CULTURE CONTACT OF FOREIGN STUDENTS FROM MIDDLE EAST AND AFRICAN COUNTRIES IN INDIA

by

PETER ODERA

ABSTRACT

Thesis submitted to
The Department of Psychology
Aligarh Muslim University, Aligarh (India)
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Doctor of Philosophy

in

PSYCHOLOGY

1994
ABSTRACT

The problem of the present study is culture contact of foreign students from Middle East and African countries in India. The purpose of the present investigation was to find out what kinds of social difficulties foreign students encounter in India, whether the two groups of the students mentioned above encounter the same difficulties or not and to find out what predictor variables are responsible for which difficulties.

There are six independent variables that were used as predictors, namely; the reasons for preferring India for further studies (WHY), cultural similarity (CS), ego-strength (E-S), communication skills (CoSk), fulfilment of expectations (EF), and intolerance of ambiguity (IA), while social difficulties scale (SDFS) which has eight subscales was used as the dependent variable or criterion variable.

The specific hypotheses that were tested in the present study are:
(i) Male and female African students will differ in regard to each of the eight kinds of difficulties experienced by them, viz.: relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and problems of interaction and freedom of choice (IFC).

(ii) Male and female African students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

(iii) African and Middle East (ME) students will differ in respect to each of the eight kinds of difficulties experienced by them; African students will experience more difficulties than Middle East students.

(iv) African and Middle East students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

(v) The variables, viz.: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA) shall
have significant correlation with each of the eight factors [viz.: relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), accommodation and crowding (AC) and finally, problems of interaction and freedom of choice (IFC)] of difficulties in both African and Middle East samples.

The present study was carried out on foreign students from African and Middle East countries who are studying at the three Northern Indian universities, namely; Aligarh Muslim University, Delhi University and Panjab University. The African countries included in the study are Ethiopia, Kenya, the Sudan and Tanzania. On the other side, the Middle East countries included in the study are Jordan, Iran and Palestine. The investigator approached 500 students from the three above universities, but the present study is based on 200 African students and 100 students from Middle East countries. Both male and female students were interviewed. In the African group, the number of male students interviewed was 110 and female students was 90, while there was absence of adequate number of female students from Middle East countries due to low enrollment of undergraduate female students from this region in Indian universities.

The investigator encountered a number of problems at the time of data collection, viz.: the students were apprehensive to give their experiences spontaneously, others were not willing to co-operate, some students could not
lifestyles of the hosts (SLH) in both the groups of the students. The predictor variables explain 19.4% and 29.7% of variance of this criterion in the African and the Middle East samples respectively. Subsequently, there is need for the search for additional predictors for the prediction of the difficulties encountered by the students. It is suggested that the new set of predictors should include: educational system, social life, living conditions and attitudes of the hosts/relations with the hosts. Furthermore, one can search for moderator variables that would be helpful in the improvement of predictability of social difficulties experienced by the guest students coming from different countries, make use of a large number of predictors which may have low correlation with the criterion to be predicted, and finally, to make a search for the variables which bear high correlation with the criterion to be predicted.
The Centre (Examinations)

A. M. U.

Aligarh

Please refer to your letter of 25.3.95 re

connection with the thesis of Peter Odene.

I have already sent the report. I am sending the

thesis herewith to enable

you to send my remuneration.

Yours sincerely,

24.11.95

R. C. Tripathi
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1994
To My Father
Bishop Dr. A. Matthew Ajuoga

In the beginning was the word
(Saint John 1: 1-5)
CERTIFICATE

This is to certify that Mr. Peter Odera worked under my supervision for his Ph.D. thesis which is entitled "Culture Contact of Foreign Students from Middle East and African Countries in India".

Mr. Odera has been engaged in full time study for the required period as prescribed in the Ordinances of the university. He has fulfilled the requirements of attendance in the department and residence in Aligarh as laid down by the Academic Council.

Mr. Odera's work is original and is fit for submission to the examiners for evaluation for the award of Doctor of Philosophy in Psychology.

(PROF. QAMAR HASAN)
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CHAPTER - 1

INTRODUCTION

The contemporary cross-cultural interchange of students, scholars and teachers is as old as recorded history. Interactions among people who belong to different cultures or ethnic groups of the same nation or of different nations have been for concrete purposes, for instance: to trade, teach, convert, conquer, succour, settle, for amusement, education or lack of satisfying career opportunity at home. Nonetheless, the interactions provided opportunity to members of one culture to learn about other cultures.

The ancient gatherings of pupils around their masters, the role played by missionaries to impart knowledge and the eventual establishment of educational centers in Europe brought together people across cultural boundaries, added training to learning and awarded scholarships to students. However, great international exchange of students and scholars across cultural boundaries is not a new phenomenon and so are the socio-psychological problems associated with it. Bochner and Wicks (1972) reported that the tradition of pursuing studies in a foreign land goes back to the reign of the Emperor Ashoka the Great of India (273-232 B.C.) when the University of Taxila became famous international institution for students from Asia Minor, Chinese emperors of T'ang Dynasty (620-907) encouraged international education and Alexander the Great offered kind
of scholarship to students in his will. Ganguly (1975) also reported that there was a large scale exchange of scholars between India and China from the beginning of the Christian era.

In 1980s, to study abroad was no longer regarded as an individual's scholarly pursuit, but also as an instrument of national reconstruction in the case of developing countries; diplomacy, accumulation of goodwill and clout in the case of technologically and economically advanced nations. As a matter of fact, new forces have come into play and old forces have had an added impact as national interests and multinational corporations' incentives have cast foreign students in a new role. Further, in the contemporary world, a huge number of students and senior scholars have been encouraged to attend foreign universities by governments and foundations such as churches and other private institutions. Moreover, self financing students have swelled the ranks of international educational exchange as well.

Contemporary universities are educational institutions in which not only knowledge from all sources is acquired but also wisdom and understanding are pursued by not only foreign students but also native students who hail from different cultural backgrounds to join universities located in a different cultural zone. It is to be realized that such native students may feel foreign in their own country meaning thereby that they share some of the problems
of living in an alien culture with foreign students. Thus the native students who come from different states to Aligarh Muslim University (A.M.U.), India, to study may encounter the demand of cultural readjustment, for example: Bihari students are habitual of putting on "lungi" at the place of residence but this type of attire is not approved by the norms of A.M.U. This poses personal problems to the students concerned who have no alternative but to abide by the university's tradition of putting on "kurta pajama" or "sherwani" or simple shirt and trousers. Panjabi students are habitual of taking liquor which is not acceptable to predominantly Muslim students community at A.M.U. Assami students are not fond of "roti" and spicy food which are the dominant subsistence of Northern India. Quite a number of students from Hindu belts may not be habitual of taking beef and mutton while these are the staple food in the university canteen and other food stalls around the campus. Such students may feel frustrated by their Muslim and Christian colleagues who often prepare or consume beef and mutton in hostels. The problems faced by native students that go for studies in a university that is located in another cultural zone underscore the gravity and the varieties of problems which foreign students have to face in an alien country (Odera, 1990).

Like foreign students elsewhere, the guest students in India are identified by their unique behavioural patterns and experiences due to socio-cultural settings of the
receiving country and also due to cultures the students carry with them when they come from their countries of origin. Those who find greater difference between home culture and the culture of the receiving country experience greater difficulties than those who may have similarity or a bit of difference between culture of origin and the host culture. Furthermore, the guest students come with some expectations to India. When these expectations are not fulfilled consequently they lead to difficulties, frustrations and formation of negative attitude towards the host country.

International students who come to India do so for the sake of studies, that is, "to acquire knowledge". Besides, there are other purposes that motivate them to come over, viz.: to receive university degrees, future better job opportunities at home because foreign degrees are considered to be superior, improvement in status, opportunities for friendship and social life in India, recreational facilities in India, future suitable marriage, to emulate illustrious family members, to develop healthy personality and finally, due to political instability in the country of origin.

The guest students in India have and undergo unique experiences. Generally alien students in India experience "culture shock" due to unique way of life in the receiving country. The term culture shock was initially introduced by Oberg (1960) to refer to the idea that entering a new culture or an unfamiliar culture is potentially a confusing
and disorientating experience as a result of losing all the familiar cues of social interaction (the concept of culture shock is discussed in detail under theories and notions of cross-cultural encounters).

So far the primary aim of the international students coming to India may not be accomplished easily due to unforeseen circumstances, they are likely to become disgruntled. The uncertainty about what the future may hold or the lack of any assured position when they return home may severely inhibit foreign students from making the best use of the advantages derived from the opportunity of studying abroad, thus depriving both international students and society of the benefits of what is generally along expensive educational process. Such situations may create anxiety, psychological disturbances or mental illness, trauma and readjustment as the returning students seek to adapt the knowledge and training acquired from a foreign country just as they did when they arrived in the receiving country. This may be due to the fact that the students are subjected to the inevitable process of change that is part of education. This situation may be described as the re-entry crisis (Brislin and Van Buren, 1974).

Although sojourners are expected to make their experiences in an alien culture a useful educational opportunity for their own growth without alienating themselves from others and without withdrawing from the contact situation, still this is often not so. The available data
show that the attitude of a person belonging to a given culture depends upon the context of contact. Thus Amir (1969) reviewed the studies of inter-group relations, he reported that the factors that favour conditions which tend to reduce prejudice include: equality of status between members of different groups coming into contact with each other, rewarding nature of relations, an intimate rather than a casual nature of contact, the development of common goals, the existence of favourable social climate for inter-group contacts and contact between members of a majority group and higher status members of a minority group (p.338).

Amir also gave a comprehensive list of conditions which strengthen prejudice in any contact situation, which includes: competition between groups, contacts which are unpleasant, involuntary and tension laden contacts, lowering prestige of one group by the other, when different groups have ethnic standards which are not accepted by each other, frustrations among the group members and when members of the minority group are of lower status than the members of the majority group (p. 339). In order to achieve harmony, the contacts must be made under favourable conditions and not under unfavourable conditions. In fact, contact between groups with diametrically opposed moral philosophies and social norms that promote or approve of racial inequality may result in tension, aggression, hostility, prejudice or segregation.
When the experience of a sojourner in an unfamiliar culture was described in terms of culture shock, anxiety and maladjustment, it was natural for psychologists to adopt distinct clinical flavour in their professional advice to sojourners and organizations that were responsible for foreign assignment. It is worthwhile to note that researchers concentrated on problems encountered by the Peace Corps movement in the 1960s. Hundreds of young American Peace Corps Volunteers (PVCs) went abroad to teach, provide medical, technical and welfare assistance to the less fortunate people of the societies. The Peace Corps programme was such that the volunteers had to adopt a lifestyle similar to that of the host population among whom they were expected to work. However, many of the volunteers found the experience bewildering and quite a few succumbed and had to be repatriated. These problems facilitated the Peace Corps to ask for professional advice, therefore many psychologists with clinical background became involved in research and therapy (Guthrie, 1975; Harris, 1973; Smith, 1966). The above programme marked the first major attempt to prepare people for work and study in other communities.

As a matter of fact, foreign students have not only to deal with the difficulties associated with acquisition of knowledge but also with problems of living in an alien culture. Some of the difficulties would not have been faced by the students if they continued their education in their own country, particularly the country which has cultural
homogeneity. In order to understand the nature of problems experienced by foreign students and the factors which can mitigate or exacerbate much problems we have to consider the findings of surveys conducted to identify the kind of problems, notions and theories proposed for understanding the problems. The different kinds of training/orientation programmes which have been offered for preparing sojourners in a foreign country may also be helpful in understanding the factors which are anticipated to be involved in difficulties experienced by a person plunged into an alien culture. It may be noted that different kinds of training programmes have a nucleus of theoretical ideas which they either imported or contributed to different formal theoretical systems.

Thus cross-cultural orientation programmes (COPs) are aimed to teach members of one culture ways of interacting effectively with minimal interpersonal misunderstanding in a receiving country. They are short-term programmes ranging from four hours to two weeks. COPs are important to cross-cultural educational experience. Such programmes prepare sojourners so that they can obtain maximal benefit from the long term cultural contact. COPs are also beneficial to many audiences from different cultural backgrounds in numerous areas in the contemporary world. Thus, the programmes may be of great importance to multinational corporations, governmental agencies, bilingual educational programmes, tourists, foreign students and so forth (Brislin and Pedersen, 1976).
There are many training programmes that are relevant to cross-cultural encounters, namely: cross-cultural coalition training model, the reinforcement behavioural model, information giving, cultural sensitization, social skills models, among others. However, in the present study we are going to examine only social skills training in detail.

However, Bochner (1982); Furnham and Bochner (1982); Klinberg (1982) have given the models that liken cross-cultural exposure to a learning experience. The models propose programmes of preparation, orientation and the acquisition of culturally appropriate social skills instead of therapy for sojourners. This view avoids clinical flavour and assumes that the break down in the normal healthy psychological functioning of the individual and the attendant stigma of failure and weakness of the part of the travellers that is implicit in an approach require therapy and counselling for those unable to cope with cross-cultural experiences.

The social skills models pay attention to the skills involved in effective social encounters e.g. verbal and nonverbal such as expression of attitudes, feelings and emotions, adopting the appropriate proxemic posture, understanding the gaze patterns of the people whom journers interact with; carrying out ritualized routines such as greetings, leave-taking, self-disclosure, making or refusing offers and asserting themselves (Trower, Bryant and Argyle, 1978). It is worthy to note the difference between knowing
what to do and converting that knowledge into action which in the interpersonal sphere is translated into perceptual sensitivity on one hand and behavioural flexibility on the other. It is proposed that not only must individuals be sensitive to how others respond to them, to what is going on around them psychologically, but they must also acquire a flexible behavioural repertoire which can respond appropriately to various social milieu.

As a matter of fact, it was Argyle and Kendon (1967) who were among the first to suggest that the social behaviours of persons interacting with each other can be explained as a mutually organized, skilled performance. Interpersonal difficulties arise when this performance breaks down, falters or cannot be initiated in the first place. Thus, socially inadequate persons lack many social skills.

It is suggested that socially inadequate individuals are not masters of the social conventions of their society. This may be due to not being aware of the rules of social behaviour that regulate interpersonal conduct in their culture or, if aware of the rules are unable or unwilling to abide by them. It may be argued that socially inadequate individuals are often like strangers in their own land, suggesting that people newly arrived in an alien culture or sub-culture will be in a similar position to indigenous socially inadequate individuals. However, it is to be noted that many individuals such as foreign students, business people, diplomats, among others, often tend to be highly
skilled in the customs of their own society but may find their sudden inadequacy in the new culture to be quite disappointing unlike in the past.

The social skills training model for cross-cultural competence has quite a number of advantages: (a) it proposes training to participants who lack the requisite social skills for their interpersonal encounters. It avoids vague statements about mutual understanding and instead emphasizes behavioural-skill deficits, (b) it highlights everyday, common and trial situations which nevertheless cause friction, misunderstanding and interpersonal aggression and hostility. It avoids vague statements about culture shock, (c) an individual's social skills deficiencies may be diagnosed and then given culturally appropriate remedial training for the removal of specific deficiencies, (d) the training uses behavioural techniques such as video feedback, role-playing and modelling to realistically simulate real-life situations, in-field training is also provided, (e) the training focuses on the social psychology of the sojourner and avoids vague assumptions about achieving personal growth and insight, (f) assessment of the theory, training content, training techniques and impact of the programme can be built into a project from the start and has no after thought explanation. In the end it is viable to indicate if and exactly how well the various aspects of the project performed were in accordance with expectations.
Therefore, the new models approach is advantageous because it shows that any difficulties sojourners might have including contracting "culture shock" are not simply as a result of intrapsychic, within-skin deficiencies and weaknesses but are the product of a complex set of social, psychological, between-skin influences played out over along period of time.

Theories and Notions of Cross-Cultural Encounters

There are many theories that have been propounded by different researchers and writers to explain experiences of sojourners in a foreign culture. However, the problem with many of these theories is that they lack high level of conceptual sophistication, tend to be more descriptive rather than explanatory.

(i) The Pseudo-medical Model

This model emphasises that cross-cultural interaction is stressful and requires a clinical diagnosis. Stonequist (1937) the propounder of this approach as well as the author of the famous book "The Marginal Man" was greatly influenced by the work of Park (1928). Stonequist dealt with the problems encountered by people caught between two cultural systems, not belonging to or fully accepted by either group. The approach has its limitations: (a) the medical model presupposes that the psychological well-being of individuals is dependent largely on the smooth functioning of their intra-psychic elements, in the same way as a person's
physical health is supposed by the model to depend on the satisfactory functioning of the subject's circulatory, glandular, digestive and others. (b) adjusting a person to new culture has overtones of cultural chauvinism, the implication being that all the troubles of sojourner would be reduced if not solved if they can only be persuaded to embrace the values and customs of the host society and abandon their culture of origin. However, this is a pseudo-solution of the problem of harmonizing relationships between culturally diverse people because it proposes to resolve the difficulty by eliminating the differences between the participants by adjusting the sojourners to make them indistinguishable from their hosts. It fails to address the real issue which is how to improve relations between culturally diverse persons. In order to achieve the latter goal, there is requirement of theoretical model of cultural accommodation that does not rely on the concept of adjustment as its key element.

(ii) Culture-learning

However, Bochner (1972, 1982) developed a culture learning model of contact instead of the unsatisfactory nature of the pseudo-medical approach. The key idea is that the major task that faces a sojourner is not to adjust to the new culture but to learn its salient characteristics. Unlike the notion of adjustment, acquiring a second culture has no overtones of cultural chauvinism. There are many instances in life when it becomes expedient to acquire and
practice customs one does not approve of and then later abandon the custom when cultural circumstances change. For example, a foreigner to Britain may find the English habit of queuing for everything slightly ridiculous, but will quickly learn the rules and abide by them to avoid being hit over the head with an umbrella by an angry native.

Thus culture-learning is not something that occurs in isolation from the rest of the sojourners activities, nor does it necessarily commence at the onset of the sojourn and cease at its termination. Suedfeld (1987) pointed out that persons and communities differ in the ways they react to and cope with what they perceive as hazardous. The effects of hazards on human beings must be placed within the context of the wide adaptability of human species to stress in novel situations. Some individuals survive and indeed achieve their goals in the face of hazards because individuals and groups deploy differential adaptive and adjustive strategies to cope with difficulties.

(iii) The Notion of U- or W-curve of Adjustment

The concept was introduced in the late 1950s. As a matter of fact, many writers (e.g. Deutsch and Won, 1963; Jacobson, 1963; Lysgaard, 1955) have used U-curve of adjustment approach to account for the negative connotations of psychological welfare of cross-cultural sojourners in three major phases: an initial state of elation and optimism replaced by periods of hostility and frustration,
depression and confusion (presumably the period labelled by Oberg as "culture shock") and finally feelings of confidence and satisfaction with the novel culture i.e. biculturalism.

However, it was Lysgaard (1955) who first gave importance to U-curve. He conducted a comprehensive study on over 200 Norwegian Fulbright scholars in the USA. He noted that the sojourning students went through three phases: (a) initial adjustment, (b) crisis, (c) regained adjustment. The period of adjustment took about twenty months with some point between six and eighteen months being the bottom of the U-curve. If one traces the subjects (Ss) level of adjustment, adaptation and well-being overtime, a U-shape occurs such that satisfaction and well-being gradually decline but later increases again. Gullahorn and Gullahorn (1963) were the first to give importance to the W-curve. They found that once travellers go back to their country of origin they often go through a similar re-acculturation process again in the shape of a U-curve, hence the double i.e. W-curve.

The notion of U-curve has two drawbacks: (a) it does not throw light on which aspect of adjustment to be considered, (b) the second problem is about definition i.e. when is a U not a U? Thus Church (1982) basing his assessment on seven studies pointed out that the support for the U-curve hypothesis is weak, inconclusive and over-generalized. As a matter of fact, not all sojourners start
off in the phase of supposed adjustment, elation and optimism. Some are sad, depressed and anxious right from the beginning. Secondly, some never become depressed or anxious, they enjoy the experience and adjust easily to the receiving culture. Finally, U-curves are often dramatically different in shape, i.e., some are flat, others are tall and are fairly irregular in appearance.

(iv) The Notion of Culture Shock

The concept of culture shock is often used by layman to explain some negative subjective consequences of being in an alien society. It has clinical tinge and it refers to the idea of emotional disturbance which is potentially a confusing and disorientating state experienced by sojourners as a result of losing all the familiar cues and symbols of social intercourse. The shock to a large extent depends on the personality features of the individual and on the extent of the unfamiliarity of the culture and finally, the size of personal stakes involved.

The anthropologist Oberg (1960) was the first to use the term culture shock in connection with the experience of anthropologists who were confronted with unfamiliar social norms, values and mores due to loss of all familiar cues and symbols of social interactions. These cues include many ways in which people orient themselves to the situations of day-to-day life such as: when to take statements seriously and when not, how to make purchases, whom to talk to, when
to accept and when to refuse invitations, what to say when certain people are met, when to give orders, among others. These cues may be words, gestures, facial expressions, customs or norms which are acquired by people in the course of infant socialization and are much part of culture as the language people speak. Mental tranquility and efficiency of many people depend on most of these cues.

The following are some of the symptoms of culture shock: excessive washing of hands, excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; being absent minded, far away stare (sometimes called 'the tropical stare') a feeling of helplessness and a desire to interact with compatriots or fellow foreigners, fits of anger over minor frustrations and delays; delay and outright refusal to learn the language of the host country; excessive fear of being injured, robbed and cheated; great concern over minor pains and finally, terrible longing to be back home (Oberg, 1960, p. 176).

Oberg (1960) gave a comprehensive list of variety of aspects of culture shock:

(a) Strain due to the effort required to make necessary psychological adaptations. Guthrie (1975) calls this 'culture fatigue' rather than shock and describes the symptoms in Peace Corps volunteers as irritability, insomnia, psychosomatic disorders and dissatisfaction.
(b) Sense of loss and feeling of deprivation in regard to friends, status profession, possessions, food reaction, cultural stimulation and social status.

(c) Being rejected by/and rejecting members of the new culture. A feeling by the newcomer that he is rejected by the new society may be realistic and it is likely to colour the whole attitude of the person towards the new society to the extent of making him anxious and self-deprecating and unwilling to try to become integrated in any way.

(c) Confusion in one's role and role expectations and in one's values and feelings of self-identity. This kind of cultural confusion may become a focus for neurotic mechanisms leading to phobias, depression, psychosomatic symptoms and so forth.

(d) Surprise, anxiety, discomfort, even disgust and indignation after becoming aware of cultural differences.

(f) The most common meaning of culture shock is the feeling of impotence due to inadequacy to cope with the new environment owing to unfamiliarity with cognitive aspects of the culture and inability to perform the necessary role playing skills.

Nonetheless, Furnham and Bochner (1982) reviewed the literature on the process of culture adaptation and the outcome of culture contact then proposed that the extent and duration of what is described to be culture shock depends on the following broad categories:
(a) Cultural differences. Many writers (e.g. Glaser, 1979; Porter, 1972) have pointed out that the quality, quantity and duration of social difficulty appear to be a function of the differences between the sojourner's culture of origin and the host society.

(b) Individual differences. There is no doubt that large individual differences exist in the ability of people to cope with novel situations. It must be mentioned that apart from expectations demographic and personality variables such as age, sex, cognitive ability, educational level, socio-economic class, country of origin may affect sojourners.

(c) Sojourn experience. The quality of learning a novel culture is dependent on the experiences an individual has in it, particularly at the beginning of the sojourn. If sojourners are carefully oriented about an unfamiliar culture by close, sympathetic host members then the former may encounter fewer problems than if they are left to fend for themselves (Selltiz and Cook, 1962; Shattuck, 1965). Even then, some racial traits and treatment meted out by host population may influence sojourner's behaviours.

VARIABLES INVOLVED

The focus of the present study is on foreign students from Middle East (ME) and African countries in India. Thus in the light of earlier mentioned theories, it is necessary to throw light on the variables to be studied in relation to the problems of the guest students in India. The variables
are as follows: countries of origin of the guest students; expectations; cultural similarity; ego-strength; communication skills; fulfilment of expectations, intolerance of ambiguity and social difficulties.

(i) Middle East and African Countries

The distinction between Middle Eastern countries* (ME) and African countries in the present study of factors involved in problems and difficulties of foreign students in India, is based on the assumptions of the effect of cultural disparity with the host culture as a factor involved in the difficulties of foreign students and the role of difference in expectations which students from different cultural zones and economic-administrative set up bring with them when they come to India. Countries included in the ME are Iran, Jordan and Palestine which in spite of having different political systems also have much in common not only because they share a common religion, Islam, but also because their geographical proximity gives the people of the region an opportunity for interaction among themselves. Moreover, many people belonging to these countries came to India centuries ago and despite of their assimilation into Indian culture, there are still certain elements of the origin culture which are preserved in modified form.

*Middle Eastern countries and Middle East countries are treated as one and the same.
Africa is a big continent and many people of Indian origin have settled down in different African countries like Ethiopia, Kenya, Uganda, Tanzania, Nigeria, South Africa etc. The Indian immigrants often come to India to renew their cultural ties and to discover their roots. As a matter of fact, the native people of African countries have little opportunity to know about the Indian people and Indian culture though they may acquire stereotypic views about them by interacting with immigrants of Indian origin. Nevertheless, the African students in India have the advantage of knowing English better than the ME students, consequently they are better equipped to understand class lectures. Some African students are followers of Islam which is likely to increase their acceptance in certain institutions such as Aligarh Muslim University as compared to their Christian counterparts.

Before discussing salient features of the ME and African countries it is worthwhile to consider the impact of colonization in the ME and Africa. During 18th or 19th centuries colonialism and settlement spread in the furthest parts of Africa, Asia and Latin America. The European powers built colonies everywhere, cruelly exploited, oppressed and plundered peoples and resources of these three major regions of the world. Following the invasion of these regions was the arrival of missionaries which bestowed schooling for the propagation of Christianity. The educational system that was provided was not only insubstantial both in its quality and
quantity but also was aimed to train the indigenous people as local administrators and as clerks. So the current or contemporary educational system in almost all Third World or developing countries do not differ much from what it was under colonial powers.

Moreover, the contemporary transmovement of people from former colonial countries to former colonies and vice versa is a consequence of colonialism. This has in turn led to the assimilation of some of the western values by Africans, Asians and Latin Americans. As a matter of fact, the Western culture has indeed influenced most of Third World countries in almost all spheres of life although the influence has been less conspicuous on the family institution, its ideology and functions and tradition-customs than on other institutions such as education, general lifestyle particularly in dress, acquisition of language of colonial masters etc.

(a) Middle East Countries

Let us first consider ME which includes the following Arab countries: Iraq, Lebanon, Jordan, Saudi Arabia, Syria, the Yemen and the Persian Gulf states; and non-Arab countries are: Cyprus, Iran, Israel and Turkey. Although these two categories of ME countries share a number of things but still it is to be pointed out that there is cultural differentiation among people. As a matter of fact, there are variations in language, religion, shared customs,
dress or clothes, consensus of values that influence separate group identities and nations, historical past, among other things (Held, 1989).

Nevertheless, the major criterion for defining ethnic groups especially when the distinction is an ethno-linguistic one is language. So far, there are six main linguistic groupings in the ME: Arabic, Turkish, Farsi, Kurdish, Hebrew and Greek. However, Arabic is the most popular regional language. Besides, it provides an element common to all Arabs because it has religious and artistic significance as a language of Koran. Religious pattern indicates that Islam is most popular followed by Christianity, Judaism, Zoroastrianism and so on.

Glubb (1967) remarked that the contemporary manners and way of life of the Arab people vary from completely westernized to the traditional Arab. The westernized features in Arabs include modern hotels, night clubs, cabarets, bathing beaches among other things. Traditionally, Arabs clothes are generally robes and pathan suits. Women are expected to put on veils. The tradition of veil is significant because it creates sex segregation between men and women not only in the family but also outside it. However, the westernized Arabs do not mind about dress; they normally put on suit, shirt, collar and tie and perhaps pair of shorts as often worn by westernized Africans. Even then, scanty clothing are not acceptable in the Muslim world the way it is in African and Western countries.
Generally Arabs do not furnish their houses with furniture. Traditionally, rooms are normally spread with coloured rugs or carpets and cushions laid around the walls for people to sit on, unlike Africans who find it difficult to sit on the ground because African tradition considers it mannerless to extend legs, to stick them out into the centre of the room (particularly for women) or even to show the soles of the feet. Arabs love music, they are somewhat hospitable to visitors, their ladies never enter men's guests room.

As a matter of fact, drinking is generally not permitted in Muslim world due to Islamic religion though many westernized Muslims do so privately. People voluntarily abstain from drinking liquor, wine, vinegar or taking drugs. On the other hand, in Africa there is no inhibition for drinking liquor as such. Unlike in African countries, Islamic culture does not encouraged dating between members of opposite sex.

Games and other opportunities for amusements are scarce as compared to African countries. A few countries normally take part in international games such as Olympics. Ladies never participate in any international games. Otherwise, those ladies who take part in games do so at local level in indoor stadiums to keep off male spectators. Young men tend to like football.

The educational system in ME differ from one country to the other. But generally the system is categorized as
follows:

i) Compulsory primary education is for 5-6 years.
ii) Secondary education is for 3-4 years.
iii) University education is for 3-4 years.

Nonetheless, Arabic language is the medium of instruction except at the university level. Though there are a few universities in ME just like in African countries as compared to India but still it is suggested that ME universities unlike African universities have curriculum or syllabi which are more or less like Indian's. Both ME and African university students have full educational freedom unlike Indian students. Co-educational system is encouraged right from primary level upto university level in African countries unlike in ME and Indian societies that try to encourage the same only at university level though a handful of schools do exercise co-educational system in India.

Though Iran shares numerous cultures-customs and manners with all the Islamic and Arab countries but still it deserves a separate section. It is a complex Islamic country due to its political and religions institutions. Iran has many ethnic groups that can be classified as Iranian or Irano-Afghan. Iranians are not as tall as their neighbouring Arabs and are generally lighter than the Arab people (Lunn, 1992).

There are many languages spoken throughout Iran, though the Persian/Farsi is the official language. The
elites speak English and French. The modern communications, transportation, urbanization, education have began to diminish tribal isolation and cultural distinctions. Banani (1961) put it right that traditional Sheriah concept is still prevalent and is practiced in laws pertaining to marriage, divorce, family-relations and crime against morality in Iran. Women put on veils, the tradition is aimed at covering women's hair though in contemporary Islamic societies women are required to cover the whole body in order to separate them from men (Smith, 1980). It is considered extremely offensive from men to stare at or to try and catch a glimpse of women. However, tradition of putting on veil is somehow disappearing.

Arberry (1953) asserted that geographical position of ME countries (particularly Iran) and India facilitated communication between these two regions. On the other side, historical records indicate that there not only existed trade between the two regions but also in culture. There is no iota of doubt that Iran had significant influence over extreme Northern Indian sub-continent. Also the Arabs, the Turks and central Asian people offered a great deal of opportunities for Indian cultural growth. Consequently, the composite culture of India is a mixture of the indigenous ideas, beliefs, attitudes, manners, and customs with those of people who came from ME. There are evidences to show that Arabic and Indian languages are somehow similar. Historically, Indian scholars translated sanskrit into Arabic and
also the Iranian culture can be traced back to the common culture of Aryans and the available classical works in Sanskrit.

(b) African Countries

The sub-Saharan countries that are included in the present study are: Ethiopia, Kenya, the Sudan and Tanzania. North African countries are excluded from this study because the region is considered to be culturally, socially, religious wise, politically and racially belong to the ME more than to the rest of Africa.

It is to be noted that a country like the Sudan has been placed in the category of ME countries by some writers and others have categorized it among African countries. Whatever the case might be, in the present study the Sudan is placed under African countries. The Sudanese admit in confidence and hold a strong belief that they have some Arab blood way back and maintain that they are now a different "race" from Negroes; as a consequence they identify themselves with Arabs. However, as a matter of fact only an objective observer will discern the difference between the two groups. The Sudanese do not possess enough Arab genes that may enable them to be classified as Arabs.

There are three main languages in Africa:

(a) Sudanic language: Is spoken throughout the vast territory of the Sudan, lying between the Sahara desert and the equator beginning from the mouth of River Senegal down to
the upper Guinea coast right up the borders of Ethiopia in the East, (b) Bantu languages: Spoken in almost the entire Southern half of the continent, (c) Semitic and Hamitic languages, spoken in territories lying to the North and Northern of the Sudan including Ethiopia, Somalia and part of Kenya.

Nonetheless, Christianity and Islam have influenced culture of many parts of Africa in the early centuries of the Christian era. The spread of Islam started early in the 8th century and continued up to the 16th century. Also culture and trade contacts between the Arabs and people along the coastal regions of East Africa gave rise to a new language called Swahili which is an Arabic word meaning "of the coast". The language is a mixture between Arabic with Bantu languages. It is widely spoken in East and Central Africa (Dev, 1989).

Marais and Hoorweg (1971) reported that Africa differs in terms of cultural set up as well as in terms of numerous tribal languages. However, the educated westernized Africans mainly speak French and English which have no strong ties with each other and are consequences of colonialism.

The physical features of Africans generally include black hair, strong physique or stature, dark skin and thick lips as compared to the sharp features of people from ME. These traits throw light on the fact that African people
originally belong to the same racial group or descendant unlike their Middle East counterparts.

Traditionally, Africans principal food stuffs include ugali (bread made of maize flour), banana, cassava, sweet potatoes, millet, phopho and so on. On the other side, staple food in ME countries includes wheat, rice, date, barley and so on.

Music is popular and part of community life in Africa particularly in East, West and Central Africa. Instruments such as guiter, Lyrics, xylophones, drums etc. are played. The striking features of African music are its rhythmic complexity i.e., a call and response pattern. At times there are organized night-long celebrations in some bar-dances. Balandier (1955a) reported that majority of African associations are concerned with dancing and musical forms of entertainment. He contended that a number of groups in Brazzaville normally perform evening's social show on Saturdays and Sundays and the public is charged for admission. Refreshments such as tea, palm, wine, beer or traditional stronger drink are usually served.

Soccer is the most popular game in African countries although athletics, hockey and boxing are developing at a very faster rate, social clubs are absolutely westernized. They are constituted for dining and drinking purposes as well as for billiards, ballroom dances, amateur dramatics, among other European recreational and cultural activities.
The truth is, social clubs are mainly confined to westernized section of the population including well to do professionals and businessmen as well as teachers and other white collar workers. Members are normally required to conform to European patterns of social etiquette.

Like ME countries, African countries are male dominated, though male chauvinism in Africa is not as strong as in ME. African societies are open, there are no inhibitions in regard to interaction between members of opposite sex as such. Males and females can go out together to social gatherings, ballrooms and even date each other. Generally, African women do not put on veils like their counterparts in the ME, instead they wear dresses, skirts, trousers, headgears, necklaces etc.

Though African marriages are traditionally arranged, but still the would be husband and wife have a say over their marriage in modern Africa. By and large, exogamous marriage is the most prevalent one among Africans. Nonetheless, Nanda (1984) asserted that westernized Africans have different opinion altogether about marriage and visualize the institution as an individual's affair that can be established through what is called romantic love marriage. Traditionally, like in ME the parents play role in choice of spouses for their children depending on the reputation of the families that are to be involved in marriage of their children. Men give bridewealth which may include money, cattle among other things.
Though African countries' educational system has been compared with Indian's and ME countries' system in a way, but still the classification of educational system in Africa cannot be ignored. The system is generally as follows:

i) Compulsory nursery education is for 1-2 years.

ii) Primary education is for 7-8 years.

iii) Secondary education is for 4 years and high school is for 2 years.

iv) University education is for 3-4 years.

(ii) Expectations

The choice of the country where students would continue their higher studies is contingent upon certain expectations that they have acquired on the basis of information communicated by the mass media, and other sources. Students are likely to make choice of a country which is expected to provide the kind of education that they would like to have, the expenditure that they can afford, favourable living conditions and so on. However, due to lack of an alternative apostasy of resources, students may decide to continue with education in a country of which they have no high expectations. Another aspect of expectation to be considered is that students after living in a foreign country discover that their expectations have been met to a very large extent or to a low extent. This level of fulfilment of expectations is likely to be contingent upon the kind of difficulties experienced by them and it may also
influence in a circular manner their evaluation of difficulty related situations prevailing in a foreign country.

Expectations are attitudes of waiting attentively for something usually to a certain extent, however vaguely (Drever, 1952). Indeed, it may be pointed out that foreign students who come to India have a lot of expectations, some of which are related to education, economic, social life, personal, political or better attitudinal traits of the indigenous population. There is no iota of doubt about the fact that quite a number of the international students are bound to be wrong about their expectations, some expecting too much while others expecting too little.

Moreover, expectations regarding certain aspects of life in the receiving society may be of greater significance for life and adjustment of foreign students. The unfulfilled expectations may lead to anxiety, aggression, depression, hostility, formation of negative attitudes about the host society and prejudice of modification of motives and purposes of going abroad.

Many writers have suggested different expectancy-value models to explain behaviours of people in a novel situation. Basically the models depict that behaviours of an individual are directly influenced by the expectations that they hold and subjective value of what follows the action (Feather, 1982).
There is evidence to the effect that high expectations that cannot get fulfilled are related to poor adjustment and may increase mental illness. Cochrane (1983) was of the view that positive expectations are inversely related to adjustment. He pointed out that West Indians who went to Britain became apathetic due to the fact that their high expectations in terms of gaining integration within the wider community could not be fulfilled. There are some cases whereby some certain groups have not adjusted well because of either unrealistic or unfulfillable expectations. For example, European missionaries in China almost broke down than those in Africa due to Chinese unacceptance (Littlewood and Lipsedge, 1982).

It can also be pointed out that low expectations may lead to better adaptation. Krupinski (1985: Personal communication) noted that many Vietnamese refugees in Britain expected unfavourable standard of living and more negative attitudes from the hosts than they actually experienced which may account for their relatively successful adaptation. Furnham and Bochner (1986) reviewed a number of literature and reported that there is need to educate prospective sojourners to set realistic and realizable goals in different spheres. Otherwise, having low expectations may be better for adjustment but worse for overall social mobility. It may also be pointed out that when an individual's expectations are not fulfilled, it may lead to formation of a negative attitude towards the host society.
(iii) Cultural Similarity

According to Gillin (1944), "Culture is an organization of custom-patterns and customary actions whereby the patterns are manifested, are learned and practiced as habits by the individuals comprising the society or group which possesses the culture in question". According to Drever (1952), "culture is applied usually to the intellectual side of civilization, or with emphasis upon the intellectual aspect of material achieved or to the degree of intellectual advancement of an individual; more specifically and technically to the sum total of the arts, science, social customs, and educational aims of a people regarded as an integrated whole".

Therefore it may be concluded from the two definitions given above that cultural similarity/difference implies the extent to which two given cultures have values, traditions, customs and norms that are either common in both of the cultures or are different.

In a comprehensive study of a Guatemalan community, Gillin (1942a) gave theorems which are applicable to any cross-cultural contact, viz. (a) if a new custom is to be introduced into the customary activity of a social group it must be adequately presented i.e., stimulus value must be sufficient to evoke a response, (b) acceptance of a new custom depends upon the degree to which the performance fulfils the drive that motivates the type of activity in potentially accepted group, i.e., a new response becomes
habitual only if it lowers some type of drive, (c) previously nonexisting drives of the acquired or secondary type may be established in a social group by manipulating the conditions of its activity, (d) the displacement of the old custom by the new is accomplished only when the new one lowers the drive than the old custom. Though it may not be possible to implement the prescriptions implied in the theorems for the purpose of better relation between foreign students and the hosts, the theorems definitely underscore the importance of cultural similarity.

One should also refer to the fact that whether one likes to make use of the term culture shock or substitute it with the term culture fatigue, obviously there are certain adverse consequences of being exposed to an alien culture. Thus, Guthrie (1975) preferred to describe conditions of PCVs in terms of culture fatigue rather than shock. However, Brein and David (1971) noted culture shock among both international students and PCVs in which the sojourners had feeling of inferiority complex. However, either of these cases presented status discrepancy, hence led to maladjusted states related to anxiety, depression and alienation in the sojourners.

Cultural discrepancy may make individuals to perceive life-events and life-change as threatening, challenging, boring, embarrassing, frustrating and demanding, subsequently they are most likely to succumb to neurotic illness. Culture conflict can be a source of stress especially for people in bicultural environments. Taft
(1974) revealed that some degree of culture conflict is expected when the situational contacts force bicultural people to choose between two sets of role performances, values or competing national identities in cases where strong negative emotions such as shame, guilt or fear, apply to one set rather than the other. Nonetheless, Bochner and Perks (1971) suggested that the quality of interaction between people who belong to different groups depends on the extent to which they regard such differences as prominent.

Various attempts have been put forward by social scientists to develop a measure of cultural outlooks of various societies. Thus early approach by Freeman and Winch (1957) tried to classify cultures according to whether they were 'simple' or 'complex'. Pelto (1968) applied terms such as 'tight' or 'loose' to account for cultures. Witkin and Berry (1975) contrasted cultures in relation to the extent to which they are differentiated.

Amir (1969, 1976) pointed out that cultural contact between people will be effective in promoting better understanding among them if the situation of contact is characterized by certain positive features. Regarding the popular belief that contact between people belonging to different cultures would lead to better understanding between them as manifested in the form of decrease in prejudices, hostility and stereotypes, Amir observed that the positive outcome of contact between people depends upon the existence of certain conditions and circumstances.
Some of the major theories in social psychology implies that individuals prefer the company of others whom they share with common 'features' of life over those who are different. The theories include, the belief-similarity hypothesis (Rokeach, 1961), the similarity-attraction hypothesis (Byrne, 1969), theory of positive social identity (Tajfel, 1970; Turner and Giles, 1981) among others.

For the sake of the present study, it is worthwhile to mention that the students from the ME and African countries may be affected differently due to disparities in their respective socio-cultural patterns. The cultural distance between the culture of origin of the students in general in relation to the host society, among other factors, would influence the extent to which the students experience problems in India. It may be hypothesized that the students from ME would experience lower degree of difficulties than African students because India and ME are more culturally similar than India and African countries as been mentioned earlier.

(iv) Ego-Strength

Before discussing the concept of Ego-Strength (E-S) it would be appropriate to highlight the term ego which means an individual's experience of himself or his conception of himself which is in direct touch with external reality, is conscious and includes representation of reality as given by the senses and exists in the preconscious as memories together with those selected impulses and
influences from within which have been accepted and are under control.

The rise of ego-psychology upgraded ego from its meek position of a mediator between id and superego to that of such a central control mechanism within personality. Freud the propounder of psychoanalytical view-point was of the idea that ego is that part of psychic structure which is primarily concerned with reality testing. Freud (1933) applied the analogy of rider and his horse to explain the relationship between the two components of personality. Usually the rider guides the horse in the direction in which it wants to move. Currently, a number of related hypothetical processes are attributed to ego. It has been considered as "a complex construct that subsumes a group of integrated constructions" (Baughman et al., 1962).

It is presumed that international students, at least just after their arrival in an alien country have to face stressful situations because of demands of adjustment to the new culture. It is important to take into consideration individual differences as capacity to overcome adverse situations in life. A psychological concept which devotes variation in individual effectiveness to rally one's psychological resources to deal with the demanding situation is "Ego-Strength" (E-S).

The term E-S implies a composite of the internal psychological equipment or capacities that an individual brings to his interactions with others and with the social environment. On the other side, the term ego-weakness
reflects deficiencies in an individual's internal equipment that may lead to maladaptive transactions with the social environment", (Goldstein, 1984, p. 62).

People do differ in the efficiency of performing the set of functions attributed to ego. The concept of E-S "is an important factor in determining the capacity of an individual to perceive a challenging situation realistically and to execute the response effectively" (Ali, 1975). It is worthwhile to note that this view about E-S is likely to be accepted also by those who do not subscribe to psychoanalysis. Many researchers do not agree with psychoanalytic theory of the structure of personality but yet they accept the concept of E-S if it is defined as the total psychic energy at the disposal of an individual enabling him to enjoy his strivings to master the environment. Thus, such nonpsychoanalytic concepts as White's (1959) competence motive, Maslow's (1954) self-actualization and psychological health seem to have much in common with the concept of E-S.

(v) Communication Skills

Communication is the act of transmission of information that influences behaviours of another organism. Unlike animals, only human language whether spoken, signed or written is able of recreating complex thought patterns and experiences. Indeed, without human language human culture could not have existed. Human culture has developed through accumulation of experience and passing it over to others in the social group.
Inter-cultural communication plays a vital part in adjustment of several kinds of travellers. Businessmen, diplomatic corps, PCVs and international students who stay in a foreign country for at least a period of 3 years or even more, may find acquisition of local languages to be of great help to them. Acquisition of at least some of the local languages can enhance their adjustment to the receiving society. Thus knowledge of a language facilitates understanding of the culture.

Many cultures differ mainly due to language, and it is one of the greatest obstacles between cultures. For example, India has many languages that are spoken by different people in different regions. Hindi which is the official language and is believed to be widely spoken in the country has been rejected by many people and is mainly spoken in Hindi belts. English is used as official language to link people all over the country; in public offices, as medium of instruction in many government schools, universities and in international organizations.

Indeed, India is a vast country inhabited by people who speak different languages or dialects, hence one expects that the natives who hail from a particular state or region may not be in a position to understand language spoken by others from a different region. There is no doubt about the fact that difference in languages and nonverbal communication may cause misunderstanding among people. In many cases students who come to India and venture to acquire a
language of a particular region during their stay in India may find that the same language is not spoken or understood in other regions; consequently this may create confusion, misunderstanding and intrapsychic conflict in the students. Inspite of this, students from ME have advantage of grasping local languages faster than their African counterparts because of the close link between Indian languages and Arabic or Persian.

Stoller and Krupinski (1973) categorically pointed out that immigrants can be integrated in the receiving society if they attain the language of their hosts. Inability to speak a language usually limits upward social mobility, encourages exclusive living in ghettos and tends to cause disruption between parents and their children.

In addition to usage of words all cultures use nonverbal gestures to communicate as well. Nonverbal communication plays a very important part in social interaction such as communicating attitudes to others e.g. of dislike-like, expressing emotions and so on.

Gestures, bodily movements and posture also differ from one society to the other. For instance, greetings are done in many different ways including the Indian placing of hands together by Hindus and Sikhs or saluting by Moslems, the bowing by Japanese, by hugging and shaking of hands in Western countries (Krout, 1942). Moreover, disagreement is signalled by a head-shake in European countries, but a
head-toss in Greece and Southern Italy, while a head-shake in India indicates agreement.

It is to be pointed out that in the present study, English and Indian languages were chosen to test if or if not the lack of knowledge of the above mentioned languages severes cross-cultural encounters between the foreign students from African and ME countries and Indians. However, the fact is that the knowledge of the language provides knowledge of the culture. Moreover, there may be misunderstanding of a foreign language due to differences in thinking, culture, nonverbal communication and so on.

(vi) Intolerance of Ambiguity

When students arrive in a foreign country different aspects of life of the receiving society are ambiguous to them. Being placed among foreign people is like being in a state of normlessness; not knowing how to make response in a given situation and how to win trust and approval of the native people. In such a situation individual differences in regard to intolerance of ambiguity are likely to be associated with magnitude of difficulties confronted by foreign students.

The term intolerance of ambiguity implies an individual's behaviour of not enduring uncertain or unclear situations. Such situations do not present clear-cut pictures to the perceiver. The concept of intolerance of ambiguity as one of the dimensions of personality seems to have originated from the philosophy of existence.
The concept of intolerance of ambiguity was introduced by Else Frenkel Brunswik (1949) to explain the phenomenon of ambivalence. The notion of ambivalence depicts the conflict of favourable and unfavourable feelings which according to psychoanalysis, a male child in an Oedipus complex situation tends to show towards his parents. In her (1954) comprehensive study of prejudiced and non-prejudiced children, Else Frenkel Brunswik revealed that prejudiced children described their parents positively and non-prejudiced children depicted ambivalence attitudes towards their parents. The authors of Authoritarian personality (Adorno et al. 1950) also found that authoritarian adults were not ambivalent in their feelings towards their parents since they expressed only positive feelings, whereas the non-authoritarians showed ambivalence with regard to their parents by expressing both positive and negative feelings towards them. On the other side, Coulter (1953) used Dog-Cat test to assess tolerance-intolerance tendency. The results indicated that rigid person would continue to cling to the original "dog" concept long after this concept has objectively failed to account for all the observed details.

William (1964) conducted studies on the relationships between opportunities for intergroup contact, actual intergroup interaction, prejudices, among other things. The variables included in the studies are biographical determinants such as sex, age, education, initial attitudes,
sociability, authoritarianism etc. As far as personality was concerned, it was revealed that those exposed primarily to opportunities for intergroup contact are the relatively sociable, relatively non-authoritarian and receptive individuals. The more prejudiced a person is and the more vulnerable his personality make-up the less likely he is to have interethnic contacts. It can be pointed out that certain personalities will not be affected positively by interracial contact. This may be so due to the fact that their inner insecurity and their personal disorder will not let them to benefit from the contact with a group against whom they are prejudice because they will always need a scapegoat.

(vii) Social Difficulty

When students leave their country of origin to pursue higher studies in a foreign country, they are likely to face specific problems during their stay in the receiving country. Indeed, many researchers have carried out comprehensive studies on problems experienced by international students. However, most of the early studies have laid emphasis on relationship between students' mental health and academic performance but ignored any special reference to the particular problems of foreign students. In fact, academic failure and psycho-social disturbances have suggested that the students are often influenced by unsuccessful attempts at social participation (Kelvin, Lucas and Ojha, 1965; Kidd 1965; Lucas, Kelvin and Ojha, 1966).
Some studies have revealed that academically failed students had significantly fewer opposite-sex friends, were less likely to marry at college and had fewer closer friends (Hopkins, Malleson and Sarnoff, 1957).

The present study recognizes the importance of study of social difficulties experienced by foreign students because assessment of different difficulties is a better approach not only for devising predeparture orientation programmes but also to help foreign students to acquire social skills necessary for dealing with different kinds of problems after their arrival in India. However, the present study does not subscribe to the point of view which disregards the importance of similar other factors which in addition to lack of appropriate social skills play an important role in minimizing or aggravating the difficulties experienced by foreign students.

Using factor analysis, Furnham and Bochner (1982) identified 6 dimensions of difficulties of foreign students in Britain. As Furnham and Bochner's study was conducted in a different cultural set up, the present investigator carried out factor analytic study of difficulties experienced by foreign students which led to identification of the following 8 dimensions of difficulties experienced by the guest students in India: (a) relations with the host stewards, (b) stress due to habits and lifestyles of the hosts, (c) treatment meted out, (d) pleasure-unpleasure of interaction, (e) suspiciousness of hosts-guests relations,
(f) reaction to unfamiliar people and situations, (g) accommodation and crowding, finally, (h) problems of interaction and freedom of choice. Each of the 8 dimensions is treated as a dependent variable not only in comparative study of students from ME and Africa but also in study of contribution of 6 independent variables in the prediction of different kinds of difficulties.

Purpose of the Study

The purpose of the present study is to find out what kinds of difficulties foreign students encounter in India and what factors are associated with aggravation of different difficulties experienced by them. In this kind of study it is difficult to make a distinction between independent and dependent variables or to specify what is the cause and what is the effect. In the preceding section of this chapter, the factors to be considered in the study have been discussed in detail while some of the variables such as the countries of origin of foreign students are regarded as independent variable throughout, other variables like two expectation related variables - reasons for preferring India for continuation of higher studies (WHY) and fulfillment of expectations (EF), perceived cultural similarity (CS) and communication skills (CoSk) - are treated as dependent variables when the countries of origin are regarded as independent variable and mean scores of students for these variables are compared. However, when different kinds of difficulties are to be predicted, a set of six variables
including the four above mentioned variables and two personality variables; ego-strength (E-S) and intolerance of ambiguity (IA) are treated as predictors or independent variables.

Although the rationale of selection of the 6 predictors is given in appropriate section of this chapter, it is to be clarified that three kinds of variables are considered to be involved in difficulties experienced by foreign students, these are: expectations and goals students come with in relation to studies and living conditions in an alien society, the experiences which foreign students have in their day-to-day contact with their hosts and the degree of fulfilment of their expectations, finally, individual differences which facilitate or hinder adaptation of foreign students to an alien culture.

The specific hypotheses to be tested in the present study are as follows:

i) Male and female African students will differ in regard to each of the eight kinds of difficulties experienced by them, viz.: relations with the host stewards (RHS), stress due to habits and life styles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and finally, problems of interaction and freedom of choice (IFC).
ii) Male and female African students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

iii) African and Middle East (ME) students will differ in respect to each of the eight kinds of difficulties experienced by them; African students will experience more difficulties than Middle East students.

iv) African and Middle East students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

v) Variables, reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA) shall have significant correlation with each of the eight factors [viz.: relations with the host stewards (RHS), stress due to habits and life styles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI) suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and finally, problems of interaction and freedom of choice (IFC)] of difficulties in both African and Middle East samples.
The six predictor variables in the present investigation can be combined to form regressional equations for the prediction of the eight different social difficulties that are experienced by the foreign students in India as reported in chapter 4.
CHAPTER - 2

REVIEW OF LITERATURE

An individual's arrival in a new culture is like a leap into an unfamiliar, uncertain and ambiguous context which may lead to anxiety, stress, diffusion of identity and marginal existence until the time he has acquired the patterns of behaviour which would help him to anchor himself in a novel cultural set up. Hence, tension, anxiety, psychological stress, among other things, may be created in an individual during the process of learning how to cope with a novel situation. The learning of new responses, skills and acquisition of new informations aid in adaptation to a novel culture. An unfamiliar culture may partly shape an individual's way of dealing with his perceptual world and provides such cognitive structure as schemata, attributions, subjective probabilities, associations and images. Moreover, at a more molar level foreign culture provides rules, systems of logic, collective memories, beliefs, ideologies, connotation networks for understanding social roles and verbal and nonverbal language systems.

Quite a number of studies have been conducted on the psychological consequences of cross-cultural contact, even then the studies suffer from being mostly theoretical. In order to have a better understanding of the variables involved in cross-cultural contact and the modification of the behaviour of newly arrived sojourners let us begin with
the study of processes involved in coping with an unfamiliar situation that may cause adjustment problems to sojourners. We have already referred to the fact that a definite pattern of phases of adjustment of the new comers is observed in a pattern which is known as U-curve or W-curve. The major aspects of adaptation processes of the newly arrived people to a receiving culture have been observed to be as follows:

a) Cultural adjustment: the functioning of the personality in the changed cultural environment.

b) Identification: changes in the person's reference groups and personal models and his social identity.

c) Cultural competence: acquiring new cultural knowledge and skills.

d) Role acculturation: adoption of new culturally defined roles. These four aspects involve cognitive, dynamic and performance processes in that the changes apply to the way an individual structures the world as well as his skills, behaviour, goals, motives, motions and mental attitudes (Taft, 1977).

In a conference on intercultural adjustment, the Group for the Advancement of Psychiatry (1966) credited overseas unsuccessful mission to personal difficulties, such as the inability to adapt or deal with interpersonal relationships in a novel situation. Thus, Harris (1975) reported that the finding suggested much greater emphasis on psychological aspects of the selection and training process,
however, there may be much resistance to the use of psychological tests in selection. As a matter of fact, the cross-cultural factors that are most troubling are not the more obvious differences of dress, food, gestures, facial expressions and so on although the exotic aspects of these differences are often mentioned to illustrate cultural disparities.

Since cross-cultural encounters have a lot of theoretical and applied implications a large number of studies have been conducted to understand the processes, the variables involved and the outcome of encounters between people belonging to different cultures. Although any kind of categorization of studies is likely to create problem as to the proper heading under which a study is to be placed, we have reviewed the worst literature under the headings that would enable us to identify the variables related to the difficulties experienced by sojourners in general.

Variables Involved in Cross-Cultural Contact

(i) Social Network of Foreign Students

The concept of social network has implications for the acquisition of the social skills of a receiving society. As a matter of fact, culture learning will be a positive function of the number of host cohorts international students may have. Sojourning students who have intimate contact with members of the receiving culture would be more satisfied, contented and successful than those who would disparage such contacts.
A number of empirical studies have been carried to show experiences of foreign students in foreign countries where they pursue their studies. Thus in a well planned study, Bochner (1973) carried out survey on 69 returned Thai, Pakistani and Philippine students. The students had attended universities in the USA. The interview covered 3 phases, the students' predeparture, during sojourn and post-sojourn. The findings revealed that the students were largely monocultural before they travelled. They belonged to two social networks while overseas, namely, a peer group of fellow nationals and a group drawn from members of the receiving society. Upon their return home, the students reverted to mainly monocultural lifestyle since their work, social and family environments were peopled mostly by persons who were monocultural and who had little or no experience of other societies.

Yeh and Chu (1974) found that Chinese students at the University of Wisconsin, USA, depicted three insurmountable barriers to cross-cultural contact: (a) foreign students interacted mostly with fellow nationals due to the fact that warm, intimate, dependent, personally satisfying contacts are almost exclusively limited to their co-nationals; (b) their relations with members of the host country seldom went beyond superficial pleasantries; (c) the students got disparaged about any prospects for deep cross-cultural friendship and never expected such friendship to develop. As a consequence, the students almost formed a
paranoid attitude towards the host nationals.

However, some observers have noted that foreign students do make frequent, non-superficial and lasting contacts with the host culture (Chu, 1968; Gullahorn and Gullahorn, 1963). On the contrary (Miller, Yeh, Alexander, Klein, Tseng, Workneh and Chu; 1971) reported that international students tend to stick to their own kind. This obvious controversial point was solved by three studies conducted by (Bochner, Buker and McLeod, 1976; Bochner, McLeod and Lin, 1977; Bochner and Orr, 1979).

The above studies indicate that the most important social network of sojourning overseas students is the compatriot group. Moreover, it was revealed that the students do not engage exclusively with their cultural cohorts, instead they form association with different categories of individuals for different and predictable reasons. Thus, the primary network is monocultural and is constituted of compatriots. The main function of the compatriot network is to provide a setting in which ethnic and cultural values can be easily rehearsed and expressed. The secondary network of international students is bicultural bond and is made up of members of the receiving society. The main function of this network is to instrumentally facilitate the academic and professional aspirations of the students. This bicultural bond may be extended to include a warm and personal dimension, for instance, foreign students advisor or dean of students welfare becomes a friend. It is suggested that educational
administrators and other qualified persons to deal with
guest students should structure the experience so that the
students can belong to these two important social worlds
without strain/psychological stress and get social support
from each network for the anticipated functions each network
serves. Finally, the third network is the foreign student's
multicultural circle of friends and acquaintances. This
network provides companionship for entertainment,
recreational activities, non-culture and non-task oriented
activities.

Nevertheless, Furnham and Bochner (1982) carried out
a study on 150 guest students in Britain. The data from the
"Best Friends Check List" were analysed by tabulating the
nationality of the best friends of the respondents into the
following four groups: (a) co-national/co-language, (b)
non-hosts, non-co-national, (c) host (d) no friends. The
most important network was found to be the compatriot one,
followed by bonds with other non-compatriot foreigners.
Close links with local population constituted only 18 per
cent of the friendships reported. American data show similar
trend with only 29 per cent of the relationships of
international students consisting of close links with
members of the host culture (Bochner, McLeod and Lin, 1977).
In both cases the students were socially isolated from the
host society, partly due to their physical isolation in
residential language schools. With reference to Britain it
may be mentioned that the lack of English friends makes the
receiving country relatively inaccessible. Consequently, opportunities for learning the social skills of the host culture is reduced, hence fewer intimate contact with British people.

Ying and Liese (1991) conducted survey on pre- to postcultural change in emotional well-being of Taiwan students in the USA. The sample size was 171 students. A multidimensional model postulate to be predictive of change in emotional well-being comprised of prearrival well-being, demographics, personality, presence and severity of problems experienced, change of pre- to postarrival level of control, adequacy of arrival preparation, size of the Chinese community surrounding the students, language competence and adequacy of financial resources. The results showed that over half of the students experienced a decline in emotional well-being, while the remainder reported no change or improved mood level.

Brabant, Palmer and Gramling (1990) surveyed 96 foreign students from the Near East, Central and South America, Asia and Nigeria who had completed their studies in the USA. Their readaptation to family, friends and daily life after returning to their home country was assessed. The students age group ranged from 24-76 years. Demographic variables such as age, sex and class status were considered. Results indicated that age was not a factor in readaptation to home country, but sex was. Females were more likely than males to report problems with family and daily life and to
find their friends changed. Relationship between social class and problems with readaptation was not established. So those who adapted well in the USA were more likely to report that their friends had changed.

Eide (1970) gave assumptions that are relevant to both formal and informal programmes of international education: (a) that adequate knowledge about an unfamiliar culture leads to more empathy, sympathy and better intercultural relations, (b) that tolerance may be a consequence of acquaintance with other cultures, (c) that the consequence of culture sharing is synthesis of cultures, interdependence, and exchange of resources to everyone’s mutual advantage, (d) that intercultural exchange will clarify our knowledge about ourselves.

It is evident from the above studies that the social networks of foreign students, both while on sojourn and after their returning home are essential variables for their well-being. Cross-national networks that some of these returnees join as a consequence of having studied abroad in addition to mediating function that these individuals and their networks fulfil in bridging the various cultures that they have acquired are very important to both country of origin as well as the country they pursued studies. Nonetheless, quite a number of international students become acculturated, consequently they out-rightly reject their culture of origin in order to embrace new culture of the
host countries in which they pursued their studies. This has posed problems for international educational exchange schemes because many guest students are unwilling to return to their homeland from abroad after completion of their studies. This occurrence may lead to phenomenon of brain-drain from Third World countries to industrially advanced countries.

(ii) Social Networks of Immigrants/Marginalised People

Immigration takes place when people move within one community or from one community within the same nation to another or from one community in one country to another in another country. By and large geographic distance and amount of change are the two main variables that influence immigrants. It is easy to quantify geographic distance while on the other side, change may range from variations in meteorological and dietary to socio-economic status, age and education level of immigrants. In fact, immigration presents amount of difficulty or change required in adaptation which may be instrumental in understanding psychological dimension to reactions to geographic movement. Immigrants differ from other sojourners in terms of duration of stay, motives for movement and amount of behavioural adaptation required.

Nonetheless, Golding and Baezconde-Garbanati (1990) evaluated social integration and social support (SS) in Mexican Americans (MAs) and non-Hispanic Whites (NHWs). The
variables of the interview included marital status, employment, number of friends and relations. The SS was assessed by portions of the dimensions of SS scale and demographic characteristics. The respondents were 538 USA-born MAs, 706 Mexico-born MAs and 1149 NHW community residents. The results revealed that immigrants were more often worried, MAs and immigrants asserted to have had fewer friends and less emotional support regardless of demographic attributes. Ethnic differences in demographic attributes accounted for MAs and immigrants' smaller kin networks. Finally, it was found that ethnic differences in demographic correlates of working accounted for MAs lower employment rates.

Richardson (1974) examined psycho-social of British immigrants to Australia. His findings indicated a U-curve pattern of elation characterized by novelty, social freedom and self-justification. This was followed by depression characterized by culture shock, sensory shock, nostalgia and reactive non-acceptance; finally, it was followed by recovery, identification and acculturation. It was further suggested that potential immigrants and settlers go through psychological screening and counselling to catch and educate others who are most likely to suffer from mental illness. Moreover, the dissatisfied immigrants were found to be having more compatriot and fewer host national friends.

Wardwell, Hyman and Bahnson (1964) reported that there is a high rate of coronary heart disease in people who
moved from farm to cities in the USA and in upwardly mobile children of immigrants. These findings are consistent with the investigation of Levine, Goldman and Coover (1972) who also noted evidence of psychological malfunctioning associated to adjustment to the receiving society. It is worthwhile to note that these researchers have indicated that when expectancies are built through habituation, and when the environment fails to fulfil the expected feedback then there will be a rise in pituitary-adrenal activity which at best alerts the person for action and at worst causes agitation.

Many studies have illustrated that children of people born abroad or children that are born abroad may belong to two social networks (e.g., monocultural and bicultural outlooks). Thus, Novakovic (1977) conducted a study on second-generation children born in Australia of parents born in former Yugoslavia. The children were caught between the traditional culture of their parents and Australian culture of their contemporary school and social environments. The results revealed that Ss with all Australian friends highly rejected Yugoslav culture, Ss with Yugoslav friends had lowest rejection rate to Yugoslav culture and Ss who had friends from both cultures were intermediate between the two groups. The middle group children achieved a degree of biculturality and were supported in their bicultural stance by their bicultural peer group. However, the study further showed that
adolescent children were confronted with approach-avoidance intrapsychic conflict when caught between traditional culture of their parents and an unfamiliar culture of their contemporary social environment.

Crowley (1978) examined the effect of multicultural friendship on third generation Australian children from British-Irish stock. The Ss were asked who their friends were and about ethnic identity of their best friends. The first group of Ss had three best friends who were all Australians. The second group of Ss had at least one best friend who was a second-generation immigrant of Southern European stock. Crowley adapted the test from Sampson and Smith (1957) to measure tolerance for and appreciation of cultural differences on boys and girls who served as Ss. The age group range was 10-15 years. The results indicated that as the children got older they became more world-minded because of the cumulative effect of multicultural influences from sources outside of the parental home. Children who had at least one close immigrant friend were aware and appreciative of cultural differences than children with only Australian friends.

The above two studies show importance of multicultural contact under intimate conditions. The peer group in adolescence was found to be the most cohesive group. Besides, this group engage in marital issues. The group is able to maintain strict conformity in its members due to its
high cohesiveness. This is also the stage in life when most attitudes such as attitude of cultural mediation are formed.

However, Ho (1990) investigated Australian-born respondents' attitudes towards the policy of multiculturalism by surveying 159 White Ss whose age ranged between 15-66 years. The results showed that the strong support for the underlying dimensions of the policy of multiculturalism was not reflected in the moderate support for the overall policy. The concept of ethnocentrism predicted the Ss' attitudes. None of the demographic variables e.g. sex, age, education, and socio-economic status was significantly related to any of the multiculturalism variables.

Furnham and Li (1993) evaluated the psychological health and adjustment to life in Britain of 43 first and 27 second generation Chinese immigrants aged 18-60 years. The respondents were tested on demographic information, 4 independent variables (English language proficiency, strength of Chinese values held, access to Ss and personal expectations concerning life in Britain) and psychological health. The results revealed overall psychological health hence adjustment was good in both groups. It was also found that younger people of either generation had higher rates of morbidity. There was evidence for language problems and fulfilled expectations, but not SS and value differences, being linked to mental health in the 2nd generation. Evidence linking mental health to other personal variables was found in both generations.
Fischman (1986) reported that the following factors are involved in immigrants' adjustment to life in the USA: The rural or urban background, education or skill level, conditions that spurred relocation, communication with family living in the country of origin, and number of children in the USA. Immigrants' adjustment was affected by the delayed realization of being cut off from families and former way of life. It was asserted that immigrants preferred to use family SS networks rather than professional mental health resources for adjustment to an unfamiliar society.

Levine (1977) specified typological of stranger relationships. He pointed out that the critical variable is not the duration of time a stranger spends in the host community. Thus he laid emphasis on the type of relationship that a stranger aspires to establish with the host (e.g. to visit, for residence, for membership in the host population). The guest aspirations may influence hosts' response towards the former. As a consequence, feelings of anxiety or latent antagonism may arise in the guests due to such "compulsive" responses from the hosts which reflect the reality of a persisting ambivalence underlying all stranger relationships and the related fact that these relationships are invested with a certain high degree of affect.

(iii) Stress and Exposure to Alien Culture

The next point of discussion is the concept of stress. Indeed, the fields of psychology and ergonomics, psychiatry, physiology, pharmacology, sociology,
anthropology and internal medicine are interested in the phenomenon of stress. Many writers (e.g. Cox, 1975b; Lazarus, 1966; McGrath, 1970) gave three approaches to stress: (a) the first approach treats stress as a dependent variable for study, describing it in terms of the person's response to disturbing or noxious environments, (b) the second approach describes stress in terms of the stimulus characteristics of those disturbing or noxious environments, hence treating it as an independent variable, (c) finally, stress has been viewed as the reflection of a "lack of fit" between the person and his environment.

However, social psychology views stress as emanating from the behaviour setting. It was Endler and Hunt (1968) who identified commonly occurring social situations that elicit stress and anxiety. It is to be pointed out that the emphasis on situational determinants of social anxiety has in turn stimulated research on developing means to reduce it, of which by far the most elaborated method is social skills training. Once everyday social situations are brought to control consequently it may lead to improved inter-group relations.

A number of studies have been carried out to identify the situations and circumstances which are stress generating and anxiety provoking for the persons who are exposed to an alien culture. Thus Hodges and Felling (1970) in their well designed study interviewed 228 students in
relation to eight different areas of potentially anxious aspects of college life. It was revealed that physical danger, pain and squeamishness, anxiety from classroom participation and speech, social and academic failure and dating were sources of uncomfortability to students. Females were found to be more apprehensive than males in situations involving physical danger and pain, but that males are just as likely as females to indicate social anxiety in situations that involved speech, social, academic failure and dating.

Bryant and Trower (1974) found that 223 students who were interviewed had difficulty in thirty specified situations. Stress was experienced in; situations demanding complex levels of interaction, often with members of opposite sex and where close bonds had not been established. The application of principal components analysis revealed that actively seeking out relative strangers especially member of opposite sex was the primary source of social difficulty.

Magnusson and Stat tin (1978) noted both significant national and sex differences among school-children from Sweden, Japan and Hungary who were tested on anxiety-provoking situations. Japanese and Hungarian pupils reported higher anxiety than Swedish pupils. Girls scored higher than boys in Swedish and Hungarian groups. There were no Japanese sex differences. The situations were divided into three phases: ego threat, anticipation threat and inanimate
threat. It was revealed that apart from Japan-Hungary differences on ego threat and inanimate threat, all the other differences were significant. It was further reported that the cross-cultural description of anxious behaviour is enhanced by separating situational and reactional aspects and by making a cross-cultural description of profiles of reactions across different kinds of stressful situations.

Magwaza and Bhana (1991) designed a study on black South Africans to examine the major migration related to stressor on the psychological effect on blacks who were forced to leave their native residence to novel places designed by white government. They administered scale to assess stress, locus of control and psychological status to 50 involuntary farm immigrants, 50 voluntary farm immigrants and 50 non-immigrants. The overall results showed that the immigrants perceived more stress and were more psychologically distressed than non-immigrants.

Anderson (1991) studied experiences and sources of stress of black Americans. The concept of acculturative stress was discussed because unlike traditional models of stress, it considers the nature, structure and dynamics of black Americans' cultural experiences and how these experiences are reconciled with the values, norms, attitudes and behaviours of the larger society. It was found that in addition to the usual stressors, black Americans are vulnerable to stress resulting from threats to racial
identity, to culture-specific values and, to patterns of living.

Moghaddam, Ditto and Taylor (1990) examined the patterns of attitudes and attributions associated with relatively high and low distress among 104 immigrant women (aged 19-64 years) from India living in Montreal. Ss completed questionnaire measure of social interactions and attributions, life satisfaction, heritage culture maintenance, self perceptions, perceived discrimination and psychological stress. The result showed that high distressed Ss were less satisfied with their roles in the home, in the job, market place, were more in favour of modern sex roles, wanted less pass on traditional sex roles to their children, attributed success and failure more to their own personal characteristics than to destiny and perceived more racial discrimination in society.

Penalosa (1986) conducted a study on Central American immigrants to the USA. He found that immigrants had distress in relation to health, employment, welfare, housing, interethnic relations, among other things. The Ss manifested depression, anxiety and confusion. There was possibility of children suffering from posttraumatic stress disorder syndrome from having suppressed so much emotion in the struggle to survive.

Psychologists who studied missionaries on extended sojourns have noted divergent sources of professional
stress. Collins (1977) gave nine sources of stress in missionaries: loneliness, pressures of adjusting to a foreign culture, constant demands on one's time, lack of adequate medical facilities, overwhelming workload and difficult working conditions, pressure to be a constant positive witness to the locals, confusion over one's role within the local church, frequent lack of privacy and ability to get away for recreation and vacation.

Quite a number of writers have reported situations in which primary resocialization has taken place usually under situations that involve extreme psychological stress (concentration camp inmates, Bettelheim, 1943; prisoners of war, Schein, 1956; and returned prisoners of war, Curle, 1947). The common features in each of these cases were found to be related to suffering and the importance of social relationships either between peers or between authorities and inmates.

Furnham and Trezise (1981) conducted a study on four groups of international students in Britain viz.: Africans, Europeans, Middle Easterners and Malaysians with two British control groups of first years and second/third years on a self-report measure of mental health. The results showed that the foreign students experienced more psychological stress than either of the British groups. It was also revealed that there was not gender difference.
In a rather more sophisticated study, Furnham (1984b) reported that not all tourists enjoy their sojourn. Quite a number of them experience bewilderment, rage, disgust, boredom, both mental and physical illness side by side with delight and recreation of the trip. Many tour operators have complaints departments; radio and television programmes dedicated to holidays, devote much of their time to the stories of disgruntled tourists; and drunkenness, brawls and other kinds of socially unacceptable behaviour occur more often on holidays. Furthermore, there are also negative psychological reactions of tourists which are consequences of culture shock. These include: unfulfilled promises (hotel bookings, costs), transportation difficulties, theft of money, theft of belongings or being cheated.

On the other hand, interpersonal difficulties may come about when individual brought up in different societies come in contact with each other. Moreover, when two countries having different ideologies, different welfare state structures, different lifestyles emerge together, for example, the unification of the two Germany states i.e., accession of the German Democratic Republic (GDR) to the Federal Republic of Germany (FRG) may lead to intergroup conflicts coupled with negative psychological consequences. These may be facilitated by lack of uniform distribution of central resources like jobs, housing systems, income, political appointments and so forth. In recent studies
(Lundua, Annette and Roland, 1991; Lundua, 1993) conducted a comprehensive survey on people from GDR and the West Germany. The results showed that people from GDR had greater impairment of the quality of life as manifested by anxiety symptoms leading to exhaustion, feelings of unhappiness and depression. For instance, it was found that at the end of 1990, 54% of East Germans reported frequent spells of complete exhaustion and fatigue (West Germans 1988:43%) 29% reported recurring frightening thoughts (West : 19%); 17% were constantly keyed up or jittery (West : 12%) and 17% usually felt unhappy or depressed (West : 11%). There is no doubt that the profound social changes in East Germany affect individual population groups to different degrees. Quite large number of women, the unemployed and those with lower level of educational qualifications manifest uncertainty and socio-psychological stress.

Intergroup Attitudes and Perception

(i) Attitude Towards Receiving Society/People

There is no doubt that sojourners may form attitudes towards their receiving community or attitudes may be formed after reaching their destination. Attitude towards the host country bears significant relation to duration of stay of travellers in a foreign country. The general trend is a U-shaped curve with attitude being relatively favourable in 1st and 3rd or 4th years. Observations have been made of the
fact that in the beginning of one's stay in a foreign country all images are rather mixed up and relatively undifferentiated and caused mostly by overall feeling tone the perceiver has for the novel society. Images formed by the sojourner may be modified in first year by accumulated problems of living in a novel country. They may be made more differentiated, more discriminative and less homogeneous or holistic in character. Thus attitudes play part in determining the nature of inter-group contact. An individual's attitude towards the host society is determined by three factors: (a) the overtone of friendliness, (b) the type of learning (c) living problem faced in the new culture and success of an individual's coping effort.

Ganguly (1975) investigated guest students expectations, images and overall attitude of favourableness-unfavourableness towards India. The Ss were students at Aligarh and Delhi Universities. The results indicated that Thai students were the most dissatisfied. The students of Indian origin (S.I.O.) were the most satisfied with India. The African and Arab students occupied middle position. There is no doubt that educational exchange may lead (or has led) to a worsening of cross-cultural attitudes as many foreign students have limited contact with host nationals and may even return home disgruntled with the society (Tajfel and Dawson, 1965). In a comprehensive investigation, Zaidi (1975) concurred with the notion put forward by Tajfel and Dawson as given above. He found out that foreign Muslim
students in Pakistan were socially isolated even then, a few students maintained personal relationships with local families. Consequently, this type of encounter may make the students to form negative attitude towards their hosts.

In a well designed study James (1955) investigated the effect of contact between African women teachers and their white pupils. He found out that as a result of their liking the teachers' personality the pupils changed their attitudes favourably towards Africans in general.

Rogler, Cortes and Malgady (1991) reported that acculturation is the process whereby immigrants change their behaviours and attitudes towards those of the receiving society. They argued that acculturation is fundamental part of immigration-induced adaptations to new socio-cultural environments. 30 publications were assessed in response to the need to integrate the growing literature on acculturation and mental health status among Hispanics in the USA, besides to identify points of convergence and new directions for research. However, points of convergence are identified as problems and limitations.

O'Driscoll and Feather (1985) examined role of communication in creating positive attitudes towards members of out-group. Written communications to evaluate Aborigines and White Australians either positively or negatively were given to 68 Australian undergraduates. The results indicated the existence of positive prejudice in responses and also
revealed that Ss' reactions to the communications were influenced by predispositional variable of ethnocentrism. Analysis of delayed recall of the specific descriptions from the written communications and of the agreement with an independent ethnic attitudes questionnaire suggested that positive prejudice did not generalized beyond short-term inconsequential reactions.

(ii) Attitude Towards One's Own Culture and Traditions

Most people are ethnocentric and attempt to embrace their culture of origin no matter of the society they sojourn to. Such people see everything amiss with the receiving culture and the host population. Ethnocentric individuals lack tolerance for other ethnic groups and their strange customs, values and lifestyle hence forming negative attitude towards the host society. They always apply the Self Reference Criterion that is held by people of all cultures, i.e., to observe others from "our" own point of view comparing them with "ourselves" as the standards of "normal" (Lee, 1966). However, there are a few cases whereby some sojourners reject their culture to embrace culture of the receiving society. They may become completely assimilated or they can integrate their two cultures to become bicultural mediating persons.

Montgomery (1992) examined rating scale for Mexican Americans which was aimed to measure the extent to which Ss vary in Mexican Vs Anglo cultural orientation (CO) as well
as the extent to which they are comfortable with their ethnic identity (EI). The sample was comprised of 844 Ss consisting of 3 different students population in Texas, USA. The items in scale clustered around 5 factors: (a) comfort with Mexican tradition and Spanish media, (b) English media and Anglo tradition, (c) preferred EI, (d) self rated EI, (e) comfort with speaking English. Changes in factor subscale scores showed that Ss in generation (a) began with a positive bias towards Anglo orientation. By generation (e), Ss showed preference for a more Mexican CO than they rated themselves as having. The high number of Ss who rated themselves as blended and alienated indicates high acculturative stress.

A few studies have shown that lack of orientation programme may pave way to formation of negative attitude by sojourners about the host society. Thus Skinner (1988) found that lack of the purported orientation among the Japanese Peace Corps (and any other international organization) influenced their attitudes and also contributed to the social difficulty they might have experienced in adopting an international orientation.

Sidanius (1984) examined differences in the socio-political attitudes between USA whites and blacks with respect to the following factors: political-economic conservatism, racism, social issues, law and order issues and militarism. Bivariate analysis revealed that whites
tended to be more conservative than blacks in every socio-political dimension considered. Even then, multivariate analysis indicated that when the intercorrelations among the socio-political attitude dimensions were taken into account, blacks turned out to be more and not less conservative with respect to the social issues and more and not less favourable towards the military than whites. It may be concluded that the apparently greater conservatism of whites with respect to social issues is a function of their greater racism than social conservatism as such.

In a well planned study Kruger and Cleaver (1992) interviewed adult Zulus in 1979, 1982 and 1987 to determine the attitudes of the Ss towards their own population group and towards other ethnic groups based on positive or negative feelings and preferences. The results showed that the Ss placed the different population groups in the following order of preference: Zulus, white, English speakers, Sothos, Indians, coloured people, white Afrikaans speakers. The preference order was based largely on language rather than on race. The ethnic attitudes of the Ss explained most of the variation in their attitudes towards specific population groups. Yet in another study (Hall, 1992) investigated feelings of 83 African Americans towards fellow blacks. The results indicated that the Ss evaluated darker skin colour in a negative manner and viewed lighter skin tones as more desirable. These findings are not consistent with the findings of Kruger and Cleaver.
Nonetheless, Furnham and Karani (1985) administered the Attitudes Towards Women Scale on 32 English Christians, 32 Indian Hindus and 32 Indian Zoroastrians. The Ss age group was between 21-40 years and also there was equal numbers of males and females in each group. The authors predicted that Hindus would be more conservative than Zoroastrians, who in turn would be more conservative than Christians in their attitudes towards women. It was also predicted that conservative attitudes towards women would be associated with unjust world and external locus of control beliefs. The findings were consistent with hypothesis, but the expected difference between Hindus and Zoroastrians was not obtained. Cultural differences were greater on items related to marriage and the family and least on items referring to economic freedom. Greater cross-cultural similarity in sex-role attitudes was observed in females than males.

(iii) Attitude of Host Population Towards Alien People

Xenophobia is a well known social phenomenon which is observed in relation to alien people. In the absence of factual knowledge about the alien people and also due to irrational fear aroused by what is an unfamiliar, native people are likely to indulge in prejudices, aggression and stereotype thinking in order to make the unknown behavioural patterns of the alien people known to themselves.
Carey (1956) surveyed the adaptation of colonial students from Asia and Africa and also considered the British stereotype reactions. Carey reported that the students' expectations and difficulties were associated with universities in Britain and the reactions of the host population. Students were most of the time depressed because of their excessive optimistic attitude based on colonial education. The relationships with the British people was of formal kind and also various organisations attempted to introduce the students to Londoners but it was met with little success.

Smith (1943) carried out a study on students from Teachers college, Columbia University in the USA. The Ss visited homes of prominent Negro families, Negro leaders and Artists in Harlem. The Ss comprised two groups, experimental and controlled. The attitudes towards the Negroes were tested on three occasions. Firstly, before the introduction of the independent variable then after it and finally after eleven months. The results showed that members of the experimental group changed their attitudes favourably because of the contact situation. The control group remained persistent even after elapse of eleven months from the visit to Harlem.

Young (1932) surveyed the effects of contact on attitude change. His Ss were 16 graduate students who had taken a course in American race relations. The Ss were made
to interact with Negroes who were in startling contrast with popular stereotypes. However, the Ss were co-operative and depicted much interest in the whole subject of racial relations and racial attitudes. The results indicated that there was lack of uniformity in their experience. Some Ss depicted prejudiced attitudes after the course than before it. Others acquired more prejudice. Most of the variations were slight and no definite trend could be detected. Such inconclusive findings may have been due to the fact that the visiting students may never have become a real part of the Negroes and evaluated their way of life as outsiders and not as fellow members of the same group.

Riordan (1987) carried out study to test inter-cultural relations on 497 members of the larger, predominantly white group. The Ss who were residents in a small city were given questionnaire to assess their attitudes towards three newly arrived minority groups e.g. Cambodians, Hispanics and Portuguese. The effects of inter-group contact on community attitude were also evaluated. It was found that increased contact had positive effects (more tolerance) on community attitudes towards Cambodians and Portuguese but did not appreciably alter community attitudes towards Hispanics. This may have been so because Puerto Rican Hispanics open desire to return to Puerto Rico.

Locci and Carranza (1990) investigated attitudes towards Mexican Americans (MAMs) by 44 MAM and 43 non MAM
university students enrolled in a MAM studies programme. The results revealed that positive attitudes towards MAMs existed across gender, age group and ethnic group identification. Non-Hispanic whites had the least favourable attitudes towards MAMs while Asian/Pacific Islanders had the most favourable attitudes. Moreover, self-rating medians underestimated favourable attitudes towards MAMs for all categories except the MAM and non-Hispanic white ethnic categories.

Giles and Evans (1990) carried out an investigation on in-group integration and perceived external threat. The data indicated that regardless of whether distance was operationalized in terms of closeness or warmth, increases in perceived threat from the out-group resulted in increases in distance expressed towards the out-group. However, Ss in both groups who felt warmer towards their own racial group also felt warmer towards the racial out-group. Individuals may possess a general predisposition towards closeness that does not distinguish between in-groups and out-groups.

Feagin (1992) conducted study on 24 Black college students, administrators and faculty members to provide a detailed descriptive of the problems experienced by black college students in predominantly white colleges. Results indicated that the continuum of discriminatory practices included aggression, exclusion, dismissal of subculture, faculty and alumni have facilitated the declines in college enrollment and graduation for black Americans.
It may be concluded from the above studies that attitude plays part in determining the nature of inter-group contact. Favourable attitudes among people from different ethnic groups may facilitate mutual understanding and human relations. On the other side, unfavourable attitudes would promote misunderstanding, aggression, hostility and prejudice among people.

Personality

A few studies are available to explain the role of personality in cross-cultural contact. An individual's personality plays an important role in determining his reactions to a new culture. Personality dimensions may be involved in social interaction or social relation as well as in the form of personal resourcefulness to cope with adverse, stressful and unfamiliar situations. Moreover, there has been an attempt to describe cultures in psychological terms to show that psychological characteristics of cultures are reflected in the personalities of individuals who practice them. It is widely believed that all cultures train their adherents to resort to all of external sources of security to some extent. For instance, some cultures emphasize one type of external personality trait and others another. In other words, what is accepted by one group of people may not be necessarily accepted and practiced by another group.
Rokeach (1960) asserted that an individual's system is open or closed depending on how one receives, assesses and responds on relevant informations received from the external environment on one's own intrinsic merit unencumbered by irrelevant factors in the situation arising from within an individual or from environment. Thus, an individual who has social insight to see things through the eyes of others and to see one's self as others do is likely to experience less problems in an unfamiliar culture than one who perceives things without insight in an alien culture. Both self insight and social insight are essential elements a well adjusted person should possess.

Brein and David (1971) revealed the importance of emotional aspects for intercultural adjustment. They noted that persons who experience more difficulties in an unfamiliar and ambiguous culture who as well fail to cope with the novel situation also tend to be less flexible in their personality characteristics. By and large, such individuals tend to depend on intellectual insights of a rationally ordered existence in defining their attitudes.

Cohen (1990) revealed that folktales may provide a means for people in a society to gain some psychic mastery over traumatic, unpredictable resource problems. Repetition of capricious events in personified ways may lead to such mastery. It is suggested that traumatic events are so threatening that people have to transform them in their projections.
In a well designed study Armes and Ward (1989) investigated the relationship in regard to cross-cultural traditions and sojourners' adjustment in Singapore. Results indicated that knowledge, attitudes and personality variables related differentially to various aspects of adjustment process. It was further suggested that knowledge alone was unlikely to ensure psychological adjustment. Personality disposition of a traveller was found to be ineffective in adjustment in a straight forward manner.

Taba (1953) investigated intercultural adjustment of American university students abroad. It was found that students with rigid personality and definite preconceptions about culture of their country were most likely to form attitudes through emotional reactions rather than intellectual analysis.

Seipel (1989) found that locus of control score was positively correlated with status consistency, life satisfaction and economic satisfaction. Highly internal Ss exhibited tendency to improve their environments and were more likely to evaluate their positions more positively. Ss indicated ambivalence about public officials ability to meet immigrants' needs but a high degree of civic mindedness.

Regmi (1986) examined the effect of varying levels of culture-contact on personality structure of Gurungs of Nepal. Results indicated that Gurungs show practical common
sense in handling life problems but lack inner creativeness. High Vs. low acculturated Ss depicted greater stereotype. Besides, affect control seemed to increase with the rise of acculturation. Egocentric extratension increased with the attitude of Ss, habitation and ecological hardship. It was also found that the basic personality appeared resistant to change ontogenetically and acculturation seemed to result in little change to that structure.

Van Lange (1992) in his comprehensive study found out that prosocial Ss expected more cooperation than individualists and competitors. As predicted on the basis of the triangle hypothesis, prosocials were less confident about their expectations than competitors, with individualists holding intermediate levels of confidence. On the other side, Argyle and Lu (1990) were of the view that happiness correlates strongly with extraversion and that this is because of the greater participation of extraverts in social activities. They conducted a study on 130 Ss in this regard. Multiple regression revealed that about half of the greater happiness of extraverts could be explained by their greater participation in social activities.

Triandis, Bontempo, Asai et al. (1988) conducted comprehensive studies to explore individualism and collective constructs. The first result suggested that the USA individualism is reflected in: (a) self-reliance with competition, (b) low concern for in-group, (c) distance from
in-group. Further analysis suggested that subordination of in-group goals to personal goals may be the most important aspect of the USA individualism. The second result showed that responses depend on in-group, the context and the kind of social behaviour. The third result revealed that allocentric persons perceive that they receive more and a better quality of social support than do idiocentric persons. Idiocentric persons reported that they were lonely than allocentric persons.

It may be concluded from the studies that have been reviewed that the outcome of cross-cultural contact is likely to be influenced by variables such as social networks of both sojourners and the receiving society, stress and exposure to alien cultures, attitude towards receiving society, attitude towards one's own culture, attitude of the receiving population towards their guests, personality dimensions and other situational factors.
CHAPTER - 3

RESEARCH METHODOLOGY

The purpose of the study, as stated earlier, was to find out the difficulties experienced by foreign students in India and to determine the relationship of certain variables with different difficulties for the purpose of determining their contribution in the prediction of difficulties. In order to achieve the goal of the study, relevant data were collected at the three Northern Indian universities namely; Aligarh Muslim University (A.M.U.), Delhi University (D.U.) and Panjab University (P.U.). Detailed account of the sampling, instruments used for data collection and statistical analysis are given in this chapter.

Sampling

The present study could not make use of probability sampling because it was not possible to collect data without consent and co-operation of foreign students. An attempt was made to enlist the co-operation of as many foreign students as possible particularly from those countries whose number in Northern universities is large.

A total of 500 undergraduate students were approached but the present study is based on 200 students (aged 18-35 yrs) from African countries and 100 students (aged 18-30 yrs) from ME countries. The reason for this is that many of foreign students could not spare as much time
as was required to fill all the questionnaires in one sitting and they asked the investigator to come again for the completion of the remaining parts of the questionnaires. They were however not available next time. Countries and sex-wise distributions of Ss included in the samples of African and ME countries are as below:

Table 1

Number of Students from African Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Males</th>
<th>Sudan (2)</th>
<th>Tanzania (3)</th>
<th>Ethiopia (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya (1)</td>
<td>44</td>
<td>27</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Sudan (2)</td>
<td>27</td>
<td>14</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Tanzania (3)</td>
<td>14</td>
<td>21</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Ethiopia (4)</td>
<td>17</td>
<td>17</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>41</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>G.T. = 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2

Number of Students from Middle East Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Males</th>
<th>Jordan (6)</th>
<th>Palestine (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran (5)</td>
<td>23</td>
<td>21</td>
<td>51</td>
</tr>
<tr>
<td>Jordan (6)</td>
<td>21</td>
<td>03</td>
<td>00</td>
</tr>
<tr>
<td>Palestine (7)</td>
<td>03</td>
<td>00</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>24</td>
<td>51</td>
</tr>
<tr>
<td>G.T. = 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It may be observed that while there is adequate representation of female students in African sample as shown in Table 1, this is not the case with the ME sample as shown in Table 2. The reason of lack of better representation of female students in the ME sample is that the enrollment of
undergraduate female students from these countries in the 3 universities mentioned earlier is very low and that female students were not willing to co-operate with the investigator, a stranger. It is also worthwhile to mention the fact that the following countries viz., Kenya, the Sudan, Tanzania, Ethiopia, Iran, Jordan and Palestine are considered in the present study because they have substantial representation of students in Northern Indian universities in comparison with other African and ME countries.

Problems in Data Collection

Guest students were apprehensive of giving informations about their experiences and difficulties in an alien land until they were assured that their sharing of informations would not be detrimental to their interest. First of all, they were to be convinced that they could trust the investigator, that the latter would maintain anonymity and would not make use of informations in such a manner that the respondent is harmed in any way. Many Arab and Iranian students who study at A.M.U. and D.U. declined to co-operate with the investigator and were reticent to reveal their experiences in India and to indicate to what extent their culture is similar to or different from the culture of the host country, India.

With the presumption that the guest students who come to India have or have acquired proficiency in English
language, items were formulated in simple English but during the course of investigation it was found that the Ss were to be explained the meanings of some words and sentences. This kind of problem was observed mostly in case of students from Jordan, Palestine and the Sudan.

The problem of congregation of a large number of students from one country at a particular university and low enrollment of students from other countries was also encountered. In Chandigarh, for example, there is a big chunk of Kenyan students, and there is, perhaps, not a single Sudanese student there.

The main problem in data collection in Delhi was distances between different educational institutions and also foreign students are scattered in different localities at long distances from each other. It was not possible to fix appointment because most of the guest students, if not all, do not have telephone facilities. However, one has to be often disappointed by not finding a student to be contacted at his place of residence.

It was not easy to collect data from female guest students from certain countries who were constrained by the tradition of not speaking to a male stranger.

**Instruments of Data Collection (Scales)**

In all, seven questionnaires, were used in the study. The measures were that of foreign students'
expectations and fulfilment of their expectations, perceived dimensions of similarities between the country of origin and India, communication skills, personality traits which can contribute to the problems they face in India, and social difficulties. Detailed account of the questionnaires is given below:

(i) Why Questionnaire (WHY)

All the aspects that are most likely to motivate foreign students to come to India for further studies were short-listed in relation to the goals of study in a foreign country, India. The items included in the scale were to be used to assess how much positive were the expectations of guest students regarding culture, living conditions or lifestyle, transportation network, educational aspect and related facilities such as library, recreational activities, laboratories, teaching methods and standard, expectations regarding acceptance by the host population, easy adjustment to cultural life in the receiving country, among other things.

The respondents were instructed to put tick-mark (√) against either "YES" or "NO" depending on one's feeling. There is no right or wrong choice. "YES" response is assigned score of 1 and "NO" response is assigned score of zero (0). There are 34 items in all. Thus high score on the scale indicates high positive expectations. Maximum and minimum credit scores are 34 and 0 respectively. The
reliability of the WHY scale was determined with the help of a variation of Kuder-Richardson formula # 21 (Guilford, 1954, p. 381). It was found to be .83.

(ii) Cultural Similarity Scale (CSS)

The items in the scale are about the perception of similarity between the country of origin of the international students and the receiving country. Included in the scale are items related to life in general, climatic conditions, philosophy of life of common man, body language, clothes, expression of love, concern and respect etc.

The responses are obtained on a 5-point scale according to the following scheme:

5: to indicate very high level of similarity.
4: to indicate high level of similarity.
3: to indicate moderate level of similarity.
2: to indicate little level of similarity.
1: to indicate very little level of similarity.

The maximum and minimum possible scores on the scale are 80 and 16 respectively. The split-half reliability of the scale as determined with the help of Rulon formula (Guilford, 1954, p. 379) was found to be .71.

(iii) Communication Skills Scale (CoSkS)

This scale was constructed to evaluate the ability of guest students to communicate in two languages i.e. English and any Indian language. There is no doubt that most
of the difficulties experienced by the students crop up due to communication gab between them and the receiving population particularly the common man; this makes the measure of this variable to be important. It is to be noted that most of the African students who come to India are more proficient in English language as compared to their ME counterparts. The latter group of the students has higher grasping power for Indian languages as compared to the former group.

The Ss were instructed to indicate against each statement how fluent they were in a given language. The following system was adopted:

3: to indicate very much.
2: to indicate much.
1: to indicate to some extent.
0: to indicate almost not at all.

The maximum and minimum possible scores are 24 and 0 respectively. Those who score very low are considered to have difficulty in their verbal communication in either both the languages or one of them, hence more social difficulties they are likely to encounter in India. The split-half reliability was calculated using Rulon formula (Guilford, 1954, p. 379) was found to be .5.

(iv) Fulfilment of Expectations Scale (EFS)

The scale was constructed to measure the fulfilment of expectations foreign students had when they come to India.
for further studies. The scale has same items as WHY scale. The Ss were instructed to indicate in respect of each item as to how far their expectations have been fulfilled. 5-point scale that was used to evaluate the responses is as below:

5: to indicate that the expectation is met fully.
4: to indicate that the expectation is met to a large extent.
3: to indicate that the expectation is met to some extent.
2: to indicate that the expectation is fulfilled a little.
1: to indicate that the expectation is not almost fulfilled.

The maximum and minimum scores are 170 and 34 respectively. The split-half reliability determined by using Rulon formula (Guilford, 1954, p. 379) was found to be .69.

(v) The Ego-Strength Scale (E-SS)

The original Ego-strength Scale (E-SS) was developed by Barron (1963) to predict the responses of psychoneurotic patients to psychotherapy. The scale consists of 68 of 550 items of Minnesota Multiphasic Personality Inventory (MMPI) pool which were found to be correlated with the rated improvement in 33 psychoneurotic patients who had been treated for six months in a clinic. Keeping in view the psychological homogenites of the items, Barron divided them
in the following groups: (a) physical function and physiological stability, (b) psychasthenia and seclusiveness, (c) attitudes towards religion, (d) moral postures, (e) sense of reality, (f) personal adequancy, (g) phobias, infantile anxieties and miscellaneous functions.

Barron (1963) was fully aware of the fact that the sample size employed by him in developing the scale was quite small. He however, reasoned out that a small number of well studied cases who were classified with high accuracy as well would serve better than a practical alternative which was to get a large sample in which therapist's ratings of outcome were accepted uncritically. The prediction scale was labelled as Ego-Strength scale because consideration of scale content and its correlates have suggested that somewhat broader psychological interpretation be placed upon it, making it useful as an assessment device in any situation where some estimate of adaptability and personal resources are wanted.

Stein and Chu Cheu-Lin (1967) conducted studies to determine the validity of Barron's E-S scale. Their studies provided confirming evidence regarding the validity of the scale. However, the E-S scale failed to discriminate between delinquents and non-delinquents. Therefore, the scale may be a sign of psychic energy as such even if it comes from ego or id. The inference as to the source in particular instance would be based on the case history material and rest of MMPI profile.
The E-S scale used in the present study is adopted version of Hasan's (1974), it contains 32 statements. The respondents were instructed to put either "T" (True) or "F" (False) against each statement as was desired by them. "F" is assigned score of 1 and "T" is assigned score of 0. Maximum and minimum possible scores are 32 and 0 respectively. The reliability of the E-S was determined with the help of Kuder-Richardson formula # 20 (Guilford, 1954, p. 380). It was found to be .83.

(vi) The Intolerance of Ambiguity Scale (IAS)

The symbolic measure of tolerance of ambiguity used in the present study was developed by Hogan (1970a) who administered 15 items symbolic test and 28-items F-scale on a group of 73 students at Tulane University in New Orleans. The symbolic test was constituted of 12 pairs of geometric designs and 3 pairs of digit arrangements. One symbol of each set is designed to be more elicitable than its companion symbol the authoritarian related phenomenon of intolerance of ambiguity. A score of 1 is assigned to less authoritarianism choice, while a score of 2 is assigned to those symbols expected to be positively associated with high scores on the F-scale. In order to test the hypothesis that those who score high on the verbal scale will also score high on the symbolic test, Goodman and Kruskal's coefficient for ordinal association (G) and appropriate significance test were employed. The correlation between the two
instruments was found to be .64. Thus Hogan (1970b; 1977) furnished evidence that the symbolic test is a reliable and valid measure of at least one of the important dimensions of authoritarianism i.e., intolerance of ambiguity.

A symbolic test of authoritarianism has the following advantages: (a) it can be used on Ss who lack adequate verbal skills, (b) much of the potential for response prejudice may be eliminated because the items in a symbolic test would be less transparent to the more sophisticated and educated Ss, (c) it has potentiality for reduction of response set and/or acquiescence response which are considered to be phenomenon inherent in the very nature of verbal statements, (d) it can be universally administered without regard to language, (e) it is more efficient and economical particularly in field-survey set-up.

In the present study, the Ss were instructed to look at each pair and then decide which member of the pair they prefer. The responses were to be indicated by putting cross-mark (X) on the chosen member of the pair. Score of 1 was awarded to non-authoritarianism, while score of 2 was awarded to authoritarianism. Therefore maximum score for authoritarianism is 30 and minimum score for non-authoritarianism is 15.

The split-half reliability determined by using Rulon formula (Guilford, 1954, p. 379) was found to be .48.
(viii) Development of Social Difficulty Questionnaire (SDFS)

The questionnaire is constituted of measures of eight dimensions of difficulties identified with the help of factor analysis (Odera, 1992). Steps for the construction of the scale are as below:

(A) Collection of Items

First 104 bits of informations were given by the international students to elicit their difficulties in India during informal interview (pilot study). In the interest of proper content coverage, the investigator added 32 other social situations that were not mentioned by the respondents. 14 more items borrowed from Furnham and Bochner's (1982) questionnaire were also added to serve as markers of different factors identified by them. The markers extracted from Furnham and Bochner's study were used to ascertain whether the dimension of social difficulties of foreign students in India are the same as the difficulties faced by foreign students in England or not. Thus the total number of social situations items collected is 150. The contents of the items enlisted covered different categories of problems viz.: educational system, dietary, communication, economic, transportation system, climatic conditions, health, cheating or unfair dealings, socio-cultural, political, accommodation, religious, personal and time taken to render services.
(B) The Administration on a Sample

The sample of the students that were interviewed was drawn from the four Northern Indian universities, namely, A.M.U., D.U., Jamia Millia Islamia and P.U. 280 students from the four universities were randomly selected by the investigator. The Ss were instructed to attempt the questionnaire according to the instructions therein. Out of 280 copies of questionnaire that were accepted by the Ss, 200 were returned. The percentage of the copies of questionnaire returned was 71.4.

(C) Factor Analysis

Factor analysis was used to identify dimensions of social difficulties experienced by the students. Inter-correlations among 150 items were obtained with the help of Pearson's product moment correlation. The 150 x 150 matrix was factor analysed using principle component method. The analysis yielded 14 factors with more than 1 Eigen value. Out of these, 8 factors were obtained which made 5% contribution to the percentage of common variance. The retained factors were orthogonally rotated by Varimax method.

The 8 obtained factors were named in order to identify dimensions of difficulties experienced by the guest students in India, these included the following: (a) relations with the host stewards, (b) stress due to habits and lifestyles of the hosts, (c) treatment meted out, (d)
pleasure-unpleasure of interaction, (e) suspiciousness of hosts-guests relations, (f) reaction to unfamiliar people and situations, (g) accommodation and crowding, finally (h) problems of interaction and freedom of choice.

(D) Selection of Items

The factor scores of the 8 retained factors were obtained and 8 pairs of high and low groups were found on the basis of Q1 and Q3 as the cutting points. Items analysis charts were prepared for each of the 8 factors in which the responses of the Ss classified as high and low were tabulated. Significance of difference between means of high and low groups for every item was determined by using "t" test. The selection of the items included in each subscale was done on the basis of certain criteria: high loadings; discriminative index as indicated by significant "t" value; if an item has substantial loading on more than one factor it was to be included in the scale of the factor on which it has relatively higher loading; an item which has high loading on more than one factor was to be included in the factor scale which had inadequate number of items; finally, 10 items which met the above criteria were selected for each of the 8 factor scale so as to have 80 items in all.

The SDFS scale is composed of 80 items, 10 for each factor subscale. The Ss were instructed to give their responses on a 5-point scale; very low or almost absent (VL), slight difficulty (SD), moderate difficulty (MD), high
difficulty (HD) and very high difficulty (VHD). The responses given by the Ss were scored in the following manner:

Response category: VL SD MD HD VHD
Credit: 1 2 3 4 5

Items that were not attempted by the Ss were not given any credit. The maximum and minimum possible scores are 400 and 80 respectively. A student who attains at least 240 score is however considered to have social difficulties, hence psychological stress; experience of fear, embarrassment, thwarted efforts etc. The scale has advantage of allowing the students to express intensity of difficulties they face in India.

The reliability of each factor scale was determined by modified Kuder-Richardson formula (Guilford, 1954, p. 383). The reliability coefficients are as follows:

RHS = .67, SLH = .76, TM = .69, PUI = .67, SHG = .78, RPS = .60, AC = .70 and IFC = .66, however, weight assigned to the right response to every item was 3.*

*The obtained reliability coefficients are lower bound estimates of reliability. Had we used 2 as weight then the reliability coefficients would have been more than what are reported.
Analysis of Data

Keeping in view the hypotheses proposed in chapter 1 two kinds of statistics were used for the analysis of the data. The "t" test was applied to find the significance of difference between the means of different groups on the measures of variables involved in the study. To determine the contribution of different variables in the prediction of each one of the 8 factors of difficulty, Standard Multiple Regression Analysis was applied using Statistical Package for the Social Sciences (SPSS). This package provides the following:

i) Matrix of intercorrelation among all the variables-predictors and the criterion.

ii) Partial correlation between each predictor and the criterion.

iii) Part correlation between each predictor and the criterion.

iv) Regression coefficient of each predictor for the prediction of the criterion.

v) Standardized regression coefficient (Beta) for each predictor for the prediction of the criterion.

vi) Standard errors of regression weights and standardized regression weights (Beta).

vii) "t" value of each of the regression coefficient.

viii) Multiple R, R², adjusted R² and F-ratio to indicate the level of significance of obtained value of R.

The outcome of this analysis is reported in the next chapter.
The purpose of the present study as stated earlier, is to find out what kinds of social difficulties foreign students in India experience and what factors are expected to be responsible for the difficulties encountered by them in the light of theoretical and empirical works discussed in chapter 1. The main objective of this chapter is to report the outcome of statistical analysis of the data that was collected from foreign students.

Two kinds of statistics were used to analyse the data in order to test the proposed hypotheses of the study: (a) "t" test was applied to find out the significance of difference between the means of different groups on the measures of variables in the study, and (b) Standard Multiple Regression Analysis was applied in order to obtain intercorrelations among all the variables-predictors and the criterion and also between each predictor and the criterion.

The abbreviations used to denote different variables in the tables and verbal statements of findings are presented below once again to make the presentation lucid. The abbreviations are as follows: Afr: Africa, ME: Middle East; WHY: reason for preferring India for further studies; CS: Cultural similarity, CoSk: communication skills; EF: fulfilment of expectations; E-S: ego-strength; IA: intolerance of ambiguity; F: factor ; RHS: relations with
the host stewards; SLH: stress due to habits and lifestyles of the hosts; TM: treatment meted out; PUI: pleasure-unpleasure of interaction; SHG: suspiciousness of host-guest relations; RPS: reaction to unfamiliar people and situations; AC: accommodation and crowding; IFC: problems of interaction and freedom of choice. The statistical values are denoted by conventional symbols.

The results are presented in the same sequence as the sequence of hypotheses given at the end of chapter 1. The mean scores and SDs of male and female African students in relation to 8 difficulties and 6 predictor variables are shown in Tables 3 and 4 respectively and graphically presented in figures 1 and 2 respectively.

**Table 3**

Comparison of Means of Male and Female African Students in Relation to the Dimensions of Difficulties

<table>
<thead>
<tr>
<th>Dimensions of Difficulties</th>
<th>RHS</th>
<th>SLH</th>
<th>TM</th>
<th>PUI</th>
<th>RPS</th>
<th>AC</th>
<th>SHG</th>
<th>IFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N=110) SD</td>
<td>7.51</td>
<td>6.42</td>
<td>6.34</td>
<td>6.97</td>
<td>7.08</td>
<td>6.58</td>
<td>6.25</td>
<td>6.82</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N=90) SD</td>
<td>7.41</td>
<td>7.85</td>
<td>6.73</td>
<td>6.96</td>
<td>7.09</td>
<td>6.36</td>
<td>7.08</td>
<td>6.42</td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>.28</td>
<td>.74</td>
<td>.90</td>
<td>1.30</td>
<td>1.48</td>
<td>1.24</td>
<td>.06</td>
<td>.7</td>
</tr>
</tbody>
</table>

A perusal of the above table shows that mean scores and SDs of male and female African students are more or less the same. None of the 8 values of "t" is found to be
significant. This indicates that African students irrespective of their gender experience all kinds of difficulties to the same extent.

**Table 4**

Comparison of Means of Male and Female African Students in Relation to the Dimensions of 6 Predictor Variables

<table>
<thead>
<tr>
<th>Dimensions of Variables</th>
<th>WHY</th>
<th>CS</th>
<th>E-S</th>
<th>Cosk</th>
<th>EF</th>
<th>IA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N=110)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>22.61</td>
<td>32.97</td>
<td>19.25</td>
<td>10.15</td>
<td>86.44</td>
<td>24.41</td>
</tr>
<tr>
<td>SD</td>
<td>5.96</td>
<td>11.14</td>
<td>5.33</td>
<td>2.63</td>
<td>19.89</td>
<td>2.88</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N=90)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>22.68</td>
<td>30.98</td>
<td>18.58</td>
<td>10.20</td>
<td>84.14</td>
<td>24.53</td>
</tr>
<tr>
<td>SD</td>
<td>6.48</td>
<td>9.69</td>
<td>7.55</td>
<td>2.45</td>
<td>19.25</td>
<td>2.97</td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>.08</td>
<td>1.35</td>
<td>.71</td>
<td>.14</td>
<td>.83</td>
<td>.29</td>
</tr>
</tbody>
</table>

The above table shows both mean scores and SDs of male and female African students as well as significance between pairs of mean scores of the two groups for 6 predictor variables. The mean scores are more or less the same in both the groups and none of the "t" values is significant. This shows that the two groups do not differ in regard to the contribution of the 6 variables.

It may be concluded from Tables 3 and 4 that African male and female students do not differ in regard to the 8 social difficulties encountered by them, namely: RHS, SLH, TM, PUI, RPS, AC, SHG and IFC and also in regard to the contribution of 6 predictor variables, namely: WHY, CS, E-S,
African Students
Means of Male and Female

African Students
Means of Male and Female
CoSk, EF and IA. It is therefore unnecessary to treat male and female African students as different groups. In further analysis they will be treated as a single group.

Let us now turn to the findings regarding the group differences between African and ME students in respect to the social difficulties encountered by them and contribution of the 6 variables.

**Table 5**

Comparison of Means of African and ME Students in Relation to the Dimensions of Difficulties

<table>
<thead>
<tr>
<th>Dimensions of Difficulties</th>
<th>RHS</th>
<th>SLH</th>
<th>TM</th>
<th>PUI</th>
<th>RPS</th>
<th>AC</th>
<th>SHG</th>
<th>IFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr sts. X (N=200)</td>
<td>30.64</td>
<td>36.22</td>
<td>33.49</td>
<td>30.06</td>
<td>34.29</td>
<td>29.48</td>
<td>33.41</td>
<td>34.51</td>
</tr>
<tr>
<td>SD</td>
<td>7.41</td>
<td>7.10</td>
<td>6.52</td>
<td>6.98</td>
<td>7.07</td>
<td>6.49</td>
<td>6.62</td>
<td>6.63</td>
</tr>
<tr>
<td>ME sts. X (N=100)</td>
<td>29.82</td>
<td>33.17</td>
<td>31.54</td>
<td>30.22</td>
<td>30.40</td>
<td>28.84</td>
<td>30.13</td>
<td>31.42</td>
</tr>
<tr>
<td>SD</td>
<td>7.41</td>
<td>8.11</td>
<td>8.57</td>
<td>7.89</td>
<td>8.57</td>
<td>6.67</td>
<td>7.56</td>
<td>7.63</td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>1.27</td>
<td>3.21</td>
<td><strong>2.0</strong></td>
<td>.17</td>
<td><strong>3.92</strong></td>
<td>.80</td>
<td><strong>3.68</strong></td>
<td><strong>3.47</strong></td>
</tr>
<tr>
<td>* p &lt; .05, ** p &lt; .01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Looking at Table 5, we can note the difference between mean scores and SDs as well as the significance of difference between mean scores of each factor of African and ME groups. The above table shows that ME students encounter less problems as compared to their African counterparts.

The difference in means of the two groups are significant for SLH, RPS, SHG and IFC at .01 level and for
TM, the significance is at .05 level. Difference in mean of the two groups is significant at .05 level.

The "t" test reveals that the two groups do not differ significantly with respect to the following three variables: RHS, PUI and AC. The findings show that magnitude of 5 different kinds of difficulties encountered by the African students is greater than that of ME.

Table 6

Comparison of Means of African and ME Students in Relation to Dimensions of the 6 Predictors

<table>
<thead>
<tr>
<th>Dimensions of Variables</th>
<th>WHY</th>
<th>CS</th>
<th>CoSk</th>
<th>EF</th>
<th>E-S</th>
<th>IA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr sts.</td>
<td>X</td>
<td>22.65</td>
<td>32.08</td>
<td>10.18</td>
<td>85.41</td>
<td>18.95</td>
</tr>
<tr>
<td>(N=200)</td>
<td>SD</td>
<td>6.19</td>
<td>10.53</td>
<td>2.55</td>
<td>19.60</td>
<td>6.42</td>
</tr>
<tr>
<td>ME sts.</td>
<td>X</td>
<td>23.76</td>
<td>36.10</td>
<td>9.75</td>
<td>91.44</td>
<td>18.51</td>
</tr>
<tr>
<td>(N=100)</td>
<td>SD</td>
<td>6.44</td>
<td>11.38</td>
<td>4.39</td>
<td>21.71</td>
<td>6.03</td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>1.44</td>
<td>2.96**</td>
<td>.91</td>
<td>2.54*</td>
<td>.59</td>
<td>.75</td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01

The above table shows that the difference between the means of the two groups is significant for 2 out of 6 variables. The ME students perceive more similarity between their culture and the Indian culture than the African students. Further, the ME students reported more fulfilment of expectations during their stay in India than the African students. The two groups do not differ with respect to any
other variables including the two personality characteristics. Tables 5 and 6 are graphically presented in figures 3 and 4 respectively on the preceding page.

Table 7.1

Matrix of Correlation of Predictor Variables with the Criterion Variables, African Sample
African Students (N=200)

Dimensions of Difficulties

| Pre. | RHS  | SLH  | TM   | PUI  | RPS  | AC  | SHG  | IFC  |
|------|------|------|------|------|------|     |      |      |
| WHY  | .162* | .048 | .070 | .100 | .029 | .076| .108 | .049 |
| CS   | -.045 | -.288**| -.308**| -.133| -.126| -.170*| -.211**| -.206**|
| E-S  | -.055 | -.169*| -.088 | -.024| -.081| .041 | -.092| -.154* |
| CoSk | -.076 | .107 | -.069 | -.254**| .019 | -.205*| -.307 | -.059 |
| EF   | -.194**| -.333**| -.339 | -.355 | -.157*| -.374**| -.344**| -.408**|
| IA   | -.122 | .065 | -.011 | -.42  | .064 | -.132 | .017 | .068 |

* P < .05, ** P < .01

Table 7.2

Matrix of Correlation of Predictor Variables with the Criterion Variables, Middle East Sample
Middle East Students (N=100)

Dimensions of Difficulties

| Pre. | RHS  | SLH  | TM   | PUI  | RPS  | AC  | SHG  | IFC  |
|------|------|------|------|------|------|     |      |      |
| WHY  | -.082 | -.266**| -.274**| -.175| -.129| -.185| -.071 | -.198* |
| CS   | -.158 | -.523**| -.435**| -.393| -.429**| -.251**| -.382**| -.463**|
| E-S  | -.081 | -.164 | -.270**| -.230*| -.238 | -.050|-.100 | -.197* |
| CoSk | -.123 | -.008 | -.022 | -.080| -.007| -.090 | .023 | .004 |
| EF   | -.169 | -.289**| -.273**| -.273| -.254*| -.312**| -.278**| -.266* |
| IA   | -.036 | -.097 | -.114 | -.099| .004 | -.110 | -.077| -.058 |

* P < .05, ** P < .01, Pre: - Predictors
In respect of African group, a perusal of Table 7.1 shows that none of the predictor variables has high correlation with any dimension of difficulties. Out of 6 predictors, EF is the variable which has significant correlation with all the 8 dimensions of difficulties; the values of coefficient correlations vary from -.157 to -.408 which are as follows in order of magnitude: IFC (r=-.408), AC (r=-.374), PUI (r=-.355), SHG (r=-.344), TM (r=-.339), SLH (r=-.333), RHS (r=-.194) and RPS (r=-.157). Variables CS has significant correlation with 5 criterion variables namely: TM (r=-.308), SLH (r=-.288), SHG (r=-.211), IFC (r=-.206) and AC (r=-.170). The variable CoSk has significant correlation only with 2 criterion variables namely: PUI (r=-.254) and AC (r=-.205), while variable WHY has significant correlation only with RHS (r=-.162). As for the two personality predictors are concerned, E-S has significant correlation only with SLH (r=-.169) and IFC (r=-.154), while the variable IA is not significantly correlated with any of the criterion variable. It seems that IFC is the criterion variable which is relatively better predicted; there are as many as 3 out of 6 predictors which have significant correlation with this criterion variable. The variables are EF (r=-.408), CS (r=-.206), E-S (r=-.154). The second best predicted criterion variable is AC which has significant correlation with the following predictors: EF (r=-.374), CoSk (r=-.205) and CS (r=-.170). The criterion SLH is the third best predicted variable which has
significant correlation with the following predictors: EF (r=-.333), CS (r=-.288) and E-S (r=-.169). The fourth best predicted criterion is PUI which is significantly correlated with variables EF (r=-.355), and CoSk (r=-.254). The fifth best predicted criterion is SHG which is significantly correlated with EF (r=-.344) and CS (r=-.211). The sixth best predicted criterion is TM which has significant correlation with EF (r=-.339) and CS (r=-.308). The second last best predicted criterion variable is RHS which has significant correlation with the following variables: EF (r=-.194) and WHY (r=-.162), and finally, the least well predicted criterion variable is RPS which has significant correlation only with variable EF (r=-.157).

In respect of ME students, a perusal of Table 7.2 shows that none of the predictor variables has high correlation with any dimension of difficulties, just like in African group. Out of the 6 predictors, CS and EF are the variables which have significant correlation with 7 dimensions of difficulties; the values of coefficient of correlation vary from -.197 to -.523. The variable CS is significantly correlated with 7 dimensions of difficulties which are mentioned in order of magnitude of correlation: SLH (r=-.523), IFC (r=-.463), TM (r=-.435), RPS (r=-.423), PUI (r=-.393), SHG (r=-.382) and AC (r=-.251). The variable EF is significantly correlated with the following 7 criterion variables AC (r=-.312), SLH (r=-.289), SHG (r=-.278), TM (r=-.273), PUI (r=-.273), IFC (r=-.266) and
RPS \( (r = .254) \). The variable E-S is significantly correlated with TM \( (r = -.270) \), RPS \( (r = -.238) \), PUI \( (r = -.230) \) and IFC \( (r = -.197) \), while variable WHY is significantly correlated only with the following two criterion variables TM \( (r = -.274) \) and SLH \( (r = -.266) \). The variables CoSk and IA are not significantly correlated with any of the criterion variable.

Table 7.2 shows that criterion variable IFC is relatively better predicted; there are as many as 4 out of 6 predictors which are significantly correlated with the criterion variable. The variables are as follows: CS \( (r = -.463) \), EF \( (r = -.266) \), WHY \( (r = -.198) \) and E-S \( (r = -.197) \). The second best predicted criterion variable is TM which is significantly correlated with the following variables: CS \( (r = -.435) \), WHY \( (r = -.274) \), EF \( (r = -.273) \) and E-S \( (r = -.270) \). The third best predicted criterion is SLH which is significantly correlated with the following variables: CS \( (r = -.533) \), EF \( (r = -.289) \) and WHY \( (r = -.266) \). The fourth best predicted criterion variable is RPS which is significantly correlated with the following variables: CS \( (r = -.423) \), EF \( (r = -.254) \) and E-S \( (r = -.238) \). The fifth best predicted variable is PUI which has significant correlation with CS \( (r = -.393) \), EF \( (r = -.273) \) and E-S \( (r = -.230) \) while the second last best predicted variable is SHG which is significantly correlated with CS \( (r = -.382) \) and EF \( (r = -.278) \), and finally, the least predicted variable is AC which is significantly correlated with only the following 2 variables: EF \( (r = -.312) \).
and CS ($r=-.251$). The criterion variable RHS has no significant correlation with any of the 6 predictor variables.

It may be concluded from Table 7.1 that in the African group, the criterion variable IFC is best predicted while variable EF is the best predictor. Also Table 7.2 of the ME group shows that the criterion variable IFC is the best predicted while variable CS is the best predictor. The criterion variable AC is second best predicted in African group while variable CS is the second best predictor. In case of ME group, criterion variable TM is second best predicted while variable EF is the second best predictor. It follows that variables CS and EF are the first two best predictors though they predict different problems in both the two groups of the students besides having different magnitudes of correlation with the 8 social difficulties, i.e., in the African group, variable CS is significantly correlated with criterion variable TM ($r=-.308$) while in the ME group variable CS is significantly correlated with criterion variable SLH ($r=-.523$). On the other hand, in the African group variable EF is best significantly correlated with criterion variable IFC ($r=-.408$) while in the ME group variable EF is best significantly correlated with criterion variable AC ($r=-.312$).
Table 8

Ranking Predictability of Different Difficulties in the African and ME Samples

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr students</td>
<td>IFC</td>
<td>AC</td>
<td>SLH</td>
<td>PUI</td>
<td>SHG</td>
<td>TM</td>
<td>RHS</td>
<td>RPS</td>
</tr>
<tr>
<td>ME students</td>
<td>IFC</td>
<td>TM</td>
<td>SLH</td>
<td>RPS</td>
<td>PUI</td>
<td>SHG</td>
<td>AC</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 9

Ranking of the Predictor Variables According to Their Effectiveness in the Prediction of the Difficulties of African and ME Samples

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr students</td>
<td>EF</td>
<td>CS</td>
<td>CoSk</td>
<td>E-S</td>
<td>WHY</td>
<td>-</td>
</tr>
<tr>
<td>ME students</td>
<td>CS</td>
<td>EF</td>
<td>E-S</td>
<td>WHY</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Before presenting the outcome of multiple regression equation in which 6 variables are used for the prediction of each one of the social difficulties experienced by foreign students, it is necessary to point out the importance of different statistics reported in the next tables: R is an index of relationship between the composite of independent variables (IVs) obtained by combining them in regression equation and the predicted values of the dependent variable (DV). The value of $R^2$ indicates the percentage of variance which is shared by the IV and the DVs. The significance of R is determined by finding the F ratio for mean square
regression over mean square residual. If the value of F is significant at any of the two conventional levels of significance, .05 and .01, it is concluded that the value of R is significant at the same level as F.

**Adjusted $R^2$**

The value of R obtained from a sample can be expected to fluctuate around its value in the population. Because value of R is always positive, all the chances of fluctuations are in the positive direction. The magnitude of fluctuation is related to sample size, the smaller the sample the more the fluctuation. The value of $R^2$, is therefore an overestimation of the value of $R^2$ that would be found in the population. For this reason, in estimation of the population of $R^2$, adjustment is made in expected inflation in sample $R^2$.

**Standard Regression Weight Beta ($\beta$)**

The weights provide informations regarding importance of the IVs in prediction of the criterion variable. The significance of $\beta$ is indicated by value of "t" greater than the critical value at the conventional levels of significance, .05 and .01. However, there are certain reasons for not relying on standard regression weights for determining the unique contribution of individual variables to the predictions of DV. The value of $\beta$ coefficient is also influenced by correlation of a particular IV with other IVs.
So the independent unique contribution of a predictor variable is not indicated by the regression weights. Regression weights are also misleading if one is interested in the unique contribution of an IV and not in its importance in the regression equation. It is often found that the value of regression weight of IV is more than its correlation (r) with the criterion variable. This strange phenomenon is explained in terms of the role of one IV in suppressing the irrelevant part of variance of other IVs. The relevant part is that part which is not related to the criterion variable. Comparing the value of R and regression weight we can find out whether the variable is making direct contribution or it is making contribution in prediction by suppressing that part of variance of other variables which is not related to the criterion variable. If the value of regression weight is more than the value of r and/or the sign of $\beta$ is different from the sign of $r$, the IV is playing the role of suppressor.

**Semipartial or Part Correlations**

The value of semipartial correlations ($sr$) of IVs with the criterion variable is reported because it helps us to find out the unique contribution of IVs in the prediction of DV. For semipartial correlation the contribution of the remaining IVs is partialed out from a particular IV. Thus semipartial correlation squared expresses unique contribution of the IV as a proportion of total variance of the DV.
Partial Correlation

For the partial correlations (pr), contribution of the remaining IVs, other than a particular IV is partialed out from both the IV and the DV.

Table 10.1

Multiple Correlation and Related Statistics for the Prediction of Fl (RHS) in the African Sample

(Africans N=200)

\[ R = .291^{**} \]
\[ R^2 = .084 \quad \text{Adjusted } R^2 = .056 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>927.892</td>
<td>154.649</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>10010.188</td>
<td>51.866</td>
</tr>
</tbody>
</table>

\[ F = 2.981^{**} \]

Table 10.1 shows that the multiple correlation between the composite of IVs and the predicted RHS scores of the African sample is .291. The F ratio between mean squares (MS) for regression and for the residual is 2.981 which is significant (P < .01). However, as indicated by \( R^2 \) only 8.4% of the predicted RHS score is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .056. If sample fluctuation in the value of \( R \) is considered, the amount of variance accounted for is only 5.6%.
Table 10.2
Contribution of the Predictors in the Prediction Fl (RHS) in the African Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial Corr</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.114</td>
<td>-.121</td>
<td>-.111</td>
<td>-.115</td>
<td>-1.620</td>
</tr>
<tr>
<td>WHY</td>
<td>.158*</td>
<td>.161*</td>
<td>.158*</td>
<td>-.163*</td>
<td>2.297*</td>
</tr>
<tr>
<td>EF</td>
<td>-.218**</td>
<td>-.193**</td>
<td>-.190**</td>
<td>-.195**</td>
<td>-2.764**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.053</td>
<td>-.054</td>
<td>-.052</td>
<td>-.054</td>
<td>-.761</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.027</td>
<td>-.075</td>
<td>-.026</td>
<td>-.027</td>
<td>-.379</td>
</tr>
<tr>
<td>CS</td>
<td>.045</td>
<td>-.044</td>
<td>.039</td>
<td>.041</td>
<td>.573</td>
</tr>
</tbody>
</table>

Table 10.2 shows that only two IVs, EF and WHY, make significant contribution in the prediction of RHS. The values of $\beta$ of EF and WHY for the prediction of RHS are: -.218 and .158 respectively. The value of $\beta$ of EF is slightly more than the value of coefficient of correlation ($r=-.193$) between EF and RHS. The value of $\beta$ of WHY is slightly less than the value of coefficient of correlation ($r=.161$) between WHY and RHS. The unique contribution of EF and WHY in the prediction of RHS is indicated by the values of $pr$ and $sr$ of these variables with RHS, the values are: -.195 and -.190; and -.163 and .158 respectively. All the values are significant at .01 level for variable EF while values of variable WHY are significant ($p < .05$). The values of $pr$ and $sr$ are less than the value of $R$. Both EF and WHY make significant unique contribution in the prediction of RHS even after the removal of relation of these variables with other IVs.
Table 11.1

Multiple Correlation and Related Statistics for the Prediction of Fl (RHS) in the ME Sample

(ME N=100)

R = .241  \( R^2 = .058 \)  Adjusted \( R^2 = .002 \)

Anova

<table>
<thead>
<tr>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression 6</td>
<td>317.151</td>
<td>52.858</td>
</tr>
<tr>
<td>Residual 93</td>
<td>5127.608</td>
<td>55.135</td>
</tr>
</tbody>
</table>

\[ F = .95870 \]

The above table shows that the multiple correlation between the composite of IVs and the predicted RHS scores of the ME group is .241. The F ratio between MS for regression and for the residual is .95870 which is not significant. Therefore, the 6 predictors are not able to make better than chance prediction of the criterion variable RHS.

Table 11.2

Contribution of the Predictors in the Prediction of Fl (RHS) in the ME Sample

(ME N=100)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.036</td>
<td>-.036</td>
<td>-.034</td>
<td>-.035</td>
<td>-.341</td>
</tr>
<tr>
<td>WHY</td>
<td>.003</td>
<td>-.082</td>
<td>.003</td>
<td>.003</td>
<td>.033</td>
</tr>
<tr>
<td>EF</td>
<td>-.143</td>
<td>-.169</td>
<td>-.132</td>
<td>-.135</td>
<td>-1.316</td>
</tr>
<tr>
<td>E-S</td>
<td>-.041</td>
<td>-.080</td>
<td>-.037</td>
<td>-.038</td>
<td>.371</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.125</td>
<td>-.122</td>
<td>-.120</td>
<td>-.123</td>
<td>-1.201</td>
</tr>
<tr>
<td>CS</td>
<td>-.090</td>
<td>-.158</td>
<td>-.070</td>
<td>-.081</td>
<td>-1.785</td>
</tr>
</tbody>
</table>
Table 11.2 shows that none of the six predictor variables makes significant contribution in the prediction of RHS in the ME sample. It is to be pointed out that the criterion RHS is predicted better in the African group in comparison with ME group. The variance of $R^2$ of IVs is 8.4% while prediction of RHS in the ME group is not better than random prediction. Predictors EF and WHY are effective in prediction of RHS in the African group.

Table 12.1

Multiple Correlation and Related Statistics for the Prediction of F2 (SLH) in the African Sample

\[ R = .440^{**} \quad R^2 = .194 \quad \text{Adjusted } R^2 = .169 \]

\textbf{Anova}

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1945.224</td>
<td>324.204</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>8077.095</td>
<td>41.850</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>7.746**</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the multiple correlation between the composite of IVs and the predicted SLH scores is .440. The $F$ ratio between MS for regression and for the residual is 7.746 which is significant ($p < .01$). However, as shown by $R^2$ only 19.4% of the predicted SLH score is explained by the composite of IVs. The value of adjusted $R^2$ is even lesser; it is .169. If sample fluctuation in the value of $R$ is considered, the amount of variance accounted for is only 16.9%.
Table 12.2
Contribution of the Predictors in the Prediction of F2 (SLH) in the African Samples

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.049</td>
<td>.065</td>
<td>.048</td>
<td>.053</td>
<td>-.146</td>
</tr>
<tr>
<td>WHY</td>
<td>.045</td>
<td>.048</td>
<td>.044</td>
<td>.050</td>
<td>.696</td>
</tr>
<tr>
<td>EF</td>
<td>-.271**</td>
<td>-.332**</td>
<td>-.236**</td>
<td>-.254**</td>
<td>-3.661**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.211**</td>
<td>-.169*</td>
<td>-.209**</td>
<td>-.226**</td>
<td>-3.238**</td>
</tr>
<tr>
<td>CoSk</td>
<td>.102</td>
<td>.107</td>
<td>.097</td>
<td>-.108</td>
<td>1.516</td>
</tr>
<tr>
<td>CS</td>
<td>-.179*</td>
<td>-.288**</td>
<td>-.154*</td>
<td>-.169*</td>
<td>2.394*</td>
</tr>
</tbody>
</table>

The above table shows that three IVs, namely, EF, E-S and CS make significant contribution in the prediction of SLH in the African sample. The value of β of variables EF, E-S and CS for the prediction of SLH are: -.271, -.211 and -.179 respectively. The value of β of EF is less than the value of coefficient of correlation (r=-.332), while the value of β of E-S is more than the value of coefficient correlation (r=-.169) and finally, the value of β of CS is less than the value of coefficient correlation (r=-.288). The unique contribution of each of these variables; EF, E-S and CS in the prediction of SLH is indicated by the value of pr and sr of these variables with SLH, the two values in each case are: -.254 and -.236; -.226 and -.209; finally -.169 and -.154 respectively. All these values are significant. Both the values of pr and sr are quite less than the value of R. However, variables EF, E-S and CS make significant unique
contribution in the prediction of SLH even after the removal of relation of these variables with other IVs.

Table 13.1

Multiple Correlation and Related Statistics for the Prediction of F2 (SLH) in the ME Sample

\[ R = .545^{**} \quad R^2 = .297 \quad \text{Adjusted } R^2 = .251 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1934.749</td>
<td>322.458</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>4577.360</td>
<td>49.218</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>6.551^{**}</td>
<td></td>
</tr>
</tbody>
</table>

Table 13.1 shows the multiple correlation between the composite of IVs and the predicted SLH scores in the ME sample which is .545. The F ratio between MS for regression and the residual is 6.551 which is significant \( p < .01 \). Nevertheless, as indicated by \( R^2 \), only 29.7\% of the predicted SLH score is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .251 which implies that if sample fluctuation in the value of \( R \) is considered, then the amount of variance accounted for is only 25.1\%. 
Table 13.2

Contribution of the Predictors in the Prediction of F2 (SLH) in the ME Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.003</td>
<td>-.096</td>
<td>-.002</td>
<td>-.003</td>
<td>-.033</td>
</tr>
<tr>
<td>WHY</td>
<td>-.101</td>
<td>-.266*</td>
<td>-.085</td>
<td>-.102</td>
<td>-.989</td>
</tr>
<tr>
<td>EF</td>
<td>.128</td>
<td>-.289*</td>
<td>-.119</td>
<td>-.140</td>
<td>-1.373</td>
</tr>
<tr>
<td>E-S</td>
<td>-.028</td>
<td>-.164</td>
<td>-.025</td>
<td>-.030</td>
<td>-.298</td>
</tr>
<tr>
<td>CoSk</td>
<td>.022</td>
<td>.007</td>
<td>.021</td>
<td>.025</td>
<td>.244</td>
</tr>
<tr>
<td>CS</td>
<td>-.436*</td>
<td>-.522*</td>
<td>-.379*</td>
<td>-.412*</td>
<td>-4.371*</td>
</tr>
</tbody>
</table>

Table 13.2 shows that CS is the only IV that makes significant contribution in the prediction of SLH in the ME sample. The value of $\beta$ of CS for the prediction of SLH is -.436 which is less than the value of coefficient correlation ($r=-.522$) between predictor CS and criterion SLH. The unique contribution of CS in the prediction of SLH is shown by the values of $pr$ and $sr$ of this variable with SLH, the two values are: -.412 and -.379 respectively. Both the values are significant at .01 level. The value of $pr$ is less than the value of $R$. The predictor CS makes significant contribution in the prediction of SLH even after the removal of relation of this variable with the rest of IVs.

The criterion variable SLH is predicted better in ME group as compared to African group. The $R^2$ in ME group is indicated by .297 while in African group $R^2$ of the predicted SLH is indicated by only .194. In ME group CS makes sole
contribution in the prediction of SLH. On the other hand the prediction of SLH in African group is made by variables; EF, E-S and CS.

Table 14.1

Multiple Correlation and Related Statistics for the Prediction of F3 (TM) in the African Sample

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R = .413**</td>
<td>R^2 = .170</td>
<td>Adjusted R^2 = .145</td>
</tr>
<tr>
<td></td>
<td>Anova</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DF</td>
<td>Sum of squares</td>
<td>MS</td>
</tr>
<tr>
<td>Regression</td>
<td>6</td>
<td>1445.557</td>
<td>240.926</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>7018.397</td>
<td>36.364</td>
</tr>
<tr>
<td>F = 6.625**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14.1 shows that the multiple correlation between the composite of IVs and the predicted TM in the African group is .413. The F ratio between MS for regression and for the residual is 6.625 which is significant (p < .01). Even then, as indicated by R^2 only 17% of the predicted TM is explained by the composite of IVs. The value of adjusted R^2 is even lesser; it is .145. If sample fluctuation in the value of R is taken into consideration the amount of variance accounted for will be only 14.5%.
Table 14.2

Contribution of the Predictors in the prediction of F3 (TM) in the African Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.016</td>
<td>-.011</td>
<td>.015</td>
<td>.017</td>
<td>.243</td>
</tr>
<tr>
<td>WHY</td>
<td>.073</td>
<td>.070</td>
<td>.073</td>
<td>.080</td>
<td>1.120</td>
</tr>
<tr>
<td>EF</td>
<td>-.239**</td>
<td>-.338**</td>
<td>-.209**</td>
<td>-.223**</td>
<td>-3.190**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.124</td>
<td>-.088</td>
<td>-.122</td>
<td>-.133</td>
<td>1.872</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.075</td>
<td>-.069</td>
<td>-.072</td>
<td>-.079</td>
<td>1.109</td>
</tr>
<tr>
<td>CS</td>
<td>-.221**</td>
<td>-.308**</td>
<td>-.191**</td>
<td>-.205**</td>
<td>-2.924**</td>
</tr>
</tbody>
</table>

The above table shows that two IVs, EF and CS, make significant contribution in the prediction of TM in the African sample. The value of β of variables EF and CS for the prediction of TM are: -.239 and -.221 respectively. The value of β of both EF and CS are less than their values of coefficient of correlations; the two values are: (r=-.338) and (r=-.308) respectively. The unique contribution of each of these variables in the prediction of TM is indicated by the values of pr and sr of these variables with TM, the two values in both cases are: -.223 and -.209; and -.205 and -.191. All these values are significant (p < .01). Both the values of pr and sr are much less than the value of R. Nonetheless, variables EF and CS make significant unique contribution in the prediction of TM even after the removal of relation of these variables with other IVs.
Table 15.1

Multiple Correlation and Related Statistics for the Prediction of F3 (TM) in the ME Sample

\[ R = .499^{**} \quad R^2 = .249 \quad \text{Adjusted } R^2 = .200 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1813.625</td>
<td>302.270</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>5467.214</td>
<td>58.787</td>
</tr>
</tbody>
</table>

\[ F = 5.141^{**} \]

Table 15.1 shows that the multiple correlation between the composite of IVs and the predicted TM in the ME sample is .499. The F ratio between MS regression and for the residual is 5.141 which is significant (p < .01). However, as indicated by \( R^2 \) only 24.9% of the predicted TM is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .200. Suppose the sample fluctuation in the value of R is taken into consideration, then the amount of variance will be only 20%.

Table 15.2

Contribution of the Predictors in the Prediction of F3 (TM) in the ME Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.020</td>
<td>-.113</td>
<td>-.018</td>
<td>-.021</td>
<td>-.211</td>
</tr>
<tr>
<td>WHY</td>
<td>-.092</td>
<td>-.273**</td>
<td>-.078</td>
<td>-.089</td>
<td>-.870</td>
</tr>
<tr>
<td>EF</td>
<td>-.160</td>
<td>-.272**</td>
<td>-.149</td>
<td>-.169</td>
<td>-1.662</td>
</tr>
<tr>
<td>E-S</td>
<td>-.165</td>
<td>-.270**</td>
<td>-.150</td>
<td>-.170</td>
<td>-1.672</td>
</tr>
<tr>
<td>CoSk</td>
<td>.017</td>
<td>-.021</td>
<td>.016</td>
<td>.019</td>
<td>.187</td>
</tr>
<tr>
<td>CS</td>
<td>-.306**</td>
<td>-.434**</td>
<td>-.266**</td>
<td>-.294**</td>
<td>-2.969**</td>
</tr>
</tbody>
</table>
Table 15.2 shows that only one IV, CS, makes significant contribution in the prediction of TM in the ME sample. The value of β of variable CS for the prediction of TM is -.306. The value of β of CS is less than the value of coefficient of correlation (r=-.434). The unique contribution of this variable in the prediction of TM is indicated by values of pr and sr of this variable with CS. The two values are: -.294 and -.266 respectively, the values are significant (p < .01). Both the values of pr and sr are less than the value of R. It is evident that variable CS makes significant contribution in the prediction of TM even after the removal of relation of this variable with other IVs. IVs WHY, EF and ES are the three other predictor variables which have significant correlation with the criterion TM but as indicated by their βs, prs and srs they do not make significant contribution in the prediction of TM.

The criterion variable TM is predicted better in the ME sample as compared to the African sample. The value of R² in the two samples are: .249 and .170 respectively. Even then Table 14.2 clearly shows that two variables, EF and CS are effective in prediction of TM in African group while in ME group the prediction is made by only one variable, CS, as shown in Table 15.2.
Table 16.1

Multiple Correlation and Related Statistics for the Prediction of F4 (PUI) in the African Sample

R = .438**  \( R^2 = .192 \)  Adjusted \( R^2 = .167 \)

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1865.959</td>
<td>240.926</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>7834.195</td>
<td>36.364</td>
</tr>
</tbody>
</table>

\( F = 7.661** \)

Table 16.1 reveals that the multiple correlation between the composite of IVs and the predicted PUI in the African group is .438. The F ratio between MS for regression and for the residual is 7.661 which is significant (\( p < .01 \)). Even then, as shown by \( R^2 \), only 19.2% of the predicted PUI is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .167. If the sample fluctuation in the value of R is taken into consideration, then the amount of variance explained by IVs will be only 16.7%.

Table 16.2

Contribution of the Predictors in the Prediction of F4 (PUI) in the African Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.017</td>
<td>-.042</td>
<td>.017</td>
<td>.019</td>
<td>.265</td>
</tr>
<tr>
<td>WHY</td>
<td>.099</td>
<td>-.099</td>
<td>.098</td>
<td>.109</td>
<td>1.529</td>
</tr>
<tr>
<td>EF</td>
<td>-.344**</td>
<td>-.355**</td>
<td>-.300**</td>
<td>-.316**</td>
<td>-4.641**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.031</td>
<td>-.023</td>
<td>-.031</td>
<td>-.034</td>
<td>-.481</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.235**</td>
<td>-.253**</td>
<td>-.225**</td>
<td>-.243**</td>
<td>-3.493**</td>
</tr>
<tr>
<td>CS</td>
<td>-.003</td>
<td>-.133</td>
<td>-.003</td>
<td>-.003</td>
<td>-.047</td>
</tr>
</tbody>
</table>
Table 16.2 shows that only IVs EF and CoSk make significant contribution in the prediction of PUI in the African sample. The values of β of variables EF and CoSk are: -.344 and -.235 respectively. The values of β of both EF and CoSk are slightly less than the value of coefficient correlations; (r=-.355) and (r=-.253) respectively. The unique contribution of these variables in the prediction of PUI is indicated by values of pr and sr of these variables with PUI. The two values in the case of EF are: -.316 and -.300; and in the case of CoSk are: -.243 and -.225. These values are significant (p < .01). The values of pr and sr are less than the value of R. It is evident that variables EF and CoSk make significant unique contribution in the prediction of PUI even after the removal of relation of these variables with other IVs.

Table 17.1
Multiple Correlation and Related Statistics for the Prediction of P4 (PUI) in the ME Sample

R = .453**  R^2 = .206  Adjusted R^2 = .154

<table>
<thead>
<tr>
<th>Anova</th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1269.600</td>
<td>211.600</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>4893.559</td>
<td>52.618</td>
</tr>
<tr>
<td>F = 4.021**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17.1 shows that the multiple correlation between the composite of IVs and the predicted PUI in the ME sample
is .453. The F ratio between MS for regression and for the residual is 4.021 which is significant (p < .01). However, as indicated by $R^2$, only 20.6% of the predicted PUI is explained by the composite of IVs. The value of adjusted $R^2$ is lesser; it is .154. If the sample fluctuation in the value of $R$ is considered, the amount of variance accounted for will be only 15.4%.

**Table 17.2**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-.052</td>
<td>-.099</td>
<td>-.048</td>
<td>-.054</td>
<td>-.528</td>
</tr>
<tr>
<td>WHY</td>
<td>.021</td>
<td>-.175</td>
<td>.018</td>
<td>.020</td>
<td>.196</td>
</tr>
<tr>
<td>EF</td>
<td>-.175</td>
<td>-.273**</td>
<td>-.163</td>
<td>-.180</td>
<td>-1.766</td>
</tr>
<tr>
<td>E-S</td>
<td>-.157</td>
<td>-.230</td>
<td>-.142</td>
<td>-.157</td>
<td>-1.541</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.065</td>
<td>-.079</td>
<td>-.063</td>
<td>-.070</td>
<td>.685</td>
</tr>
<tr>
<td>CS</td>
<td>-.293**</td>
<td>-.393**</td>
<td>-.255**</td>
<td>-.275**</td>
<td>-2.761**</td>
</tr>
</tbody>
</table>

The above table shows that only one IV, CS makes significant contribution in the prediction of PUI in the ME sample. The value of $B$ of variable CS for the prediction of PUI is -.293. The value of $B$ of CS is less than coefficient of correlation ($r=-.393$). The unique contribution of this variable in the prediction of PUI is indicated by values of $pr$ and $sr$ of this variable with CS. The two values are: -.275 and -.255 respectively, which are significant (p < .01). Both
the values of \( pr \) and \( sr \) are less than the value of \( R \). However, variable \( CS \) makes significant contribution in the prediction of \( PUI \) even after the removal of relation of this variable with other IVs. Besides, variable \( EF \) has significant correlation \((r=-.273)\) with the criterion \( PUI \) but as indicated by its \( \beta \), \( pr \) and \( sr \) it does not make significant unique contribution in the prediction of \( PUI \).

The criterion variable \( PUI \) is predicted slightly better in the ME sample in comparison with the African sample. The value of \( R^2 \) in the ME sample is .206 and the value of \( R^2 \) in the African sample is .192. The predictor variables \( EF \) and \( CoSk \) have contributed significantly in the prediction of \( PUI \) in the African sample while variable \( CS \) is the only predictor that makes significant contribution in the prediction of \( PUI \) in the ME group.

<table>
<thead>
<tr>
<th>Table 18.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Correlation and Related Statistics for the Prediction of F5 (RPS) in the African Sample</strong></td>
</tr>
<tr>
<td>( R = .207 ) ( R^2 = .043 ) ( \text{Adjusted } R^2 = .013 )</td>
</tr>
</tbody>
</table>

**Anova**

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>430.375</td>
<td>71.729</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>9529.21931</td>
<td>49.374</td>
</tr>
<tr>
<td>( F = 1.452 )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 18.1 shows that the multiple correlation between the composite of IVs and the predicted RPS scores of the African sample is only .207. The F ratio between MS for regression and for the residual is 1.452 which is not significant. The six predictors are not able to make better than chance prediction of the criterion variable RPS.

Table 18.2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.065</td>
<td>.063</td>
<td>.063</td>
<td>.064</td>
<td>.901</td>
</tr>
<tr>
<td>WHY</td>
<td>.026</td>
<td>.028</td>
<td>.026</td>
<td>.026</td>
<td>.375</td>
</tr>
<tr>
<td>EF</td>
<td>-.128</td>
<td>-.157*</td>
<td>-.112</td>
<td>-.114</td>
<td>-1.598</td>
</tr>
<tr>
<td>E-S</td>
<td>-.097</td>
<td>-.080</td>
<td>-.096</td>
<td>-.098</td>
<td>-1.371</td>
</tr>
<tr>
<td>CoSk</td>
<td>.0000007</td>
<td>.019</td>
<td>.007</td>
<td>.007</td>
<td>.108</td>
</tr>
<tr>
<td>CS</td>
<td>-.079</td>
<td>-.125</td>
<td>-.068</td>
<td>-.069</td>
<td>-.972</td>
</tr>
</tbody>
</table>

The above table shows that none of the 6 IVs make significant contribution in the prediction of RPS in the African sample. The coefficient correlation \( r = -.157 \) of variable EF with RPS is significant \( p < .05 \) but as indicated by its \( p \), pr and sr it does not make significant contribution in the prediction of criterion RPS.
Table 19.1

Multiple Correlation and Related Statistics for the Prediction of F5 (RPS) in the ME Sample

<table>
<thead>
<tr>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>.474**</td>
<td>.224</td>
<td>.174</td>
</tr>
</tbody>
</table>

Anova

<table>
<thead>
<tr>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1635.448</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>5640.551</td>
</tr>
</tbody>
</table>

F = 4.494**

The above table shows that the multiple correlation between the composite of IVs and the predicted RPS in the ME sample is .474. The F ratio between MS for regression and MS for residual is 4.494 which is significant (p<.01). However, as indicated by R² only 22.4% of the predicted RPS is explained by the composite of IVs. The value of adjusted R² is even lesser; it is .174. If the sample fluctuation in the value of R is considered, then the amount of variance accounted for is only 17.4%.

Table 19.2

Contribution of the Predictors in the Prediction of F5 (RPS) in the ME Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.069</td>
<td>.004</td>
<td>.065</td>
<td>.073</td>
<td>.714</td>
</tr>
<tr>
<td>WHY</td>
<td>.052</td>
<td>-.128</td>
<td>.044</td>
<td>.050</td>
<td>.490</td>
</tr>
<tr>
<td>EF</td>
<td>-.131</td>
<td>-.253**</td>
<td>-.122</td>
<td>-.137</td>
<td>-1.339</td>
</tr>
<tr>
<td>E-S</td>
<td>-.192</td>
<td>-.238**</td>
<td>-.174</td>
<td>-.194</td>
<td>-1.908</td>
</tr>
<tr>
<td>CoSk</td>
<td>.027</td>
<td>-.007</td>
<td>.026</td>
<td>.030</td>
<td>.291</td>
</tr>
<tr>
<td>CS</td>
<td>-.360**</td>
<td>-.422**</td>
<td>-.313**</td>
<td>-.335**</td>
<td>3.433**</td>
</tr>
</tbody>
</table>
Table 19.2 shows that only predictor variable CS makes significant contribution in the prediction of criterion variable RPS in the ME sample. The value of $\beta$ of CS for the prediction of RPS is $-.360$, it is less than the value of coefficient of correlation ($r=-.422$) between predictors CS and criterion RPS. The unique contribution of CS in the prediction of RPS is shown by the value of pr and sr of this variable with RPS, the two values are: $-.335$ and $-.313$ respectively. These values are significant ($p < .01$). The values of pr and sr are less than the value of $R$. It is evident from Table 19.2 that variable CS makes significant contribution in the prediction of RPS even after the removal of relation of this variable with other IVs. However, variables EF and E-S have significant coefficient of correlation; ($r=-.253$) and ($r=-.238$) with criterion RPS but as indicated by their $\beta$s, prs and srs they do not make significant contribution in the prediction of RPS.

The criterion RPS is predicted better in the ME group as compared with the African group. The values of $R^2$ for the two groups are : $\cdot224$ and $\cdot043$ respectively. Variable CS has significant contribution in prediction of RPS in the ME, besides variables EF and E-S have significant coefficient correlation with RPS. But in the African group, no variable is effective in prediction of RPS.
Table 20.1

Multiple Correlation and Related Statistics for the Prediction of F6 (AC) in the African Sample

\[ R = .433^{**} \quad R^2 = .188 \quad \text{Adjusted } R^2 = .163 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1579.788</td>
<td>263.298</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>6810.086</td>
<td>35.285</td>
</tr>
<tr>
<td>( F = 7.461^{**} )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20.1 shows significant multiple correlation (r = .433) of all the IVs with criterion variable AC which is significant (p < .01) in the African sample. The F ratio between MS for regression and MS for residual is 7.461. However, only 18.8% of the variance of the criterion variable is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .163. Thus if sample fluctuation in the value of R is also considered then the amount of variance accounted for is only 16.3%.

Table 20.2

Contribution of the Predictors in the Prediction of F6 (AC) in the African Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.086</td>
<td>-.132</td>
<td>-.084</td>
<td>-.092</td>
<td>-1.295</td>
</tr>
<tr>
<td>WHY</td>
<td>.082</td>
<td>.076</td>
<td>.082</td>
<td>.091</td>
<td>1.273</td>
</tr>
<tr>
<td>EF</td>
<td>-.354**</td>
<td>-.373**</td>
<td>-.309**</td>
<td>-.324**</td>
<td>-4.766**</td>
</tr>
<tr>
<td>E-S</td>
<td>.024</td>
<td>.040</td>
<td>.024</td>
<td>.027</td>
<td>.376</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.166**</td>
<td>-.205**</td>
<td>-.159*</td>
<td>-.174*</td>
<td>-2.462*</td>
</tr>
<tr>
<td>CS</td>
<td>-.016</td>
<td>-.170</td>
<td>-.014</td>
<td>-.016</td>
<td>-.223</td>
</tr>
</tbody>
</table>
Table 20.2 shows that predictor variables EF and CoSk make significant contribution in the prediction of AC in the African sample. The values of $\beta$ of EF and CoSk for the prediction of AC are: -.354 and -.166 respectively which are less than the value of coefficient of correlations $(r=-.373)$ and $(r=-.205)$ respectively between predictors EF and CoSk and criterion AC. The unique contribution of EF and CoSk in the prediction of AC is shown by the values of their prs and srs with AC. The values are: -.324 and -.309; and -.174 and -.159 respectively. The EF values are all significant ($p<.01$) while CoSk values of pr and sr are significant ($p<.05$). The values of prs of both the predictors are less than the value of R. Thus, both EF and CoSk make significant contribution in the prediction of AC even after the removal of relation of these variables with the rest of IVs.

Table 21.1

**Multiple Correlation and Related Statistics for the Prediction of F6 (AC) in the ME Sample**

$R = .384^{**}$

$R^2 = .147$  

Adjusted $R^2 = .092$

<table>
<thead>
<tr>
<th>Anova</th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>651.586</td>
<td>108.597</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>3755.853</td>
<td>40.385</td>
</tr>
</tbody>
</table>

$F = 2.689^{**}$

Table 21.1 shows multiple correlation $(r=.384)$ of all the IVs with criterion variable AC which is significant.
(p<.01) in the ME sample. The F ratio between MS for regression and for residual is 2.689. However, only 14.7% of the variance of the criterion variable is explained by the composite of IVs. The value of adjusted $R^2$ is even lesser; it is .092. If sample fluctuation in the value of $R$ is also considered then the amount of variance accounted for is only 9.2%.

Table 21.2
Contribution of the Predictors in the Prediction of F6 (AC) in the ME Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.083</td>
<td>-.110</td>
<td>-.078</td>
<td>-.084</td>
<td>-.815</td>
</tr>
<tr>
<td>WHY</td>
<td>-.105</td>
<td>-.184</td>
<td>-.089</td>
<td>-.096</td>
<td>-.937</td>
</tr>
<tr>
<td>EF</td>
<td>-.267**</td>
<td>-.311**</td>
<td>-.248**</td>
<td>-.259**</td>
<td>-2.594**</td>
</tr>
<tr>
<td>E-S</td>
<td>.039</td>
<td>-.050</td>
<td>.035</td>
<td>.038</td>
<td>.370</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.096</td>
<td>-.089</td>
<td>-.092</td>
<td>-.099</td>
<td>-.966</td>
</tr>
<tr>
<td>CS</td>
<td>-.115</td>
<td>-.251**</td>
<td>-.100</td>
<td>-.108</td>
<td>-1.053</td>
</tr>
</tbody>
</table>

The above table shows that predictor variable EF makes significant contribution in the prediction of criterion AC in the ME sample. The value of $p$ of EF for the prediction of AC is -.267 which is less than the value of coefficient of correlation ($r$=-.311) between predictor EF and criterion AC. The unique contribution of EF in the prediction of AC is shown by the values of pr and sr of this variable with AC; the two values are: -.259 and -.248 respectively. Both values are significant ($p < .01$). The value of pr is less than the value of R. The EF variable makes significant contribution in
the prediction of AC even after the removal of relation of this variable with the rest of IVs. Besides, CS has coefficient correlation (r=-.251) with criterion AC but as indicated by its $b$, $pr$ and $sr$ it does not make significant contribution in the prediction of AC.

The criterion variable AC is predicted better in the African sample in comparison with ME sample. The variance of $R^2$ in the former group is .188. While the value of $R^2$ in the latter group is .147. The criterion AC is predicted by variables EF and CoSk in the African group while the same criterion is predicted by only variable EF in the ME group.

Table 22.1

Multiple Correlation and Related Statistics for the Prediction of F7 (SHG) in the African Sample

<table>
<thead>
<tr>
<th>Anova</th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1305.283</td>
<td>217.547</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>7421.096</td>
<td>38.451</td>
</tr>
<tr>
<td>$F = 5.657^{**}$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 22.1 shows significant multiple correlation ($r=.386$) of all the IVs with criterion variable SHG which is significant ($p < .01$) in the African sample. The $F$ ratio between regression MS and residual MS is 5.657. However, only 14.9% of the variance of the criterion variable is explained by the composite of IVs. The value of adjusted $R^2$ is even
lesser; it is .123. Thus if sample fluctuation in the value of R is also considered then the amount of variance accounted for is only 12.3%.

### Table 22.2

**Contribution of the Predictors in the Prediction of F7 (SHG) in the African Sample**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.029</td>
<td>.017</td>
<td>.029</td>
<td>.031</td>
<td>.438</td>
</tr>
<tr>
<td>WHY</td>
<td>.107</td>
<td>.108</td>
<td>.106</td>
<td>.115</td>
<td>1.609</td>
</tr>
<tr>
<td>EF</td>
<td>-.312*</td>
<td>-.344*</td>
<td>-.272**</td>
<td>-.283**</td>
<td>-4.104**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.116</td>
<td>-.092</td>
<td>-.114</td>
<td>-.123</td>
<td>-1.730</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.028</td>
<td>-.036</td>
<td>-.027</td>
<td>-.029</td>
<td>-.408</td>
</tr>
<tr>
<td>CS</td>
<td>-.086</td>
<td>-.211</td>
<td>-.074</td>
<td>-.080</td>
<td>-1.125</td>
</tr>
</tbody>
</table>

The above table shows that only variable EF makes significant contribution in the prediction of SHG in the African sample. The value of β of EF for the prediction of SHG is -.312 which is slightly less than the value of coefficient of correlation (r=-.344) between predictor EF and criterion SHG. The unique contribution of EF in the prediction of SHG is shown by the value of pr and sr of this variable with SHG, the two values are: -.283 and -.272 respectively. These values are significant (p < .01). The values of pr and sr are less than the value of R. It is evident that variable EF makes significant contribution in the prediction of SHG even after the removal of relation of this variable with other IVs.
Table 23.1

Multiple Correlation and Related Statistics for the Prediction of F7 (SHG) in the ME Sample

\[ R = .420^{**} \]
\[ R^2 = .177 \]
\[ \text{Adjusted } R^2 = .123 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DE</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1001.869</td>
<td>166.978</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>4657.441</td>
<td>50.080</td>
</tr>
<tr>
<td>F</td>
<td>3.334^{**}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 23.1 shows that the multiple correlation between the composite of IVs and the predicted SHG in the ME sample is .420. The F ratio between MS for regression and for the residual is 3.334 which is significant (p < .01). However, as indicated by \( R^2 \) only 17.7% of the predicted SHG is explained by the composite of IVs. The value of adjusted \( R^2 \) is even lesser; it is .123. Thus if the sample fluctuation in the value of R is considered, then the amount of variance accounted for is only 12.3%.

Table 23.2

Contribution of the Predictors in the Prediction of F7(SHG) in the ME Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>-.046</td>
<td>-.077</td>
<td>-.043</td>
<td>-.047</td>
<td>-.459</td>
</tr>
<tr>
<td>WHY</td>
<td>.084</td>
<td>-.070</td>
<td>.071</td>
<td>.078</td>
<td>.761</td>
</tr>
<tr>
<td>EF</td>
<td>-.164</td>
<td>-.277**</td>
<td>-.152</td>
<td>-.166</td>
<td>-1.625</td>
</tr>
<tr>
<td>E-S</td>
<td>-.053</td>
<td>-.100</td>
<td>-.048</td>
<td>-.053</td>
<td>.519</td>
</tr>
<tr>
<td>CoSk</td>
<td>.015</td>
<td>.023</td>
<td>.014</td>
<td>.016</td>
<td>.158</td>
</tr>
<tr>
<td>CS</td>
<td>-.334**</td>
<td>-.382**</td>
<td>-.291**</td>
<td>-.305**</td>
<td>-3.098**</td>
</tr>
</tbody>
</table>
Table 23.2 shows that out of 6 IVs only variable CS makes significant contribution in the prediction of SHG in the ME sample. The value of \( \beta \) of CS for the prediction of SHG is -0.334 which is less than the value of coefficient of correlation (\( r = -0.382 \)) between predictor CS and criterion SHG. The unique contribution of CS in the prediction of SHG is shown by the value of \( pr \) and \( sr \) of this variable with SHG, the two values are: -0.305 and -0.291 respectively. Both the values are significant (\( p < 0.01 \)). The values of \( pr \) and \( sr \) are far much less than the value of \( R \). It is evident that variable CS makes significant contribution in the prediction of SHG even after the removal of relation of this variable with other IVs. Even then, variable EF has significant coefficient of correlation (\( r = -0.277 \)) with criterion SHG but as indicated by its \( \beta \), \( pr \), and \( sr \) it does not make significant contribution in the prediction of SHG.

It is to be mentioned that criterion SHG is predicted better in the ME group than in the African group. The value of \( R^2 \) in ME group is 0.177 and in African group is 0.149. Further, predictor EF is the only variable that makes significant contribution in the prediction of SHG in African group while predictor CS does the same in ME group.
Table 24.1

Multiple Correlation and Related Statistics for the Prediction of F8 (IFC) in the African Sample

\[ R = .459^{**} \quad R^2 = .211 \quad \text{Adjusted } R^2 = .186 \]

Anova

<table>
<thead>
<tr>
<th></th>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1851.900</td>
<td>308.650</td>
</tr>
<tr>
<td>Residual</td>
<td>193</td>
<td>6908.079</td>
<td>35.793</td>
</tr>
</tbody>
</table>

\[ F = 8.623^{**} \]

The above table shows that the multiple correlation between the composite of IVs and the predicted IFC in the African sample is .459. The F ratio between MS for regression and for the residual is 8.623 which is highly significant \((p < .01)\). Further, as indicated by \(R^2\) only 21.1% of predicted IFC is explained by the composite of IVs. The value of adjusted \(R^2\) is slightly lesser; it is .186. Thus if the sample fluctuation in the value of R is taken into consideration, then the amount of variance accounted for is only 18.6%.

Table 24.2

Contribution of the Predictors in the Prediction of F8 (IFC) in the African Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.086</td>
<td>.068</td>
<td>.083</td>
<td>.094</td>
<td>1.312</td>
</tr>
<tr>
<td>WHY</td>
<td>.041</td>
<td>.049</td>
<td>.041</td>
<td>.046</td>
<td>.652</td>
</tr>
<tr>
<td>EF</td>
<td>-.396**</td>
<td>-.407**</td>
<td>-.345**</td>
<td>-.362**</td>
<td>-5.407**</td>
</tr>
<tr>
<td>E-S</td>
<td>-.183**</td>
<td>-.154*</td>
<td>-.181*</td>
<td>-.200**</td>
<td>-2.839**</td>
</tr>
<tr>
<td>CoSk</td>
<td>-.053</td>
<td>-.059</td>
<td>-.050</td>
<td>-.057</td>
<td>-.797</td>
</tr>
<tr>
<td>CS</td>
<td>-.051</td>
<td>-.205**</td>
<td>-.044</td>
<td>-.049</td>
<td>-.691</td>
</tr>
</tbody>
</table>
Table 24.2 shows that variables EF and E-S make significant contribution in the prediction of IFC in the African sample. The values of $\beta$ of EF and E-S for the prediction of IFC are: -.396 and -.183 respectively. The value of $\beta$ of EF is less than the value of coefficient correlation ($r=-.407$) between predictor EF and criterion IFC, while the value of $\beta$ of E-S is more than the value of coefficient of correlation ($r=-.154$) between predictor E-S and criterion IFC. The unique contribution of EF and E-S in the prediction of IFC is shown by the values of their prs and srs with IFC, the values are: -.362 and -.345; and -.200 and -.181 respectively. The values of prs of both the predictors are less than the value of R. It is evident that variables EF and E-S make significant contribution in the prediction of IFC even after the removal of relation of these variables with other IVs. Besides, predictor CS has significant coefficient correlation ($r=-.205$) with the criterion IFC but as shown by its $\beta$, pr and sr it does not make significant contribution in the prediction of IFC.

Table 25.1

<table>
<thead>
<tr>
<th>Multiple Correlation and Related Statistics for the Prediction of F8 (IFC) in the ME Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>$R = .488^{**}$</td>
</tr>
</tbody>
</table>

**Anova**

<table>
<thead>
<tr>
<th>DF</th>
<th>Sum of squares</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6</td>
<td>1377.511</td>
</tr>
<tr>
<td>Residual</td>
<td>93</td>
<td>4392.848</td>
</tr>
</tbody>
</table>

$F = 4.860^{**}$
Table 25.1 shows that the multiple correlation between the composite of IVs and predicted IFC in the ME sample is .488. The F ratio between MS for regression and for the residual is 4.860 which is significant (p < .01). Moreover, as indicated by $R^2$ only 23.8% of predicted IFC is explained by the composite of IVs. The value of adjusted $R^2$ is slightly lesser; it is .189. Thus if the sample fluctuation in the value of $R$ is considered then the amount of variance accounted for is only 18.9%.

Table 25.2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>Corr</th>
<th>Part Corr</th>
<th>Partial</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>.020</td>
<td>-.057</td>
<td>.019</td>
<td>.022</td>
<td>.214</td>
</tr>
<tr>
<td>WHY</td>
<td>-.021</td>
<td>-.192</td>
<td>-.018</td>
<td>-.020</td>
<td>-.201</td>
</tr>
<tr>
<td>EF</td>
<td>-.127</td>
<td>-.265**</td>
<td>-.118</td>
<td>-.134</td>
<td>-1.306</td>
</tr>
<tr>
<td>E-S</td>
<td>-.108</td>
<td>-.196*</td>
<td>-.098</td>
<td>-.111</td>
<td>-1.085</td>
</tr>
<tr>
<td>CoSk</td>
<td>.034</td>
<td>.004</td>
<td>.032</td>
<td>.037</td>
<td>.362</td>
</tr>
<tr>
<td>CS</td>
<td>-.389**</td>
<td>-.463**</td>
<td>-.339**</td>
<td>-.362**</td>
<td>-3.750**</td>
</tr>
</tbody>
</table>

The above table shows that out of the 6 predictors only CS makes significant contribution in the prediction of IFC in the ME sample. The value of $\beta$ for the prediction of IFC is -.389 which is less than the value of coefficient of correlation ($r=-.463$) between CS and IFC. The unique contribution of CS in the prediction of IFC is shown by the
value of pr and sr of this variable with IFC, the two values are: -.362 and -.339 respectively. The values are significant (p < .01). The predictor CS makes significant unique contribution in the prediction of IFC even after the removal of relation of this variable with the rest of IVs. Variables EF and E-S have significant coefficient of correlation (r=-.265) and (r=-.196) respectively with criterion IFC but, as indicated by their βs, prs, and srs, they do not make significant contribution in the prediction of IFC.

It is to be pointed out that criterion variable IFC is predicted slightly better in the ME group in comparison with the African group. The values of $R^2$ are: .238 and .211 respectively. Furthermore, variables EF and E-S are effective in prediction of criterion IFC in the African group while variable CS is the only predictor that is effective in prediction of criterion IFC in the ME group.

While summarizing the findings of the present study let us consider which criteria are better predicted in the African group and which ones are better predicted in the ME group and also which IVs are better predictors of different criteria in the two groups. The following tables present summary of the findings that help us in making comparisons.
Table 26

Comparison of Percentage of Variance of Different Criteria (based on $R^2$) Accounted by the Predictors in the African and ME Samples

<table>
<thead>
<tr>
<th>Criterion Variables</th>
<th>RHS</th>
<th>SLH</th>
<th>TM</th>
<th>PUI</th>
<th>RPS</th>
<th>AC</th>
<th>SHG</th>
<th>IFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr</td>
<td>8.4</td>
<td>19.4**</td>
<td>17.0**</td>
<td>19.2**</td>
<td>4.3</td>
<td>18.8**</td>
<td>14.9**</td>
<td>21.1**</td>
</tr>
<tr>
<td>ME</td>
<td>5.8</td>
<td>29.7**</td>
<td>24.9**</td>
<td>20.6**</td>
<td>22.4**</td>
<td>14.7</td>
<td>17.7**</td>
<td>23.8**</td>
</tr>
</tbody>
</table>

The above table shows that in both the African and ME groups 7 out of 8 criterion variables are significantly predicted by IVs. The criterion variable which could not be predicted significantly in the African group is RPS while in case of the ME it is RHS. Taken into consideration the percentage of variance of the criterion variables accounted for we find that prediction is better for the ME sample in respect of criterion variables: SLH, TM, IFC and RPS. The value of $R^2$ for each of these variables for the African group is less than the corresponding value of $R^2$ for each of the variable for the ME group. In order of the percentage variance accounted for in the African group, the criterion variables can be arranged (in descending order) as follows: IFC, SLH, PUI, AC, TM, SHG and RHS. The maximum discrepancy in the predictability of a variable in African and ME groups is found in case of RPS. While the value of $R$ for this variable is not significant in case of African group as much as 22.4% of variance of RPS is explained by IVs in case of ME group.
<table>
<thead>
<tr>
<th></th>
<th>CS</th>
<th>0.81</th>
<th>1.41</th>
<th>1.13</th>
<th>0.27</th>
<th>0.13</th>
<th>0.05</th>
<th>0.02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.36</td>
<td>0.18</td>
<td>0.75</td>
<td>2.94</td>
<td>0.41</td>
<td>0.03</td>
<td>0.05</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>0.09</td>
<td>0.06</td>
<td>0.16</td>
<td>0.09</td>
<td>0.03</td>
<td>0.05</td>
<td>0.02</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>0.07</td>
<td>0.02</td>
<td>0.04</td>
<td>0.03</td>
<td>0.02</td>
<td>0.02</td>
<td>0.01</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>0.02</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
</tr>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table:27

Unique contribution of IVs (as indicated by PR) in the prediction of different

Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables

* Criterion: Variables
Table 27 shows that the best predictor of the criterion variables in African group is EF which makes significant unique contribution in the prediction of 7 out of 8 of the criterion variables. The criterion which is best predicted by this variable is IFC. In the case of ME, the best predictor variable is CS which makes significant unique contribution in the prediction of 6 criterion variables; the best predicted criterion is SLH. The value of pr of SLH of the ME group is the highest value of all the pr values entered in the table. It is interesting to observe in the case of ME group that the variable EF could make significant unique contribution in the prediction of only 1 criterion, i.e., AC and that the variable CS could make significant contribution in the prediction of 2 criterion variables SLH and TM in case of the African group. Other IVs which could contribute significantly in the prediction of 2 criterion variables in the case of African group are E-S and CoSk. Besides CS, the only IV which could make significant contribution in the case of ME group in the prediction of any of the criterion variable is EF which makes significant contribution in the prediction of AC. The IV which cannot make significant contribution in the prediction of any of the criterion variable in either African group or ME group is IA. WHY is the IV which has made little contribution in the prediction of only 1 criterion (RHS) in the case of African group but none of the criterion in the case of ME
group. Variables E-S does not make significant contribution in the prediction of any criterion in the case of ME group. The two personality variables, IA and E-S are not found to be useful in the prediction of the criterion variable(s).
CHAPTER - 5

DISCUSSION AND INTERPRETATION

Social psychologists became interested in intergroup contact for its relevance to better understanding among people belonging to different groups. It was expected that intergroup contacts would lead to a better understanding among people who did not have much opportunity to interact among themselves. However, Amir (1969) has shown that intergroup contact may have an effect contrary to what is expected of it. Reviewing a large number of studies Amir came to the conclusion that in order to have positive effect on intergroup relations, contact should occur under certain circumstances.

While earlier studies of intergroup contacts were confined to different ethnic groups living in a country, later studies of intergroup contact became concerned with the problems of foreigners arriving in an alien culture to stay for a definite period or for settling down permanently. Many theories and concepts have been forwarded by different researchers to explain the outcome of culture contact and experiences of sojourners in an alien culture. Thus Oberg (1960) introduced the term culture shock to denote the initial confusion, disorientation and emotional disturbance subjectively reported by sojourners and objectively observed by those who have professional responsibilities to help sojourners in an unfamiliar culture. The trauma, anxiety,
depression and other psychosomatic symptoms that follow the loss of familiar cues of social interaction and support do dissipate gradually in the phased manner. Researchers such as Deutsch and Won (1963); Jacobson (1963) and Lysgaard (1955) have observed that the process of adjustment of sojourners to an alien culture follows the pattern of a U-curve. The phases are: an initial stage of pleasure and optimism which is replaced by hostility and frustration, depression and confusion. The final phase is that of confidence and satisfaction with the receiving culture as sojourners become familiar with new cues of social interaction.

According to Furnham and Bochner (1982) the clinical-adjustive orientation to the problem of living in an alien culture is not of much relevance to the amelioration of the problem and to the preparation of predeparture training for those who would be going to an alien country. They are of the view that it is more useful to identify difficulties and social skills required to deal with the difficulties. In order to identify the kinds of problems encountered by alien people, Furnham and Bochner (1982) carried out factor analytic study of social difficulties experienced by foreign students in Britain. The study led to the identification of the following factors: formal relations/focus of attention, managing intimate relationships, public rituals, initiating contact/introductions, public decision making and assertiveness.
The country which alien people arrive in may differ from the country of origin in respect to economic development, living conditions, political system, political stability, educational system, recreational facilities and many other aspects of life which may determine the nature and intensity of problems experienced by the aliens. Keeping this in mind, a factor analytic study was conducted by Odera (1992) to identify the dimensions of problems experienced by foreign students in India. The study conducted by Odera (1992) is a pilot phase of the current study. For the purpose of comparison and identification of extracted factors certain items which were found to have high situation in different factors in Furnham and Bochner's (1982) study were also included in the pool of items which were generated by interviewing foreign students in India. The following eight factors were extracted:

(a) Relations with the host stewards (RHS): This factor involves mannerism of the host stewards towards the guest students and inadequacy of the hosts to manage effectively the affairs of the guest students. In a way the hosts are short of consideration for the guest students.

(b) Stress due to habits and lifestyles of the hosts (SLH): The factor accounts for the psychological stress the students go through due to unique behavioural patterns of the host population. This leads to casual interaction between the two groups.
(c) Treatment meted out (TM): This factor accounts for conducts and habits of the hosts towards the foreign students. The students are handled rudely and treated with contempt at times.

(d) Pleasure-unpleasure of interaction (PUI): This factor shows that some of the situations in India are congruent with desires and expectations of the students while at the same time some situations are anxiety provoking.

(e) Suspiciousness of hosts-guests relations (SHG): The native people and the students are suspicious of each other's behaviours, this attitude creates mistrust between the two groups and gives rise to aggression and hostility towards each other. Subsequently, friendships or going out with the host nationals are infrequent or rare events among the guest students.

(f) Reaction to unfamiliar people and situations (RPS): This factor indicates that managing relations with unfamiliar people and coping with ambiguous situations undermine the confidence of the guest students and expose them to stress.

(g) Accommodation and crowding (AC): This factor refers to lack of easy accommodation and exposure to unruly crowds that make the students tense. The hosts when in crowd become rowdy, unco-operative, offensive, disrespectful, annoying and outrageous.

(h) Problems of interaction and freedom of choice (IFC): This
factor accounts for interactions that cause unhappiness and being helpless to attain one's desires.

None of the factors extracted in the present study is found to tally with the factors extracted by Furnham and Bochner (1982). Having confirmed that there are different dimensions of difficulties encountered by foreign students in different countries, it was to be explored whether same set of psychological variables are associated with different kinds of difficulties experienced by foreign students in India. For this reason one has to determine the unique contribution of different variables in the prediction of different kinds of difficulties.

The specific hypotheses to be tested in the present study are:

i) Male and female African students will differ in regard to each of the eight kinds of difficulties experienced by them, viz.: relations with the host stewards (RHS), stress due to habits and life styles of the hos-Young students (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and finally, problems of interaction and freedom of choice (IFC).

ii) Male and female African students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communi-
cation skills (CoSk), fulfilment of expectations (EF),
eggo-strength (E-S) and intolerance of ambiguity (IA).

iii) African and Middle East (ME) students will differ in
respect to each of the eight kinds of difficulties experienced by them; African students experience more difficulties than Middle East students.

iv) African and Middle East students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

v) Variables, reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA) shall have significant correlation with each of the eight factors [viz.: relations with the host stewards (RHS), stress due to habits and life styles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI) suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and finally, problems of interaction and freedom of choice (IFC) of difficulties in both African and Middle East samples.

Thus the six predictor variables can be combined to form regressional equations for prediction of the eight different difficulties.
As reported in chapter 4, African male and female students were not found to differ in respect to any difficulty. This implies that the nature of interaction with the hosts is not influenced by the distinction of gender. The gender specific behaviour patterns which male and female African students might have acquired during the course of socialization at the time of their upbringing in their native countries become of little consequence in their interaction with the members of the host country. Moreover, the host nationals seem to treat male and female African students alike; they are not more favourably disposed towards African female students than they are towards African male students. In the absence of adequate number of female students from Middle East countries we cannot make a similar statement in regard to the treatment received by Middle East male and female students, but it is to be observed that the common belief that fair sex is more likely to be treated with tinge of courtesy and consideration cannot be extended to female students living among members of the receiving country.

The fact that male and female African students do not differ in respect to any of the six predictor variables indicates that neither male nor female group is better equipped with personal resources and skills to deal more effectively with demands of living in an alien culture.

African and Middle East students are found to differ in respect to five kinds of difficulties, namely: stress due
to habits and lifestyles of the hosts (SLH), reaction to unfamiliar people and situations (RPS), suspiciousness of hosts-guests relations (SHG), problems of interaction and freedom of choice (IFC) and treatment meted out (TM). The fact that Middle East students encounter less difficulties as compared to their African counterparts may be explained in terms of more cultural similarity between Middle East students and the native people.

When African and Middle East students are compared in respect to the six predictor variables, significant differences are observed in two groups in relation to their mean scores on the measures of cultural similarity (CS) and the measures of fulfilment of expectations (EF). The content of the measure of cultural similarity (CS) includes aspects such as: food habits, clothes (e.g. dresses, shirts, trousers), body language, house designs, curriculum syllabi, philosophy of life of common man, physique, hair, facial features, colour of the skin and so forth. All these aspects of similarity are more conducive to pleasant interaction between Middle East students and the native people. One of the important dissimilarities between African students and the native people is physical appearance. The criterion of physical attractiveness prevalent in India renders Middle East students to be more socially acceptable than their African counterparts.
The fulfilment of expectations (EF) is another variable in respect of which the Middle East and the African students differ, there is greater fulfilment of expectations in the case of Middle East students than in the case of African students.

In the African sample variable fulfilment of expectations (EF) makes a significant unique contribution in the prediction of seven out of eight criterion variables. The criterion related to problems of interaction and freedom of choice (IFC) is best predicted by variable fulfilment of expectations (EF). On the other side, variable cultural similarity (CS) is the best predictor which makes significant unique contribution in the prediction of six out of eight variables in the Middle East sample. The best predicted criterion in the Middle East sample is stress due to habits and lifestyles of the hosts (SLH). However, it was found that the variable fulfilment of expectations (EF) could make a significant unique contribution in the prediction of only one criterion, i.e., accommodation and crowding (AC) in the Middle East sample and variable cultural similarity (CS) could make a significant contribution in the prediction of two criterion variables namely, stress due to habits and lifestyles of the hosts (SLH) and treatment meted out (TM) in the African sample.

Intolerance of ambiguity (IA) is the only IV that does not make significant contribution in the prediction of any of the criterion variable in either African sample or Middle
East sample. Variable related to reasons for preferring India for further studies (WHY) has made negligible contribution in the prediction of only one criterion, relations with the host stewards (RHS) in the African sample but did not predict any criterion in the case of Middle East sample. Variables ego-strength (E-S) and communication skills (CoSk) made significant contribution in the prediction of stress due to habits and lifestyles of the hosts (SLH) and problems of interaction and freedom of choice (IFC); and pleasure-unpleasure of interaction (PUI), and accommodation and crowding (AC) respectively in the African sample but not in the Middle East sample.

In fact, the two personality variables, ego-strength (E-S) and intolerance of ambiguity (IA) are not found to be good predictors of the difficulties encountered by the guest students in India. The fact that the variable related to reasons for preferring India for higher studies (WHY) was not found to be a significant predictor of difficulties strengthens the point of view regarding the concomitance of fulfilment of expectations (EF) and the difficulties. It may be so due to the fact that before foreign students come to India they are not very clear about what they should expect, but as they spend some time they are exposed to different settings of life in India and related situational difficulties. Along with difficulties, they may acquire the feeling of lack of fulfilment of expectations (EF) or otherwise.

The variable communication skills (CoSk) was found to be a predictor of two kinds of difficulties in the African
sample, pleasure-unpleasure of interaction (PUI) and accommodation and crowding (AC) but it could not be a useful predictor of any difficulty in the case of Middle East students. Most of the students from African countries are capable of communicating in English but it is not the case with the Middle East students who have to acquire communication skills (CoSk) in this language which is the medium of instruction in the Indian universities where foreign students are enrolled. Communication skills (CoSk) include not only ability to converse and write English but also ability to communicate with the native people in local dialects in places such as markets, shops etc. In addition to that, understanding of native languages is likely to make the host culture easily accessible to foreign students.

However, due to the fact that foreign students are observed to interact more with fellow compatriots and foreign students from other countries than the native people, the lack of knowledge of native language cannot be a potent predictor of all the kinds of difficulties experienced by the foreign students. Nevertheless, better communication skills (CoSk) may make the interaction between the native people and foreign students a little more pleasant but at certain occasions may also create bad blood between foreign students and the native people because the derogatory remarks hurled at the international students in the native languages become meaningful to them.
The prediction of difficulty related to accommodation and crowding (AC) in the African sample with acquisition of communication skills (CoSk) becomes possible because this would enable African students to adjust better in crowded places such as hostels, colleges, departments and also inside means of public transportation such as trains, buses etc. With communication of their feelings and attitudes to the native people present in a crowded place foreign students may become less sensitized to the problems of accommodation and crowding (AC).

The reason as to why communication skills (CoSk) could not be a good predictor of social difficulties in the case of Middle East students may be due to the fact that despite of individual differences observed in their ability to communicate in English, most of them know little English when they arrive in India and gradually they are able to acquire some proficiency in the language though the proficiency may not be as higher as it is claimed to be. This observation is made in the light of the fact that during the course of data collection, Middle East students were to be explained the meaning of different items and sentences though their self-appraised proficiency in English was higher. Like the African students, Middle East students have frequent interactions with fellow compatriots and other foreign students which make the learning of the native languages less relevant to the difficulties experienced by them. However, there is more similarity in
the vocabulary of Middle East languages and languages spoken in Northern India. As a consequence, Middle East students may feel more at home in India than African students for the reason of greater similarity in the languages and reasons other than disparity in language become more relevant to the experience of different kinds of difficulties experienced by Middle East students.

Let us consider the relative effectiveness of the six variables selected for prediction of the eight kinds of difficulties. Two of the six variables are personality characteristics which are assumed to be acquired by foreign students before their arrival in India. These characteristics are ego-strength (E-S) and intolerance of ambiguity (IA). The rationale of their inclusion in the set of predictors is already discussed in detail in chapter 1. In spite of the fact that these two variables appear to be relevant to an individual's social adjustment in a new cultural setting, these variables were not found to make significant contribution in the prediction of any kind of difficulties experienced by foreign students in India. This finding seems to have implication that in a setting where an individual's behaviour is determined by contemporary demands of life, personality factors are not likely to be crucial determinants of an individual's reaction to the situation.

Other four variables considered to be effective predictors of difficulties are not at as much high level of abstraction as the two personality variables, namely;
ego-strength (E-S) and intolerance of ambiguity (IA). They are more proximal antecedent of the difficulties encountered by foreign students in India. Of these four predictors one namely reasons for preferring India for further studies (WHY) has to do with the positive or negative expectations foreign students come along with at the time of their arrival in India. If not constrained by other factors a foreign student is likely to prefer to study in a country about which he has positive opinion and he is not likely to study in a country about which he has negative opinion. However, since such constraints as funds needed for continuing higher education in a country where one would like to pursue studies may not be wished away, one has to settle for an option of lesser level of preference.

The opinion prior to undergoing the experience of living in another country does not seem to be as effective predictor of difficulties as the disparity between what a person was expecting and what he found after living in an alien country. His experiences may be more positive or pleasant than what he was expecting. Conversely, positive expectations that a student brought with him at the time of arrival might be overshadowed by the negative events and experiences that he encountered after living in an alien country. The findings of the study show that variable; reasons for preferring India for further studies (WHY) is not significantly related to any of the social difficulties and as such it would not be a good predictor.
The fulfilment of expectations (EF) is the variable which was found to be correlated with all the eight dimensions of difficulties in African students and seven dimensions of difficulties in the case of Middle East students. This variable makes unique contribution in the prediction of the following dimensions of difficulties in the case of African sample: stress due to habits and lifestyles of the hosts (SLH), problems of interaction and freedom of choice (IFC), treatment meted out (TM), relations with the host stewards (RHS), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG) and accommodation and crowding (AC). In the case of Middle East students, this variable is found to be correlated with all dimensions of difficulties except with criterion; relations with the host stewards (RHS), but it could make unique contribution in the prediction of only one criterion variable namely accommodation and crowding (AC).

The difference observed in effectiveness of variable fulfilment of expectations (EF) in the prediction of criterion variable in the case of African and Middle East students implies that one has to search for different reasons for the difficulties encountered by different alien groups in the same country of their arrival. This observation is further strengthened by the fact that in the case of Middle East sample the best predictor of difficulties is variable cultural similarity (CS) which is effective in predicting the following six dimensions of difficulties:
stress due to habits and lifestyles of the hosts (SLH),
treatment meted out (TM), pleasure-unpleasure of interaction
(PUI), reaction to unfamiliar people and situations (RPS),
suspiciousness of hosts-guests relations (SHG) and problems
of interaction and freedom of choice (IFC).

The cultural similarity was expected to be a good
predictor of different kinds of difficulties of foreign
students because those who came from culture which is more
dissimilar from the host culture are not likely to have social
skills that would enable them to have smooth interaction
with the members of the receiving country. The cultural
similarity (CS) variable has been given more importance by
culture-learning model of contact espoused by Bochner (1972,
1981, 1982). The culture learning model rejects the
pseudo-medical model in which the notion of culture shock is
of great importance. The notion of culture shock has
implication that sojourners suffer a break down in their
normal healthy psychological functioning, they are ill and
need treatment or at least counselling. The culture learning
model is also important from the point of view of training
programmes devised for the purpose of imparting cross-
cultural competence to sojourners.

The culture-learning model is further strengthened by
our findings which reveal that predictor variables
ego-strength (E-S) which denotes individual's personality
resources to cope successfully with shocking situations and
predictor variable intolerance of ambiguity (IA) which is
relevant to sensitivity of the initial shock caused by an exposure to unfamiliar situations, were not found to be effective predictors of social difficulties, have implications that the notion of culture shock is of little significance in understanding the nature of difficulties experienced by foreign students.

Considering the predictability of different criteria, we find that the best predicted criterion is stress due to habits and lifestyles of the hosts (SLH) in both African and Middle East samples. The predictor variables explain 19.4% of variance of this criterion in the African sample and 29.7% in the Middle East sample. It is to be pointed out that the factor stress due to habits and lifestyles of the hosts (SLH) is the largest factor extracted from the matrix of intercorrelation of responses given to the items of social difficulties questionnaire. This factor accounts for 23.07% of the common variance shared by the eight factors. The items which are included in the measure of this factor have the following content: Indians' habit of "polluting" the environment, violation of traffic rules by host nationals, Indians' habit of spitting in streets, over charging of items by shopkeepers and vegetable vendors, absence of whole-hearted co-operation from Indian counterparts, belief of native people that foreign students have too much money, increment in price of daily used commodities, sound pollution (crackers, hooting etc.), eve-teasing behaviours of Indian boys/men towards
girls/women and great differences in habits and cultural approaches.

Thus the factor stress due to habits and lifestyles of the hosts (SLH) has nothing to do with direct interactions between foreign students and the Indians; it seems to involve the negative impressions of the native people created in the minds of foreign students due to unhygienic and undesirable habits of the native people.

The second best predicted variable in both African and Middle East samples is problems of interaction and freedom of choice (IFC). The predictor variables explain its 21.1% of variance in African sample and 23.8% of variance in Middle East sample. It is to be pointed out that problems of interaction and freedom of choice (IFC) is a small factor, it accounts for 6% of common variance. Thus, there seems to be no systematic relation between the amount of variance of criterion variable being explained by the predictors and the amount of common variance shared by the criterion variable, i.e., size of the factor. The items which comprise this factor have the following content: getting very intimate with a member of opposite sex, getting admission to a university one desires, quality of food in university messes, canteens and affordable restaurants, nagging buggars who go to an extent of bargaining, understanding English spoken by some Indians in public offices, getting a course one desires, being accompanied by Indian friends who do not behave in a proper manner, some teachers and students becoming serious only two months or so to exams, teaching
and examination systems and having strong feelings of homesickness. Unlike the factor stress due to habits and lifestyles of the hosts (SLH), the factor problems of interaction and freedom of choice (IFC) contains items which refer to certain kinds of difficulties experienced by foreign students rather than to the annoying habits of the native people and the environmental degradation which are perceived to be sources of difficulties by the foreign students.

In chapter 4 we compared the predictability of different criteria of African and Middle East samples. Now it is to be pointed out that the set of predictors could make relatively better prediction of most of the social difficulties in the Middle East sample than the African sample. The implication of this finding is that we have to search for different variables for the prediction of different kinds of difficulties experienced by the students who come from different parts of the world to pursue further studies in India.

The six variables that were selected for the prediction of the social difficulties of foreign students were not found to be good predictors inspite of the fact that they were selected on the basis of their theoretical relevance to the criteria which they were to predict. The best predicted criterion variable is found to be stress due to habits and lifestyles of the hosts (SLH) in the case of Middle East group but not more than 29.7% of variance of this criterion could be explained by the predictors. In the
case of African sample the best predicted variable is problems of interaction and freedom of choice (IFC) but not more than 21.1% of variance of this criterion variable could be explained by the predictors.

In view of the fact that major portion of variance of criterion variables remained unexplained we have to search for a strategy that would enable us to make better prediction of difficulties of foreign students. Two alternative strategies can be suggested. First, making use of a large number of predictors which may not have high correlation with the criterion to be predicted. Second, making a search for the variables which bear high correlation with the criterion to be predicted. The first approach seems to be more appropriate because the criterion to be predicted is complex and the set of theoretically relevant variables bearing high correlation with the criterion can be specified. One can also make search of moderator variables that would be helpful in the involvement of predictability of social difficulties of the guest students coming from different countries.

However, there are certain variables which are so much relevant to the prediction of difficulties of foreign students that one cannot ignore even when one follows the first alternative, namely, increasing the collection in the basket of predictor variables. These variables are to be such as to enable us to provide specific informations about the receiving country that would help prospective foreign
students to acquire social skills for their adjustment to or acceptance in a foreign country. These variables are:

(a) Educational system: This variable is important given the fact that the main aim of the students going to a foreign country is to acquire knowledge and pursue studies, so information related to this variable are very necessary in order to relate it with the factors related to educational aspirations of the students. Besides, the variable is in juxtaposition with future placement in terms of jobs for foreign students when they return to their homelands. This variable would create anxiety and stress to the students especially when they are not certain of gaining jobs due to educational system; educational structure, teaching methods and content of syllabi.

(b) Social life: This variable is relevant because it would cover all aspects of rules, etiquette and social conventions of the receiving country that may make the students' adjustment easier.

(c) Living conditions: It cannot be ignored whether the students are contented or satisfied with day-to-day conditions in the receiving country or not. If the students are most of the time worried about deteriorating conditions in the host country, it makes their stay unbearable in a way.

(d) Attitudes of the hosts/relations with the hosts: A lot of difficulties of foreign students are created due to attitudes of the native people regarding physical appearance,
habits, lifestyles of foreign students, etc. Xenophobia, stereotypes and disparity in the evaluation of social desirability of different styles of behaviour patterns and habits of foreign students are the main components of the attitudes of the host population towards foreign students which are to be considered in the prediction of difficulties experienced by foreign students.

The importance of the variables enlisted in the foregoing paragraph was recognized by the present investigator but their contribution in the prediction of the criterion variable was camouflaged and undermined due to the fact that they were not considered separately and covered comprehensively. To illustrate this, there were certain items regarding educational system in the measure of preferences for coming to India for further studies (WHY), fulfilment of expectations (EF) and cultural similarity (CS). Although the measure of fulfilment of expectations (EF) was found to be a good predictor of difficulties encountered by foreign students, it is to be observed that the scale is not made up of highly homogeneous items. One can therefore, break this scale into different measures of fulfilment of specific kinds of expectations such as expectations regarding educational aspects and related issues, lifestyles and conditions of living, acceptance by the members of the host country, etc. and can use them in the prediction of difficulties with hope that it will lead to a better coverage of variance of different kinds of social difficulties experienced by foreign students in India.
SUMMARY

The purpose of the present investigation was to find out different kinds of social difficulties which are experienced by foreign students from Middle East and African countries in India and also to find out what factors are associated with exacerbation of different difficulties encountered by the guest students.

Many theories and concepts have been put forward by different researchers to explain the outcome of cultural contact and experience of sojourners in an alien culture. Oberg (1960) introduced the term culture shock to explain the idea that entering into a new culture is potentially a confusing and disorientating experience. Those who sojourn to foreign countries may go through emotional disturbances due to loss of all the familiar cues of social intercourse. Other social scientists like (Deutch and Won, 1963; Jacobson, 1963; Lysgaard, 1955) have explained psychological welfare of cross-cultural sojourners in terms of U-curve of adjustment.

Furnham and Bochner (1982) introduced social skills models to account for the experiences of sojourners in an unfamiliar culture. They contended that the difficulties encountered by sojourners in an alien country are due to lack of social skills of the receiving country which are required in order to deal with new situations in a foreign country. Furnham and Bochner conducted a comprehensive study
on foreign students in Britain, then they applied factor analysis and identified the following six factors: formal relations/focus of attention, managing intimate relationships, public rituals, initiating contact/introductions, public decision making and assertiveness.

To discover the dimensions of difficulties encountered by foreign students in India, the present investigator carried out a factor analytic study. The following eight factors were identified: relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of host-guest relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and problems of interaction and freedom of choice (IFC) (Odera, 1992).

In the light of review of earlier literature the following factors were identified to be related to the different dimensions of difficulties: countries of origin of the guest students, reasons for preferring India for further studies (WHY), perceived cultural similarity (CS), fulfillment of expectations (EF), communication skills (CoSk), ego-strength (E-S) and intolerance of ambiguity (IA).

The hypotheses to be tested are as follows:

(i) Male and female African students will differ in regard to each of the eight kinds of difficulties experienced by them, viz.: relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment
meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and problems of interaction and freedom of choice (IFC).

(ii) Male and female African students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

(iii) African and Middle East (ME) students will differ in respect to each of the eight kinds of difficulties experienced by them; African students will experience more difficulties than Middle East students.

(iv) African and Middle East students will differ in respect to the following variables: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA).

(v) The variables, viz.: reasons for preferring India for further studies (WHY), cultural similarity (CS), communication skills (CoSk), fulfilment of expectations (EF), ego-strength (E-S) and intolerance of ambiguity (IA) shall have significant correlation with each of the eight factors [viz.: relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guest relations (SHG), accommodation
and crowding (AC) and finally, problems of interaction and freedom of choice (IFC)] of difficulties in both African and Middle East samples.

Research Methodology

Sample

The present study was conducted on foreign students pursuing their studies at the three Northern Indian universities namely; Aligarh Muslim University, Delhi University and Panjab University. A total of 500 students were approached, however, the current study is based on 200 students from African countries and 100 students from Middle East countries. Both male and female students were interviewed though there was inadequate presentation of female students from Middle East due to low enrollment of undergraduate female students from Middle East countries in Indian universities. The following problems were encountered by the investigator at the time of data collection: the students were apprehensive to give their experiences spontaneously, others were not willing to co-operate, some students could not understand the meaning of some items in the questionnaires due to lack of proficiency in English language, the enrollment of many students from certain countries in a particular university as well as low enrollment of students from other countries, distances between colleges as well as distances between localities where the students reside, and finally, data collection from female students from Middle East was a difficult task.
Instruments Used in Data Collection

Seven questionnaires were used in the present study to find out what kinds of difficulties are experienced by foreign students in India:

(a) Reasons for preferring India for further studies (WHY). This is to identify factors that motivated the students to come to India as well as their expectations before coming to India.

(b) Cultural similarity. This is aimed at identifying the similarities as well as discrepancies between the students' home culture and culture of the host country.

(c) Ego-strength (E-S). Is aimed at identifying personality resources of the students that may contribute to their unsatisfactory stay in India.

(d) Intolerance of ambiguity (IA). Is also a personality variable aimed at assessing the extent to which the students can tolerate unfamiliar and ambiguous situations.

(e) Fulfilment of expectations (EF). Is used to assess the fulfilment of expectations that the students come with besides motives for coming.

(f) Communication skills (CoSk). Is used to assess how fluent the students are in either English or any Indian language or in both the languages at the time of arrival in India.

(g) Social difficulty (SDFS). This instrument is made up of eight dimensions of social difficulties identified with
the help of factor analysis to assess difficulties of the students. The instrument for the assessment of the social difficulties of foreign students consisted of 80 items, 10 for each factor scale. The reliability coefficient of each subscale are as follows: RHS = .67, SLH = .76, TM = .69, PUI = .67, SHG = .78, RPS = .60, AC = .70 and IFC = .66.

Results and Discussion

Two kinds of statistics were used in the present study to analyse the data and in order to test the proposed hypotheses of the present investigation: (a) "t" test and (b) Standard Multiple Regression Analysis.

(i) The "t" test revealed that the African students irrespective of their gender affiliation experience all kinds of difficulties to the same extent, namely; relations with the host stewards (RHS), stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), pleasure-unpleasure of interaction (PUI), suspiciousness of hosts-guests relations (SHG), reaction to unfamiliar people and situations (RPS), accommodation and crowding (AC) and problems of interaction and freedom of choice (IFC).

(ii) The African male and female students do not differ in regard to the contribution of the six predictor variables, namely; reasons for preferring India for further studies (WHY), cultural similarity (CS), ego-strength (E-S), communication skills (CoSk), fulfilment of expectations (EP) and intolerance of ambiguity (IA).
(iii) It was found that there is no significant difference between the African and Middle East students in relation to the following variables: relations with the host stewards (RHS), pleasure-unpleasure of interaction (PUI) and accommodation and crowding (AC). The magnitude of difficulties experienced by the Middle East students was found to be less than that of the African students.

(iv) The "t" test further showed that the Middle East students experience similarity between their culture and the Indian culture than their African counterparts. Besides, Middle East students' expectations are more fulfilled in comparison with the African students.

(v) It was found that in the African group the variable fulfilment of expectations (EF) is the only predictor which has significant correlation with the 8 dimensions of difficulties, variable cultural similarity (CS) has significant correlation with 5 difficulties, variable communication skills (CoSk) has correlation with 2 difficulties, variable reasons for preferring India for further studies (WHY) has correlation with 1 difficulty, variable ego-strength (E-S) has correlation with 2 difficulties and variable intolerance of ambiguity (IA) is not significantly correlated with any of the difficulties.

The problems of interaction and freedom of choice (IFC) is the criterion which is better predicted in the African group, it has correlation with 3 predictor variables, the second best predicted criterion is accommodation and
crowding (AC) which has significant correlation with 3 predictor variables, the third best predicted criterion is stress due to habits and lifestyles of the hosts (SLH) which has correlation with 3 predictor variables, the fourth best predicted criterion is pleasure-unpleasure of interaction (PUI) which has correlation with 2 predictor variables, the sixth best predicted criterion is treatment meted out (TM) which has correlation with 2 predictor variables and the least well predicted variable is reaction to unfamiliar people and situations (RPS) which has correlation with only one predictor variable.

In the case of Middle East group, variables cultural similarity (CS) and fulfilment of expectations (EF) each has significant correlation with 7 dimensions of difficulties, variable ego-strength (E-S) has correlation with 4 difficulties, variable reasons for preferring India for further studies (WHY) has correlation with 3 difficulties, variables communication skills (CoSk) and intolerance of ambiguity (IA) are not significantly correlated with any difficulty. Variable problems of interaction and freedom of choice (IFC) is better predicted, it has significant correlation with 4 predictor variables, the second best predicted variable is treatment meted out (TM) which has significant correlation with 4 predictor variables, the third best predicted variable is stress due to habits and lifestyles of the hosts (SLH) which has correlation with 3 predictor variables, the fourth best predicted variable is reaction to unfamiliar people and situations (RPS) which is
correlated with 3 predictor variables, the fifth best predicted variable is pleasure-unpleasure of interaction (PUI) which has correlation with 3 predictor variables, the second last best predicted variable is suspiciousness of hosts-guests relations (SHG) which has correlation with only 2 variables. The variable relations with the host stewards has no correlation with any of the 6 predicted variables.

If the percentage of variance of the criterion variables accounted for is considered then it is to be realized that prediction is better for the Middle East students in relation to the following variables: stress due to habits and lifestyles of the hosts (SLH), treatment meted out (TM), problems of interaction and freedom of choice (IFC) and reaction to unfamiliar people and situations (RPS). the value of $R^2$ for each of these variables for the African students is less than the corresponding value of $R^2$ for each of the variables for the Middle East group. The percentage variance accounted for in the African group shows that the criterion variables are predicted better in the following order: problems of interaction and freedom of choice (IFC), stress due to habits and lifestyles of the hosts (SLH), pleasure-unpleasure of interaction (PUI), accommodation and crowding (AC), treatment meted out (TM), suspiciousness of hosts-guests relations (SHG) and relations with the host stewards (RHS).

In the light of results that have been mentioned we can conclude that intolerance of ambiguity (IA) is the only IV that does not contribute significantly in the prediction
of any of the criterion variable in both African and Middle East samples. Variables ego-strength (E-S) makes negligible contribution in the prediction of stress due to habits and lifestyles of the hosts (SLH) and problems of interaction and freedom of choice (IFC) in the African sample. Therefore, the two personality variables mentioned above were found not to be good predictors of the social difficulties experienced by foreign students in India. The implication of this finding is that the notion of culture shock is of little significance in understanding the nature of difficulties encountered by the foreign students.

The six predictor variables account for only a limited percentage of criteria variance, for instance, the best predicted criterion is stress due to habits and lifestyles of the hosts (SLH) in both the groups. However, the predictor variables explain 19.4% of variance of this criterion in the African sample and 29.7% in the Middle East sample. The second best predicted variable in both African and Middle East samples is problems of interaction and freedom of choice (IFC). The predictor variables explain its 21.1% of variance in the African sample and 23.8% of variance in the Middle East sample. The problems of interaction and freedom of choice (IFC) is a small factor; it accounts for 6% of common variance. The best predicted variable is found to be stress due to habits and lifestyles of the hosts (SLH) in the Middle East sample even then not more than 29.7% of variance of this criterion could be explained by the predictors.
Taking the foregoing paragraph into consideration it follows that there is need for the search for additional predictors for the prediction of the difficulties encountered by the students. It is suggested that the new set of predictors should include: educational system, social life, living conditions and attitudes of the hosts/relations with the hosts.

In addition to some common predictors for the prediction of difficulties encountered by different cultural groups of foreign students we have to look for a different set of predictors given the fact that the set of predictors chosen in the present study could make relatively better prediction of most of the social difficulties in the Middle East group than the African sample. It is proposed that one can search for moderator variables that would be helpful in the improvement of predictability of social difficulties of the international students coming from different countries, make use of a large number of predictors which may not have high correlation with the criterion variable to be predicted, and, finally, make a search for the variables which bear high correlation with the criterion to be predicted.
REFERENCES


Appendix I

Why did you come to India for studies?

Instructions: Use cross-mark (X) to show your responses by selecting either YES or NO.

Items

1. I decided to come to India for studies because I expected that educational cost is cheaper. Yes/No

2. I expected that the knowledge I would acquire would be beneficial to my country. Yes/No

3. I was under the impression that the standard of teaching is higher than in my country. Yes/No

4. I expected more competent faculty members. Yes/No

5. I expected friendly teacher-student relationship. Yes/No

6. I expected educational facilities like library, books, laboratory equipments etc. to be easily available. Yes/No

7. I expected easy admission due to more Universities than in my country. Yes/No

8. I expected that education in India would enable me to attain better job placement and upward mobility. Yes/No

9. I expected satisfactory living conditions. Yes/No

10. I expected that the host nationals have friendly attitude. Yes/No

11. I expected satisfactory residential hostels and private houses. Yes/No

12. I expected that it would be easy to adjust to Indian way of life. Yes/No

13. I expected that Indians are easy to deal with. Yes/No

14. I expected Indians to be honest. Yes/No

15. I expected to be treated well. Yes/No

16. I expected facilities of international standard for different games. Yes/No

17. I expected the host nationals to have interest in sports that I would enjoy. Yes/No

18. I expected to enjoy social functions. Yes/No

19. I expected to adjust easily to cultural life. Yes/No

20. I did not expect much cultural differences between India and my country. Yes/No

21. I expected that it has appropriate level of conservativeness-modernity. Yes/No
22. ... I expected the native people to be religious.  Yes/No
23. ... I expected that roads are well maintained.  Yes/No
24. ... I expected good and comfortable means of transportation network e.g. vehicles, trains etc.  Yes/No
25. ... I expected transportation charges to be affordable.  Yes/No
26. ... I expected efficient public services.  Yes/No
27. ... I expected recreational provisions to be easily available in order to pursue my interests and hobbies (music, football, basketball etc.)  Yes/No
28. ... I expected opportunities of mixing freely with members of opposite sex.  Yes/No
29. ... I expected freedom of taking food and drinks of one's choice.  Yes/No
30. ... I expected high standard of law and order.  Yes/No
31. ... I expected that meeting with host nationals would be rewarding and pleasurable.  Yes/No
32. ... I expected that contact with the native people would be intimate rather than casual in nature.  Yes/No
33. ... I expected that social gatherings would promote personal relations between foreign students and the host population.  Yes/No
34. ... I expected to be respected by Indians.  Yes/No
Appendix II
Cultural Similarity

Instructions

When students and other categories of people go to another country they are likely to compare the way of life, culture, climate etc. of their country with that of the country of their visit. Keeping this in view, you are requested to indicate in respect of each item listed below, the extent of similarity between what you have in your country and what you found in India. Give your responses in the brackets provided before each statement by writing 5, 4, 3, 2 or 1 depending on how you feel in each case according to the following system:

5: very high level of similarity
4: high level of similarity
3: moderate level of similarity
2: little level of similarity
1: very little level of similarity

Items

( ) 1. Food habits.
( ) 2. Clothes e.g. dresses, shirts, trousers (pants) etc.
( ) 3. Physique, hair, facial features and colour of skin.
( ) 4. Language.
( ) 5. Climatic conditions.
( ) 6. Mode of transportation.
( ) 7. Body language/gestures.
( ) 8. Social life and social practices (customs).
( ) 9. Ways of worship.
( ) 10. House designs.
( ) 11. Expressions of love, concern and respect.
( ) 12. Festivals and social functions.
( ) 13. Curriculum syllabi.
( ) 14. Environmental cleanliness.
( ) 15. Philosophy of life of common man.
( ) 16. Opportunities for amusement/entertainment.
Appendix III

Adopted Ego-Strength

Instructions

Here are some statements regarding the way you behave, feel or act. Please read each statement carefully and put 'T' in the left hand margin against the statement which is true for you and 'F' against the statement which is false for you. Work quickly and do not spend much time over any statement. PLEASE NOTE THAT IT IS NOT A TEST OF INTELLIGENCE AND THAT THERE ARE NO RIGHT OR WRONG ANSWERS.

Items:

1. I feel weak all over much of the time.
2. I have a cough most of the time.
3. I have good appetite.
4. I have diarrhea once a month or more.
5. My sleep is fitful and disturbed.
6. I feel unable to tell anyone all about myself.
7. I brood a great deal.
8. I frequently find myself worrying about something.
9. I have met problems so full of possibilities that I have been unable to make up my mind about them.
10. Sometimes some unimportant thought will run through my mind and bother me for days.
11. Often I cross the street in order not to meet someone I see.
12. I dream frequently about the things that are best kept to myself.
13. Prophets could perform miracles.
14. I have had some unusual religious experiences.
15. I believe my sins are unpardonable.
16. I do many things which I regret afterwards.
17. I do not like to see women smoke.
18. I have had very peculiar and strange experiences.
19. I have strange and peculiar thoughts.
20. I have had blank spell in which my activities were interrupted and I did not know what was going on around me.
21. When I am with people I am bothered by hearing very queer things.
22. At times I have fits of laughing and crying that I cannot control.
23. Parts of my body often have feelings like burning, tingling, crawling and like 'going to sleep'.
24. My plans have frequently seemed so full of difficulties that I have had to give them up.
25. I am easily downed in argument.
26. I find it hard to keep my mind on task or job.
27. Sometimes I feel that I am going to pieces.
28. I feel tired a good deal of time.
29. I like to cook.
30. Dirt frightens or disgust me.
31. I am afraid of finding myself in a closet or small closed place.
32. I have often frightened in the middle of the night.
Appendix IV

Communication Skills

Instructions

The following are items about your communication skill in a given language at the time of your arrival in India and at present after staying in India for a certain period. Please indicate in the left hand margin against each statement how fluent you were when you arrived in India and how much you are now. Use the following rating system:

3: to indicate very much 2: to indicate much
1: to indicate some extent 0: to indicate almost not at all.

Statements

( ) 1. How fluent could you speak in English at the time of arrival?
( ) 2. How fluent could you speak any Indian language at the time of arrival?
( ) 3. How well can you speak in English now?
( ) 4. How well can you speak in any Indian language now?
( ) 5. How well could you write in English at the time of arrival?
( ) 6. How well could you write in any Indian language at the time of arrival?
( ) 7. How well can you write in English now?
( ) 8. How well can you write in any Indian language now?
Appendix V

Fulfilment of Expectations

Instructions

Please indicate how much your expectations regarding education, living conditions etc. have been fulfilled since the time of arrival in India. Read each statement and indicate the extent of fulfilment of your expectations in the brackets. Use the following system:

Write (5) before the statement if you are of the view that your expectation has been met fully.
Write (4) if your expectation has been met to a large extent.
Write (3) if your expectation has been met to some extent.
Write (2) if your expectation has been fulfilled a little.
Write (1) if it is not at all or almost not fulfilled.

Items:

( ) 1. My expectation that education in India is not expensive.
( ) 2. My expectation to acquire knowledge that would be beneficial to my country.
( ) 3. My impression that the standard of teaching is higher than in my country.
( ) 4. My expectation of competent faculty members.
( ) 5. My expectation regarding friendly teacher-student relationship.
( ) 6. My expectation regarding easy availability of educational facilities like library, books, laboratory equipments etc.
( ) 7. My expectation regarding easy admission due to more universities than in my country.
( ) 8. My expectation that education in India would enable me to attain better job placement and upward mobility.
( ) 9. My expectation regarding satisfactory living conditions.
( ) 10. My expectation regarding the host nationals to have friendly attitude.
( ) 11. My expectation regarding residential hostels and private houses to be satisfactory.
( ) 12. My expectation regarding easy adjustment to Indian way of life.
( ) 13. My expectation that it is easy to deal with Indians.
( ) 14. My expectation regarding honesty of Indians.
( ) 15. My expectation regarding being treated well.
( ) 16. My expectation of facilities of international standard for different games.
( ) 17. My expectation regarding the host nationals to have interest in sports that I would enjoy.
( ) 18. My expectation regarding enjoying social functions.
( ) 19. My expectation regarding easy adjustment to cultural life.
( ) 20. My expectation regarding cultural differences between India and my country.
( ) 21. My expectation regarding the level of conservativeness-modernity of India.
( ) 22. My expectation regarding the native people to be religious.
23. My expectation that roads are well maintained.
24. My expectation regarding good and comfortable means of transportation network e.g. vehicles, trains etc.
25. My expectation regarding transportation charges to be affordable.
26. My expectation regarding efficient public services.
27. My expectation that provisions are easily available in order to pursue my interests and hobbies (music, football, volleyball, basketball etc.).
28. My expectation regarding opportunities of mixing freely with members of opposite sex.
29. My expectation regarding freedom of taking food and drinks of one's choice.
30. My expectation about law and order situation.
31. My expectation that meeting with host nationals would be rewarding and pleasurable.
32. My expectation that contact with the native people would be intimate rather than casual in nature.
33. My expectation that social gatherings would promote personal relations between foreign students and the host population.
34. My expectation that Indians would respect me.
Appendix VI

Intolerance of Ambiguity

Instructions
Below are 15 pairs of the drawings and number arrangements. Look at each pair and then decide which member of the pair you like more. Indicate your choice by putting (X) on that member of the pair.

1. \[
\begin{align*}
\text{1} & \quad \text{2} \\
\text{3} & \quad \text{4}
\end{align*}
\]

2. \[
\begin{align*}
\text{5} & \quad \text{6}
\end{align*}
\]

3. \[
\begin{align*}
\text{7} & \quad \text{8}
\end{align*}
\]

4. \[
\begin{align*}
\text{9} & \quad \text{10}
\end{align*}
\]

5. \[
\begin{align*}
\text{11} & \quad \text{12}
\end{align*}
\]

6. \[
\begin{align*}
\text{13} & \quad \text{14}
\end{align*}
\]

7. \[
\begin{align*}
\text{15}
\end{align*}
\]
Appendix VII

Social Difficulties

Instructions

When foreign students leave their homelands for studies in a foreign country they often go through certain experiences after their arrival in the receiving country. Having this in mind you are requested to read carefully the following social-situations items and indicate the level of difficulty which you have experienced in India.

Having difficulty is defined as feeling anxious, frightened, embarrassed, uncomfortable/uneasy and experience of thwarted efforts.

Give your responses in a five point scale: very low or almost absent, slight difficulty, moderate difficulty, high difficulty and very high difficulty.

Indicate your responses by inserting a cross-mark (X) in the most appropriate box which indicates the level of difficulty experienced by you.

<table>
<thead>
<tr>
<th>Items</th>
<th>very low or almost absent</th>
<th>slight difficulty</th>
<th>moderate difficulty</th>
<th>high difficulty</th>
<th>very high difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting a room in hostel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Putting on some clothes one does not prefer at times.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Host nationals are not ready to adjust to or appreciate foreign habits brought by foreign students.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. House rent.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Getting intimate with a member of opposite sex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Preparing one's meals.

7. Eve-teasing behaviours of Indian boys/men towards girls/women.

8. Seeing a doctor.

9. Getting foreign exchange when going back to one's country.

10. Limited certified amount for annual expenditure by university authority.

11. Dealing with Indian goondas (thugs).


13. Expressing opinion freely about everyday happenings in the country (India).

14. Obtaining assistance from police when complaint is lodged.

15. Getting food at the right time.

16. Being invited to social functions by Indian friends.

17. Taking part in recreational activities.

18. Getting admission to a university one desires.

19. Nagging beggars who go to an extent of bargaining.

20. Frequent electricity blackouts.
21. Transportation charges (fare)

22. General environmental cleanliness.

23. Ignorance of majority of officers and their subordinates about procedures of various things/what is to be done in public officers.

24. Lending money to friends.

25. Sound pollution (crackers, hooting etc.).

26. Increment in price of daily used commodities.

27. Indians' habit of spitting.

28. Meeting strangers and being introduced to new people.

29. Waiting for one's cheque, M.O. or draft to be cleared by bank.

30. Being called by insulting names.

31. Belief of native people that foreign students have too much money.

32. Having strong feelings of homesickness.

33. Provision of foundation courses and compulsory subjects.

34. Unfriendly attitudes of some female foreign students from other countries.

35. Telling Indians what one feels about them.

36. Lacking opportunity to go to discotheques or dances.
37. Foreign students are expected by host nationals to adjust to local
traits.

38. being in a class or at least fifty students.

39. Limited scope for recreational facilities.

40. Understanding English spoken by some Indians in public offices.

41. Waiting in a Q (queue).

42. When threatened of physical assault by indigenous people.

43. Not being told the correct direction of public places/offices, shops
etc.

44. Touching of hair and similar other attempts to probe our distinct physical features by the native people.

45. Quality of food in university messes, canteens and affordable restaurants.

46. Dealing with those who are responsible for renewal of residential
permits.

47. Teaching and examination systems.

48. Indians' habit of "polluting" the environment.

49. Understanding jokes, humour and sarcasm.

50. Company of opposite sex and sometimes longing for a spouse.

51. Unfriendly attitudes of Indian women/girls.
52. Not being encouraging to develop deeper cordial relations beyond artificial interaction with the native people.

53. Being asked foolish/meaningless questions about ourselves and our homelands.

54. Getting remittance from sponsor.

55. Absence of wholehearted co-operation from Indian counterparts.

56. Communal tensions or riots in India.

57. Violation of traffic rules by host nationals.

58. Restrictions imposed by landlords or landladies.

59. Draining and sanitation systems.

60. Understanding the prescribed textbooks.

61. Getting admission to a course one desires.


63. Making ordinary decisions affecting others.

64. Indian men becoming aggressive and hostile finding a male foreign student talking to an Indian member of opposite sex.

65. Going on public transport (trains, buses, aeroplanes etc.).

66. Coping with roommates.

67. Taking of properties from one's room by the host nationals or foreign students.
68. Chances of buying all textbooks prescribed in syllabi.

69. Sharing a room with host counterparts.

70. Awarding of marks by some teachers.

71. Being perceived as an inferior being by host nationals.

72. Some teachers and students becoming serious only two months or so to exams.

73. Getting a private accommodation off campus.

74. Great difference in habits and cultural approaches.

75. Selecting a course of study one desires.

76. "Come tomorrow" stance in public offices.

77. Treatment given by some teachers.

78. Overcharging of items by shopkeepers and vegetable vendors.

79. Adjusting oneself to foreign students' community.

80. Being accompanied by Indian friends who do not behave in a proper manner.
Appendix VIII

Code Book Used in Data Analysis

| Columns 1-3 | : Serial number respondents |
| Column 4   | : Gender of respondents     |
|            | 0 : Female                  |
|            | 1 : Male                    |
| Column 5   | : Country                   |
|            | 1 : Kenya                   |
|            | 2 : Sudan                   |
|            | 3 : Tanzania                |
|            | 4 : Ethiopia                |
|            | 5 : Iran                    |
|            | 6 : Jordan                  |
|            | 7 : Palestine               |
| Column 6   | : University                |
|            | 1 : Aligarh Muslim University |
|            | 2 : Delhi University        |
|            | 3 : Panjab University       |
| Columns 7-8| : Independent variable 1 (WHY) |
| Columns 9-10| " " 2 (CS) |
| Columns 11-12| " " 3 (ES) |
| Columns 13-14| " " 4 (CoSk) |
| Columns 15-17| " " 5 (EF) |
| Columns 18-19| " " 6 (IA) |
| Columns 20-21| : Dependent variable 1 |
| Columns 21-23| " " 2 |
| Columns 24-25| " " 3 |
| Columns 26-27| " " 4 |
| Columns 28-29| " " 5 |
| Columns 30-31| " " 6 |
| Columns 32-33| " " 7 |
| Columns 34-35| " " 8 |