

Chapter-09

INTERNATIONAL STUDENTS ADJUSTMENT IN INDIAN UNIVERSITIES

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ABSTRACT

This research is conducted to better understand how international students acclimatize to life in India and adjusting to Indian Universities. It investigates an international adjustment into the culture, practice, values and norms of the Indians as well as the challenges they face during their stay and how they overcome cultural shock and adapt to the people in India and of their behavioural differences.

Keywords: *Lifestyle, International, Students, Psychological Issues, Cultural, Stressful Life.*

INTRODUCTION

Every year, a large number of students travel to pursue education. These overseas students contribute to the diverse cultures at college campuses, and by providing more skills and knowledge, they can also contribute to the host country's intangible resources. Their stay is equally advantageous because they contribute a variety of items to the host nation and obtain higher knowledge in exchange. However, it is commonly recognized that international students' social-psychological and educational transition may not be simple, as they fail to adhere to cultural and educational disparities between themselves and overseas students. The country that is hosting It is well known that overseas students frequently experience a variety of challenges during their time in their new nation. The most serious issue is the difficulty in forming individual connections outside of the usual group, despite the numerous chances to connect young people in college and especially during their courses. Although the potential effects of these hurdles on their psychological well-being have been thoroughly documented, few research have rigorously studied long-term relationships between international students' knowledge with diverse cultures and social ties formed. International students frequently complain that challenges such as language problems, poor community engagement at home, and difficulties in everyday activities prohibit them from succeeding. These elements also contribute to anxiousness, which aids in the development of foreign students, i.e. their capacity to react to or respond to life events through intercultural interaction. Furthermore, failing to adjust to these obstacles can have a negative impact on many elements of college life, including poor academic achievement, mental and physical health issues, and dropping out. Recent research has yielded conflicting results regarding whether growth pressures, learning and psychological issues are good or bad. According to a growing body of literature, stressful life events can result in tension growths such as favourable lifestyle changes such as constructing personal strengths, discovering new life opportunities,

reinforcing good connections, developing a passion for life, and promoting spiritual enlightenment. International students, on the other hand, have been proven to have confusion of upset cultural identification among others, feelings of loneliness and homesickness, and uncertainty, all of which influence their psychological well-being. Furthermore, pupils who have psychological issues are at a larger risk of academic failure, which feeds the stress cycle, increasing academic stress and deterioration. International students may face difficulties in academic restructuring as a result of an unorthodox education system. A multitude of elements linked with this component greatly contribute to academic stress. International students, for example, face challenges due to differences in learning and evaluation methodologies, as well as classroom teaching approaches in the host country. Other academic discipline-related issues include student-teacher interactions, interpersonal skill quality, and new teaching approaches. Some students reported issues meeting timelines, working with other students from other cultures in groups, meeting program requirements, managing time, and academic pressure.

LITERATURE REVIEW

This dissertation consists of the literature review done for 11 Journal articles which were found in google scholar. It is done in the table format which consists of the articles abstract, research methodology and out come with other details of the articles like key take away, year it was published and the APA citation of the articles.

Key takeaway from the literature review:

Cultural adjustment is a major predictor of academic accomplishment of international students. Social support is linked to better academic and psychological integration among overseas students. International students background traits have influenced their adjustment to college and cultural adjustment is a major predictor of academic accomplishment of overseas students. The socio-cultural changes in a country can make it difficult for the foreign students to adjust themselves in the foreign country. Cultural orientation and personality affect international students' social capital and adjustment.

RESEARCH OBJECTIVES

- To know the issues related to the adjustment of the foreign students in India.
- To interact with the foreign students living in India and understanding their opinion about the cultural and social differences that they have.

- To understand the loopholes that persists in the system of our communication or hospitality with the foreign students.
- To find out adequate amount of time the foreign students need to adjust themselves in India.
- To find possible solutions that the universities can take in order to make the foreign students more comfortable and hospitable.
- To analyze all the variables in order to get a better perspective of the issues faced by the international students.

RESEARCH METHODOLOGY

The research was based on quantitative and descriptive research, with primary data acquired from a Google Forum survey that was distributed across social media platforms such as WhatsApp and Instagram. The survey was conducted and a total of 82 people replied based on random sampling. A multitude of factors can have an impact on these replies, resulting in inaccurate analysis. As a result, because this study was done on a small scale, none of the findings can be applied to the full population. Forms were filled out in an entirely anonymous manner. The online survey had 29 questions, and responses were rated on a five-point scale (5-strong agreement, 4-agreement, 3-moderate view, 2-disagreement, and 1-strong disagreement), with pie charts and histograms applied for analysis. The data was collected using a self-structured questionnaire based on the literature.

DATA ANALYSIS

The research is focused on international students from different parts of the world studying in Indian universities. Students who are in close contacts are used for the purpose of the research. The number of students who originates from different countries are Nepal-12, Afghanistan-12, Nigeria-12, Bhutan-7, Malawi-2, Zimbabwe-5, Sri Lanka-2, Bangladesh 2, Japan-1, Cameroon-1, South Sudan-1. US-1, Angola -1. Egypt-1, Indonesia-1. Korea-1, Bulgaria-1. 67.9% of students are pursuing undergraduate and 32.1 pursuing post-graduate. As per the collected responses, 64% of students are studying in Sharda University. 12.2% are studying in Delhi University. 9.9% in Amity University. 6.2% in Benetee University. 2.4% for galgotia university and 1.2% in Bangladesh University, NIU,IIMT, Mizoram Universityn and Jawaharlal Nehru Architecture and Fine Arts University. According to reports, 87.7% of students enjoyed their time in India. 7.7% have had a negative experience. Living in India is a regular experience for 7.4% of students. 1.2 % of students are satisfied with it and 1.2% felt it

was neither exceptionally good nor awful. 6.2% of students seldom participate in social activities in their respective colleges. 17.3% of students engage in social activities on a limited basis. 24.7% of students are somehow involved in social activities in some way. Social activities are executed by 19.8% of students and 32.1% of students are very active in social activities. At colleges, 3.7 percent of students had fewer relationships. 9.9% of students have few relationships with their college pals . 22.2% of college students have typical friendships with their peers. 1.2 percent of students are dissatisfied with the college activities in which they have participated. Normal satisfaction with college activities is reported by 21 percent and 22.2 percent of students, respectively 25.9 percent say they are happy with the number of activities they participate in. In college, 29.6% of students engage well and are happy with the quantity of activities available. 2.5 % are dissatisfied with their decision to attend this college in particular. 13% of students are glad to be attending this particular college. 22.2% of the respondents are satisfied with their decision to attend their chosen college. In particular, 37% of respondents are very pleased to be attending college. 48.1% of respondents highly disagree of having been given thought to transferring to another college. 22.2% of respondents are accepting that the thought of another college is preferable by them. 14.8% of students are neutral to transferring to another college. 9.9% are little interest in transferring to another college and 4.9 % highly agree to the thought of transferring college Academic motivation. 7.4% of student believe their academic goals objectives are unclear. Only 21% of students appear to have well-defined academic goals and objectives. 32.1% appear to have good and well-defined academic aims and purposes, whereas 39.5% appear to have superior and well-defined goals and purposes. 1.2% believe that obtaining a college degree is unimportant. 12.3% of students believe that a college degree is important in some way. A college degree is vital to 29.6% of students, while a college degree to extremely important to 56.8% of students. The amount and range of courses provided at college satisfy 14.6 percent to 15.9 of respondents. The number and diversity of courses offered at college satisfy 29.3% of students, however, 40.2% of students are extremely happy with the number and variety of courses available at college.

CONCLUSION

The research paper is based on a study that involved the concerns of the international students studying in India regarding the cultural differences that they had to get adjusted to. The various criteria used in the research report to examine the issues are societal adjustment, institutional adaptation, psychological emotional adjustment and cultural adjustment. The international students from all over the world come to India in order to receive their under -graduation degrees as the educational opportunities are high in India compared to the other under developed or developing

nations. The international students find it difficult to adjust to cultural differences in India, the study states that the students who were examined took some time to get adjusted both psychologically and emotionally. The normal lifestyle trend in India is very different and seemed irregular for the international students, it took some effort and time to build on that skill to adjust themselves in a new country.

SUGGESTION

In this Dissertation the suggest for the future research could be the following:

1. The research must consist of data from international students from across all the different regions possible.
2. The research to be more accurate must use more updated data which in turn would enhance the study.
3. The collection of facts and the period of examination should be in between 2 to 90 days.
4. The study and examination must be done by nationals of other countries for the research to be successful.

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