

**SOCIO-ECONOMIC AND CULTURAL PROBLEMS FACED BY THE  
AFRICAN STUDENTS IN GETTING HIGHER EDUCATION IN  
ISLAMABAD**



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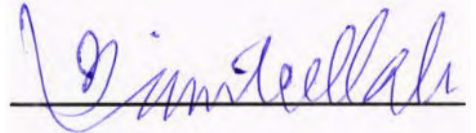
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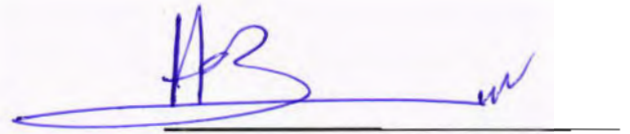
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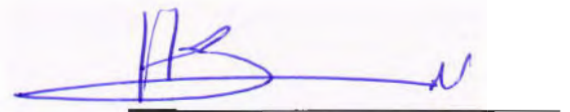
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### **Abstract**

Due to advances in transportation and communication technologies, number of the students studying outside their home country is increasing. Students from different countries also come to study in Pakistan. During their stay in Pakistan, they face different problems. This study focused on the challenges faced by the African students in Islamabad, Pakistan. Problems that were focused include social problems, psychological problems (particularly adjustment problem) and financial problems. To understand and reflect on these problems data from African students was gathered. A sample of two hundred students was selected using simple random sampling technique. First, a list of all African students studying in Islamabad was acquired from African Student's Association and then using simple random sampling two hundred students were selected. Data was gathered thorough questionnaire analysed through SPSS. It was found that African students were facing many social problems. Problems related to food are prevalent but their intensity was not severe. In social problems one of variable was discrimination. The problem of ethnic or colour based discrimination was rarely reported by African students. Another variable included in social problems was language barriers. Language problem within educational sphere and outside was very severe. Especially lectures were not delivered completely in English. Second major variable was adjustment in Pakistan. The respondents said that they faced a lot of adjustment problems. Last variable was financial problems. This problem varies from person to person and depends on value of currency. To improve the conditions finally some structural changes were recommended. Universities may get accommodation for new students before registration and arrange free basic Urdu classes.

## ACKNOWLEDGEMENTS

All praises are to the lord of the worlds and may peace and blessings be upon the last Prophet Muhammad (S.A.W.W), his companions and followers.

Writing this thesis was not an easy task, it required devotion, passion and insight to reach to its completion stage. The process has been a period of learning new ideas coupled with time constraints. With family and friends, it became possible and for this, my most appreciations go to the following persons who were there whenever I needed their help, support and encouragement. Without them, this thesis wouldn't have been a reality as of now.

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# *Dedication*

*To My Beloved Parents*



## **Chapter: 1**

### **1. Introduction**

“Success isn't measured by what a person achieves, however by the opposition he has stumbled upon and the spirit with that he has sustained the struggle against crushing odds”Maxwell (2001).

Principal aim of foreign students in any country is to acquire better education. When a student travels to a country other than his/her country of origin, he/she wants to attain a good quality education (Hayes & Lin, 1994; Marcketti, Mhango&Gregoire, 2006). In majority of cases, students from developing countries travel to developed countries. However, this is not universal because there are some skills in which developing countries have more experience and brilliance, so students in search of knowledge also travel otherwise. Saying this, students also travel from one country to another due to certain benefits in that country. Getting one's education at a completely changed location permits several international students to achieve a deeper appreciation of the culture, values, and beliefs of their host countries and to function cultural representatives between their home and host countries (Klomegah, 2006; Lee & Rice, 2007; Marcketti et al., 2006). The students studying abroad are usually the brightest in their countries of origin, and generally seen as specialists in their fields with strong job prospects back in their country of origin upon completion of their studies (Marcketti et al., 2006). Therefore, primary objective behind moving to a foreign destination is good quality education.

Students from Africa travel globally for education. Some of these students also come to Pakistan. There are number of reasons why African students come to Pakistan. There are good number of African students studying in Pakistan. Most of these are studying in universities in Islamabad. This includes students from different countries like Nigeria, Kenya, Sudan, Egypt, Uganda and Somalia. These students face certain social, cultural, personal and financial problems in Islamabad. These social problems hinder their academic performance. In this research, socio- economic problems and cultural difficulties faced by African students are focused. The main interest of researcher is in the study of financial issues, language barriers, stay issues, negative image issues, accommodation and other cultural difference issues.

Before discussing the problems in detail that hinder African students, it is important to know about Pakistan and especially Islamabad. Pakistan is a diverse country with many ethnic identities Islamabad the capital of Pakistan is famous and sometimes called as an educational

city and has huge number of colleges and universities. Almost 96% of population claim that their religion is Islam. Islamabad has the highest number of African students in Pakistan and among the universities in Islamabad; International Islamic University has the highest number of African students (IIUI, 2017).

Like any other human society, Pakistan also has its unique culture. This culture is very different from many African and western countries. However, in urban centres culture is almost as global as can be seen in any part of world. Traditional values and attitudes are dominant in public sphere. Languages spoken in Islamabad include Urdu, Pashto and Punjabi. These languages are obviously different from English, Spanish and French. Very few people in Pakistan understand Arabic. Languages that are dominant in African countries are not spoken by Pakistanis. Pakistanis usually speak Urdu and rarely English in everyday conversations. A large chunk of population understands English but have difficulty in understanding different accents (Khalique, 2006). Agriculture is major occupation and urban areas are semi industrial.

Pakistan is among the developing countries in the world. However, country's educational system is slightly better than African education. Pakistan follows the western system of education which is a great attraction for foreign students. African students in Pakistan come from vast social, cultural, economic, political and geographical set up. Due the nature of Pakistani society and the different backgrounds, African students face many challenges. In addition to the background, diversity between them as foreign students and Pakistan society there existed significant difference between the different countries that converge in the different institutions. Some are from Nigeria, Kenya, Sudan, Egypt, Uganda and Somalia which all speak different languages and having different culture. Such differences in geographical background brings with it differences in all aspects of life particularly education, social-cultural traits, diet and other facets (Samoff&Carrol, 2002). This study was an effort to highlight the challenges faced by African student in Pakistan educational institutions in Islamabad.

## **2. Life in Pakistan:**

The research was to examine how the African students found the Pakistan environment and the life style of the Pakistanis and the life experiences the respondents came across for the time they have stayed in Pakistan. These experiences referred to as the indicators range from the people they met at first sight, at the airport and on their way to the university, the weather

as compared to that from home, the life off-campus, the extent of homesickness, attitudes of local people, religious freedom, and social isolation. These indicators showed the extent to which African students observe life in Pakistan. The gist of this was that many people draw different conclusions about the scenarios they face from the very impression emerging from their first encounter. Thus, this study found it pertinent to include this category to establish a relationship existing between these experiences and the challenge student's face in adjusting. To direct the theme of the category, considered were some elements for measurement. They were saturated in unstructured questions with optional answers to be selected from.

### **1.2 University environment:**

In this section the researcher will examine the social interaction of the respondents during he/she time at the university at places like classes area, activities place like games, school gym and hostels since most of the hostels are within the local of the institutions. Experiences African students go through obstruct their adjustment process. It was at the university where African students will make much of he/she decisions about their abilities to adjust to the new environment. This was because the main reason for leaving their country of origin is looking for a better education, which can successfully be get from educational institutions. Therefore, the excellence lectures, the cooperativeness of fellow students be it domestic or foreign counterpart, the overall social construction of the institution setup will have a central importance in defining the limitations to adjustment.

Nevertheless, more importantly the strategies of the university set precedence of the adjustment process. Therefore, the welcome-ness of the management measured by their direction; the comfort the joining process; the language proficiency/ability to understand lectures and communication gaps between the foreign students and domestic students were indicators which showed the satisfaction or the dissatisfaction of the university environment that later resulted in extent of adjustment.

### **1.3 Statement of the problem:**

African students struggle to meet the needs of education and come across many challenges that affect their academics in one way or the other. They face numerous problems that include both socio-economic and cultural. These challenges are either due to failure to adopt the culture or environment. Problems appear to them in term of students-teacher relationship, student-student relationship, teaching methods, the evaluation method, the attitudes and the behaviour of other students. Behaviour of the local people and general socio-cultural set up

of the host country and on additional legal issues. This study will highlight those problems in detail.

#### **1.4 Objective of the study:**

This study focused on following objectives.

1. To investigate the socio-economic status of African students.
2. To find out social problems faced by African students in Islamabad.
3. To investigate the cultural problems faced by African students.
4. To examine how educational institutions, facilitate African students in their studies.
5. To suggest some policy measures for authorities to minimize these problems.

Here are the short explanations of the objectives with the areas of interest to come up with a comprehensive understanding of the research conducted.

##### **1.4.1 To investigate the socio-economic status of African students:**

Primary socio-economic barriers include the income, education, and occupation. Education has always been a means of getting the upper-class status in the society. Not only in society but in the world that we are living in. the higher certificates degrees, professional and doctoral degrees make the highest income in the society. While those with high school diploma credentials earn less than the once with higher degree. therefore, as a student, the chances of equipping oneself with knowledge and skills was dominant and often sacrifices are made to achieve a minimum level of education which will at the end help attain a job that hopefully will result in good living standards.

##### **1.4.2 To find out Social problems faced by African students in Islamabad:**

First after getting admission into the university the African students faced difficulties in joining to their respective faculty is a nuisance to most foreign students who do not have instant colleagues to direct them on matters relating to the university and faculty requirements and general guidance. Language is another adjustment problem. It occurs almost in all spheres of the academic and social interaction. As well as the English and Arabic word and accent used by some of the African students is always difficult for the national students and between fellow foreign students to understand. Insecurity is another issue in which some safe agency is likely to create discomfort. Bureaucracy in the management line is another possible challenge to many students while unfair means of giving marks (grades) to students is also a problem at stake. Insufficient recreational facilities tend to create psychological problems. Visa issues in times of mistakes, such as late

submission of documents to ministry of interior to issue letter for visa to the passport office, forgetfulness of time of prolonging visa time may also cause lawful challenges. Some students that are new in the system may get problem in knowing the requirement of extending student visa if they do not have someone to guide them.

#### **1.4.3 To investigate the cultural problems faced by African students:**

knowledge is one of the most important necessities in life that every human being in this globe need to attain himself to some level of it, to get rid of illiteracy. For this reason, people are sometimes forced to move from their country region to another. However, there might be challenges since culture and tradition differ. And the social characteristics and dynamic behaviour of a people can make it more difficult for foreign students to adapt to new environment.

Countries have different languages; some are recognized internationally like English, French and Arabic. Pakistan for instance speaks Urdu as a national language. Therefore, once students get to land in Pakistan the first difficulty he or she faces is the language barrier. It is very hard almost not possible for one to communicate if you fail to communicate a point or even on self to be valuable, for one to be understood a common language becomes priority.

The second challenge that foreign students face in Pakistani society would be the most important factor that keeps human beings alive apart from water; is food. Pakistan dishes are spicier and extra chillier this is only good for those who have some experience of spicy dishes. Others find it difficult to eat, adopt or to even try to keep up with. This problem may lead to stress, loss of weight, lack of concentration or even diseases like stomach ulcers.

#### **1.4.4 To examine how educational institutions, facilitate African students in their studies.**

African students are facing many problems that in one way or the other affect their student in the study we will try and find out what area unit the foremost adjustment issues round-faced by African students in high institutions of Islamabad and to discover how the educational institutions of Islamabad can facilitate African students in their studies.

#### **1.4.5 To suggest some policy measures for authorities for minimizing these problems:**

The Pakistani educational institution that admits foreign students should recruit competent teaching staff who can communicate in worldwide standard languages English and Arabic to be specific as it's the intermediate used by most of foreign students and the inventive writing

of their readings. Communication is very important between the teaching staff and therefore the reasons of coming to Pakistan should be kept sacred to the learner and instructor in equal proportions. These are some of the ways through the challenges that African students face in their academic life can be improved. A comprehensive study will direct the policies to be adopted during the remaining portion of this research.

### **1.5 Purpose of the study:**

The purpose of this study is to see the issues long-faced by African students and the main challenges which believed to contribute to their action. The literature is full of generalized studies on international students and their problems; but, international students don't seem to be a standardized cluster.

International students from china, Russia and Canada nation could have less difficulties in adapting the Pakistan weather and facing financial problems then the African students who have very different weather and culture. Furthermore, African students have remained found to expertise the foremost challenges. Two hundred African students are selected as sample from twelve universities in Islamabad Pakistan to determine the phenomenological essence of their challenges. The resultant findings are going to be helpful to universities that admit African international students.

### **1.6 Significance of study:**

There are a lot of African students in Islamabad. They are from different countries with different socio-economic and cultural backgrounds. They are here for sole purpose to acquire higher education. There are many systematic, lingual, cultural and social hurdles they face. This study will primarily focus on problems faced by African students. In this study, it will be explored that how African students feel about different problems and what they think about their solutions. So, this study will be a great contribution for African students who will come to Islamabad and studying higher education institutes. This study will also provide university with mechanism to cope with these problems.

## **1.7. Theoretical Framework:**

Sociology is a diverse field in terms of research perspectives. It began with structural functionalism and conflict theory. These two theoretical perspectives were not able to explain individual actions. This led to a new perspective symbolic interactionism. This research will be guided by conflict perspective. Conflict traditions find its roots in works of Karl Marx, later developed by Antonio Gramsci, Michael Foucault and Bourdieu. This research gets insight from theoretical approach developed by Bourdieu. From general conflict theory discrimination and prejudice perspective was taken and to analyse the situation and problems Bourdieu's theory of capital and habitus were used. Bourdieu provided us with the concept of social capital. Social capital is network of relationships that a person has. As per Bourdieu we rely on this network of relationships in difficult times. So, it is harder for African students to intermingle and find a healthy social capital. The issue of adjustment lies within the domain of habitus. How the overall environment have impacts on life of the individual. This theory helps us to highlight the overall environment for African students living in Islamabad. Social conflict theory is explained in detail in next paragraph

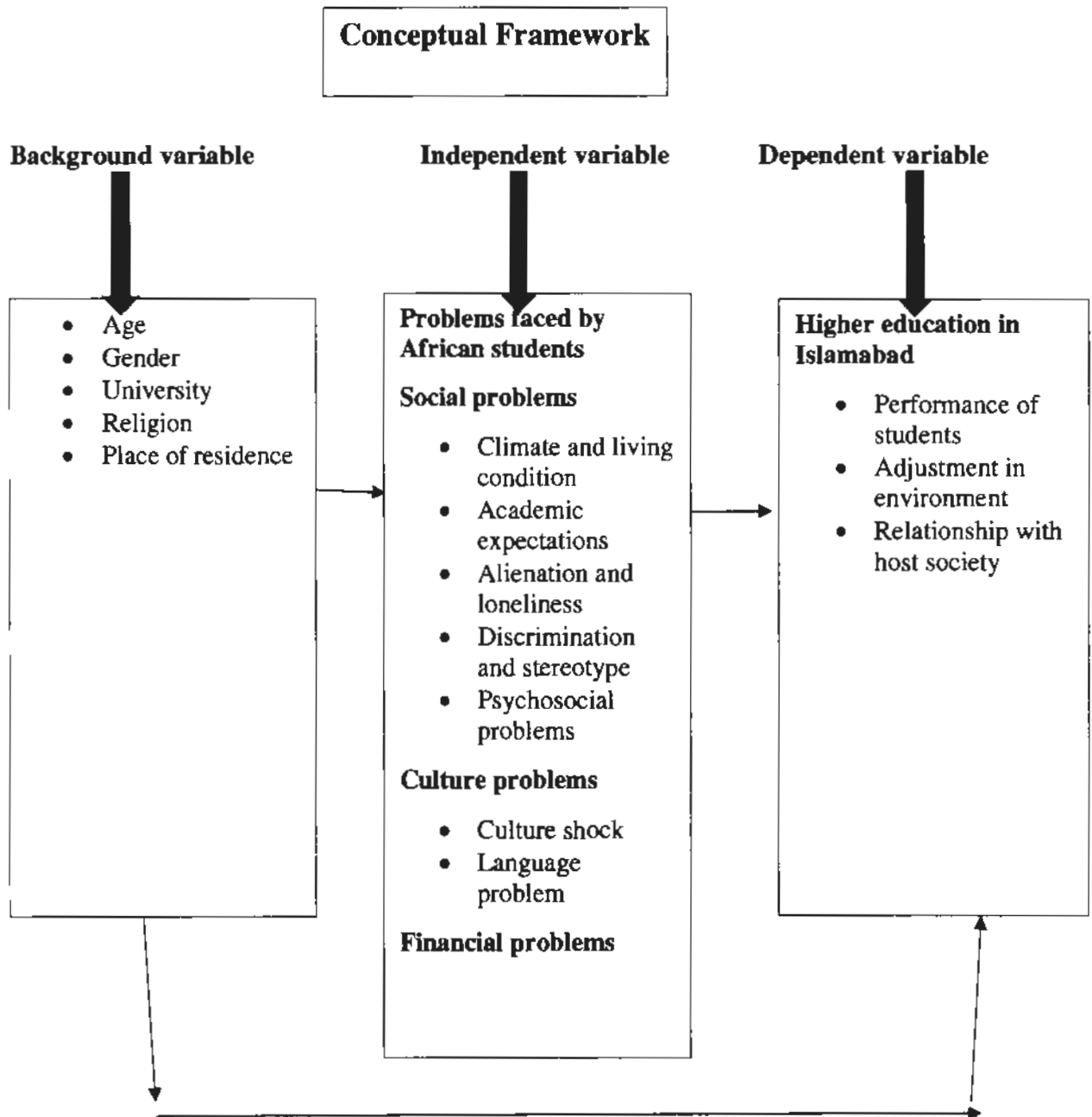
Social conflict theory is constructed on the idea that limited resource of the society leads to competition among the social groups in the society. The theory is an origination of the Marxist school of thought. The social conflict theory concentrations on the negative side of the society. This theory is used in context of prejudice and discrimination. As per Anderson and Taylor (2009), prejudice and discrimination are an innate factor in the human society where some group of people believe they are better than others in varying degrees. These beliefs can take the form of economic power, cultural set up, race or ethnicity. Another way to explain prejudice and discrimination is social dominance theory. Societies are based on, and that a society typically consists of, hierarchy in which dominant groups have higher social status, and more political authority, power and wealth. This is the fundamental idea behind social dominance theory.

To explain the environmental adjustments and how environment impacts students Bourdieu's concept of habitus will help us. Bourdieu sees power as culturally and symbolically created, and constantly re-legitimised through interplay of agency and structure. The main way this happens is through what he calls 'habitus' or socialised norms or tendencies that guide behaviour and thinking. Habitus is 'the way society becomes deposited in persons in the form of lasting dispositions, or trained capacities and structured propensities to think, feel and act in determinant ways, which then guide them.

Habitus is created through a social, rather than individual processes leading to patterns that are enduring and transferrable from one context to another, but that also shift in relation to specific contexts and over time. Habitus 'is not fixed or permanent, and can be changed under unexpected situations or over a long historical. Habitus is neither a result of free will, nor determined by structures, but created by a kind of interplay between the two over time: dispositions that are both shaped by past events and structures, and that shape current practices and structures and also, importantly, that condition our very perceptions of these.



**Figure 1**



## **Chapter: 2**

### **1. Review of Literature**

John Anderson (1995) analysed foreign students face different amendment problem in the countries they find their self in. These problems include isolation, cultural shock, psychological problems like homesickness and failure to adapt to the new way of life and new environment they find their self in, difference in teaching learning methods and language difficulties. As some teachers teach in the local language because some of the local students have difficulty in understanding English. This is the reason that majority of teachers decide to teach in local language and ask the African student to meet them in office if they did not understand something in the class. African students have difficulty in communicating with teachers and their classmates because of language and accent. When trying to adjust them in the new environment there are measures to consider permitting an improved and comfortable life both academically and socially. In this regard, many authors have identified the likely adjustment problems and suggested to put in place. An appearance in the previous literature tells a normalness of problems across countries and region.

Ward Buchner and Farnham (2001) observed that many research and educator's area unit involved within the psychosocial adjustment of foreign students to search out ways in which to decrease their stress and increase the positive side of their expertise in country of destination.

### **2.2 Challenges:**

Number of foreign students at universities in Pakistan continues to grow as students from various parts of the world arrive here for education. The struggle of foreign students in the Pakistan begin with the visa process. If a student has been accepted into university, he/she must apply for Pakistani visa. Visa process has many hurdles as they require too much documentation.

Once students from different cultures gathered outside their country of origin with cultural customs and traditions totally different from their own country, they start to face socio-cultural problems. How these problems square measure apparent and proscribed by foreign students may be difference of their culture (Myburgh et al., 2006), and students square measure of left to regulate or adapt on their own (Klomegah, 2006; Lee & Rice,2007). The literature recognises the challenges as climate and living conditions, educational needs and expectations, alienation and loneliness, discrimination, stereotypes, monetary issues, cultural variations, and language proficiency. Hierarchal highest square measure tuition prices,

language ability, and feelings of isolation (Hayes & designer, 1994; Klomegah, 2006; Lee & Rice, 2007; designer & Lolo, 1997; Selvadurai, 1991). These challenges square measure self-addressed below.

### **2.3 Climate and Living Conditions:**

When return to climate is another major downside two-faced by African students who study in countries with fully totally different time zones (hemispheres) and weather from their home countries. African and Asians have completely different weather which is another thing for the African students to adopt it and their body should readjust with the sun's rising and setting, and this creates feelings of confusion, and every now and then religious movement (Myburgh et al., 2006).

Adaptation takes 1-2 years (Constantine et al., 2005; Myburgh et al., 2006). this is often particularly obvious once the order of the seasons to that the scholars are acquainted is turned or once students from hot climates who study in temperate climates expertise winter and snow for the primary time it affects their academic performance in one way or the other (Myburgh et al., 2006; Selvadurai, 1991). These variations in climate outcome in issues to find appropriate vesture to use for each reason. In which increase the expense of the student, particularly when the price of living within the host country is beyond within the student's home country or the exchange rate of the country's currency is higher (Myburgh et al., 2006). Foreign students invariably keep exchange rates in mind once creating purchases and categorical difficulties finding personal grooming things like clothes, shoes and nutrition as well. (Myburgh et al., 2006). Foreign students face difficulties obtaining accustomed the native food and become solvent throughout the semester (Lee & Rice, 2007; Myburgh et al., 2006).

### **2.4 Academic Requirements and Expectations:**

Foreign students area unit of happy at the predictions of Brobdingnagian learning probabilities for a head information and developing connected skills via technology (e.g. Computers, iPad, on-line library, smart phones) and also the library (e.g., books and analysis tools)(Myburgh et al.,2006).Nevertheless, they begin to expertise direct difficulties in us as a result of support services don't sufficiently offer to their challenges with admission, registration, hostel life, and feeding (Klomegah, 2006; Lee&Rice, 2007). Unsuitable educational conszultive committee has been mentioned as a reason for foreign students not graduating on time, being placed in unsuitable programs of study, or perhaps being placed in biennial schools as totally different to four-year establishments. (Selvadurai, 1991). These

things make to issues in transfer processes from biennial to four-year establishments of upper learning and lead to foreign student's dynamical majors (Selvadurai, 1991). In the study of foreign Ph.D. Students by Myburgh et al. (2006), the foreign students represented challenges with deference to the educational needs and expectations of the host country, which had totally different teaching and learning ways. These challenges concerned intensive lectures while not visual aids or hand outs and freelance learning, neither of that were the unionised methodology to that most of the scholars were at home with the scholars represented feeling overcome by the long lectures, that generally contributed to feelings of depression (Myburgh et al., 2006). Any students acknowledged being overcome by the scope of learning chances and college potentials (Myburgh et al., 2006). In adding to attending categories, foreign Ph.D. student's area unit frequently appointed as teaching assistants at the university level. During this role, they face difficulties because of a scarcity of understanding of the United States instructional system regarding testing, grading, and the educational norms and culture of collegian students (Lin & Lolo, 1997). This challenge is combined once Yankee students complain regarding the foreign students' foreign accents, West Germanic language ability, or both, which, may, in turn, negatively influence communication and comprehension of the resources conferred (Lin & Lolo, 1997). These challenges area unit related to feelings of unfriendliness, particularly once these foreign students face dislike from their us counterparts, WHO additionally ask for these teaching assistant positions (Lin & Lolo, 1997). To get respect and cluster acceptance, several foreign students make some much effort to fit in. In Myburgh et al.'s (2006) study, Ph.D. students tense the importance of school information of various cultures and ability sets of the foreign students they teach to raised meet their wants (see conjointly Lee & Rice, 2007). A study in Finland of foreign students in data technology had alike outcomes with reverence to laboratory experiments (Holvikivi, 2007). The scholars expressed that there's no understanding what expected from them, finding the directions unclear, and being unable to convey this lack of understanding to school attributable to their cultural orientation (Holvikivi, 2007).

### **2.5 Alienation and Loneliness:**

Foreign students claim that social challenges are the biggest difficulty in host country (Hayes & Lin, 1994; Klomegah, 2006). Several of those students have found it difficult the separation of their common identity with family and peers. This sense of being turnout leads to loss of confidence and result to loneliness, tension, less time for relaxation, and confusion on how to adopt the new environment they find themselves in (Gareis, 2000; Hayes & Lin,

1994; Marcketti, 2006; McClure, 2007. To overcome the problem of loneliness and perform specific psychological functions international students come up with groups and communities that have strong in-group solidarity. Monoculture networks are made by a student that return from a similar country of origin to beat some cultural challenge and helps to hold ethnic and cultural values. Secondary networks area unit created with host national for specific activities like educational and skilled help network that connected with foreign students are recreational for needs (Gareis, 2000).

Although these cultural subgroups have allowed foreign students to develop the simplest way of happiness with others that are from an analogous country have similar values and belief systems, they have the disadvantage of uninflected international students from contact with host-country nationals (Hayes & carver, 1994).Per John Arthur (2000) as cited in Hume (2008) initial generation African immigrants concerned by selection with the host society to attain economic and tutorial goals, they are doing not understand cultural integration as necessary.

## **2.6Personal:**

The levels of social challenges had to do with individual temperament and stigma or prejudice experienced (Hayes & Lin, 1994). Foreign students that show more extraversion have experienced more success in developing and maintaining relationships and social support networks. Some students who exhibit shyness, low self-esteem pessimism cynical attitudes, intergroup worry and rigid and habitual personalities with regards to cultural definitions have experienced less success in developing and maintaining relationships and social networks (Hayes & Lin, 1994; Gareis, 2000).

Female's square measure typically observed to be additional exhibit timidity, compassion, and warm than male naturally. So, female will have more superior support system than male who mostly are strong they did not need support (Hayes & lin 1994 gareis 2000). Thus, female foreign students have experienced relatively fewer social challenges than their male counterparts (Hayes & Lin, 1994).

## **2.7Discrimination and stereotype:**

Prejudice and stereotype that host country national have towards foreign students have more unsuccessful the power of the scholars to develop and maintain the relationship between them and host country nationals (Constantine et al., 2005; Hayes & Lin, 1994). For example, in Ray and Lee's (1989) study of Nigerian foreign students, the researcher determined that the negative experience that the host country have from African American affect the

relationship between the foreign students and the host country nationals (Hayes & Lin, 1994). This study conjointly reveals that different international teams like Iranian, Taiwanese, and Venezuelan students believed that being a foreigner was the foremost vital barrier to integration as opposition their race(Hayes & Lin, 1994).

Most of the foreign students who aren't of Western and Eastern-European descent have normative behaviours and attitudes that area unit wholly totally different from those within the US. (Dadfar& Friedlander, 1982), and thus square measure at the most risk for alienation (Schram&Lauver, 1988). Those most in danger for alienation square measure Asian students followed by African students (Constantine, Okazaki, &Utsey, 2004). African students were found to possess significantly higher depression scores than those students from Asia (Constantine, Okazaki, &Utsey, 2004). In another study, African foreign students joined discrimination to them declared lower satisfaction with life (Sam, 2001).Ethnic discrimination and stereotypes have remained tough for foreign students, significantly those from racially uniform nations; they'll not have met racialism till they became ethnic minorities within the United States. (Constantine et al., 2005; Sandhu &Asrabadi, 1994).

Traditional favouritism supported colour, neo-racism and culture area unit samples of such unhealthy stereotypes that have affected African foreign students (Lee & Rice, 2007).

## **2.8Discrimination:**

International students who study in other country as foreign students culture square measure samples of such unhealthy stereotypes that have affected African foreign studentsby their student who is not from the same country and social activities by fellow students (Lee & Rice, 2007). Others within the same study felt distanced from school thanks to their restricted English proficiency Associate in Nursinging felt an aversion on a part of school to support them, despite however onerous they worked (Lee & Rice, 2007). This challenges these students' confidence, particularly people who return from cultures wherever the professors area unit dominant figures. These students, thus, lack trust inside the experienced support services provided to them (Lee & Rice, 2007).

## **2.9Language Proficiency:**

Lastly the students find it difficult to speak the host language fluently makes it tough for the scholars to become socially concerned in their host country (Haiwen, Harlow, Maddux &Smaby, 2006; Hayes & Lin 1994; Li &Stodolska, 2006; Lin & Yi, 1997). Furthermost foreign students will pass standardized ability language tests however are unable to know

lectures at school and categorical ideas, or write reports (He & Shi, 2008). Language ability may be a major determinant of educational success for foreign students (Luzio-Lockett, 1998; Selvadurai, 1991).

### **2.10 Academic Requirements and Expectations:**

Students Studying abroad (international students) mostly come across what is called education shock (Eng&manthei, 1984), facing different difficulties in adjusting to the method of lectures and academic requirements and expectations of the universities.

Relationship with lecturers and relationship with students of host country (Wong, 2004).

International students faced many challenges in their lecture rooms because of the difference in educational systems, language barriers and culture between Asian nation and therefore the countries of the international students.

### **2.11 Culture:**

Culture shock has been introduced by Oberg (1954) to explain the challenges faced by the foreign students where most familiar's culture signals are absent. He labelled culture shock in terms of cultural changes in a very new atmosphere with completely different culture and outlined it as "anxiety that results from losing all of our acquainted signs and symbols of intercommunication" (as cited in Oberg, 1960, p. 177). Oberg (1960) suggested that disorientation happens in four steps. Attractions with novelty, resentment, begin of adjustment, and acceptance of the customs of the new surroundings. It's necessary, however, to notice that these stages aren't progressive; it's potential to expertise quite one stage at a time or come to Associate in nursing earlier step throughout times of issue. Indications of the strain and anxiety caused by disorientation embrace isolation, unhappiness, dependency, unhappiness et al irritability, incapability to eat, sleep, and work well, extreme drinking, aggression to others, and extreme issues concerning cleanliness, healthcare, or safety.

## **2.12 Financial issues:**

Foreign students have experienced loneliness and financial adjustment in their expenses. Many foreign students come on study visa and attend faculty full time to stay in standing and that they don't have the legal instrument to get a job that will bring additional income to them. They must pay school fee and other personal expenses as results of the strain led to by social, cultural, academic, personal, and money challenges, international students have knowledgeable about alienation, social isolation, and nostalgia for revered ones and cultural aspects. These feelings manifest in performance anxiety, depression, and different psychological science complaints like the shortcoming to sleep, consumption issues, stomach-aches, and headaches caused by psychological stressors (Lin & Yi, 1997).

## **2.13 The concept of psychosocial adjustment:**

Halamandaris and power (1999) stated that foreign students faced many academic, socio-economic and cultural challenges once starting their studies in U.S early analysis from the 1960 and 1970 conceptualized adjustment in term of educational performance. This definition includes psychosocial aspects, like loneliness, psychological comfort and sadness. Tseng 2002 explicit differentiates four major classes of adjustment issues featured by foreign students general living, academic, socio-economic and cultural and private psychological adjustment. General living adjustment that contain adaptation to USA food, living atmosphere transportation, climate, and money and health care systems. Low ability within the English language, cognitive content of the USA instructional system and lack of active brainpower to accomplish educational accomplishment are all samples of educational adjustment matters. The paper targeted on foreign students and concluded with two types socio-cultural adjustment (e.g. disorientation, culture fatigue, discrimination, new social/cultural customs, norms, laws and roles) and private psychological adjustment (e.g. nostalgia, loneliness, depression, isolation, frustration, and loss of identity or status).

## **2.14 Psychosocial adjustment:**

Pedersen (1995) specified that psychosocial adjustment of foreign students thought of to be vital because of its constructive relationship with tutorial performance. Adler 1975 specified that some theories happen to describe the process of cultural adjustment. The most well-know is Oberg's four steps of emotional responses associated with philosophical system adjustment. The primary steps are the honeymoon step, characterised by the first pleasure curiosity and enthusiasm of the recently arrived individual someday once the initial contact, the individual is overcome by the struggle with and wants of the new culture.



Oberg decision this expertise the crisis points, within which is anticipated to of product in feeling insufficiency prevention, anger, anxiety and depression. The third stage is recovery stage. Crisis resolution and culture learning happen, and the individual is improved able to perform within the new culture. After the crisis stage a gradual recovery in the new comer's adjustment happens (an upward trend of the w curve) wherever he begins to become attentive to the subtler signals of the host culture and starts to develop ease within the language. He develops a thought for operating through varied intercultural difficulties. Lastly, the individual achieve adjustment and can enjoy and function well in the new environment or culture.

### **2.15 Strategies for Success:**

To ensure the success of African students the universities in Islamabad should create office for foreign student's programs that address their major desires of foreign students. These desires embody visa process, the universities should be processing visa for African students, using English as medium of instruction, providing facilities to reduce the extreme temperatures during summer and winter, academic advisors, and tutors to assist them academically.

### **2.16 School of thought:**

African students can be successful even though facing those socio-economic and cultural challenges. Reasons for their success include family values, motivation and the university support. Some of the schools of thought have delineate the pattern of adjustment that international student's expertise. for instance, the U-curve pattern(Adler, 1975) described the positive feelings that foreigners wear arrival (honeymoon stage), the frustration and negative feelings they expertise once round-faced with social, cultural, academic, and money difficulties (hostility stage), the easing of those negative feelings on gaining associate understanding of the culture and setting (humour critical stage), and at last the positive feelings they expertise as customs, foods, and the new culture are embraced (home-recovery stage). The U-Curve pattern so assumes that the challenges international students face occur once they are within the hostility stage of adjustment that may be a natural action of adjusting to a replacement setting. If they remaining their host-country long enough they're going to eventually expertise the humour-critical and home-recovery stages wherever they eventually embrace the new-culture.

## Chapter: 3

### 2. Methodology:

Methodology is simply a procedure to organize and conduct a research work. In this research, socio-economic and cultural problems faced by African students were investigated. Data was collected using quantitative research design from the African students studied in different universities of Islamabad. A self-administered questionnaire was used for collection of data. To conduct this study quantitative data has been gathered from African students of twelve universities in Islamabad.

### 3.1 Study setting:

This study has been conducted in different universities of Islamabad. The list of universities is given below.

S/N.	UNIVERSITY
1	COMSATS Institution of Information and Technology
2	International Islamic University
3	National University of modern language
4	National University of science and technology
5	Muslim Youth University
6	Bahria University
7	National Defence University
8	Air University
9	Riphah International University
10	Iqra University
11	Preston University
12	Abiasyn University

In these twelve universities, 383 African students are studying.

### 3.2 Sample size:

Sample size can be calculated by using taro Yamani formula.

$$n = \frac{N}{1 + N * (e)^2}$$

By putting values in sample, we will get the answer as

$$n = 383 / 1 + 383(0.05)^2$$

$$383 * 0.0025 = 0.9575$$

$$1 + 0.9575 = 1.9575$$

$$383 / 1.9575 = 195$$

The sample size was 195, but round of this final sample size was 200 students.

## CHAPTER 4

### 3. Data Analysis and Interpretation

In any research document, most important portion is of analysis and data interpretation. Data is being analysed by individual researcher as well as using the statistical tools. To avoid any personal biases and ensure the scientific spirit of given research various statistical tools has been used. Using SPSS data was analysed. Different variables and their frequency and percentage were measured. This section has highlighted those portions and reflect on the real situation of African students studying in Islamabad.

Total number of students from whom data was collected were 200. They were studying in different universities in Islamabad. To ensure gender neutrality data was taken from both male and female students. There is no significant difference between problems faced by males and females. Both male and female students reported facing similar situations. There are very few Non-Muslim students in Islamabad from Africa. So, to ensure religious neutrality data from non-Muslim students was also taken. It seems that there are no specific problems that they are encountered with. Data from every possible representative group of African students was taken. There are student unions of Africans, who are representatives of their group. Each of such organization was given representation during the collection of data.

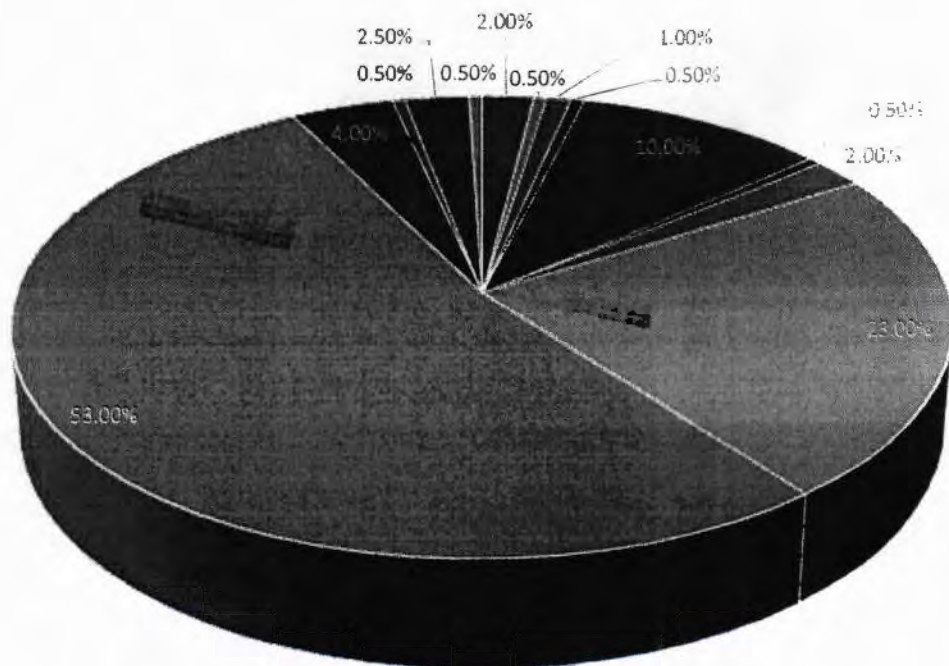
Data that was gathered using questionnaire was then uploaded into SPSS. Various statistical operations were applied to find the correct situation. Besides this SPSS data, tables and graphs for variables were also drawn. In the section below, both data were represented and analysed in form of tables, graphs. Explanation of each table and graph is also included in this section.

**Table 1. Percentage distribution of the respondents regarding their nationalities**

Nationality	Frequency	Percentage
Algeria	4	2.0
Benin	1	0.5
Egypt	2	1.0
Ghana	1	0.5
Kenya	20	10.0
Libya	1	0.5
Mauritius	4	2.0
Nigeria	46	23.0
Somalia	106	53.0
Sudan	8	4.0
Tunis	1	0.5
Uganda	5	2.5
Gambia	1	0.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

The above table labelled the population of African students from various countries used as the population of the study.

Knowledge have the most important influence on everyone's life. Students moves around the world in search of better education to develop their future ambitions. Results of the above table showed that students of several parts of Africa were enrolled in the various education institutions across Islamabad the capital of Pakistan, which served as respondents of the current study. As per the finding, majority of the respondents were from Somalia which covert around 53% of the sample, Nigeria23% of the sample and Kenya 10% of the sample and the rest of the countries like Algeria2%,Benin0.5% Egypt1% Ghana0.5%, Libya0.5%,Mauritius 2%,Sudan 4% Tunis 0.5% Uganda2. %and 0.5% Gambia.



- Algeria   ■ Benin   ■ Egypt   ■ Ghana   ■ Kenya
- Libya   ■ Mauritius   ■ Nigeria   ■ Somalia   ■ Sudan
- Tunis   ■ uganda   ■ Gambia

**Figure 2**

**Table 2. Percentage distribution of the respondents regarding their gender**

Gender	Frequency	Percentage
Male	130	65.5
Female	69	34.5
Total	200	100.0

As per the above table little less than two third 65% of the respondents were male and a little more than one third 35% were female. A significant difference has observed in the findings, which mainly were because there are less female African students studying in Islamabad.

**Table 3. Percentage distribution of the respondents regarding their marital status**

Marital status	Frequency	Percentage
Single	166	83.0
Married	34	17.0
Total	200	100.0

Each society handles many responsibilities by constructing them part of sex role, yet most of the tasks can be accomplished equally well by both sex either male or female if they are socialized to accept the tasks as suitable for them. Marital status is one of many statuses that we have as members of society. In the above table, marital status of respondents where been asked. The table above showed the marital status of the respondents which showed that 83% of the respondents were single, and 17% were married. The data showed that majority of the African students were single. Only few of students were married and still most of them were living alone in Islamabad.

**Table 4. Percentage distribution of the respondents regarding their religion**

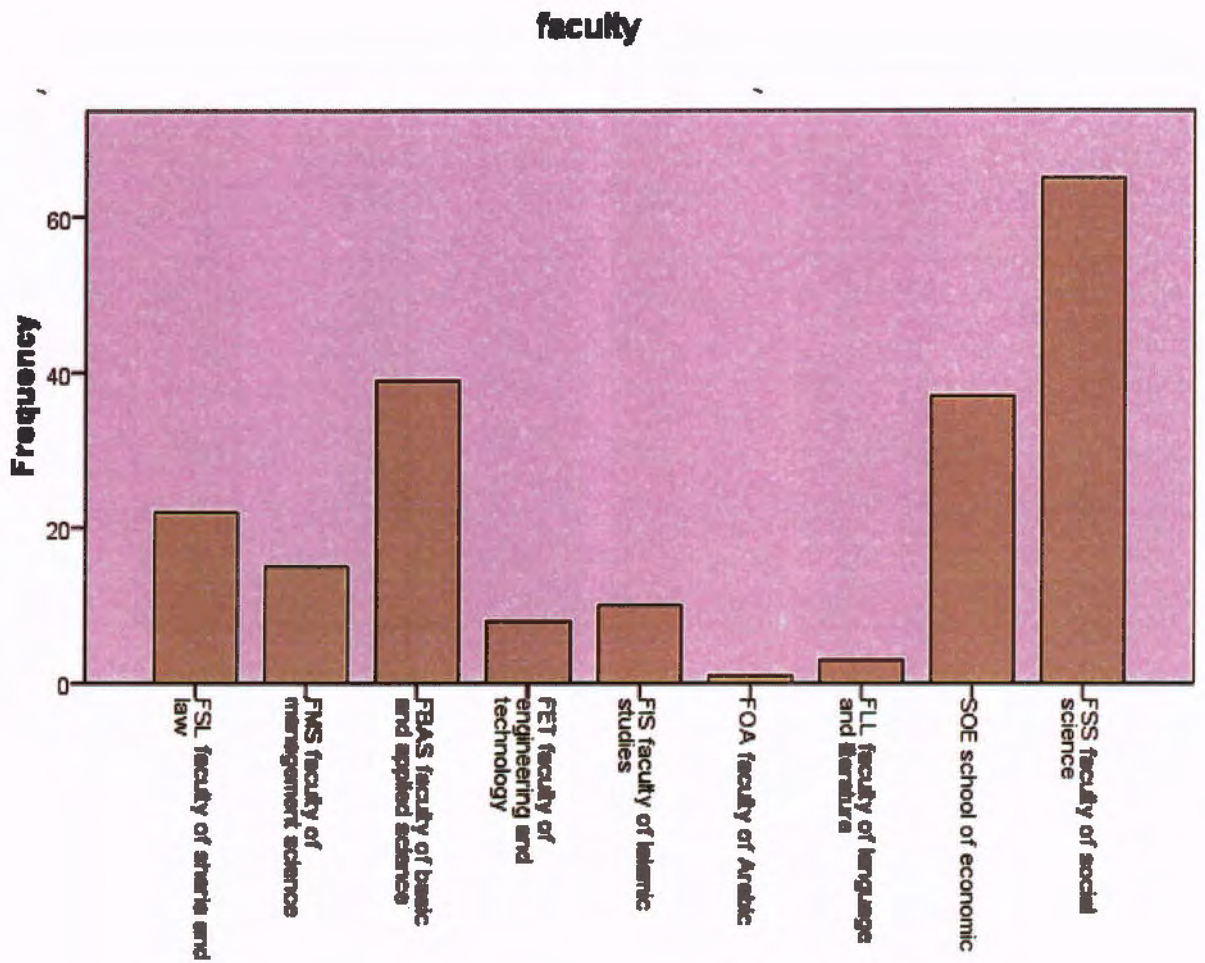
Religion	Frequency	Percentage
Islam	182	91.0
Christianity	18	9.0
Total	200	100.0

Functional sociologists define religion as a set of beliefs and practices regarding sacred and profane (Durkheim). Religion sets of people in a society that how they take and respond to what they feel about supernatural and sacred. The table shown above was the distribution regarding religion of the respondent, which overwhelming majority 91% of the respondents were Muslim and 9% of them were Christian. In Pakistan, which was predominantly Muslim country, the interaction between the two groups of beliefs serve a purpose in our study. African students who were Muslims may not find fundamental hardships in adapting to the culture of the host country as compared to the Christians. Per Durkheim (1915), religion never concerns only belief, but also encompasses regular rituals and ceremonies on the part of a group of believers, who then develop and make stronger sense of group cohesion.

**Table 5. Percentage distribution of the respondents regarding their faculties**

Faculty	Frequency	Percentage
Faculty of Sharia and Law FSL	22	11.0
FMS faculty of management science	15	7.5
FBAS faculty of basic and applied science	39	19.5
FET faculty of engineering and technology	8	4.0
FIS faculty of Islamic studies	10	5.0
FOA faculty of Arabic	1	.5
FLL faculty of language and literature	3	1.5
SOE school of economic	37	18.5
FSS faculty of social science	65	32.5
Total	200	100.0

There were many faculties inside the universities of respondents. African students in Islamabad were limited to one faculty. They were studying in nine different faculties in universities of Islamabad. These faculties include faculty of social science, faculty of Basic and applied science, faculty of school of economics, faculty of sharia and law the smallest number were from followed faculty of engineering and technology, faculty of management science, faculty of Islamic studies, faculty of language and literature and faculty of Arabic. Largest number of African students are studying in social sciences. Around 33% students were studying in social science disciplines. It seems like Pakistan is not the first choice for students of engineering and technology. A greater of students were in social sciences followed by linguistics and natural sciences. Table of distribution of faculty and number of African students are giving in bar chart below.



**Figure 3**



**Table 6. Percentage distribution of the respondents regarding their languages**

Languages	Frequency	Percentage
Arabic	35	17.5
Hausa	12	6.0
Yoruba	18	9.0
Somali	80	40.0
English	27	13.5
Swahili	16	8.0
French	1	.5
Igbo	4	2.0
Creole	1	.5
Kisii	1	.5
Akan	1	.5
Luganda	1	.5
Kiswahili	3	1.5
Total	200	100.0

Linguistic diversity was very dominant from the gathered data. When African students were asked about mother tongue, they came up with 13 languages. Thirteen different languages showed their belonging from different regions of Africa. As Africa is culturally very rich and linguistically very diverse so it was indicator that students not only of developed regions of Africa, but there are also students for under developed regions of Africa. Majority of students claim that their mother tongue was Somali. As majority of sample was constituted of Somali students so Somali was the most spoken language in the data gathered. 35% and 27% students claimed that their mother tongue is Arabic and English respectively. The most interesting language reported by a single speaker is creole. Creole is a type of language that is produced when two languages mix with each other. Other significant languages were Hausa, Swahili, Yoruba and Igbo.

**Table 7. Percentage distribution of the respondents regarding their universities**

Universities	Frequency	Percentage
COMSATS institution of information and technology.	27	13.5
International Islamic university.	123	61.5
National university of science and technology.	2	1.0
Muslim youth university.	3	1.5
Bahria university.	3	1.5
National defence university.	5	2.5
Air university.	13	6.5
Riphah international university.	1	.5
Iqra university.	1	.5
Preston university.	19	9.5
Abiasyn university.	3	1.5
Total	200	100.0

The above table showed the Islamabad universities which African students are enrolled in and out of these twelve 200 respondents are selected as sample size.

The table showed that international Islamic university have the highest number of African students in Islamabad. International Islamic university 61%, COMSTATS institute of science and technology 13%, Preston University 9%.Air university 6%National Defence University 2% Muslim Youth University 1% Bahria University 1% Abiasyn University1%National University of Science and Technology 1% Riphah international University0.5% and Iqra University 0.5%.

**Table 8. Percentage distribution of the respondents by time being in Islamabad**

Years	Frequency	Percentage
Up to 2years	125	62.5
3-4years	62	31.0
5-6years	10	5.0
7years and more	3	1.5
Total	200	100.0

As per the table above it showed that majority of the African students have not lived for a long time in Islamabad. As the table, it shows that 62% of the respondents have been in Islamabad for just 0-2years 31% have been in Islamabad for 3-4year, 5% have been in Islamabad for 5-6years, and 1% have been in Islamabad for 7years and more. The table showed that majority of the respondents have not been long in Islamabad.

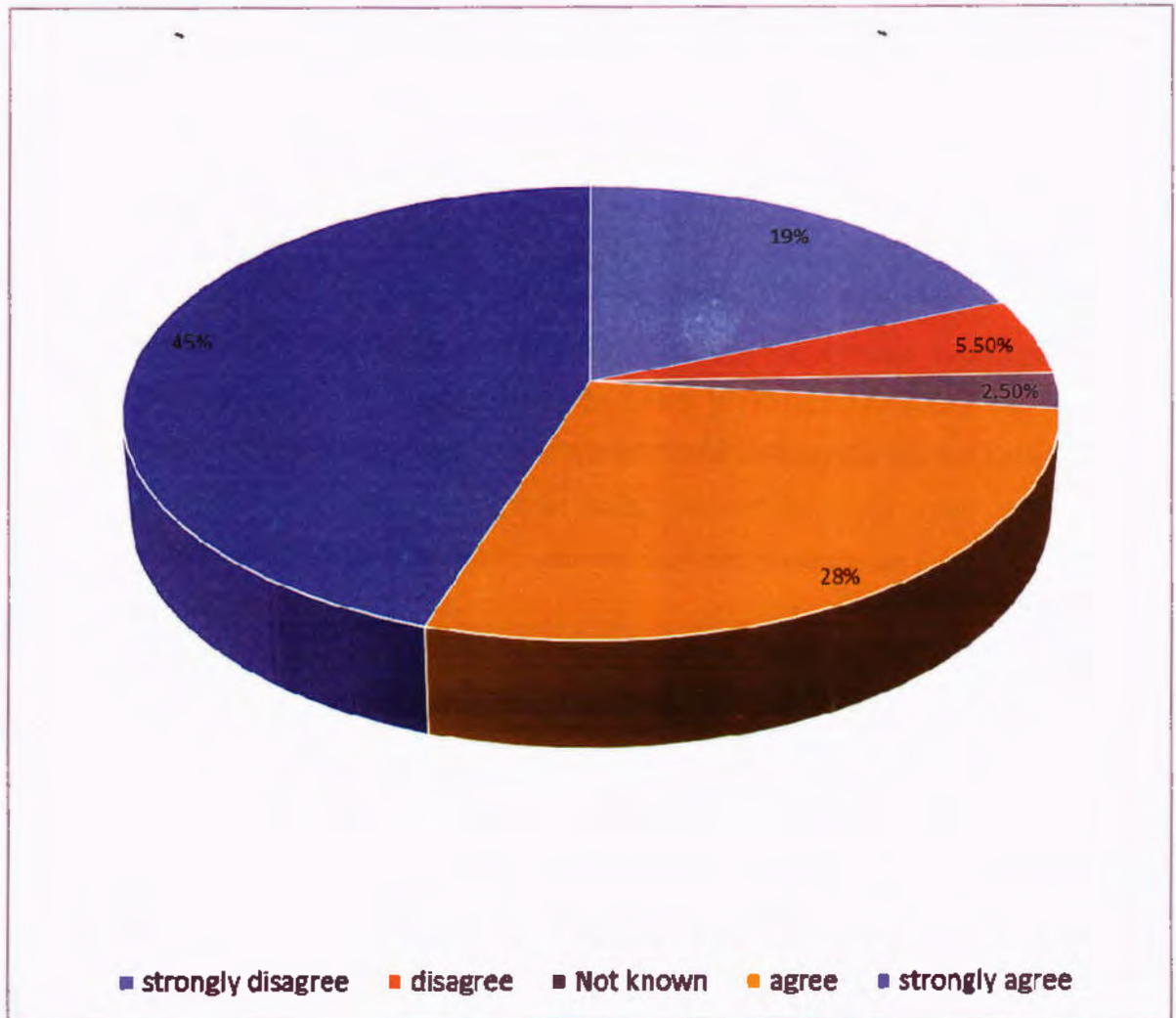
Pertaining to whether Pakistan weather is conducive to foreign students or not. The table below was a first attempt at showing the effect of weather on foreign students' adjustment challenges.

**Table 9. Percentage distribution of the respondents regarding the weather in host and home country**

Opinion	Frequency	Percentage
Strongly Disagree	38	19.0
Disagree	11	5.5
not known	5	2.5
agree	56	28.0
Strongly agree	90	45.0
Total	200	100.0

Weather is similar or dissimilar in Islamabad as compared to your country was the question from respondents. Their answer was affirmative in favour of dissimilarity as most of them agreed that weather in Islamabad is different. Around 45% of students strongly agreed with this idea that weather in Islamabad is different. Other 28% students also agreed that weather was different. Few 2% students said they could differentiate. Only 24% students said that weather in Islamabad was same as of their hometown. This showed that weather patterns are

not a significant reason or choice behind selection of Islamabad as destination of study. This also highlights that weather here in Islamabad is problematic for majority of African students. As it is different so for many it can be challenging.



**Figure 4**

responded to this question as neutral. Majority of students disagreed that hostels are providing them facilities to prevent hot and cold. Fifty-five percent of students disagreed that hostels were providing them with facilities of hotness and coldness prevention. Students usually must make their own arrangements to minimize extreme cold or hot temperatures.

**Table 12. Percentage distribution of the respondents regarding pollution in Islamabad**

Opinion	Frequency	Percentage
strongly disagree	21	10.5
disagree	72	36.0
not known	45	22.5
agree	37	18.5
strongly agree	25	12.5
Total	200	100.0

A little less than half of African students declared that Islamabad was more polluted than their hometown. When asked that Islamabad is less polluted than your hometown, 46% students disagreed, 30% agreed while those who were not sure were 22%. These findings were clearly shocking for Islamabad as it was considered one of the cleanest cities of Pakistan. Majority of students said that their hometowns were less polluted.

**Table 13. Percentage distribution of the respondents regarding friendly behaviour of Pakistani people**

Opinion	Frequency	Percentage
strongly disagree	15	7.5
Disagree	24	12.0
not known	20	10.0
Agree	97	48.5
strongly agree	44	22.0
Total	200	100.0

The statement if Pakistani people were friendly or not, when this question was asked majority favoured that Pakistani people were friendly. Almost 60% people favoured that Pakistani people were amicable and have friendly behaviour. This is a significant number, which clearly indicates that common people were friendly. 19% students disagreed with the idea that Pakistani people were friendly.

**Table 14. Percentage distribution of the respondents regarding the cooperation of Pakistani people**

Opinion	Frequency	Percentage
strongly disagree	15	7.5
Disagree	27	13.5
not known	23	11.5
Agree	95	47.5
strongly agree	40	20.0
Total	200	100.0

Pakistani people are cooperative or not, when asked this question majority favoured that Pakistani people were cooperative. Almost 67% people favoured that Pakistani people were amicable and cooperative with foreign. It was a significant number, which clearly indicate that common people were cooperative. 21% students disagreed with the idea that Pakistani people were cooperative.

**Table 15. Percentage distribution of the respondents regarding Attitude of Airport staff at host country**

Opinion	Frequency	Percentage
strongly disagree	41	20.5
disagree	30	15.0
not known	13	6.5
agree	75	37.5
strongly agree	41	20.5
Total	200	100.0

Attitude of a person is determined by the mood, situation or surrounding than by any internal characteristics. For African especially students straight from a different location different country will be satisfied or dissatisfied with the attitudes of the airport staff on how he/she is treated while at the airport and on his/her way to the destination. According to the above table showed that 58% of the respondents agreed that the attitude of the airport staff was good, while 35% among them disagreed with the idea that the attitude of the airport staff at Islamabad was good and few of them as 6% may have not come across any good or bad attitude to judge them. Mostly when arriving at the airport if not lucky you meet someone

who does not understand English on duty you will face communication problems. This situation explains why some respondents said that the attitude of the airport staff was bad.

**Table 16. Percentage distribution of the respondents regarding Attitude of university staff**

opinion	Frequency	Percent
strongly disagree	19	9.5
disagree	23	11.5
not known	31	15.5
agree	95	47.5
strongly agree	32	16.0
Total	200	100.0

An attitude is a mental trend to act that is expressed by weighing a specific entity with some degree of favour or disfavour. Individuals routinely have attitudes that centre on objects, folks or establishments. Attitudes are also committed to mental categories. Mental orientations towards ideas square measure usually spoken as values. The above table showed that 63% of the respondents agreed that the attitude of the university staff was good while 20% disagreed that the attitude of the university staff was good. The table showed that the university staff were good to African students.

**Table 17. Percentage distribution of the respondents regarding Pakistani food**

Opinion	Frequency	Percent
strongly disagree	25	12.5
disagree	51	25.5
not known	17	8.5
agree	84	42.0
strongly agree	23	11.5
Total	200	100.0

The statement if Pakistan food is more suitable for you to eat majority of 53% accept that Pakistan food is suitable to eat. While 37% disagreed with this idea and 8% did not yet decide. The above table showed that Africa student find Pakistan food suitable to eat. Pakistan dishes are somehow spicy yet with a multiplicity of foods to choose from. Some foods are tailored to individual needs, which give African students and chance to decide on

which taste they prefer and what amount of flavours to use. Others choose to cook for themselves.

**Table 18. Percentage distribution of the respondents regarding Pakistani food is less healthy as compare to home country**

Opinion	Frequency	Percentage
strongly disagree	19	9.5
disagree	38	19.0
not known	36	18.0
agree	71	35.5
strongly agree	36	18.0
Total	200	100.0

Variety of food available especially in university premises around Islamabad (in almost every campus) is very low. You can find only roti and rice as normal daily diet; other things are usually expensive and for the students who decide to eat outside the university campus mostly go for fast food like burgers and pizza which make them gained more weight.

When asked if Pakistan food is less healthy as compare to your food 53% of the respondents agreed that Pakistan food is less healthy as compare to their food while 28% disagreed with the idea and 18% didn't know which is healthier. The table showed that majority of African students find Pakistan food less healthy when compare with their local food.

**Table 19. Percentage distribution of the respondents regarding language of relevant people**

Opinion	Frequency	Percent
strongly disagree	13	6.5
disagree	32	16.0
not known	15	7.5
agree	98	49.0
strongly agree	42	21.0
Total	200	100.0

Islamabad is the capital of Pakistan where over two million people from different part of the country were joins. When asked if the relevant people of Islamabad can speak English 70% of the respondents agreed that Islamabad people can speak English and while 22% disagreed



with the idea that Islamabad people can speak English. The above table showed that Islamabad people can speak English.

**Table 20. Percentage distribution of the respondents regarding speaking and understanding English with different accents**

Opinion	Frequency	Percentage
strongly disagree	7	3.5
disagree	26	13.0
not known	12	6.0
agree	101	50.5
strongly agree	54	27.0
Total	200	100.0

The statement “if the respondents can speak English and understand different accents”77% agreed that they could speak English and understand different accents while 16% disagreed with the idea that they can speak and understand different accents. English might not be the foremost language within the world, however it's the official language during a sizable amount of nations. 4The table above showed that majority of African students can speak and understand different accents.

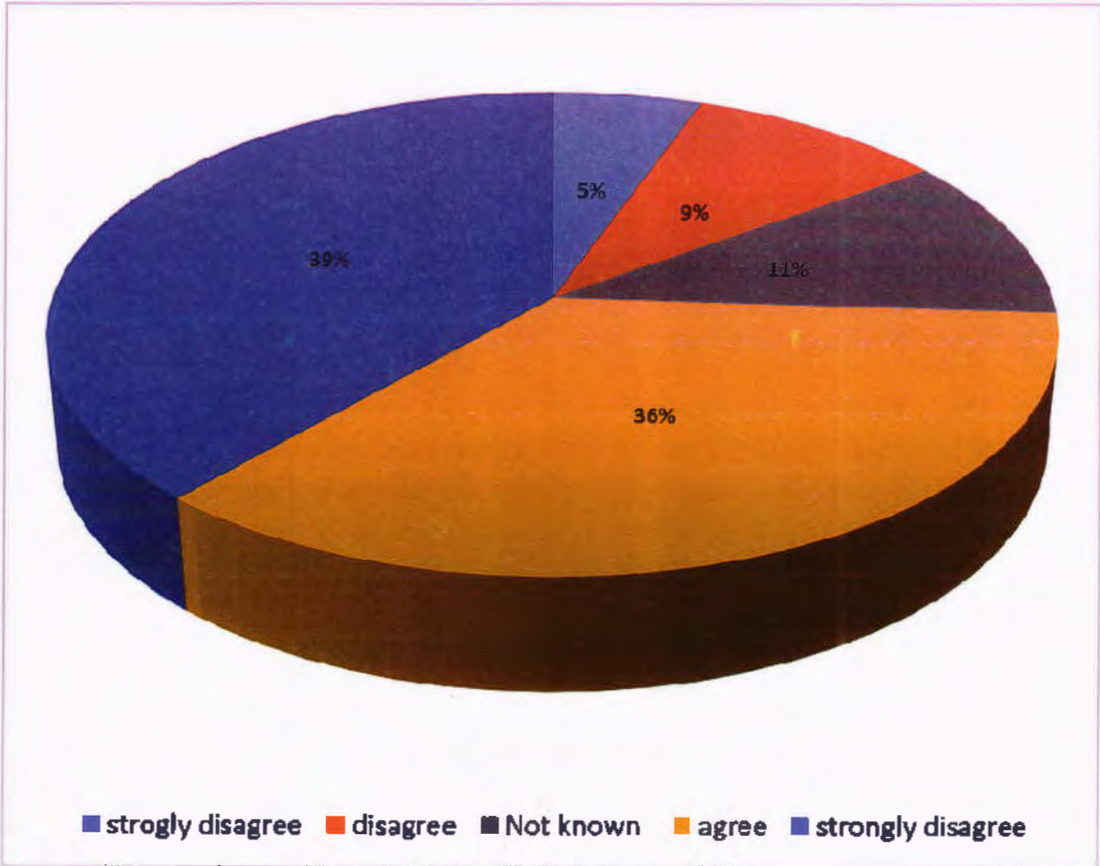
**Table 21. Percentage distribution of the respondents regarding feeling of homesickness**

Opinion	Frequency	Percentage
strongly disagree	11	5.5
disagree	19	9.5
not known	22	11.0
agree	71	35.5
strongly agree	77	38.5
Total	200	100.0

It is not as easy as it looks to leave your family and friends behind. You may find that you are nervous about your family and this may affect your ability to concentrate on your studies. When asked if the respondents feel home sickness, the findings showed that majority of 74% African students experienced homesickness while the least 15% among them didn't find it and a very few of them somehow to be comfortable. Most people can have felt nostalgic at it slow in their lives, maybe after they were younger, and it absolutely was straightforward to forget simply however overwhelming it are often.

Beginning life at university naturally generates each excitement and anxiety concerning the move, tutorial work, meeting new individuals. For some, this apprehension is quickly overcome as they adapt to a brand-new environment; for others, the transition takes longer and typically emerges as nostalgia wherever there's a preoccupation with home-focused thoughts. there's a probing for and sorrowing over the loss of what's acquainted and secure: most frequently, it's concerning the loss of individuals - family and friends - however it's additionally concerning the loss of places and routines, and therefore the realization that family life continues while not you. Those who expertise nostalgia may notice a rise in depressed feelings, anxiety, neurotic thoughts and minor physical ailments. Some are fine at the start, then to their surprise notice themselves feeling nostalgic later within the year, maybe when the vacation break, or perhaps at begin the beginning of their second year nevertheless others nostalgia can manifest from start. However, typically it's the primary few days or weeks when inward at universities, which are the foremost troublesome. Though international students are seen to be a resilient cluster, nostalgia and loneliness are pervasive (Parr et al., 1992).

Below is chart presentation findings showing on home illness?



## Figure 5

**Table 22. Percentage distribution of the respondents regarding Social events in Pakistan are the cause of social isolation**

Opinion	Frequency	Percent
strongly disagree	18	9.0
disagree	58	29.0
not known	49	24.5
agree	50	25.0
strongly agree	25	12.5
Total	200	100.0

The statement “if the respondents feel social isolation at the time of social event in Pakistan” 38% disagreed with the idea that they feel isolated when it comes to social events in Pakistan and 37% agreed that they feel isolated when it comes to social events in Pakistan. The table shows that majority of the respondents didn't feel socially isolated at the time of social events in Islamic Republic of Pakistan this might be because of Pakistani individuals being friendly to external students.

**Table 23. Percentage distribution of the respondents regarding the feeling of discrimination because of colour**

Opinion	Frequency	Percent
strongly disagree	27	13.5
disagree	75	37.5
not known	40	20.0
agree	35	17.5
strongly agree	23	11.5
Total	200	100.0

The statement “if the respondents if targeted because of your colour” a significant majority to be exact 51% people disagreed. There was small number of people 29% who agreed that they were targeted because of their skin colour. Data from two hundred people was gathered and out of these 200 hundred people, 156 people disagreed or strongly disagreed with this

idea that they were targeted because of their colour. The data trends showed that problem of discrimination is not significant.

**Table 24. Percentage distribution of the respondents regarding feeling of disrespect on the basis of the country**

Opinion	Frequency	Percent
strongly disagree	55	27.5
disagree	65	32.5
not known	26	13.0
agree	31	15.5
strongly agree	23	11.5
Total	200	100.0

The statement “if people disrespect you based on your country” 60% of the respondents disagreed with the idea that people disrespect them based on their country while 17% of the respondents agreed that people disrespect them based on their country. The above table showed that the African students are not being disrespect based on their country by the local people.

**Table 25. Percentage distribution of the respondents regarding Language of Instruction in the University**

Language	Frequency	Percent
English	197	98.5
Arabic	3	1.5
Total	200	100.0

Official language of instruction in Pakistani universities is English. There square measure some departments at intervals universities, wherever language of instruction is Arabic. Almost everybody included in the survey was from departments, where language of instruction is English. The above table showed that 98% of the respondents said that English is language of instruction in classrooms as per the universities policy while few as 1%of them said Arabic is language of instruction in their department. The table showed that majority of the universities in which African student are enrolled use English as language of instruction. However, Urdu is frequently used by teachers and students in classroom and

everyday discussions. This tendency towards speaking Urdu in class has been analysed in the next question.

**Table 26. Percentage distribution of the respondents regarding the lectures delivered in language of instruction**

Opinion	Frequency	Percent
yes	76	38.0
No	124	62.0
Total	200	100.0

The statement “if lectures are delivered in language of instruction” 62% of the respondents of the said NO that language of instruction is not being used in class room while 38% said Yes that language of instruction is being using in class rooms. The table showed that language of instruction isn’t being used. The table shows that language of instruction isn’t being used in universities across Islamabad. This is the major problem faced by foreign students not only the African students. While major of the universities language of instruction is English.

**Table 27. Percentage distribution of the respondents regarding if lectures are not delivered in language of instruction in which language lectures are delivered**

Language	Frequency	Percentage
language instruction	76	38.0
Urdu	124	62.0
Total	200	100.0

The statement “if not in language of instruction than Lectures are delivered in which language” 62% of the respondents complained of the use of languages other than the legitimately appropriate language of instruction. It is noted from the personal opinions of the respondents that most lecturers used local languages particularly Urdu while delivering lectures even in the presence persons who completely do not recognize the language. For this reason, some will see the lecturer as incompetent of lacking the skills to successfully caused understanding to the learners. Language is a strong element in understanding class lectures, so it calls for capability of the instructor as Lewthwaite (1997) said, if students are unable to understand the class instructor, classmates, staffs, the academic success might be compromised. Underlining the role of language in academic performance, Steve Stoyhoff

(1997) in his research found an important relationship between language proficiency (both in instructors and students similar) and academic routine.

**Table 28. Percentage distribution of the respondents regarding the help of class fellows in time of need**

Opinion	Frequency	Percent
strongly disagree	19	9.5
disagree	17	8.5
not known	10	5.0
agree	105	52.5
strongly agree	49	24.5
Total	200	100.0

African students as the table showed find their class fellows more welcoming and helping them in many activities. This understood that African students were comfortable while in class with fellow national students. The table showed that 77% of the respondents agreed that class fellows were helping while 18% of the respondents disagreed that class are helping. The table showed that majority of the African students contended that their class fellows were more willing to help in matters of social and academic interactions.

**Table 29. Percentage distribution of the respondents regarding the discrimination of class fellows**

Opinion	Frequency	Percent
strongly disagree	18	9.0
Disagree	83	41.5
not known	33	16.5
Agree	46	23.0
strongly agree	20	10.0
Total	200	100.0

As per the above table showed that 50% of the respondent disagree that class fellows discriminated them because there are different while 33% of the respondents agreed that their class fellows discriminated them because their different. The table showed that the African students aren't having much issues of discrimination by their class fellow which limited of them feel discriminated which it may be due to the language obstacles.

**Table 30. Percentage distribution of the respondents regarding the company provided by the hostel fellows and class fellows**

Opinion	Frequency	Percentage
strongly disagree	20	10.0
disagree	45	22.5
not known	39	19.5
agree	71	35.5
strongly agree	25	12.5
Total	200	100.0

University life is not only limited to the lecture room's majority of the university life experience happens after lectures hours and for the African students, participating socially can be an obstacle. Many of the African students want to participate, connect and just experience more of the culture and way of life of the Pakistanis but due to the language barriers it somehow difficult for the African students to go ahead make the first move to approach person and talk to him. Is very few Pakistanis that have the confidence to approach foreign student for the first time if not their class fellow so is always the class fellows that help in hostels and provide company for the African students? People like me that have trouble in accepting and building relationship so majority of my Pakistan friends are my course mates or classmates. When asked if class fellows help you in hostels and provide you company 48% of the respondents agreed that their class fellows help them and provide company while 32% of the respondents disagreed that their class fellow are providing company for them and 19% of the respondents have no idea because they are new students have not yet make friends.

**Table 31. Percentage distribution of the respondents regarding the respondents with different activities with their class fellows**

Opinion	Frequency	Percent
strongly disagree	14	7.0
disagree	38	19.0
not known	22	11.0
agree	80	40.0
strongly agree	46	23.0
Total	200	100.0

The statement“ if class fellows ask you to participate in different activities with themselves” 53% of the respondents agreed that their class fellows ask them to participate in different activities with themselves while 26% of the respondents disagreed that their class fellows are asking them to participate in different activities and 11% of the respondents have not idea.

**Table 32. Percentage distribution of the respondents regarding understanding teacher’s lecture**

Opinion	Frequency	Percentage
strongly disagree	16	8.0
disagree	30	15.0
not known	14	7.0
agree	94	47.0
strongly agree	46	23.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

As per the table it showed that majority of the student understand the teachers lecture as the table showed 80% of the respondents understand teachers lecture while 23% of the respondents said that they aren’t understanding the teachers lecture this is due to the language barriers and 7% of the respondents were yet to start classes.

**Table 33. Percentage distribution of the respondents regarding the teacher’s response to question when asked**

Opinion	Frequency	Percent
strongly disagree	15	7.5
disagree	21	10.5
not known	13	6.5
agree	99	49.5
strongly agree	52	26.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

As per the above table it showed that the African students are, getting responds from the teachers to they asked questions, as the table showed that 75% of the respondents agreed that teacher responds to questions when asked while 18% of the respondents this disagreed that teacher aren’t responding to question.



**Table 34. Percentage distribution of the respondents regarding the equal respect given by the teacher**

Opinion	Frequency	Percentage
strongly disagree	23	11.5
disagree	22	11.0
not known	19	9.5
agree	72	36.0
strongly agree	64	32.0
Total	200	100.0

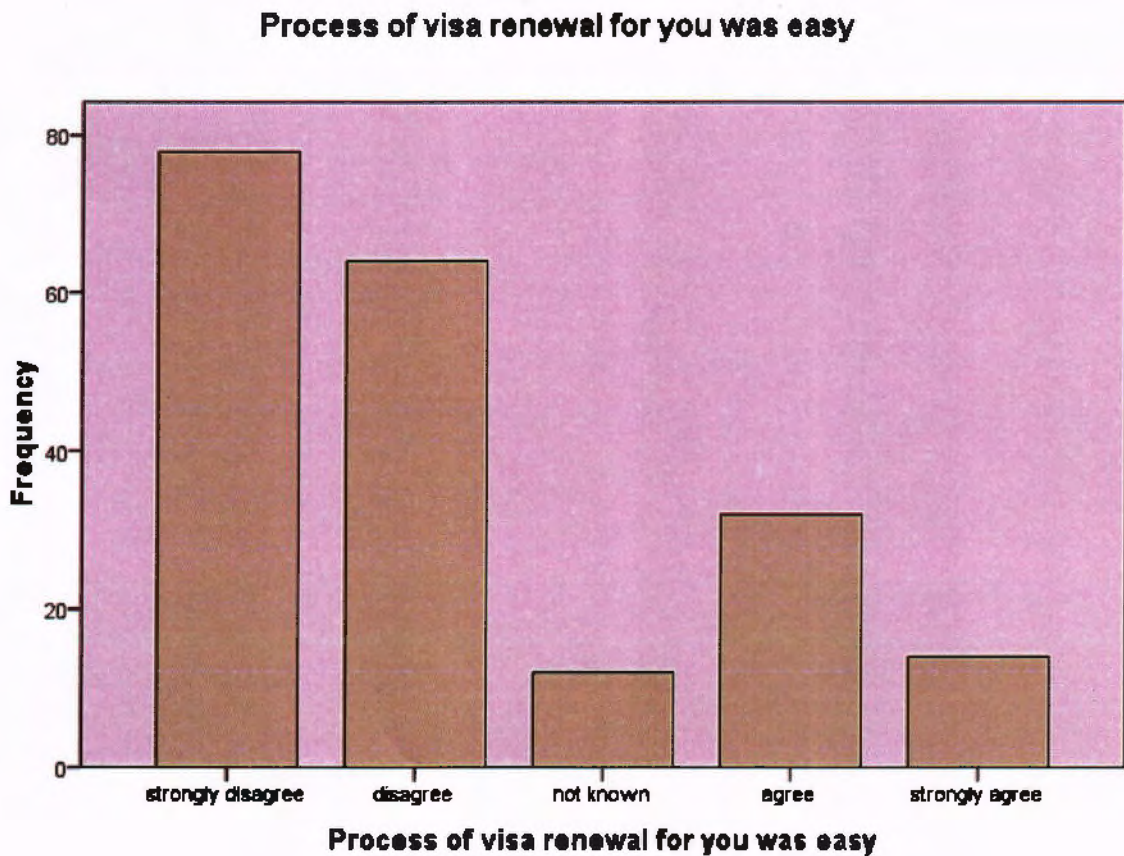
The statement “if the teacher give equal respect to all students” 68% of the respondents agreed that the teachers give equal respect to all students while 22% disagreed that teacher are not giving equal respect to all students.

**Table 35. Percentage distribution of the respondents regarding the Process of visa renewals**

Opinion	Frequency	Percentage
strongly disagree	78	39.0
disagree	64	32.0
not known	12	6.0
agree	32	16.0
strongly agree	14	7.0
Total	200	100.0

As per the above table, it showed that the African students face difficulties in renewing their visas, which the table showed about 71%, disagreed that process of visa renewal is easy while 23% agreed that process of visa renewal is easy. The table showed that majority of African students faced difficulties when it comes to renewal of visa. African students who found it difficult in renewing visas view it on the somewhat burdensome process involved whereby for a student to get a bona fide certificate from the university, must paid some fee and it take two to three day before get it, yet being the obligation of the university, it would be free. Others face difficulties because of their countries do not have embassies to provide

supporting documents as generally required by the visa section of the government country like Uganda.



**Figure 6**

**Table 36. Percentage distribution of the respondents regarding someone helps in all legal matters**

Opinion	Frequency	Percentage
strongly disagree	48	24.0
Disagree	77	38.5
not known	17	8.5
Agree	42	21.0
strongly agree	16	8.0
Total	200	100.0

Legal matter is that activities concerned in managing all aspects of the company legal follow. When asked if someone helped them in doing all legal matter like residence permit and renewal of visa, 62% of the respondents disagreed that someone helped them in doing legal matter while 29% agreed that someone helped in doing all legal matter. The above table showed that majority of the students struggle to do their legal matters without a help from anyone.

**Table 37. Percentage distribution of the respondents regarding the behaviour of police in host country**

Opinion	Frequency	Percent
strongly disagree	42	21.0
Disagree	46	23.0
not known	39	19.5
Agree	50	25.0
strongly agree	23	11.5
Total	200	100.0

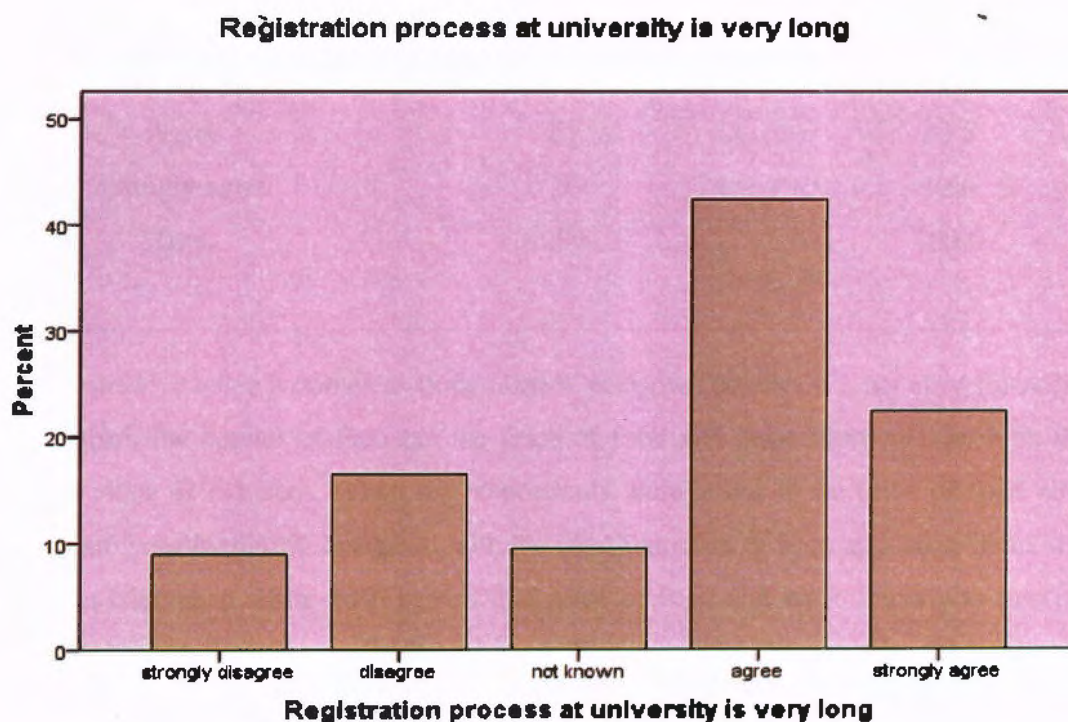
As per the above table, it showed that majority of the respondents disagree that behaviour of Pakistan police is good. On the above table 43% of the respondents, disagreed that the behaviour of the police was good while 36% of the respondents agreed that the behaviour of the police was good and 19% of the respondents not known yet, they have not come across any issue with the police.

**Table 38. Percentage distribution of the respondents regarding the time consuming registration process at university**

Opinion	Frequency	Percent
strongly disagree	18	9.0
Disagree	33	16.5
not known	19	9.5
Agree	85	42.5
strongly agree	45	22.5
Total	200	100.0

As per the table above it showed that majority of the newly admitted students faced problems in their registration process at the university which 43% of the respondent agreed 22%

strongly agreed 16% disagreed 9% not known and 9% strongly disagreed. The table showed that the African student faced difficulties in registration process.



**Figure 7**

**Table 39. Percentage distribution of the respondents regarding the high university fee**

Opinion	Frequency	Percentage
strongly disagree	23	11.5
Disagree	50	25.0
not known	14	7.0
Agree	68	34.0
strongly agree	45	22.5
Total	200	100.0

As the above table indicated that majority of the African students seen, the school fee very high as the above table showed that 56% of the respondents agreed that the school fee was very high while 36% of the respondents disagreed that school fee was not very high. As per the above table, it showed that majority of the respondents find the school fee very high.

same facilities and the same room in the hostels. Which that will eventually jeopardize plans of the students.

**Table 42. Percentage distribution of the respondents regarding the reservation of accommodation at the time of admission**

Opinion	Frequency	Percent
strongly disagree	39	19.5
disagree	79	39.5
not known	32	16.0
agree	34	17.0
strongly agree	16	8.0
Total	200	100.0

Studying outside your country of origin isn't a simple task, its wants assurance, tolerance, sacrifice, perseverance and determination to be able to modify and address the new surroundings. The above table which determining the accommodation problems showed that African students faced difficulties upon their reach in their admitted universities the table showed that 39% disagreed, 19% strongly disagreed, 17% agreed, 16% not known and 8% strongly agreed.

**Table 43. Percentage distribution of the respondents regarding the hostel seat took too long**

Opinion	Frequency	Percent
strongly disagree	17	8.5
disagree	64	32.0
not known	51	25.5
agree	46	23.0
strongly agree	22	11.0
Total	200	100.0

Studying outside your own country is a big task, its needs complete strength of mind to be adjusted. When asked if acquiring a hostel seat took too long 40% of the respondent did not face tough time in acquiring seat in the hostel because the university management made it easy for foreigner students. When it comes to acquiring of hostel seat in the university while 34% of the respondents faced difficulties in getting seats in the hostel while 25% the

respondents have no idea about the hostel seats because there were staying outside the university campus.

**Table 44 percentage distribution of the respondents regarding roommate behaviour**

Opinion	Frequency	Percent
strongly disagree	20	10.0
disagree	34	17.0
not known	38	19.0
agree	66	33.0
strongly agree	42	21.0
Total	200	100.0

A roommate is a person with whom one shares a living facility such as an apartment or bedroom is shared, although it was common in Pakistan universities for BS and MS students. Having a roommate implies sharing a room together which sometimes behaviours can be adopted negative or positive behaviour. Students ought to bear in mind of the doable behaviour and social changes that will happen once living with a friend. The on top of table showed that 54% of the respondents united that the behaviour of their friend are smart whereas 27% of the respondents disagreed that the behaviour of their friend isn't smart.

**Table 45. Percentage distribution of the respondents regarding difficulty for acquiring a house outside the university**

Opinion	Frequency	Percent
strongly disagree	10	5.0
disagree	18	9.0
not known	105	52.5
Agree	46	23.0
strongly agree	21	10.5
Total	200	100.0

Many of the students predominantly the married ones whose cannot live in the university campus because there was no accommodation for married student. For this reason, majority of the married students prefer accommodation somewhere close to the campus to get easy access of transportation to the university. For example, majority of the International Islamic university married students prefer accommodation in places like I10 and G10 because is

more close to the main campus. Due to the high demand of accommodation in such places the landlord and the agents have increases the rents prices of accommodation in that area. The landlord notice that the many students like to live close to the main campus encourage some of the landlord and agents to take advantage of that demand charging higher rates on students.

When asked if landlord give house rent at a higher price 52% of the respondents not known 33% agreed and 14% disagreed. The table showed that majority of the African students stay in the universities' hostel and have no idea about the rent price. Few of the respondents who stays outside campus as the table above showed that 33% agreed and few among them 14% disagreed. The table showed that houses were being given to African students at a higher price compared to Pakistanis.

**Table 46. Percentage distribution of the respondents regarding acquiring a house outside the university at the honour's terms and conditions**

Opinion	Frequency	Percentage
strongly disagree	9	4.5
disagree	19	9.5
not known	122	61.0
agree	27	13.5
strongly agree	23	11.5
Total	200	100.0

The statement "if property owners give more conditions" 61% of the respondents not known 24% agreed and 13% disagreed. The table showed that majority of the African students stay in the universities' hostels and have no idea about the property owners house rents conditions. Nevertheless, among the few respondents staying outside the university campus said that the property owners give more conditions compare to Pakistanis as the table showed 24% agreed, few of them showed 13% disagreed.

**Table 47. Percentage distribution of the respondents regarding the attitude of the neighbours**

Opinion	Frequency	Percent
strongly disagree	6	3.0
disagree	24	12.0
not known	114	57.0
agree	27	13.5
strongly agree	29	14.5
Total	200	100.0

The statement “if neighbours show them attitude” 57% of the respondents not known 27% agreed and 15% disagreed. The table showed that majority of the African students stay in the universities' hostels and have no idea about the attitude of the neighbour's. Which among the once staying outside the university campus said that the neighbours show attitude to the African students as the table showed 27% agreed, while few 15% disagreed.

**Table 48. Percentage distribution of the respondents regarding the university transportation for students living outside**

Opinion	Frequency	Percent
strongly disagree	8	4.0
disagree	5	2.5
not known	9	4.5
agree	118	59.0
strongly agree	60	30.0
Total	200	100.0

As per the above table showed that 89% of the respondents agreed that their university provide transport for students living outside while few as 6% disagreed that the university is not providing transport for students living outside. The above table showed that most the universities provide transports for the students living outside the university campus.



**Table 49. Percentage distribution of the respondents regarding the respondents face difficulty to communicate with taxi driver when they miss the bus**

Opinion	Frequency	Percent
strongly disagree	10	5.0
disagree	23	11.5
not known	31	15.5
agree	89	44.5
strongly agree	47	23.5
Total	200	100.0

The statement “if they find it difficult to communicate with taxi drive when their miss the bus” 68% of the respondents agreed that they find it difficult to communicated with taxi drive when they miss the university bus while 16% disagreed that they are not finding it difficult to communicated with the taxi driver. The table showed that African student find it difficult to communicate with taxi drivers when they miss the university bus.

**Table 50. Percentage distribution of the respondents regarding the demand of high fare of taxi drivers when they see a foreigner**

Opinion	Frequency	Percent
strongly disagree	8	4.0
disagree	10	5.0
not known	20	10.0
agree	91	45.5
strongly agree	71	35.5
Total	200	100.0

The statement “if the taxi drivers ask of high amount when they see you are a foreigner” 80% of the respondents agreed with the idea that taxi driver ask high amount when they see you are a foreigner while few as 9% disagreed with the idea taxi drivers ask for high price when they see u are a foreigner. The table showed that taxi drivers ask high among when they see a foreigner compare to the local students.

## CHAPTER 5

### **Major Findings, Summary, Conclusions and Recommendations**

In summary, the outcomes in this study discovered an outline of African students in Islamabad. First and foremost, majority of the African students are studying in international Islamic university which majority of them are from Somalia and Nigeria. There are less female African students studying in Islamabad as compare to male students. The research data was collected from the both gender male and female.

#### **Major findings:**

In this study, ten aspects of everyday living were focused. These socioeconomic parameters were focused because they determined that overall both physical and social environment of Islamabad is amicable to African students or not. This study focused on accommodation, weather, financial problems, language problems, food, discrimination issues, registration, and legal policy. These all concerns were dealt under three broad headings namely social problems, economic problems and psychological problems.

It was found that all these three problems existed for students in Islamabad but their intensity was different. First, I am going to focus on Social problems.

#### **Food:**

Food, language and environment were broadly taken under the heading of social problems. First two questions related to food were asked. The questions asked included is Pakistani food suitable for you and whether Pakistani food is healthy then your local food. The study found that majority of students were comfortable with Pakistani food. However, they raised concerns over quality of food. A significant majority of them thought that food nutritious content is less valuable then their local food. This might be issue, because students find out that other than rice and roti are no other options. Students raised this problem as well as I also experienced this problem. Variety of food available especially in university premises around Islamabad (in almost every campus) is very low. You can find only roti and rice as normal daily diet, other things are usually expensive, which has been discussed later in economic analysis.

#### **Weather:**

Secondly, weather patterns seemed to be a major challenge for most of the African students. Which 73% of the respondents felt Pakistan weather is extremely unfriendly compared to 24% who considered the weather moderately accommodative. Accommodation and weather

has very close link. It has been found in study that weather in Islamabad is not that much friendly for African students. They feel difficulty in both summer and winter. They must face the music due to power shortage as well. Most of students living inside university campuses said that their institute does not offer any remedies for extreme hot or cold weather. Similarly, many of them had complaint about the extreme weather conditions in Islamabad. It is usually moderate elsewhere in the world as if it is a hot region, the weather will be hot while if it is cold region the weather will be cold. However, in case of Islamabad is it is too much hot in summers while too much cold in winters. Students in significant majority agreed that Islamabad is cleaner and less polluted than their hometowns. Pollution has started to prevail but it still manageable. Universities in this regard can help government to decline the levels of both air pollution and land pollution.

### **Language:**

Thirdly, language barrier was considered as a social problem. The study shows that, the problem of language is very severe and need to be dealt. Most of Pakistani people who are at relevant positions do not speak English. Despite being English the medium of instruction in all universities, most students said that teachers openly speak Urdu and other local languages. The extreme cases were found in International Islamic university where majority of African students are studying. In some of cases, even teachers do not speak English. This situation becomes even worst when airport staff and taxi drivers near airport do not speak English. They also do not understand different accents of English language. This is also my personal experience that how language barrier is hindrance in way of African students. It took me half hour to explain to a shop keeper 'I want sugar' in my university.

### **Culture:**

Under the broad heading of cultural problems which can be classified as psychological problems. Three problems were focused under this topic, which included attitude of teachers, Discrimination and attitude of students. As majority of African students studying in Pakistan are Muslims so they agreed that they face no discrimination. There is very low rate of racial discrimination in Islamabad. African students agreed that they are not discriminated based on colour. To emphasize the point, it was asked from students that whether they feel discriminated by other class fellows. In response to this 50% students replied that in terms of class they feel discriminated. That is however, not racial discrimination. When asked that students are helping or not, a significant majority of people said that class fellows are really

helping. This leads us to conclusion that class fellows are helping. However, during classes they need to encourage African students to engage in various activities.

Second issue in this category was related to teacher's behaviour. A significant majority of students agreed that teachers are good. Three questions related to teachers' behaviour has been asked. First question was related to behaviour of teachers. Majority of students said they are satisfied with teachers' behaviour. Second question was related to understanding of concepts that do you understand your teacher or not. Majority of students replied in affirmative and they said that they understand teachers. Third question is teacher helping. Majority of students also agreed that teachers are helping. In broad, we can say teachers satisfy majority of African students.

Third issue that was focused was related to student- student relationship. Pakistani class fellows seem to have best and most encouraging statistics in these terms. As they are helping, they provide company and they also assist foreign students in everyday activities. In similar vein, African students are also helped, and significant majority agreed that class fellows are helping.

At the end, I focused on economic and legal problems. Financial problems, Accommodation problems and registration and legal problems.

### **Suggestion**

To help the African students to overcome the major problems some of the suggestions are

1. To adjust African students when they reach to Pakistan university staff need to have amicable behavior. The universities may consider engaging teachers that have good language skills.
2. To overcome isolation during class timings this may be done. As it was observed in the findings that some students felt isolated in classrooms because of language barriers. Lecturers should encourage participation in class to reduce the perception that some students are favored over the others.
3. Provision of admission letter earlier to give time for visa processes. Students who have permission from HEC should be given Visas on priority basis.
4. Universities may get accommodation for new students before registration and arrange free basic Urdu classes.

## SOCIO-ECONOMIC AND CULTURAL PROBLEMS FACED BY THE AFRICAN STUDENTS IN GETTING HIGHER EDUCATION IN ISLAMABAD

My Name is Umar. I am conducting research on problems faced by African students. This questionnaire is designed to recognize the problems faced by African students in Islamabad Pakistan. This research is essential for accomplishment of MS degree in department of sociology in International Islamic university Islamabad.

Place a tick (✓) or encircle on the appropriate answer.

Introduction:

- |   |                 |
|---|-----------------|
| 1 Nationality.....                          | 2 Gender.....   |
| 3 Marital status.....                       | 4 Religion..... |
| 5 Faculty.....                              | 6 Language..... |
| 7 University.....                           |                 |
| 8 How long you have been in Islamabad ..... |                 |

I would like to know your opinion about the below environmental problems.

### Environmental problems:

No	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
9	Weather in Islamabad is different from your home town					
9.1	The hostels provide facilities to reduce the extreme temperatures during summers and winters					
9.2	Weather conditions in Islamabad are suitable for you					
9.3	Islamabad is less polluted than your home town					

I would like to know your opinion about the below social problems.

### Social problems:

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
10	Pakistani people are friendly					
10.1	Pakistani people are cooperative					
10.2	Attitude of Airport staff at Islamabad was good					
10.3	Attitude of university staff is good					

I would like to know your opinion about Pakistan food.

**Food:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
11	Pakistani food is suitable for you to eat					
11.1	Pakistani food is less healthy as compare to your Food					

I would like to know your opinion about the language problems.

**Language problems:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
12.1	Relevant people in Islamabad can speak English					
12.2	You can speak English and understand different accents					

I would like to know your opinion about the discrimination problems.

**Discrimination Problems:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
13	You feel home sickness					
13.1	Social events in Pakistan are the cause for your social isolation					
13.2	You feel targeted because of your colour					
13.3	People disrespect you on basis of your country					

I would like to know what language of instruction in your university is.

14. Language of Instruction in your University is .....

15. Lectures are delivered in language of instruction

➤ Yes

➤ No

16. If Not in language of instruction than Lectures are delivered in which language.....

I would like to know your opinion about the student behaviour.

**Student behaviour:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
17	Class fellows are helping					
17.1	Class fellows show discrimination because you are different					
17.2	Class fellows help you in hostels and provide you company					
17.3	Class fellows ask you to participate in different activities with themselves					

I would like to know your opinion about the Teacher behaviour.

**Teacher behaviour:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
18	Do you understand teacher's lecture					
18.1	When you ask a question, teacher responds to it					
18.2	Teachers give equal respect to all students					

I would like to know your opinion about the Registration and legal policy.

**Registration and legal policy:**

No.	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
19	Process of visa renewal for you was easy					
19.1	Someone helped you in doing all legal matters					
19.2	Behaviour of police is good					
19.3	Registration process at university is very long					

I would like to know your opinion about the financial problems.

**Financial problems:**

No.	Questions	Strongly Disagree	Disagree	Not	Agree	Strongly
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		Disagree		Known		Agree
20	School Fee is very high					
20.1	Prices of food and basic items is very high in Islamabad					
20.2	You feel difficulty in paying your school fee					

I will like to know your opinion about accommodation problems.

**Accommodation:**

No	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
30	Your accommodation was reserved upon reaching the university					
30.1	acquiring a hostel seat took too long					
30.2	Your roommate behaviour is good					

For those students living outside the university's campus I will like to know your opinion about the following accommodation issues.

No	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
40	Your landlord give you house rent at a higher price					
40.1	Your landlord give you more conditions.					
40.2	Your neighbours show you attitude					

For students living outside the university.

I will like to know your opinion on the following transportation problems.

**Transportation problems:**

No	Questions	Strongly Disagree	Disagree	Not Known	Agree	Strongly Agree
50	The university have transport for students living outside					
50.1	You find it difficult to communicate with taxi driver when you miss the bus					
50.2	Taxi driver ask of high amount when they see you					



	are a foreigner					
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60: Any other suggestion

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