0.9%)
Greenwich University London	0 (0.0%)	0 (0.0%)	5 (100.0%)	0 (0.0%)	0 (0.0%)	5 (2.2%)
City University London	0 (0.0%)	4 (6.6%)	14 (9.7%)	0 (0.0%)	0 (0.0%)	18 (8.0%)
University of West London	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)
Goldsmith College London	0 (0.0%)	1 (1.6%)	8 (5.6%)	1 (7.1%)	0 (0.0%)	10 (4.4%)
London Metropolitan University	1 (20.0%)	6 (9.8%)	8 (5.6%)	1 (7.1%)	0 (0.0%)	16 (7.1%)
SOAS, University of London	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	1 (100.0%)	2 (7.1%)

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.12, a positive (163.98) and highly significant (.000) relation was found between the sampled respondents' British universities and their adjustment in the study area. It can be asserted that international universities acquainting international students with facilities and information in respect of their smooth adjustment in new educational settings help them to achieve their educational motives with flying colors.

The current findings have been supported by Zhai (2002) in his study based on international students' adjustment issues and social support concluding that international universities are required to extend their services in shape of academic orientation through student service and university counseling staff, strengthening language support through programs such as "conversation partners" as well as "mini-communication workshops" so that the international students may find it easy to adjust in a new environment easily. It can be understood from the current findings that the sampled respondents' universities in London could have a significant role in their adjustment in the host country.

Table 4.6.12 Association between Sources of Funding for Studies of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Where does the funding for your studies come from	Pakistan Government	0 (0.0%)	1 (1.6%)	5 (3.5%)	0 (0.0%)	0 (0.0%)	6 (2.7%)	$x^2 =$ 18.465 $p = .102$
	My Employer	0 (0.0%)	0 (0.0%)	1 (0.7%)	1 (7.1%)	0 (0.0%)	2 (0.9%)	
	Parents	0 (0.0%)	9 (14.8%)	13 (9.0%)	1 (7.1%)	1 (100.0%)	24 (10.7%)	
	Self	5 (100.0%)	51 (83.6%)	125 (86.8%)	12 (85.7%)	0 (0.0%)	193 (85.8%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

A positive (18.46) but non-significant (.102) association was noted between source of funding for studies of the sampled respondents and their adjustment in the study area on Table 4.6.13. It can be asserted that availability of proper funds for the study and other living expenditures provide international students with a psychological content to adjust in a new environment without any difficulty and to focus on their goal to get a degree in a foreign country by achieving higher grades in their academics. But, it was

observed by the researcher during the data collection that most of the sampled respondents were bearing the expenditures of life on their own and were working illegally in the economic market due to the strict immigration rules regarding working hours for international students. Though, the initial financial support was being provided by their parents but they could not support them further for their stay abroad. The probable justification for the above situation is difference between values of the currency. The sampled respondents strived a lot to earn sufficient money in the host country that could at least meat their basic needs. They were also responsible to pay the rest of tuition fee and share the expenditures of day to day life in a sharing accommodation. Most of the sampled respondents sent money on regular basis to their families back in home and that is why they were mostly found to be inclined toward earning the money instead of devoting more time to their studies. Thus, they mostly felt themselves to be confused about their role in a new environment and found life to be more tedious and demanding which made it hard for them to adjust in a host country. This can be inferred from the present findings that adjustment of the sampled respondents in the study area could not be affected by the funding available for their studies and living expenditures. However, the findings of Mehdizadeh and Scott (2005) were inconsistent with the current results as they discovered that international students in Scotland found it difficult to get adjust to the new environment easily due to the lack of sufficient financial assistance.

Table 4.6.13 Association between Length of Stay of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
How long have you been in the UK	.10	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	$x^2 =$ 88.541 $p = .154$
	.20	0 (0.0%)	0 (0.0%)	2 (1.4%)	0 (0.0%)	0 (0.0%)	2 (0.9%)	
	.50	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	
	.60	1 (20.0%)	0 (0.0%)	3 (2.1%)	0 (0.0%)	0 (0.0%)	4 (1.8%)	
	.90	0 (0.0%)	2 (3.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.9%)	
	1.00	1 (20.0%)	8 (13.1%)	10 (6.9%)	1 (7.1%)	0 (0.0%)	20 (8.9%)	
	1.40	0 (0.0%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	
	1.60	0 (0.0%)	12 (19.7%)	11 (7.6%)	0 (0.0%)	0 (0.0%)	23 (10.2%)	
	2.00	2 (40.0%)	22 (36.1%)	33 (22.9%)	3 (21.4%)	0 (0.0%)	60 (26.7%)	
	2.60	0 (0.0%)	3 (4.9%)	7 (4.9%)	0 (0.0%)	0 (0.0%)	10 (4.4%)	
	2.80	0 (0.0%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	
	3.00	1 (20.0%)	10 (16.4%)	50 (34.7%)	5 (35.7%)	0 (0.0%)	66 (29.3%)	
	3.60	0 (0.0%)	1 (1.6%)	2 (1.4%)	0 (0.0%)	0 (0.0%)	3 (1.3%)	
	4.00	0 (0.0%)	0 (0.0%)	17 (11.8%)	3 (21.4%)	1 (0.4%)	21 (9.3%)	
	4.60	0 (0.0%)	0 (0.0%)	1 (0.7%)	1 (7.1%)	0 (0.0%)	2 (0.9%)	
	5.00	0 (0.0%)	1 (1.6%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	2 (0.9%)	
	5.60	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	
	6.00	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	1 (0.4%)	
	7.00	0 (0.0%)	0 (0.0%)	3 (2.1%)	0 (0.0%)	0 (0.0%)	3 (1.3%)	
	11.00	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	

* Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents

A positive (88.54) but non-significant (.154) association was observed between length of stay of the sampled respondents and their adjustment in the study area. It is presumed that more time the international students spend in the study area; easier becomes adjustment in the host environment both socio-psychologically and academically. The findings of Sodowsky & Plake (1992) were though, inconsistent with the current findings while arguing that those student sojourners who spent above six years in America were highly acculturated to the US than those students who spent either three to five years or less than two years. Similarly, Mittal & Weiling (2006) maintained that the student sojourners understanding in the U.S. has greatly been influenced by their length of residence. Furthermore, Trice (2004) in his study found that the quick and comfortable integration with the local American students by international students was related to their longer stay in the U.S. Similarly, Wilton and Constantine (2003) maintained that lesser stress and anxiety among international students was related to their greater length of residence in the U.S. However, findings of the present study suggested that length of stay of the sampled respondents in the study area could not contribute in their adjustment to the new environment.

Table 4.6.14 Association between Various Reasons of Choosing the UK for Study by the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Why did you choose to study in the UK	Better Educational Institutions	2 (40.0%)	18 (29.5%)	37 (25.7%)	5 (35.7%)	1 (100.0%)	63 (28.0%)	x^2 = 12.713 p = .694
	The opportunity to live abroad	0 (0.0%)	22 (36.1%)	58 (40.3%)	6 (42.9%)	0 (0.0%)	86 (38.2%)	
	To earn money while studying	2 (40.0%)	19 (31.1%)	43 (29.9%)	2 (14.3%)	0 (0.0%)	66 (29.3%)	
	My family made me	1 (20.0%)	2 (3.3%)	4 (2.8%)	1 (7.1%)	0 (0.0%)	8 (3.6%)	
	Other reason	0 (0.0%)	0 (0.0%)	2 (1.4%)	0 (0.0%)	0 (0.0%)	2 (0.9%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.15, a positive (12.71) but non-significant (.694) association was found between the sampled respondents' intentions to study in the UK and their adjustment to the new environment. International students usually move to another country with an aim to be achieved with flying colors and to return back home having an international degree in hand. The sampled respondents though were noticed to move to London with various objectives in mind. Notwithstanding, the present study suggested that the intentions of the sampled respondents to study in London could not affect their adjustment in a new environment. The probable justification to the above situation could be so many aspirations and dreams of these sampled respondents while entering to a developed country like the UK and start a life on their own without the influence of their parents or elders. But, on their entrance, they found the new life totally opposed to their desires as during the data collection, the researcher observed that the sampled respondents were wayward while being oblivious to their actual role in a new country. They were confused whether they were in London for getting a degree; earning the

money or getting permanent settlement. This bewildering situation put them in topsy-turvy that further lead to frustration and depression and the sampled respondents could hardly cope to adjust in a host country.

Table 4.6.15 Association between Religion of the Pakistani Postgraduate Students and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
I consider myself a deeply religious person	Strongly Disagree	1 (20.0%)	1 (1.6%)	2 (1.4%)	2 (14.3%)	0 (0.0%)	6 (2.7%)	x^2 = 31.306 p = .012
	Disagree	1 (20.0%)	14 (23.0%)	37 (25.7%)	3 (21.4%)	0 (0.0%)	55 (24.4%)	
	Don't Know	1 (20.0%)	9 (14.8%)	28 (19.4%)	3 (21.4%)	1 (100.0%)	42 (18.7%)	
	Agree	0 (0.0%)	31 (50.8%)	70 (48.6%)	5 (35.7%)	0 (0.0%)	106 (47.1%)	
	Strongly Agree	2 (40.0%)	6 (9.8%)	7 (4.9%)	1 (7.1%)	0 (0.0%)	16 (7.1%)	
My religious beliefs and practices make it more difficult for me to adjust to life in the UK	Strongly Disagree	1 (20.0%)	20 (32.8%)	73 (50.7%)	5 (35.7%)	1 (100.0%)	100 (44.4%)	x^2 = 37.785 p = .002
	Disagree	1 (20.0%)	34 (55.7%)	62 (43.1%)	7 (50.0%)	0 (0.0%)	104 (46.2%)	
	Don't Know	1 (20.0%)	0 (0.0%)	4 (2.8%)	1 (7.1%)	0 (0.0%)	6 (2.7%)	
	Agree	2 (40.0%)	6 (9.8%)	5 (3.5%)	0 (0.0%)	0 (0.0%)	13 (5.8%)	
		0 (0.0%)	1 (1.6%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	2 (0.9%)	
I can easily	Strongly	1	2	0	1	0	4	x^2 =

access	Disagree	(20.0%)	(3.3%)	(0.0%)	(7.1%)	(0.0%)	(1.8%)	24.530
Halal Food	Disagree	0 (0.0%)	4 (6.6%)	7 (4.9%)	1 (7.1%)	0 (0.0%)	12 (5.3%)	$p = .079$
	Don't Know	0 (0.0%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	1 (0.4%)	
	Agree	0 (0.0%)	36 (59.0%)	84 (58.3%)	6 (42.9%)	0 (0.0%)	126 (56.0%)	
	Strongly agree	4 (80.0%)	19 (31.1%)	52 (36.1%)	6 (42.9%)	1 (100%)	82 (36.4%)	
I have easy access to a *Masjid*	Strongly Disagree	0 (0.0%)	0 (0.0%)	2 (1.4%)	1 (7.1%)	0 (0.0%)	3 (1.3%)	$x^2 =$ 14.279
	Disagree	1 (20.0%)	6 (9.8%)	13 (9.0%)	0 (0.0%)	0 (0.0%)	20 (8.9%)	$p = .578$
	Don't Know	0 (0.0%)	4 (6.6%)	6 (4.2%)	1 (7.1%)	0 (0.0%)	11 (4.9%)	
	Agree	3 (60.0%)	28 (45.9%)	78 (54.2%)	4 (28.6%)	0 (0.0%)	113 (50.2%)	
	Strongly Agree	1 (20.0%)	23 (37.7%)	45 (31.2%)	8 (57.1%)	1 (100.0%)	78 (34.7%)	
I am satisfied with the nearest *Masjid*	Strongly Disagree	0 (0.0%)	0 (0.0%)	2 (1.4%)	1 (7.1%)	0 (0.0%)	3 (1.3%)	$x^2 =$ 51.080
	Disagree	2 (40.0%)	1 (1.6%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	4 (1.8%)	$p = .000$
	Don't Know	0 (0.0%)	19 (31.1%)	49 (34.3%)	3 (21.4%)	0 (0.0%)	71 (31.7%)	
	Agree	1 (20.0%)	19 (31.1%)	39 (27.3%)	4 (28.6%)	0 (0.0%)	63 (28.1%)	
	Strongly Agree	2 (40.0%)	22 (36.1%)	52 (36.4%)	6 (42.9%)	1 (100.0%)	84 (37.1%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

The chi-square value (31.30) having significant value (.012) on the Table 4.6.16 shows association between the sampled respondents considering themselves to be highly religious and their adjustment in the study area. It can be asserted that the Pakistani culture is ideally and realistically based on the Islamic practices and beliefs and the parents mostly prefer for their offspring to be socialized in the perspective of Islamic preaching by inculcating in their minds the true essence of Islam. Thus, it can be understood from the current findings that the traditional Islamic attitude of the sampled respondents did make it difficult for them to adjust in an un-Islamic county like England due to the fact England presented more liberal religious outlook.

Similarly, a positive (37.78) and highly significant (.002) association was found between the sampled respondents adjustment in London and the perception that their religious beliefs and practices make it more difficult for them to adjust to life in London. In London it is common of wearing skirts by the females and exposing different parts of the body without any hesitation, taking booze in public, going to the pubs and clubs, having boyfriend/girlfriend, pre-marital sex, same sex marriage etc., that is in negation to Islam. Thus, the UK's culture is more liberal and un-Islamic that presents totally a different picture in contrast to Pakistan and, therefore, for the sampled respondents it could have been indeed a challenging task to cope with such difference by keeping their religious values and beliefs intact and adjust them in a new environment. It can be excogitated from the present findings that the traditional religious attitude of the sampled respondents in the study area could have made it difficult for them to adjust to the host country. As it can be argued that sticking to one's own religious obligations in an alien environment, different in terms of religious beliefs and practices, does impede adjustment of international students in a new environment. Supporting the present findings, Mehdizadeh & Scott (2005) asserted that due to the religious differences between the international students' home country and host country, adjustment of these international students both social as well as cultural becomes very much strenuous and the rate of adjustment process is also very slow.

The chi-square value (24.530) having non-significant value (.079) depicts that there is no association between sampled respondents' access to *Halal* food and their

adjustment in London. It can be argued that Islam greatly emphasize over the *Halal* food their followers should eat. They are strictly forbidden not to resort through food which is not permitted in Islam and that they will be punished for it in the doom's day as it is considered among the sever sins being committed by any Muslim. Having these considerations in mind, all the Muslims try to be refrained of eating the *Haram* (non-slaughtered) food especially while on their exile to a non-Muslim country and thus finding *Halal* food becomes a major concern. The researcher came to know during informal conversation with the sampled respondents that in London, despite of the heterogeneity, *Halal* food sometime became hard to find especially close to the educational institutions and these sampled respondents were supposed to spend most of their time in the educational settings. Though, in those areas where the Asian community was in abundance, *Halal* food was not a problem. Thus, it can be inferred on the basis of present findings that the non availability of *Halal* food in the study area could have a significant contribution in the non-adjustment of sampled respondents in the study area.

A positive (14.27) but non-significant (.578) association was found between the sampled respondents' easy access to the *Masjid* and their adjustment in the study area. Muslims usually prefer to pray in *Masjid* outside of their home. The researcher observed during data collection that that *Masajid (plural of Masjid)* were only available in those areas where Asian community had a major representation. As these sampled respondents would be spending most of their time in the educational institutions that were supposed to be in different areas of London and thus, they discovered that there was no such availability of *Masjid*. They were stranded badly to pray in public such as either in playground or in any other open space. Also, some of the sampled respondents uttered that it was difficult for them to pray during work as there was no such facility being provided to the Muslim employees. This can be inferred from the current findings that religious issues play important role in adjustment and that non -availability of such facility would have negatively affected adjustment of the sampled respondents in the host culture.

However, a positive (51.08) and highly significant (.000) association was found between sampled respondents' satisfaction from the nearest *Masjid* and their adjustment

in the study area. The results can further be explicated that the services being rendered in the best of those Muslims using to come for prayers in the *Masajid* in London were satisfactory to the sampled respondents. The findings of Mehdizadeh and Scott (2005) were in line with the present findings arguing that 85 per cent of the international students in Scotland reported greater level of satisfaction regarding the availability of religious facilities and observance of religious obligations without any difficulty in the host country. As London accommodates people belonging to various religious backgrounds, this can be argued on the basis of the current findings that acceptance of Pakistani students' religion by the host nation and the facilities extended in the adherence of religious obligations without any difficulty could have further led to a smooth adjustment in the new socio-cultural and academic environment.

Table 4.6.16 Association between Experiences of the Pakistani Postgraduate Students in the British Universities and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
My university offers me affordable and effective English Language support	Strongly Disagree	0 (0.0%)	20 (32.8%)	43 (29.9%)	5 (35.7%)	0 (0.0%)	68 (30.2%)	$x^2 = 36.112$ $p = .003$
	Disagree	3 (60.0%)	12 (19.7%)	59 (41.0%)	4 (28.6%)	0 (0.0%)	78 (34.7%)	
	Don't Know	0 (0.0%)	18 (29.5%)	21 (14.6%)	3 (21.4%)	0 (0.0%)	42 (18.7%)	
	Agree	1 (20.0%)	7 (11.5%)	16 (11.1%)	1 (7.1%)	0 (0.0%)	25 (11.1%)	
	Strongly Agree	1 (20.0%)	4 (6.6%)	5 (3.5%)	1 (7.1%)	1 (100.0%)	12 (5.3%)	
My university provided me with useful information about program prior to my arrival	Strongly Disagree	2 (40.0%)	11 (18.0%)	12 (8.3%)	1 (7.1%)	0 (0.0%)	26 (11.5%)	$x^2 = 15.567$ $p = .212$
	Disagree	0 (0.0%)	3 (4.9%)	5 (3.5%)	1 (7.1%)	0 (0.0%)	(4.0%)	
	Don't Know	2 (40.0%)	34 (55.7%)	100 (69.4%)	11 (78.6%)	0 (0.0%)	147 (65.4%)	
	Agree	1 (20.0%)	13 (21.3%)	27 (18.8%)	1 (7.1%)	1 (100.0%)	43 (19.1%)	

	Strongly Agree							
My university provided me with useful information about the local area prior to my arrival	Strongly Disagree	0 (0.0%)	4 (6.6%)	9 (6.2%)	0 (0.0%)	0 (0.0%)	13 (5.8%)	$x^2 =$ 23.711 $p = .096$
	Disagree	3 (60.0%)	23 (37.7%)	57 (39.6%)	6 (42.9%)	0 (0.0%)	89 (39.6%)	
	Don't Know	0 (0.0%)	7 (11.5%)	17 (11.8%)	1 (7.1%)	0 (0.0%)	25 (11.1%)	
	Agree	1 (20.0%)	25 (41.0%)	54 (37.5%)	6 (42.9%)	0 (0.0%)	86 (38.2%)	
	Strongly Agree	1 (20.0%)	2 (3.3%)	7 (4.9%)	1 (7.1%)	1 (100.0%)	12 (5.3%)	
My university provided me with useful information about immigration and administration requirement for foreign students prior to my arrival	Strongly Disagree	0 (0.0%)	1 (1.6%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	2 (0.9%)	$x^2 =$ 20.148 $p = .214$
	Disagree	2 (40.0%)	9 (14.8%)	8 (5.6%)	3 (21.4%)	0 (0.0%)	22 (9.8%)	
	Don't Know	0 (0.0%)	2 (3.3%)	9 (6.2%)	1 (7.1%)	0 (0.0%)	12 (5.3%)	
	Agree	2 (40.0%)	39 (63.9%)	92 (63.9%)	5 (35.7%)	0 (0.0%)	138 (61.3%)	
	Strongly Agree	1 (20.0%)	10 (16.4%)	34 (23.6%)	5 (35.7%)	1 (100.0%)	51 (22.7%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

In Table 4.6.17, a positive (36.11) and highly significant (.003) association was found between the sampled respondents' adjustment in the UK and their belief that their British universities offer affordable and effective English Language support. Language proficiency is one of the important factors that help those international students having English as a second language to adjust in an English speaking country both, in the social as well as academic settings without any hesitation. While, those international educational institutions offering English courses against nominal fee further help the non-English speaking international students to get dexterity in the second language and adjust themselves to the host country easily. The current findings suggested that the respondents' London universities while offering affordable and effective English language support could have helped in their smooth adjustment to the host country.

A positive (15.56) but non-significant (.212) association was found between the sampled respondents' adjustment and the belief that their university provided them with useful information about program prior to their arrival. It can be asserted that thorough and comprehensive information regarding various programs offered by the international universities enable anticipated international students to comprehend the information accordingly and make a right choice of selecting a program for their study in a foreign university. However, it can be understood from the present findings that the sampled respondents studying in various educational institutions of London were not contented over the fact their educational universities provided them with accurate information about the courses offered in various fields of the study and thus it could have not helped in their adjustment to the new environment.

Similarly, a positive (23.71) but non-significant (.096) association was found between the sampled respondents' adjustment and the belief that their university provided them with useful information about the local area prior to my arrival. It is worth mentioning that Prospectus circulated among the international students round the globe by the international universities comprised of pre-arrival information in terms of local culture both in the social environment as well as in the academic settings such as social support network, teaching methodology, facilities regarding observance of various religious activities by international students, employment opportunities in the local market, availability of all types of food, leisure activities and friendship with locals, attitude of the host nations towards international students, transport facilities, medical and health facilities, local weather, housing opportunities, local language in terms of accent and delivery, crime rate etc. acquaint the international students with a comprehensive knowledge about the host country and enable them to make the necessary arrangements regarding embarking on a study in an alien environment. Thus, it can be understood from the present findings that pre-arrival information about the local area not being provided by the British universities of the sampled respondents in the study area could have not contributed in their adjustment to the host country. The current results were supported by Mehdizadeh and Scott (2005). They suggested that it is indispensable on the behalf of the foreign universities to establish a more realistic picture concomitant with the expectations

of the international students regarding the life both in the host university and in social environment by providing a detailed pre-arrival information about job opportunities, spouse's employment in case of married students, accommodation/housing facilities, financial considerations, activities related to the various ethnic minorities, length of scholarship, facilities regarding health and medical treatment as well as child care facilities.

Moreover, the chi-square value (20.14) having non-significant value (.214) reveals that there is no association between the sampled students' adjustment and the belief that their British universities provided them with useful information about immigration and administration requirements for foreign students prior to their arrival. It is to be argued that International universities while welcoming student from around the world by providing in-depth information in respect of Immigration rules and regulations help these students to bear in mind their limitations as sojourners in the host country which further facilitates their adjustment in an alien environment. However, it can be inferred from the current findings that detailed information regarding the immigration rules and regulations while not being provided by the sampled respondents' educational institutions in the study area could have not helped in their adjustment to a host country.

Table 4.6.17 Association between British Immigration and Pakistani Students' Adjustment in the UK

	Response	Pakistani Students' Adjusting in the UK					Total	Statistics
		Most of the time	Sometime	Don't know	Not really	Not at all		
Changes to visa policies caused me serious problems	Strongly Disagree	0 (0.0%)	6 (9.8%)	28 (19.4%)	2 (14.3%)	0 (0.0%)	36 (16.0%)	$x^2 =$ 24.581 $p = .078$
	Disagree	1 (20.0%)	5 (8.2%)	22 (15.3%)	3 (21.4%)	0 (0.0%)	31 (13.8%)	
	Don't Know	1 (20.0%)	4 (6.6%)	10 (6.9%)	1 (7.1%)	1 (100.0%)	17 (7.6%)	
	Agree	2 (40.0%)	20 (32.8%)	36 (25.0%)	6 (42.9%)	0 (0.0%)	64 (28.4%)	
	Strongly Agree	1 (20.0%)	26 (42.6%)	48 (33.3%)	2 (14.3%)	0 (0.0%)	77 (34.2%)	
I understood everything that was required of me by the UK Border Agency from the UKBA help documents online	Strongly Disagree	1 (20.0%)	2 (3.3%)	1 (0.7%)	1 (7.1%)	0 (0.0%)	5 (2.2%)	$x^2 =$ 39.742 $p = .001$
	Disagree	1 (20.0%)	3 (4.9%)	5 (3.5%)	2 (14.3%)	0 (0.0%)	11 (4.2%)	
	Don't Know	0 (0.0%)	7 (11.5%)	7 (4.9%)	1 (7.1%)	1 (100.0%)	16 (7.1%)	
	Agree	1 (20.0%)	42 (68.9%)	91 (63.2%)	7 (50.0%)	0 (0.0%)	141 (62.7%)	
		2 (40.0%)	7 (11.5%)	40 (27.8%)	3 (21.4%)	0 (0.0%)	52 (23.1%)	
UK Border Agency's personnel were very helpful and cooperative	Strongly Disagree	1 (20.0%)	5 (8.2%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	7 (3.1%)	$x^2 =$ 35.602 $p = .003$
	Disagree	1 (20.0%)	1 (1.6%)	3 (2.1%)	2 (14.3%)	0 (0.0%)	7 (3.1%)	
	Don't Know	0 (0.0%)	8 (13.1%)	14 (9.7%)	2 (14.3%)	1 (100.0%)	25 (11.1%)	
	Agree	2 (40.0%)	37 (60.7%)	89 (61.8%)	8 (57.1%)	0 (0.0%)	136 (60.4%)	
	Strongly agree	1 (20.0%)	10 (16.4%)	37 (25.7%)	2 (14.3%)	0 (0.0%)	50 (22.2%)	

- **Values in the table present frequency while values in the parenthesis represent percentage proportion of the respondents**

A positive (24.58) but non-significant (.078) association was found between the sampled respondents' adjustment to the study area and their belief that changes to visa

policies caused them serious problems. Amendments are made in the immigration policies of the UK every year by the United Kingdom Border Agency (UKBA) and it has been noticed that strict policies regarding international students have been observed in the contemporary time as compare to retrospective in terms of working hours in the economic market, visa extension, marriage related issues, visa extension fee, Post Study Work, Highly Skilled Migration Program etc. However, the present findings suggested that alteration in the Immigration policies of the UK by the UKBA could not affect adjustment of sampled respondents in the study area.

The concept of globalization can be attributed to the inception of internet into this world that brought the people intact who though were dwelling on the opposite nook of the world. All sort of the knowledge and information are being shared among the people irrespective of the cast or class. To facilitate the international students regarding Immigration policies and rules and regulations, the UKBA has put every little detail on their website with a notion to inculcate in the minds of those overseas students questing to pursue higher education in the UK. A positive (39.74) and highly significant (.001) association was discovered between the sampled respondents' adjustment to the study area and the belief that they understood everything that was required of them by the UK Border Agency from the UKBA help documents online. This can be inferred from the current findings that information regarding British immigration rules being provided by the UKBA on their website could have further helped in the sampled respondents' adjustment in the study area.

Similarly, a positive (35.60) and highly significant (.003) association was noted between the sampled respondents' adjustment and their belief that UK Border Agency's personnel were very helpful and cooperative to them. From the current results in can be understood that the cooperative and amiable behavior of the personnel working in the UKBA could have contributed to the adjustment of the sampled respondents in the study area.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present investigation was carried out in twenty different higher educational institutions in London by interviewing 225 postgraduate Pakistani students (15-50+ years old) to study the cross-cultural adjustment of Pakistani postgraduate students in London. The earlier chapter holistically discussed results at uni-variate and bi-variate levels. Findings in shape of summarized version along with conclusions and suitable recommendations are presented in this chapter. Summary is presented under section 5.1 being followed by conclusions and suitable recommendations under sections 5.2 and 5.3, respectively as follows;

5.1 Summary

When the respondents were probed about their personal information, a majority of the sampled respondents (54%) belonged to Punjabi ethnic community where (89.8%) of them had age between 21-30 years and most (88.0%) were unmarried. Among married respondents' spouses, 88.9 percent were from Pakistan. A 38.7 percent respondents' first language was Punjabi while 61.3 percent could speak Urdu and English as Other languages apart from their native language.

Regarding their economic status, 84.4 percent of the sampled respondents were unemployed back in Pakistan. Among the employed sampled respondents, most (71.4%) of them had private sector job and 68.6 percent had monthly income between Rs. 30000 to 40000. A 92.4 percent of them belonged to joint family with business (40.9%) was the main source of income of their parents. A 29.3, 28.4 and 27.7 percent of the parents' monthly income was between 40001 to 50000, 30001 to 40000 and more than 50001 rupees, respectively.

English proficiency is one of the major constraints encountered by the international students having English as a second language while adjusting to an English speaking country like the UK. When the respondents were asked about their background

education in English, 96 percent of the sampled respondents were of the view that English had been followed as a medium of instruction in their most recent educational institutions in Pakistan. In order to get admission in the British universities, the sampled respondents appeared in IELTS or TOEFL where 96 percent of the sampled respondents took English proficiency test prior to their embarking on a study in the UK while majority (57.4%) of the sampled respondents scored between 6 to 7 bands whereas, 33.3% and 33.3% of the sampled respondents scored between 60- 70 and above 101 on TOEFL, respectively.

A 54.2 percent of the sampled respondents were enrolled in Other Programs in various London universities. For their studies 85.8 percent of the sampled respondents were bearing the expenditure of their studies on their own where 29.3 percent were living in the study area for the last 3 years. A 38.2% of the sampled respondents were of the view that the other reason they chose to study in the UK was that this would provide them with an opportunity to live abroad.

Adjusting in a foreign country has been a major concern for the international students. Majority (58.2%) of the sampled respondents in this respect felt strained from the effort to adapt to a new culture where 90.7 percent felt homesickness on their exposure to a new country. However, 92.4 percent reported that they were contented of being accepted in a new culture. Despite of it, 57.8 percent were of the view to escape from the new environment altogether. At the same time 63.5 percent were found confused about their role in a new environment and were not sure either to get education or earn money in the host country. Similarly, majority of the sampled respondents (72.4%) found events in a new environment shocking and disgusting. A 55.1 percent of the sampled respondents rejected the notion of feeling helpless or powerless while trying to cope with a new culture. A 95.6 percent had learnt even the gestures or facial expression of the local people. 83.5 percent further stated that they did not feel uncomfortable if the local people would be staring at them on their exposure to the society. Similarly, 90 percent did not feel if they could be cheated by the locals while shopping in the market. However, 77.8 percent of the sampled respondents did find it an effort to be polite to their host nationals.

Religion is also considered as a vital issue by the international students in respect of adjusting to a host culture totally in negation in its religious outlook. A 54.2 percent of the sampled respondents were found agreed that they were deeply religious persons. However, 90.6 percent were disagreed that their religious beliefs and practices did make it difficult for them to adjust to the study area. Most (92.4%) of them were agreed that they could easily access to the *Halal* food and *Masjid* (84.9%) in the study area and found 64.9 percent satisfied with the nearest *Masjid* in a new environment.

To adjust in to new academic conditions by the international students, English language course and information regarding program, local area as well as immigration and administration requirements for foreign students play a significant role. When the sampled respondents were inquired about the effectiveness of the English language courses in the new educational settings, 64.9 percent were found disagreed that their British universities offered affordable and effective English language support. However, at the same time majority (84.4%) of the sampled respondents were agreed that their British universities provided them with useful information about their program prior to their arrival though, 45.4 percent were disagreed over the fact that useful information about the local area were being provided to them by their British universities prior to their arrival in the study area. Notwithstanding, majority (84%) of the sampled respondents were found agreed to the postulation that their British universities provided with useful information about immigration and administration requirements for foreign students prior to their arrival in the study area.

Visa related issues were the other major concerns where majority (62.6%) of the sampled respondents were agreed that changes to visa policies caused them serious problems in the study area. However, most of the sampled respondents (85.8%) were agreed that they understood everything that was required of them by the United Kingdom Border Agency (UKBA) help documents online. Similarly, 82.6 percent also stated that the UKBA's personnel were very helpful and cooperative with them.

Chi-square test was used to measure association between dependent variable (cross-cultural adjustment) and independent variables (socio-cultural, economic, psychological, academic and religious adjustment). A positive (8.75) but non-significant (0.068) association was found between employment status of the sampled respondents back in home country and their adjustment in the study area. Likewise, the chi-square value (4.17) having non-significant value (.653) indicated that there was no association between the employment professions of the sampled respondents back in home country and their adjustment in the study area. Also, association between per-month income of the sampled respondents back in home country and their adjustment in the study area was positive (8.91) but non-significant (.446).

A positive (10.46) but non-significant (.575) association was found between type of family of the sampled respondents and their adjustment in the study area. The chi-square value (11.41) having non-significant value (.935) revealed that there was no association between the profession of the sampled respondents' parents back in home country and their adjustment in the study area. However, association between per-month income of the sampled respondents' parents and their adjustment in the study area was positive (32.87) and highly significant (.008).

A positive (4.05) but non-significant value (.399) revealed that there was no association between medium of instruction in the previous educational institutions of the sampled respondents back in home country and their adjustment in the study area. Similarly, a positive (.97) but non-significant (.913) association was found between attempting the English language proficiency test by the sampled respondents back in home country and their adjustment in the study area. However, a positive (65.28) and highly significant (.000) association was found between IELTS score of the sampled respondents and their adjustment in the study area.

The chi-square value (7.60) having non-significant value (.960) showed that there was no association between the degree programs of the sampled respondents and their adjustment in the study area. However, association between the sampled respondents'

British universities and their adjustment in the study area was positive (163.98) and highly significant (.000).

A positive (18.46) but non-significant (.102) association was noted between source of funding for studies of the sampled respondents and their adjustment in the study area. Also, association between length of stay of the sampled respondents and their adjustment in the study area was positive (88.54) but non-significant (.154). Similarly, not significant (.694) but a positive (12.71) association was found between sampled respondents' intentions to study in the UK and their adjustment to a new environment.

The chi-square value (31.30) having significant value (.012) indicated that there was association between the sampled respondents considering themselves to be highly religious and their adjustment in the study area. Similarly, association between the sampled respondents' adjustment in the study area and the perception that their religious beliefs and practices make it more difficult for them to adjust to life in the UK was positive (37.78) and highly significant (.002). The chi-square value (24.53) having non-significant value (.079) depicted that there was no association between sampled respondents' access to *Halal* food and their adjustment in the study area. Similarly, a positive (14.27) but non-significant (.578) association was found between the sampled respondents' easy access to the *Masjid* and their adjustment in the study area. However, a positive (51.08) and highly significant (.000) association was found between sampled respondents' satisfaction from the nearest *Masjid* and their adjustment in the study area.

A positive (36.11) and highly significant (.003) association was found between the sampled respondents' adjustment in the UK and their belief that their British university offered affordable and effective English Language support. However, a positive (15.56) but non-significant (.212) association was found between the sampled respondents' adjustment and the belief that their university provided them with useful information about program prior to their arrival. Similarly, a positive (23.71) but non-significant (.096) association was found between the sampled respondents' adjustment and the belief that their university provided them with useful information about the local area prior to their arrival. Furthermore, the chi-square value (20.14) having non-

significant value (.214) reveals that there is no association between the sampled students' adjustment and the belief that their British universities provided them with useful information about immigration and administration requirements for foreign students prior to their arrival.

A positive (24.58) but non-significant (.078) association was found between the sampled respondents' adjustment to the study area and their belief that changes to visa policies caused them serious problems. However, a positive (39.74) and highly significant (.001) association was discovered between the sampled respondents' adjustment to the study area and the belief that they understood everything that was required of them by the UK Border Agency from the UKBA help documents online. Similarly, a positive (35.60) and highly significant (.003) association was noted between the sampled respondents' adjustment and their belief that the UK Border Agency's personnel were very helpful and cooperative to them.

5.2 Conclusions

Adjustment in an alien culture is one of the major problems all over the world. It becomes more concerned when the young people with less exposure, experience and knowledge go to other countries for seeking higher education. International students in different countries pursue their studies where, along with education they have to generate resources in order to meet their expenditures and face the different culture as well. The present study was conducted to investigate into the cross-cultural adjustment of the Pakistani postgraduate students in London, the UK. A number of factors affected the adjustment of Pakistani postgraduate students in the host country. A large majority of the students were young having age between 21-25 years, unmarried, unemployed back in home and belonged to low or middle income families where joint family system mainly prevailed.

Regarding adjustment in the host culture, homesickness was one of the major problems reported by the Pakistani postgraduate students in the study area. For majority the culture and environment were new and they found stranded in the adoption of host

culture. A very large number were confused about their role but at the same time majority did not feel helpless but were comfortable to a certain extent.

No association was observed between employment status of the Pakistani postgraduate students back in home country, their occupation (i.e., either in government, private or other institutions), family income, the type of family (i.e., nuclear, joint or extended) and their adjustment in the study area. However, those students whose family income was high showed greater adjustment.

The medium of instruction back in home also did not play a dominant role in their adjustment in the study area despite of the fact it was English, especially after secondary level education. Adjustment of the Pakistani postgraduate students was also found high with respect to those students who got high IELTS score. Pakistani postgraduate students' adjustment had also not been affected by the type of degree they were pursuing meaning adjustment was a problem of all the students whether getting education in one discipline or level to another. Students' various London educational institutions were found affective in their adjustment. The funding or financial support from various sources also had no role in the adjustment as most of the students were self supporters and were supposed to earn for their living besides getting education. Also, length of stay of these students could not contribute in their adjustment to the host culture.

Religion has also been the major concern of the people where adjustment in alien culture depends upon their beliefs and religious practices. It was detected that mostly students did considered themselves to be deeply religious and, they felt it hard when it come to hurdles in practicing religion as it was difficult for them to adjust in a new culture because *Halal* food and *Masajid* were not accessible in the study area.

Educational system and local culture were the relevant concern in connection with the Pakistani students' adjustment in the study area. The students reported that the English proficiency courses offered by their British universities were highly affordable and affective but it would be more appropriate if the information about their educational

program and local area as well as immigration policies might have been thoroughly provided before their arrival in the UK.

Results reported a positive and cooperative attitude of the United Kingdom Boarder Agency (UKBA) personnel with the Pakistani postgraduate students while coming to Britain, however, these students showed serious concern regarding visa policies and regulations made by the British government as it affected their admission and adjustment in different culture after their arrival in the UK.

5.3 Recommendations

1. Lack of ample finances in order to pursue higher education abroad makes it more difficult for international students to adjust in a host culture while achieving their educational attainment with flying colors. Study recommends that those Pakistani students who intend to go abroad for higher studies should have sufficient money to meet their educational as well as living expenditures. This way, they will avoid working illegally in the market that usually has an adverse effect both on their health and studies.

2. The economic settings in the Western countries are very much different from Pakistan. It is strongly suggested that the Pakistani students are required to have a thorough know-how about the nature of jobs and working conditions in the UK market so that they may be mentally as well as physically ready to adjust themselves accordingly.

3. English proficiency is one of the vital problems encountered by most of the international students having English as a second language. It is highly suggested that Pakistani students should acquaint themselves with the educational standards in the UK by having mastery over the language. More the higher score they achieve in IELTS; easier will be there adjustment in a new educational environment and will help them to proceed with their studies without any hesitation.

4. The Pakistani students are also required to get admission in the relevant field abroad so that they may not find it hard to get a sudden exposure to a totally new discipline where they have to comprehend everything right from the beginning.

5. International universities are required to accustom the international students with the school, pattern of study, rules and regulation, using university services such as libraries, labs, play grounds etc., through orientation classes and students help desk. They should be guided how to meet their requirements and challenges in new educational settings. This will help reduce their worries and fear by suddenly finding themselves in a totally alien environment.

6. Study highly recommends that Pakistani students' overriding concern being expatriates should be getting education instead of earning money or striving for getting permanent settlement. They should utilize specified period of time for their degree to be achieved in the host country. The more they will linger on their study period; the more demands and challenges will arise that could put them in vexatious situation, also could deviate them from their major goal while getting a degree in the host country. Thus, the positive approach will boost their energy and mind toward attainment of their quest while having a foreign degree in hand.

7. It is important for the Pakistani students to have a prior understanding about the host culture while pursuing higher education abroad. Understanding and accepting difference between host culture and home culture in terms of norms and values, rituals, customs and traditions, food etc., would help them to accommodate themselves easily in the host culture.

8. Those Pakistani students who are seeking higher education abroad should make their mind to be detaching from their family members, friends and familiar culture for a considerable period of time which will help in combating the homesickness and frustration that may accompany them being sojourners. Also, the intensity of homesickness can be reduced through frequent contacts with family members through internet, friendship with their compatriots, locals and other international

students, going to the *Masjid*, library as well as involving themselves in various student societies.

9. The UK presents a totally different religious outlook which is not in line with the Islamic preaching. Thus, it is important for the Pakistani students to accept the difference and also to preserve their own religious beliefs and practices but they should not be orthodox in their attitude while rejecting the fact they are residing in a non-Muslim country as this might put them in a bewildering situation which further would create tension and frustration in them.

10. The United Kingdom Boarder Agency (UKBA) has clearly defined their immigration law regarding international students and is rigorously followed. Those Pakistani students who want to go to the UK for higher studies must have a thorough understanding about the rules and regulations formulated for the international students in terms of study, extension in visa, legal working hours etc.

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ANNEXURE-A

PAKISTANI STUDENTS IN BRITAIN

My name is Mohammad Jehangir. I am a Ph.D Research Scholar in the Institute of Socia Work, Sociology and Gender Studies, University of Peshawar. The title of my doctora research is "Cross-cultural Adjustment of Pakistani Students in the United Kingdom: A case study of London based Postgraduate Institutions". I got my Ph. D researc fellowship from the Higher Education Commission of Pakistan. My primary supervisor i Prof. Dr. Rashid Khan, Institute of Social Work, Sociology and Gender Studies. I am also collaborating Dr. Stephen M. Lyon, Senior Lecturer in Anthropology, Durham University, England, who is providing some external supervision on the project desig and data analysis.

Pakistani students studying abroad for higher studies may face problems in adjusting to their new environment. This project seeks to better understand those problems and help the HEC to devise more effective ways of preparing Pakistani students for their overseas educational experiences.

For my research I need information from Pakistani students about their adjustment processes and experiences in a new environment. All information will automatically be anonymised and no personal data will be revealed to anyone beyond myself and my immediate supervisors.

Participation in this project is entirely voluntary and you are free to withdraw your participation at any point.
The survey should take approximately 10-15 minutes to complete.
Thank you for your time and effort.

- **Mohammad Jehangir**

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- **(Consulting academic) Dr. Stephen M. Lyon**

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Durham University, UK
Email: s.m.lyon@durham.ac.uk

Information about you

This section asks for some information about you. The responses will remain anonymous and no identifying information will be released to anyone.

1. **What is your age**

   a. 15-20 b. 21-25 c. 26-30 d. 31-35
   e. 36-40 f. 41-45 g. 46-50 h. 50+

2. **Which ethnic category fits you best?**

   a. Punjabi b. Pukhtun c. Baloch
   d. Sindhi e. Kashmiri f. Other

3. **What is your marital status?**

   a. Married b. Single (never married) c. Divorced
   d. Widowed e. Co-habiting

4. **If you are married, where does your spouse come from?**

   a. Pakistan b. Britain
   c. Other European country d. Other Muslim country
   e. Other

5. **What is your first language?**

   a. Punjabi b. Urdu c. Pushtu d. Sindhi e. Balochi
   f. English g. Hindko h. Seraiki i. Dari j. Other

6. **What other languages do you speak?**

   .....

Your life in Pakistan

7. **Are you employed in Pakistan?**

   a. Yes b. No

8. **If yes, then**

a. Government employee b. Private employee c. Other

9. **Your income per month in Pakistan**

a. 20000 to 30000 b. 31000 to 40000

c. 41000 to 50000 d. 51000 and above

10. **Which term best describes your household?**

a. Nuclear family b. Joint family

c. Extended family d. Other

11. **Your father's profession**

a. Government employee b. Professional (non-government)

c. Businessman d. Farmer

12. **Income of your father/ family**

a. 20000 to 30000 b. 31000 to 40000

c. 41000 to 50000 d. 51000 and above

13. **What was the medium of instruction in your most recent Pakistani educational institution?**

a. English b. Urdu c. Arabic d. Punjabi

e. Sindhi f. Pushto i. Balochi j. Other

14. **How many people live in your house in Pakistan?**

(Not including servants)

.....

15. **Have you taken an English Language Proficiency Test? (such as IELTS or TOEFL)**

a. Yes b. No

16. **If you took the IELTS, what was your score?**

a. Below the 5 Band b. Between 5 to 6 Band

c. Between 6 to 7 Band d. Above 7 Band

17. **If you took the TOEFL, what score did you get?**

a. Below 35 b. 35-45 c. 46-59

d. 60-78 e. 79-93 f. 94-101

g. Above 101

Your student life in Britain

18. Which degree are you currently registered for in Britain?

a. Taught MSc or MA
b. Research MSc or MA
c. MPhil
d. Doctorate
e. Other

19. What is the name of your British University?

.....

20. Where does the funding for your studies come from?

a. Pakistan Government
b. My Employer
c. Parents
d. Self
e. Research Project funding from the University
f. University Studentship

21. How long have you been in the UK?

.....

22. Why did you choose to study in the UK?

a. Better Educational Institutions
b. The opportunity to live abroad
c. To earn money while studying
d. My family made me
e. My employer made me
f. Other reason

Adjusting to the UK

The following section asks you to agree or disagree with a set of statements. Can you please indicate whether you Strongly disagree, Disagree, Neutral, Agree or Strongly Agree with each statement. The questions in this section are not mandatory, so if you feel uncomfortable or uncertain about any question, you can skip it.

23. Do you feel strain from the effort to adapt to a new culture?

a. Most of the time
b. Sometime
c. I don't know
d. Not Really
e. Not at all

24. Have you been missing your family and friends back home?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

25. Do you feel generally accepted by the local people in the new culture?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

26. Do you ever wish to escape from your new environment altogether?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at al

27. Do you feel confused about your role or identity in the new culture?

a. Most of the time b. Sometime c. I don't know
b. Not Really e. Not at all

28. Have you found events in a new environment shocking or disgusting?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

29. Do you ever feel helpless or powerless when trying to cope with the new culture?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

30. Do you feel anxious or awkward when meeting local people?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

31. When talking to people, can you make sense of their gestures or facial expressions?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

32. Do you feel uncomfortable if people stare at you when you go out?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

33. When you go out shopping, do you feel as though people be trying to cheat you?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

34. Are you finding it an effort to be polite to your hosts?

a. Most of the time b. Sometime c. I don't know
d. Not Really e. Not at all

Religious life in Britain

The following section asks some questions about your experience of religion in Britain.

35. I consider myself a deeply religious person

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

36. My religious beliefs and practices make it more difficult for me to adjust to life in the UK

a. Strongly disagree b. Disagree c. Don't know
c. Agree e. Strongly agree

37. I can easily access Halal Food

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

38. I have easy access to a Masjid

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

39. I am satisfied with the nearest Masjid

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

University experience

This section asks questions about the types of support you receive from your British University.

40. My university offers me affordable and effective English Language support

b. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

41. My university provided my with useful information about program prior to my arrival

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

42. My university provided me with useful information about the local area prior to my arrival

a. Strongly disagree b. Disagree c. Don't know
c. Agree e. Strongly agree

43. My university provided me with useful information about immigration and administration requirement for foreign students prior to my arrival

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

British Immigration

The following section asks questions about your experience of British Immigration rules and procedures.

44. Changes to visa policies caused me serious problems

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

45. I understood everything that was required of me by the UK Border Agency from the UKBA help documents online

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

46. UK Border Agency's personnel were very helpful and cooperative

a. Strongly disagree b. Disagree c. Don't know
d. Agree e. Strongly agree

Any Other Comments

Do you have any additional comment you would like to make about your experience as a Pakistani student in Britain?

.....

.....

.....

Follow-up Participation

If you would be interested on participating in a follow up interview, please leave either a contact number or email address

Email: .....

Cell: .....