

**FOREIGN STUDENTS' CULTURAL ADAPTATION
AND ACADEMIC ACHIEVEMENT AT IIUI
PAKISTAN**



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This thesis is submitted for the partial fulfillment of the requirements for degree of PhD

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FACULTY OF SOCIAL SCIENCES
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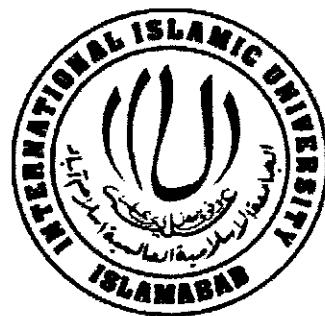
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FOREIGN STUDENTS' CULTURAL ADAPTATION AND ACADEMIC ACHIEVEMENT AT IIUI PAKISTAN



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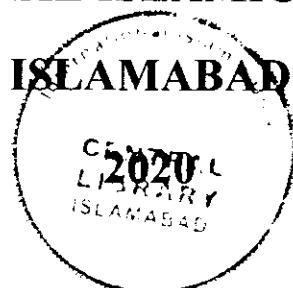
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FOREIGN STUDENTS' CULTURAL ADAPTATION AND ACADEMIC ACHIEVEMENT AT HUI PAKISTAN

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This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad in partial fulfillment of the degree of **PhD Education**.

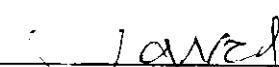
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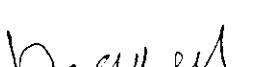
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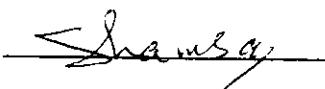
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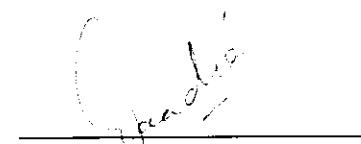
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AUTHOR'S DECLARATION

It is hereby declared that author of the study "Foreign Students' Cultural Adaptation and Academic Achievement at IIUI Pakistan" has completed the entire requirement for submitting this research work in partial fulfillment for the degree of PhD Education. This research is in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

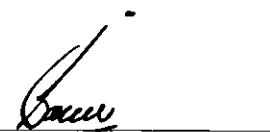


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SUPERVISOR'S CERTIFICATE

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DEDICATED TO

My Beloved Prophet Mohammad (S.A.W.W) who is the light
house for teaching us the love, support, and guidance to all
especially the people around us either from our own country
or others as guests or hosts irrelevant to cast creed or
religion.

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May Allah bless them all with health, happiness and peace!

Sadia Dilshad

Abstract

In the present world of globalization most of the individuals have experienced the problem of cultural adaptation as a member of a society. Globalization is a trend which has benefits for all so all aspects of life are being affected by it. The purpose of this study was to review, and analyze the situation in a specific but relatively dynamic and multicultural environment. The theory behind was Bourdieu's theory of cultural capital in which he claims that to adjust in any culture and to make the non-native atmosphere favorable for one's own self is a big quality and he named it as capital. Bourdieu's claims that the educational testimonial held by those in dominant positions legitimate social inequalities. Keeping in view these arguments the study examined the foreign students, adaptation with the local culture and their academic achievement. The foreign students have to adapt the culture of this university (IIUI) which is a blend of Muslim culture and a mix Pakistani culture. So the cultural adaption of foreign students in this university is quite interesting and to some extent it may affect the academic achievement of the student. The objectives of the study were to: explore the pace of cultural adaptation of foreign students at IIUI Pakistan, examine the assimilation and alienation of foreign students at the university, study the role of gender and social class background in the educational achievement of foreign students, know the role of institutional and peer culture in the cultural adaptation and academic achievement of foreign students. It was a Mix method study with embedded design, in which major Qualitative part was embedded with minor quantitative part of research. All 240 females and 286 male foreign students registered in BS program (F15-F16) from International Islamic University of Islamabad (IIUI) constituted the population for the study. According to population the sample was

divided into two strata i.e. Male students and Female students then 10% population from each stratum was taken as sample (Bryman, 2004). For data collection Self-developed interview guide was used. The data were collected through personal visits of the researcher to the respondents and structured interview were conducted with prior permission of the concerned department and the students. Thematic qualitative analysis was conducted on collected data for qualitative research and ANOVA was used to carry out the quantitative data. On the basis of qualitative data three groups of students were formed that were: highly adapted, moderately adapted and less adapted. Mean scores of students' academic scores (CGPAs) were calculated and it was found that mean scores of less adapted students were low as compare to moderately and highly adapted students. For exploring the effect of Cultural adaptation on students' academic achievement, ANOVA was used and on the basis of findings it was proclaimed that cultural adaption has great effect on students' academic achievement. On the basis of findings it was concluded that, cultural adaptation and academic achievements of foreign students are interrelated and the university is usually the first place where resources can be provided. It was recommended that, the university needs to focus on the challenges faced by international students and provide more adequate support for them. Arrangements may be made by universities administrators to involve the parents of foreign students in teaching learning process via creating online portals as it may prove very beneficial in maximizing their academic achievement.

Keywords: *Globalization, Cultural Adaption, Foreign students, Academic achievement, Mixed Method.*

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List of Abbreviations

IIUI	International Islamic University Islamabad
MMA	Mixed Method Approach
CGPA	Cumulative Grade Point Average
F15	Fall 2015
F16	Fall 2016
FMS	Faculty of Management Sciences

CHAPTER 1

INTRODUCTION

The 21st century is characterized by the rise in globalization, a process that develops the concept of the necessity of a common and shared territorial basis for social, economic and political activities, processes and relations (Crane & Matten, 2016). Globalization is a trend that has benefits for all so all aspects of life are being affected by it. One major aspect that faces drastic changes due to globalization is education, and particularly, higher education. To be an effective partner in the global world, a country has to have a strong, quality educational system and be open to offering it to anyone in the world. Pakistan is an active participant in the globalized education market. During the last decade, higher education in Pakistan has gone through a massive transformation and its institutions which are cooperating with leading educational centers throughout the world. Foreign students are intellectual ambassadors' to the host country. They often inhabit, a unified culture, a technologically oriented education and affiliated skills of communication.

Studying in an institution of higher education in this scenario can be stressful, particularly for international students, who leave their home to study in another country. Unlike native students, foreign students need to develop bicultural competence, as they maintain their own values while adjusting to the practical, interpersonal, and emotional challenges encountered in the host country (Poyrazli & Grahame, 2007). Most students are young adults who are in the process of developing personal characteristics and identity in order to function with greater psychological and financial independence (Furnham, 2004). Bourdieu claimed that the educational testimonial held by those in

dominant positions legitimate social inequalities. It means that the education system has a key role in maintaining the "status quo". This was a term, used by Pierre Bourdieu which means "to be most suitable for the most related need" and can be inhibited in three states: 1) Embodied: Inherited and acquired ways of thinking about one's self or habitués 2) Objectified: Things (objects) which are owned, such as a BMW, a home, a painting, etc. and 3) Institutionalized: Recognition on an institutional level, such as earning a college degree or prestigious award (Bourdieu, 1986). However, in terms of the 21st century, the system has to move beyond the status quo.

Social Adaptation is the adjustment of individual and group behavior to the conventional, and within the existing system of norms and values in an alien society, class or social group. Social adaptation becomes increasingly significant when social change affects important aspects of life over comparatively short periods. Such changes include migration, changes in age, rapid industrial development, and major shift of the population from the country to the city. There are times when environment of home may not match with the environment within educational institutions. This contrast with the educational environment is one of the impediments students face during their quest for academic achievement (Bourdieu, 1986). This ability known as "cultural capital" and can be seen as an asset a person uses for social mobility and adjustment other than economic resources. Examples can include education, intellect, and style of speech, dress, or physical appearance. This theory was proposed by Pierre Bourdieu, a French sociologist born in 1930 in the town of Denguin. He provided the term, "Cultural capital" for cultural adaptation. According to Bourdieu, someone has to move from home to other places for better education or income or for both to learn the social rules, norms, customs, and

language of a new culture. This adjustment is called, "Cultural adaptation". But as a person cannot drop down or shut down his/her, own thoughts, beliefs, feelings, and behaviors he/she becomes a multicultural person, if assimilation occurs of both cultures. Foreign students at International universities have always been a source of academic and economic contributions towards their host and referring institutions, for which foreign learners have gained considerable importance in higher education (Knight, 2015) globalization of higher education is getting more and more attention due to various needs of the international communities. Although the number of universities across the globe is increasing day by day but still the number of students in international universities is also increasing tremendously which enhances the importance of internationalization of education (Altbach, 2004; Mesidor & Sly, 2016). In Pakistan, Higher education commission (HEC) motivates Pakistani nationals, living abroad, or foreigner students to take admission in higher education institutes of Pakistan. The institution needs a lot of efforts to retain this international applicant (Zakaria, Janjua, & Fida, 2016). Especially in the field of education, students who come from other countries, institutions help them to adjust in host country quickly and plan to reduce their social, behavioral and academic issues (Harvey & Newton, 2004). From the late 1990s, improved quality of HEI attracts the international students (Shahijan, Rezaei, & Amin, 2016), so the trend and interest of international students toward Pakistan have increased. The main agenda of HEI is to improve the education quality and provide a friendly social environment to international students, so that they can easily adjust in that particular scenario (Shahijan et al., 2016). Students need to follow the norms and taboos according to that culture and meet all the expectations of that society. It is very crucial for them to get adjusted in that particular

culture and maintain their performance in cross-cultural transition. While the theory of cultural capital stresses that the student who is capable of easy cultural adaptation in the foreign land will show better academic achievement at the said higher education institution.

International Islamic University Islamabad is playing a remarkable role in upbringing the cultural exchange and facilitating the foreign students. During past few decades, the number of foreign students visiting IIUI has increased dramatically e.g. Asia, China and Middle East. The purpose of this study was to review, organize and analyze the cultural adaptation in a specific, relatively dynamic multicultural environment for educational credentials.

1.1 Rationale of the Study

In late 90s the Asian students mostly travel to Europe or America for higher studies, the reasons behind were the facilities and the quality of education there. The Asian countries were under the stress of economical progresses so the focus on quality education and mainly the internationalization of education was quite low. Eastern Asian countries like Japan Korea and Malaysia took the incentive first and got success in maintaining the international standards at higher education level. But still the flow of students was not that good as compared to western countries. Major change in the trend was induced by 9/11 after which most of the Asian countries and lots of Muslim countries found it difficult to travel to West or America for the sake of higher education. The responsibility was well taken by many Asian countries and they not only developed the standards of education at higher level but created a good opportunity for internationalization of education at an affordable prices. International Islamic

Universities are playing their part too in this scenario. In Pakistan, International Islamic University Islamabad is one of these and also playing a dynamic role in welcoming foreign students (Nasir, 2010).

Keeping in mind this theory (theory of cultural capital), and increasing trend of globalization of education, this study was conducted with the aim of understanding the cultural adaptation of foreign students for academic achievements. Independent variable included the level of degree program or course and dependent variables were academic performance and social adaptation at the higher education level. The study examined foreign students, their adaptation with the local culture and institutional environmental relationship with their academic achievement. The study exclusively focused on foreign students studying at International Islamic University Islamabad (IIUI) Pakistan. Although there are several public and private universities that cater to foreign students all over Pakistan, IIUI is unique in this regard. It is part of a chain of International Islamic universities all over the Muslim world (Morocco, KSA, Malaysia, Uganda, etc.) IIUI is still different as it offers some space for non-Muslim students as well. These students have to adapt to the culture of this university, which is a blend of Muslim culture and a mix of Pakistani culture. So the cultural adaption of foreign students in this university is quite interesting, assessing high morality and security. As the foreign scholars' boom into academic sessions and they adopt a new culture, peer group, institutional demands, and institutional environment. Their academic is tangibly affected. This can be said that "sooner the cultural adaptation higher the academic achievement or performance".

1.2 Statement of the Problem

IIUI is playing a remarkable role in upbringing the cultural exchange and facilitating the foreign students. During past few decades, the number of foreign students visiting IIUI has increased dramatically. Especially students from Asia, China and Middle East prefer to continue their higher education from IIUI Pakistan. Due to cultural and religious similarity, a lot of students from different Eastern countries including Indonesia, Malaysia, Thailand, and China have moved to Pakistan for continual of their studies. The issue of foreign students' cultural adaptation and their educational attainment is one of the key areas of research for educationists and sociologist. The investigation explored the foreign students, cultural adaptation for the academic achievements at higher education level in Pakistan. The study showed how well activities, interests, attitudes, knowledge, preferences and diverse cultural personalities designed them to be addressed, as a successful student in the institute. The diversified cultural pressure on students helps to create these connections between different factors including ideas, beliefs, interest, home environment, access to institute and preferences about knowledge under one shelter.

This study highlighted the factors that affect the cultural adaptation of foreign students at IIUI as well as how apart from different cultural backgrounds they socialize with one another, and patiently accommodated their own beliefs, values, preferences and accept the norms of the institute. In this context, it is imperative to evaluate and measure the cultural adaptation of foreign students within the higher education sector of Pakistan. This is important since the world has moved towards globalization combined with glocalization during the last two decades in critical sectors of socio-economic, cultural

and educational domains. The international educational institutions of higher learning need to respond to their clients (students and parents) in this endeavor. Therefore, research in this context is important for planning and managing global educational programs at the higher level of Pakistan.

1.3 Objectives of the Study

The study is an effort to understand the foreign students, cultural adaptation to the local culture in respect to his/her academic achievement at the university level.

Objectives of the study were to:

1. Explore the pace of cultural adaptation of foreign students at IIUI Pakistan.
2. Examine the assimilation and alienation of foreign students at the university level.
3. Study the role of gender and social class in the educational achievement of foreign students.
4. Identify the role of institutional and peer culture in cultural adaptation
5. Explore the effect of cultural adaptation on the academic achievement of foreign students.

1.4 Research Questions

The following research questions were developed while keeping in view the objectives of the study.

1. To what extent does cultural capital help foreign students in social adjustment?
2. What could be possible measures to help foreign students when encountering challenges at the higher education level in Pakistan?

3. How do individual differences and cultural variations hinder students' academic achievements?
4. How does cultural adaptation prove to be advantageous for students in the successfully completing educational credentials within stipulated terms?

1.5 Research Hypotheses

The main theme of the study based on the cultural adjustment and academic achievement of the foreign students at HUI. So, one null hypothesis formulated for objective five.

H₀₁: There is no significant effect of cultural adaption on foreign students' academic achievement.

1.6 Significance of the Study

This study is significant by many accounts. First foreigner students have to adapt to a new socio-cultural environment so can be beneficial for them. Culture is not innate; it is acquired or adapted. The ability to assimilate, however inborn may be. The degree of cultural adaptation forms the potential spectrum for the new learner in a new socio-environment. This formed the first aspect of this research: the study explored the pace of adaptation. The second but primary dimension of the study related to education, knowledge, and generation achievement in academic performance, embedded in student's values, beliefs, perceptions, ideas, and preferences about higher education. This, in turn, would result in an advantageous journey towards the successful achievement of academic objectives and realistic educational goals, findings of the study may shorten their voyage and save their time of adjustment in this university. Third, this research can facilitate

teachers and administrators in comprehending the cultural differences of students coming from diversified cultural backgrounds and can attract more foreign students in the future.

Fourth, the study provides empirical data about students' learning goals. Their struggles, experiences and performable aspirations that yield tangible results are the focus. In this endeavor, the study suggests how higher education institutions (IIUI) need to create increased institutional cultural capital to welcome more foreign students in their future through authentic performance. Finally, the findings of the study contributed to building up the theory of cultural adaptation and the value the foundation of higher education, the core of globalization.

1.7 Delimitations of the Study

This study was, delimited to foreign students studying in BS programs of different departments of IIUI. The reason for this was the time taken by the student to complete the degree program. Students spend eight semesters in degree completion and it is an appropriate time to culturally adjust and show the outcome of that adjustment. The study was further, delimited to students from academic session 2017-18 of the BS (5-7) semester because the students in the 1st semester are too confused to respond and they need some time to adjust in the new environment, and the students in 8th semester were working on the research work and were not available for the study. Therefore, after deep consideration, foreign students (irrespective of nationality and native language) from BS 5th to 7th were, considered the best participants/subjects for the study.

1.8 Operational Definitions of the Key Terms

Following are the definitions of terms used in this study:

1.8.1 Culture

Culture is a set of the attitudes and behaviors of a particular group that serve as the basic function of societies. It includes language, education, social interest, lifestyle aesthetical taste, sports, etc. In this study, the word culture is used in two different ways. It is the culture of the foreign student and the culture of the Host country along with the institutional culture where the foreign students live for academic qualification.

1.8.2 Cultural Adaptation

It is the adjustment of individual and group behavior to conform to the prevailing system of norms and values in a given society, class, or social group. Socio-cultural adaptation becomes increasingly significant when social change affects important aspects of life over comparatively short time.

1.8.3 Foreign Students

International students are “Individuals studying in any other country out of their native town on a non-immigrant, temporary visa that allows for academic study at the post-secondary level”. Sometimes the students are residing in that country of interest for higher studies, due to their parent's job, this does not affect their status of being foreigner students.

1.8.4 Higher Education

Higher education is the education up to the level of secondary education, colleges or universities. The Higher Education Commission (HEC) is an independent, autonomous, and statutory institution of primary funding, overseeing, regulating, and accrediting the higher education institutions in Pakistan.

1.8.5 Academic Achievement of Student

Academic Achievement or Academic performance is the extent to which a student has achieved his/her long-term educational goals. This is depicted through a Cumulative GPA and completion of educational benchmarks such as school certificate, diplomas and degrees representing academic achievements.

1.9 Research Methodology

A brief description of the methodology is described as below.

1.9.1 Research Design

A Mixed Methods approach (MMA) was used to conduct the research, as it can provide detailed and comprehensive data in order to achieve the research objectives. This design can provide detailed and comprehensive data in order to achieve the research objectives. Among other forms of (MMA) Approaches, the sequential explanatory strategy was selected. In this study, the researcher thus used, "Embedded or Nested Mixed Methods design" in which the small amount of quantitative data were embedded within a larger qualitative data. Here the interviews from the respondents, embedded with the documentary proof of the

respondents by using CGPA (Cumulative Grade Point Average) as quantitative data.

1.9.2 Population for the Study

All 240 females and 286 male foreign students registered in academic session 2017-18 of BS program (F15-F16) from the International Islamic University of Islamabad (IIUI) constituted the population for the study.

1.9.3 Sample and Sampling Techniques

According to population, the sample was divided into two strata i.e. Male students and Female students than 10% population from each stratum was taken as sample (Bryman, 2004).

1.9.4 Research Instrument

Researcher developed interview guide was used for the qualitative part of the research and document study was conducted to collect the quantitative data.

1.9.5 Data Collection

The data were collected through personal visits of the researcher to the respondents and a semi-structured interview was conducted with the prior permission of the concerned department and the students. For quantitative data, the departmental coordinators provided the result sheets containing the detailed marks and GPA.

1.9.6 Data Analysis

Thematic qualitative analysis on collected data for analysis of qualitative data was applied, while one way ANOVA was applied for quantitative data analysis.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a comparison of the literature on the issue in hand. The review of literature was divided into three sections for understanding. The first section of the chapter emphasizes the theoretical review of the topic. This section describes the literal and practical meaning of culture and its relationship with an individual's education. Culture is not a trait or feature of a country or a human society to be defined separately. Culture is a blend of national heritage, history, geography, and people's living norms. The first section of the review discusses the aspects and components of culture and how culture forms a human society. It also builds up a relationship between culture and education and how cultural adaptation impacts the student's education. The first part of this chapter describes about "globalization" and its effects on culture. It makes a relationship between globalization and cultural changes made but Globalization along with the needs and challenges of education at a global level.

The second section of this review discussed the empirical review of the literature. This part highlighted the important aspects that take part in the process of cultural adaptation and the aspects that impact the student's performance. Various aspects take part in the cultural adaptation of students at a higher level of education. Cultural adaptation is a lengthy process that passes through different steps and stages. It is, however, an integral part of creating a solid foundation of foreign students in a different culture. The second section of this chapter of the literature highlighted all these factors and stages of cultural adaptation, and how it affects the student's academic performance.

A relationship between the local culture, the foreign culture, and the cultural adaptation ability was meant to be created. This relationship later described the principles on which cultural adaptation depends and how it maneuvers the student's performance essentially at the higher education level.

In the third section of this chapter, the theoretical framework of the problem under study was provided. In this section, the key indicators and evaluators were used to discuss and describe how cultural adaptation has shaped the life of foreign students at Islamic International University Islamabad. A research tool in the form of the semi-structured interview guide was prepared based on the same indicators and the sample population under evaluation, interviewed based on the theoretical framework. Finally, a hypothesis was made on the findings obtained by the CGPA and interviews.

Education is an important component of culture. Human behavior and pattern of thinking and solving problems depends on his education. The medium and way of education determines the lifestyle and behavior of human. Human interaction with different societies, different cultures, and different other human beings is determined by their interrelationship and education (Li & Campbell, 2008). Globalization has deep impact on the way of learning and has introduced new and modern approaches of education with common goals for students at the higher education level. This uniformity of the educational system has raised some new questions about the cultural identity of students and how well can they cope with the situation? Students who are not prepared for experiencing the cross-cultural lifestyle, who are unable to adapt to a new culture and new technology, who cannot synthesize and gather knowledge from multiple disciplines and languages, often face diminishing situations and cannot do well in their educational

career. Globalization has brought the world together. It has made the work more competitive. It has raised certain new challenges for people living in this world. Students are most affected by the new challenges that are introduced by globalization. In the modern world, students who are unable to appreciate and cope with other cultures will be left behind and left alone. To ensure that maximum achievement is made possible as a result of the modern knowledge and advanced methods, cultural diversity should be accepted, appreciated, and adapted in the global society.

Globalization has not only affected and changed the course of business and industrialization, it has also changed the course of other industries like education, medical facilities, food, and supply and chain demand. People from all across the world are visiting different countries for different purposes. Millions of students are traveling the world to study (Zhao, 2011). Students are getting familiar with foreign cultures and getting themselves adjusted to an unfamiliar lifestyle. Globalization has introduced a concept of singularity. According to the new world theory, globalization is introducing a singularity in the world. This singularity is often referred to as the global village. The concept of the global village is that human beings across the globe share some challenges, environmental, and societal problems (Essays, 2013). Despite their origin, people share common goals and common challenges. Globalization has brought people together. The concept of boundaries and international laws are changing. Globalization has brought people together and is decreasing the importance of international boundaries. Under the impact of these global changes, the concept of culture in the modern-day world is also changing. The cultural practices and reforms are shifting from local to

international levels. Unity in world affairs is changing the culture of the entire world (Arnett, 2002).

Globalization means the increase in the local diversity commonly influenced by human contact across different cultural boundaries as well as the speedy interchange of the concerned information and commodities (Braslavsky, 2003). The interchange of ideas and information as prompted by the internet is the most important feature of globalization. The concept involves a clash between cultures and materialistic uses of nations, societies, and people across the globe. This exchange of information has caused an enormous influence on people's behavior and has changed their way of thinking (Vesajoki, 2002). Globalization has advanced as the major issue of the current generation and is the central point of the information and advancement in science. Globalization will define how we inherit the information to our children and how the next generations will utilize the information that is made available because of globalization. This raises an important question about how the students of today's cross educational system will become a better citizen in the borderless global society. Globalization is shaping the future of our generations, which has made a huge impact on the culture of civilization (Marcelo Suarez-Orozco, 2004).

2.1 Conceptual Framework of Study

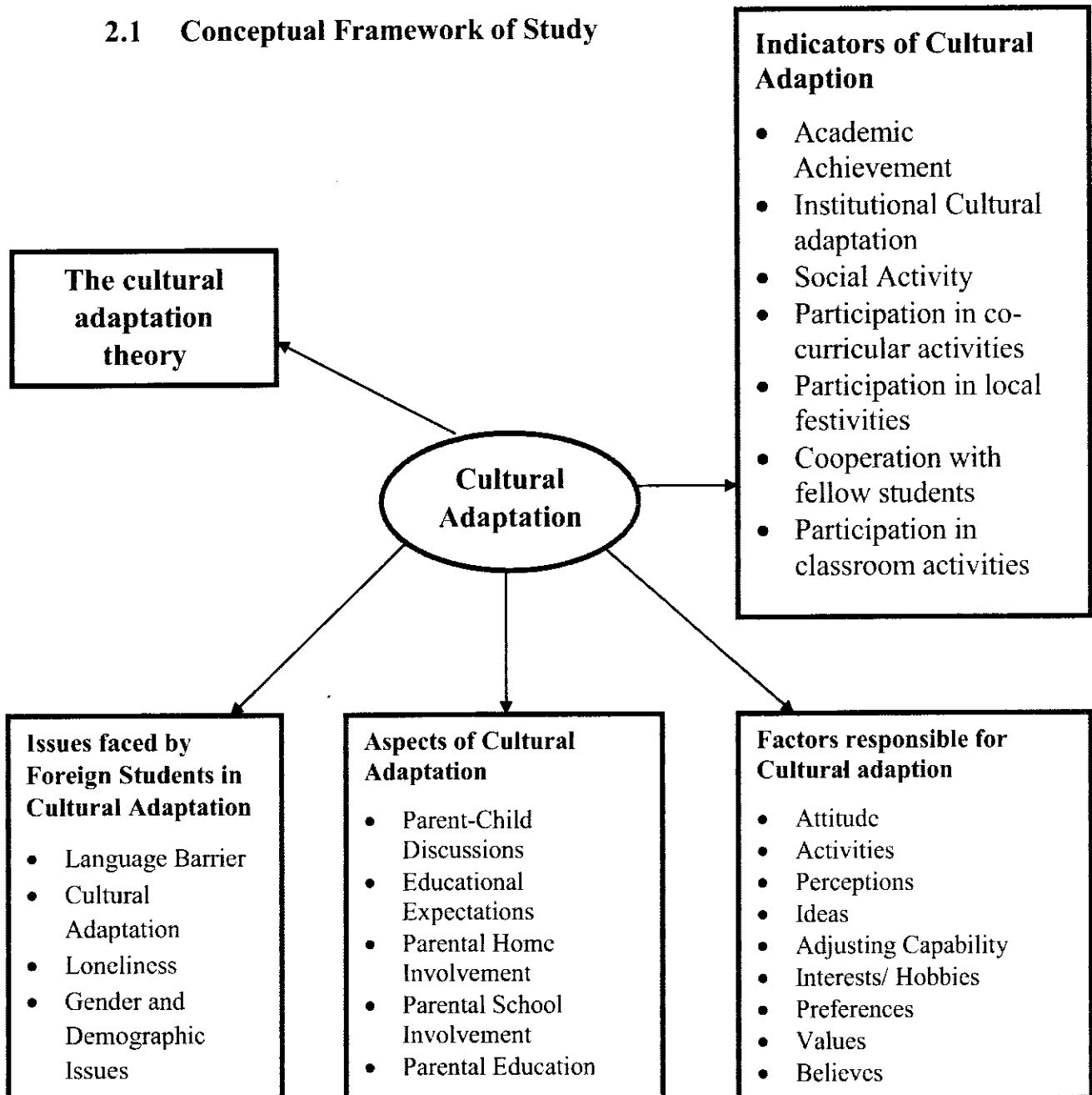


Figure 1 Conceptual Framework of the study

Apart from this, foreign students are also beneficial for the host country in terms of financial gains. Domestic students show more interest and enthusiasm in their academic courses when there is certain international and foreign student enrolled in the courses (Celleja, 2000). These domestic students get an opportunity to learn, adapt and explore new cultures, languages and share their social norms and traditions. Hence, international students bring with them a challenging environment with increased competition.

Studying away from home in a completely different environment and a foreign culture is a difficult task. The significant language barrier is one of the most important factors that affect the academic as well as the social life of the students attaining higher education in the foreign nation. Numerous researchers' have shown the correlation between the performance of the students and their ability to learn and adopt a foreign language. The lack of understanding and difficulty in adopting the host language results in a loss of confidence in the students and hence hinders their academic performance. Language barriers also affect the social life of the students apart from their academic performance. They have to learn and adopt the social language as well in order to cope well with the host culture. Even students that acquire a sufficient level of proficiency in the foreign language at the academic level, they cannot achieve the efficiency in the social language (Chen, 2009). This results in social anxiety among students, depression, and other mental and physical wellbeing issues.

Apart from the language issue, another problem that international students have to face in any foreign country is the cultural difference. Cultural difference is one of the major reasons for the low turnout rate of foreign students. Students that find it easier to

adapt to the foreign culture or have a higher tendency to survive in a bi or multicultural cultural lifestyle are more likely to succeed at higher education level. Facing a new culture, maintaining your routine and adopting a completely different lifestyle is not easy for most of the foreign students. Adapting to the host culture, norms and traditions can be challenging (Koshelevaa, 2015). Higher education in a foreign culture with a lack of cultural competence and acceptance is not fruitful. Students have to evolve themselves according to the culture to perform better in their academic as well as social life. There are different aspects and definitions of cultural adaptation. One of the basic things that restrain the student's success is the different teaching styles. The lack of understanding of the teaching style and familiarity with different techniques of learning provides the gravitational pull towards the poor academic and social performance of the students.

All of the cultural challenges that students or immigrants have to face in foreign countries are described as "Culture Shock". Culture shock is the phenomenon of disorientation that the individual feels when he is in contact with an unfamiliar culture (Jenks, 2003). Most often, culture shock may be considered as a kind of a stimulus, which is required for acquiring certain culture-specific skills required to build social interaction in an unfamiliar culture. This includes a lot of factors like the language of the host culture, quality of life, cultural identity, friendships, social norms, and primary cultural values, permanent settlement in the host country versus sojourning, etc. The culture shock refers to the challenges and problems that the individual has to face in contact with a new culture. It is the measure of unfamiliarity and issues that can lead affects the physical and mental health of the subject.

Hundreds of thousands of people travel to different parts of the world in order to get an education, job, business, or just for the sake of traveling and tourism. Cultures meet whenever an individual or groups of people cross boundaries. This collapse of two cultures brings new values and raises new challenges for the entities involved in the process of cultural shift. The ability to create friendly relationships with the host culture and be able to share your common goals and everyday life stories often referred to as cultural adaptation. Cultural adaptation is a process opposite to culture shock. It is a process of learning, growing and sharing common thoughts and cultures. Cultural adaptation is a continuous process of the unfolding of human interactions to achieve a state of equilibrium in the otherwise adversarial environment. Whenever two or more cultures collide, multiple forces work in unison to produce the result, which often comes in the shape of cultural adaptation. These forces vary from the environmental behavior to regional cultural traits and the ethnic predisposition of the individual. Each element of these forces provides valuable results. This collision of environmental forces with human practices and traditions maintains the balance of human society (Spencer-Oatey, 2012).

Usually, the traits differ and one trait can overcome the other. Where environmental aspects affect the adaptation ability of the individual, his personal traits and backgrounds, also affect his ability to adapt to the foreign culture. One of the most important factors that provide results in cultural adaptation is the ability of the individuals to adopt foreign culture. How good are they in coping with foreign situations? How quickly can they learn to adopt the new culture and lifestyle? All these questions are important to predict the outcome of a certain situation. With social communication, the students and other individuals can learn the host culture quickly. Social communication

enables individuals to learn and shape their practices in accordance with the host culture. Active participation and involvement in mass communication and the development of personal skills are required to adapt successfully. Learning is a continuous process; only through continuous learning and development of interpersonal, social and communication skills can someone really adopt any foreign culture (Lerdal, 2012).

2.3 Cultural Adaptation Ability

Cultural adaptation ability, also known as cultural capital, is the capital often considered as an individual's attempt for gathering of knowledge via education or from his/her personal life experiences (AnnickPrieur, 2011). While considering cultural adaptation, the ability to learn and adjust in a foreign culture may be known as cultural capital or ability. The cultural adaptation ability also includes the overwhelming culture of the host country. This attractive culture helps to boost up the ability of the individual to be adapted early and thus regarded as the cultural capital. It acts on two levels. Which are:

- (1) The level of Individual.
- (2) The level of design that develops and advocates the basis of the cultural adaptation ability.

The first level of cultural adaptability, i.e. the level of the individual depends on the individual's personal understanding. It defines how quickly individuals can learn to adopt a foreign culture and the basis on which the cultural adaptation of the students studying abroad can affect their academic achievement. The second level of the cultural capital, the level of design validates and defines the host country's ability to cope with

the foreign students and provide a satisfactory environment to the foreign students to learn and grow. Although Bourdieu's concept of cross-cultural adaptation and cultural capital is the central focal point of the investigation, the concept has changed a lot in the present-day world (Erel, 2010). Bourdieu used the term of cultural capital to increase the meaning of the ability of individuals to use in the future. He described capital as the ability of individuals to use the outcomes of the culture in their own future. Cultural capital is a form of asset.

The earliest concept of social capital was the attainment of success in education by the students. According to the concept, the children of well-educated parents had advantages over children whose parents were not well educated. Children having well-educated and literate parents are more likely to adopt foreign cultures. The students adopt the habit from their parents and get involved in social activities more frequently than others get and hence get better academic and social achievements (Bridget Williams, 2002). These habits and skills of adopting foreign culture and being settle in an unfamiliar environment are considered as cultural or social capital. Unlike the other two types of capital; (i.e. financial and economic capital), social capital is a broader term and is the foundation stone of the cultural adaptation ability of the individuals.

2.4 The Cultural Adaptation Theory

The “cultural adaptation” theory, contends that keeping in mind the challenges that the host environment provides, adaptation is a gradual process. Whenever an individual or a group of people travel to another far more distant culture than theirs, they should adopt the foreign culture to completely adjust (Niiia, 2015). The adaptation becomes necessary as the interactions with the host country increase. A focal point in this

gradual procedure is the advancement of perceptual development and an extended comprehension of human conditions. In spite of the numerous significant changes in the new life, students are forced to advance into the areas that cross the social norms. It is important to mention here that the students cannot completely lose their identity while undergoing the process of cultural adaptation, however, the personality traits and nature of the students thus modified and contain a blend of their old and new personalities. The adoption of bi-cultural behaviors can provide more transparency in the student's personalities in some cases (Beaton, 2000; Berry, 1997).

There are four stages of cultural adaptation. These stages vary in different sociological models, but serve as the elementary stages, for understanding and implementing the concept of cultural adaptation. They are (1) The Initial Euphoria and Excitement that the individual feels on his first experience of a new culture, (2) Irritation Hostility that occurs as a result of cultural shock, (3) the process of "Gradual Adjustment and making a perspective about the living in the new culture, and (4) the Adaptation of the foreign culture and bi-culturalism (Oberg, 1954). These four stages of cultural adaptation, were first presented by Kalervo Oberg in 1954. Oberg explained a U-curve model to develop his theory of cultural adaptation based on these four stages. The model proposed by Kalervo Oberg can measure the level of cultural adaptation in any individual. Letter "U" used to describe the emotional ebbs and flows the students have to go through in the process of adaptation.

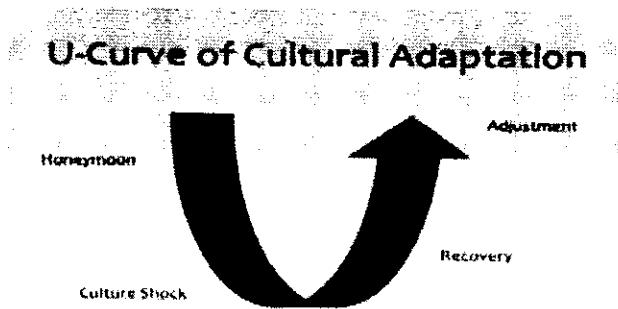


Figure 2: Cultural Adaptation (Oberg, 1960)

Initially, the U curve developed for the immigrants and sojourners. It was in the early 1980s that the same model became the standardized adaptation model for understanding international students and their cultural adaptation. Another important thing to discuss here is that cultural adaptation has a different meaning for different kinds of travelers. The adaptation is of two kinds (Berry, 2006) i.e. (1) short-term adaptation and (2) long-term adaptation. The former is associated with the persons and sojourners who travel a foreign culture for a temporary period ranging from 1 month to usually 11 months. The latter is associated with travelers who settle in the other culture for a long period or often even permanently. The levels and ability of cultural adaptation are different for the two types of people.

2.5 Factors Responsible for Cultural Adaption

Since the last three decades, a lot of focus is on the academic performance of foreign students in higher education. Several research studies are published on the topic. The academic performance of international students in any foreign culture depends on various performance indicators. Cultural adaptation ability is one of the main factors that affects the results of foreign students.

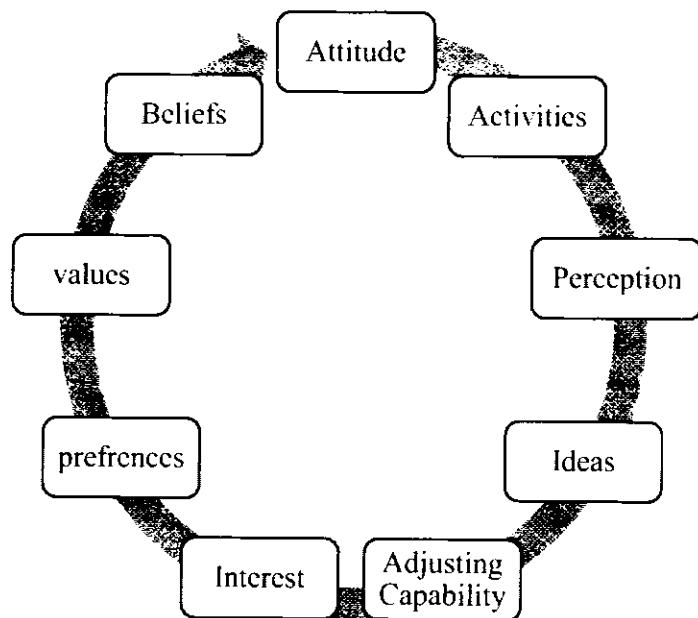


Figure 3: Factors Responsible for Cultural Adaption (Ota, 2013)

The ability to adapt to foreign culture depends on a number of different factors. There are various indicators to evaluate and measure the cultural adaptation of students. To support this theory, a conceptual and theoretical framework is designed with selected indicators. This framework provides evidence of the dependence of cultural adaptation ability on several personal as well as social traits. While the indicators selected to design a conceptual framework (fig: 1.1) are the personal characteristics/ traits of students, and their personal ability to adopt the host culture, the indicators selected to design the theoretical framework (fig: 2.5) are the one that makes an impact on the student's personality because of various external effects. Nine personal development traits immensely affect the cultural adaptation ability of the students studying in the higher education sector. These indicators serve as roots of the academic performance and social life of the students studying abroad. All of these indicators are the student's personal

traits and make a huge impact on the student's personality. Attitude, activities, perceptions, ideas, adjusting capability, interests/ hobbies, preferences, values and believes (religious) are the main factors responsible for cultural adaptation. (Fig: 1.1) Attitude is the baseline personal traits students have to focus on. Most students think that they will get a similar kind of atmosphere and welcoming environment in a foreign country as they get in the home. However, it's not the case in most countries. For students studying away from home, attitude matters a lot (Anderman, 2013). Students with a positive attitude towards the change in surroundings are more likely to succeed and adapt to the host culture easily. Adapting a new culture becomes relatively easily if the students have a positive attitude towards the change. One of the reasons for the low academic performance of foreign students is the lack of positivity in their attitude towards cultural change.

Activities in which the students are involved highly reflect their ability and will to adopt the foreign culture. Getting involved in different co-curricular and informal activities can prove fruitful for the students. Most students who are involved in different recreational activities are more socially involved in their academics and hence produce better results than students who are reserved and don't participate in activities. Healthy activities are important for the human mind and body. Not only they keep body and mind in balance, but they also bring people from different cultures together. Informal gathering and activities are one of the most effective ways of learning and adapting the host culture as the students have the privilege of learning the culture in a more comfortable and informal way (Roc, 2004). Students' Perceptions of cultural adaptation and ability to understand the challenges are also a very important personality trait that helps the

students in adapting the host culture (Koshelevaa, 2015; Wright, 1994). Additionally, every student has a different perception and different way of understanding the academic and non-academic problems faced in the host culture. Students who have a strong perception of the host culture and the challenges that he/ she have to face are more likely to fit in the culture easily. Along with a positive attitude towards the challenges, a strong perception and idea of cultural adaptation and the means of achieving the cultural goals are also required to fit in society. Currently, perception is one of the biggest hurdles in foreign student's academic performance.

A strong mind generates strong ideas. It is a common practice that people who are more satisfied mentally and physically have a greater ability to generate ideas. Ideas are a reflection of the personality. The success at the academic level depends highly on the cognitive thinking of the students. Idea making and acting on the ideas to produce fruitful results is one of the most important cognitive thinking abilities. Good idea-generating ability leads to a better understanding of the challenges and problems. As a result, students can cope well with the host culture. Their personal ideas towards the change are also effective in determining their academic achievement at the higher education level. "Bourdieu" described cultural adaptation ability as a form of capital (Bourdieu, 1986). Social capital can help students to learn and adopt new and unfamiliar cultures. Every person has a different adjusting capability. Adjusting capability of the students highly determine their social and academic performance (Anderman, 2013). Students who can adjust to the foreign culture easily perform better in higher education than slow adjusters. Cultural capital is one of the most important indicators to measure the level and understanding of cultural adaptation in the students. International students can get benefit

from interactions with domestic students. An essential amount of interaction between the international and domestic students is proving to be healthy for the foreign students both mentally and physically. More interaction leads to less academic problems (Colleen Ward, 1993) and increased adjusting capability in the students. This is specifically essential for students who find difficulty in adjusting to the host culture.

Personal interests and hobbies of students are also a very important factor that calculates and measures the cultural adaptation of the students. Students who are ambitious regarding their hobbies and personal interests understand and adopt the host culture easily as compared to the students who don't showcase their interests at higher education level. Pursuing their interests and hobbies gives an opportunity for foreign students to compete against domestic students outside the classroom. The healthy exchange of culture, traditions and sharing common hobbies produces great results for the mental and physical health of the students. Their understanding capability increases and they can fit into the host culture easily. Pursuing hobbies, personal interest and participating in extra-curricular activities is very important for the achievement of foreign students. To obtain the best result, students should participate in activities outside the class to get familiar with the traditions, norms, customs, and culture of the host country (Andre, 1987). Students' preferences and personal choices regarding their academic and social life in a host country affect their ability of cultural adaptation at a significant level. Some students prefer to learn the host culture themselves by inducting themselves in different cultural and other festivals. Some students prefer academic learning over social norms. The two types of personalities have different approaches and understanding of the

host culture. The personal preferences and choices of the students serve as an important performance indicator of cultural adaptation.

Values and social norms of the foreign students are important indicators of understanding their ability to adapt the foreign culture. When students travel to other cultures for getting the education, the first barrier they have to face is the change in cultural values and social norms (Castro, 2006). The cultural background of the students plays an important part in the adaptation of the host culture. Some students find it easy to adapt to the new culture while keeping their original cultures. In the last two decades, bi-cultural norms are increasing. Students who are able to learn and adapt to the two cultures at the same time are more likely to get success in academic and social life.

Cultural adaptation is highly dependent on the student's moral and social values. International students can keep their primary cultural values by keeping a connection with their friends back at home. The long-distance contact is essential for keeping their national heritage while living abroad. Besides that, they also make friends with the local/host nationals in order to learn the host culture closely. Also, most international students also make friendships with other international students. The common ideology and common goals of international students belonging to different cultures can help the students to learn and adapt to multiple cultures at the same time. This process of involvement of students might be the mono-cultural, bi-cultural and multi-cultural friendship network respectively. Parallel to cultural values is religious belief. Another important indicator of cultural adaptation is the religious belief of the students. How much are the students related to their religion and religious practices? Some students are liberal towards religion while others practice religion regularly. The religious beliefs are

among the biggest hurdles students have to cross. These beliefs and religious orientation of the students affect their cultural adaptation ability.

2.6 Theoretical Framework of the Study

The theoretical framework of cultural adaptation based upon the academic achievement and institutional cultural adaptation of the students. A set of indicators have been explained in the conceptual framework of the study (Fig: 1.1) there are numerous indicators that determine and measure the academic and institutional cultural adaptation of the students. These indicators involve external factors that equally affect the cultural adaptation ability of foreign students, as explained in fig 2.5. This study was not based on one theory, the researcher has taken the inspiration from Bourdieu's theory of cultural capital and Karl Marx' theory for cultural adaptation. The indicators were not directly derived from any specific theory but these are the results of multiple studies reviewed and found related to the study by the researcher.

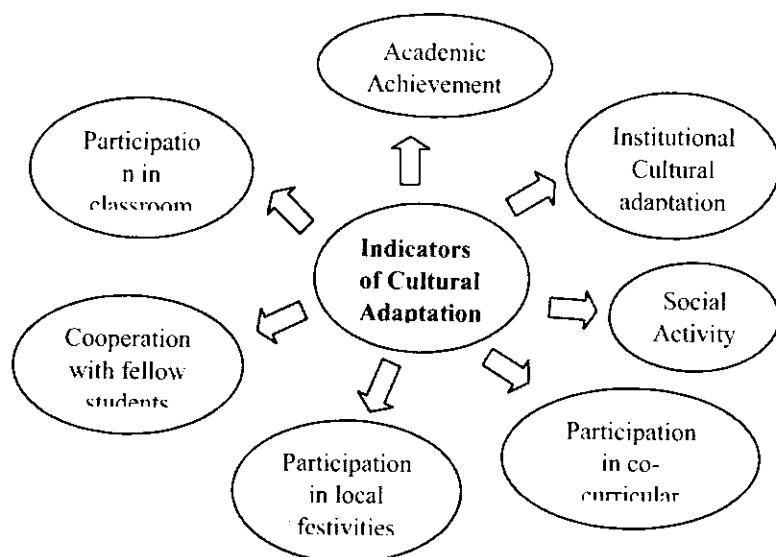


Figure 4 *Theoretical Framework of Study*

The academic achievement of foreign students depends on the grade obtained by the students. There are some qualitative indicators of measuring the foreign student's academic achievement; however, the grade obtained is the basic performance indicator. Academic achievement in terms of understanding of the lessons and better performance in the classroom activity is very important and plays a pivotal role in student's ability to adopt foreign culture. Students that perform better in class and participate in both curricular and non-curricular classroom activities are more likely to adopt the culture quicker than those who restrain themselves from class participation. Even if the student does not score higher grades, if the overall class participation and performance in terms of understanding is better, there is a much higher chance that the particular student will find it much easier to settle in the host culture.

Institutional cultural adaptation is also important for international students. Students who understand, adapt and implement the institutional cultural adaptation get more benefit from and perform better in their academic and social careers. The measure of performance of the institutional cultural adaptation depends on different indicators. These indicators are Social activity (Shen, 2012), participation in co-curricular activities (Abdina, 2015), participation in local festivities (Tramonte, 2010), cooperation with fellow students and participation and response in the classroom activities (Andre, 1987). How often, international students get involved in social activity is one of the most important key indicators of their social and institutional cultural adaptation. Getting involved in social activities is helpful for students. It helps the students to learn the host culture. This way, they can interact with the domestic students in a non-formal way. The increase in their interaction helps them to get better results in their social life. During the

bi-cultural experience of lifestyle and cross-cultural contacts, many students find themselves stranded in a big pool of culturally different people (Niia, 2015). This feeling of getting stranded among people belonging to various cultures and ethnicities provokes social anxiety and decrease the performance of students. Participating in different social activities, international students can learn to avoid social anxiety; associated with psychological stresses they get a friendly and casual atmosphere of learning and adapting the host culture in its true colors. This process of learning the host culture using social activities and through participation in different social events and gatherings allows the students to avoid damaging situations. They can adopt the host culture easily and more effectively. It not only helps the students in getting familiar with the host culture but also helps them in achieving higher grades and performing better in academics.

Just like social activities, co-curricular activities can equally provoke the feeling of goodwill in foreign students. Co-curricular activities not only bring people from different cultures together, but students get an equal opportunity to share their knowledge and exceed in their academic career as well as excel in their social life. Getting themselves engaged in different co-curricular activities is a nice way for foreign students to face early challenges. In addition, it gives them a vision of their career, that how they can survive in a completely different and unfamiliar culture. There are two approaches used in the process of social identification i.e. a-acculturation and social identification (Berry, 1997). Although both of these approaches mainly depend on the cross-cultural psychology and interactions of students, however, foreign students can learn the two approaches by participating in useful co-curricular activities.

One of the most important key factors in calculating the institutional cultural adaptation of foreign students is their acceptance of the local culture. Participation in local festivities is helpful in many different ways for most international students. Local and cultural festivals are the easiest way to learn the host culture. Students can meet local nationals and share their experiences. They learn the domestic traditions, culture and social norms of the host country more than anyplace else. Besides, local festivities are also a recreational vacation from the stressed academic life and provide plenty of options for the students to explore the host country. This kind of participation is always fruitful for the students who want to excel in institutional cultural adaptation and lead a better academic as well as social life.

Combine studies, group assessments and cooperation play a vital role in the academic performance of foreign students. International students who cooperate with fellow students get better results in their academic careers (Chen, 2009). They additionally lead to a better social life as well. Introvert or reserved students, on the other hand, have to face many challenges in understanding the teacher's accent and maintaining notes of the lectures. These students rendering to their social norms as well which often leads to stress and poor grades. Cooperation with fellow students is, thus, important for foreign students to understand the institutional cultural adaptation. Students that are more active in the classroom and take participation in classroom activities are more successful in providing satisfactory academic results. Class participation is important for international students. Domestic students have an edge over the international students because of domestic culture and good terms with the teachers. Foreign students, on the other hand, have to try hard to adapt to the culture and keep a

good relationship with the teachers. Participating in classroom activities is the potential option for international students to be in the spotlight. It also helps the students to get comfortable in the class. This potentially decreases the social anxiety of the students and result in better academic performance and improved learning of institutional cultural adaptation.

2.7 Cultural Capital

Bourdieu (1986) provided the earliest concept of cultural capital. According to his explanation of cultural capital, there are three forms of cultural capital. They are embodied, objectified, and institutionalized. The first among the three indicators refers to and describes the embodied cultural adaptation, the second describes the objectified while the third indicator describes and refers to the institutional form of cultural adaptation. Each of these indicators is used to evaluate and analyze the cultural adaptation of foreign students at different levels. The detail is as follows:

Embodied Cultural capital refers to numerous student characteristics associated with higher SES families that are favorable to academic achievement (Cederberg, 2015). It represents the incorporation of the principles of social fields within the corporality of individuals in predispositions and propensities, and in physical features including body languages, intonation, and lifestyles. It is the kind of cultural capital that is either acquired actively or passively through social interactions. When international students socialize with domestic students, they inherit and acquire several cultural traits of their counterparts. This acquiring of cultural capital is embodied cultural capital. The student might obtain, embedded cultural capital over time. It is a gradual process and the subject student acquires it slowly and gradually. Embodied capital affects the habitus of

the students, and he becomes more receptive and welcoming for the host culture (De Graaf, 2000). The embodied culture, gained from the national culture of the host country and influences the student's minds and personalities.

The objectified cultural capital comprises of values and attitudes beneficial to learning, tastes, and preferences for academic pursuits, and mastery of academic competencies and skills. These characteristics give emphasis to the formal school system, and teachers may perceive students demonstrating these characteristics as being more capable. Objectified cultural capital, as the name suggests, subjected with the objects, belongings, and attitudes of the students (Triandis, 2002). It may be referred to a piece of art, scientific and technical instruments that students own. While possessing these objects, values, and attitudes, the students can learn and adapt to the host culture. This can be done by using the basis of their primary culture. Students use their previous cultural capital to adapt to the new culture and adopt the bi-cultural lifestyle.

Institutionalized cultural capital is formed, when embodied Cultural adaptation capability is publicly recognized and acknowledged as a marker of social distinction with reference to a specific institution. Institutionalized cultural capital provides a qualitative and quantitative analysis of the embodied cultural capital. When the embodied capital is limited to set boundaries of the specific institution, it is known as the institutionalized cultural capital. This is one of the most important capitals as it connects the students with the institution and measures their ability to adopt the culture of the institution. The cultural capital is always connected to the habitus and field of the individuals (Dumais, 2002). In the case of students, the cultural capital is linked with their institution, their lifestyle in the place and their physical and emotional attachment to the place. Cultural

capital plays an important role in an international student's life. To adopt the host culture, students should possess cultural capital (Katz-Gerro, 2012). What's of importance is that cultural capital is a conceptual term and cannot be objectified like economic and social capital. It cannot be transmitted from one individual to the other, however, can be acquired by mutual interaction with the host culture.

2.8 Cultural Adaptation, Conceptualization, Moderators, and Issues

The theory of "cultural adaptation" refers to the process and time it takes a person to assimilate into a new culture. Living in a new culture can be jarring and very difficult to process, especially if it is drastically different from the student's prior culture. A person that is being introduced into a new culture can feel a variety of different sensations. For example, one may feel frustrated because he/ she cannot communicate or become angry because certain cultural norms do not make sense for him or her, etc. Studying in a foreign country is doubtlessly challenging. International students have to face challenging situations and encounter many problems, especially, problems related to academic, socio-economic, psychological and cultural adjustments (Ward, 1993). These problems and challenges highly affects their academic performance. The theory of cultural adaptation is wide. It also refers to the effort international students have to make to get familiar with the host culture. Foreign students have to participate in different cultural and social programs to get familiar with the culture.

Cultural adaptation capability or otherwise cultural capital can be a huge asset for students according to Bourdieu. Cultural Capital is the ability to adjust oneself in a foreign culture. The capability to adjust themselves to the stranger culture easily enables the students to adapt to certain situations and take preliminary steps to overcome the

problems they have to face. Whether the student can compromise with the situation well enough is related to the students' previous social activities and norms but also responsive to new potential experiences at the same time (DiMaggio, 1979). Parents can play a huge part in developing the cultural ability of their children. Cultural ability depends a lot of the way of communicating with people. Parents can transmit this ability to their children through daily interactions. If parents bring their children to cultural classes, they can develop a good sense of cultural capital and cultural adaptation in their children. This is also achievable if the parents supervise their children's participation on a regular basis. These daily interactions provide invaluable W for parents to articulate and share their cultural values and dispositions that have enabled them to succeed in their pursuits, and that which are valued in their socio-cultural milieu (Pomerantz, 2007).

The results from Larcau's (1988) study illustrated that how middle-class parents employed "concerted cultivation" – arranging for children to attend cultural enrichment classes to develop the kid's talents. They arrange for teaching children how to engage power brokers to meet their preferences in institutional settings, responding actively to reallocate the societal trends, thinking of ways to let their children get ahead in life – and thereby enabled their children to internalize the requisite habitués to succeed in life.

2.9 Propagation of Indicators of Cultural Adaptation and Mixed Results

The various conceptual apparatus in Cultural Adaptation theory as outlined above can then be employed to help researchers clarify their understanding of the Cultural Adaptation process as conceptualized and measured by different indicators in empirical studies, and interpret the mixed results to-date that characterize the extant knowledge

base (Beilharz, 2012). The three forms of conceptual adaptation were stated previously as embodied, objectified, and institutionalized. These kinds of cultural adaptation can be described using various indicators and key evaluators. The different Cultural adaptation indicators comprise: (1) Home educational and cultural resources, (2) Cultural participation, parental involvement in their children's education, reading habits, parent-child discussions about cultural and school issues, and child or parental educational expectations for their children, , and (3) Parental educational attainment and preferences.

First, researchers have measured Cultural Adaptation ability using children's access to educational or highbrow arts resources at home. According to (McBride-Chang, 2009), Home educational resources include reading materials (books, encyclopedias, atlases, dictionaries, newspapers, magazines), educational toys (soft toys for role-playing, push or pull toys), learning technologies (computers, educational software, Internet connection, records and compact discs), and learning facilities (study desks, study areas). Studies that measured home educational resources using a variety of indicators (e.g.. study desk and place, computer, educational software, Internet connection), found that access to such resources at home was associated with higher student academic achievement (Claro, 2016). Some studies used a single indicator of home educational resources (e.g., number of books at home). These studies did not find a significant relationship between the two variables.

However, using multiple indicators and objects to evaluate and analyze the student's achievement in academic and socio-cultural norms clearly shows that students with access to these objects at home perform better at the academic level. Home cultural resources comprise access to classical literature works, poetry books, and artworks at

home. Researchers found that the availability of home cultural resources was related to some domains of student achievement but not others (McBride-Chang, 2009). The home culture also helps international students with cultural adaptation. Students with a strong home culture find it easy to adapt and submerge the host culture as compared to students who are culturally weak and do not possess a cultural identity of themselves. Home cultures help students with cultural capital in many different ways.

Cultural capital is the ability to adapt with a new culture, can be measured by parent and children's attitudes and cultural practices (Roc, 2004). These practices include student participation in extracurricular activities, and parent and children's visits to venues such as museums, libraries and bookstores, zoos and farms, historical sites, art galleries, theaters, opera, and ballet performances and musical concerts. Activities like these mentioned are the objects that develop a strong cultural affinity in the students' personalities. Students with higher levels of cultural participation may be expected to have higher levels of academic achievement. Participation in cultural activities and attitudes are the indicators for embodied cultural adaptation that develops a relationship between the home culture and host culture for the students. Those students, who participate in cultural activities regularly in the host culture, find it easier to fit in that culture. For example, secondary school students who participate in extracurricular activities have increased socio-emotional functioning in areas as diverse as self-esteem levels, race relations with peers, educational aspirations, perceived self-control in life, and lower delinquency rates (Andre, 1987).

The enhanced functioning facilitates academic achievement. These determinants constitute other aspects of Cultural Adaptation that in themselves may be beneficial to

academic achievement. The intricate nexus between cultural participation and other aspects of Cultural adaptation is exemplified in (Klucznik, 2015) study which found that parent possession of home cultural resources, parent educational aspirations for their children, parent reading habits, and parents reading to their children predicted their cultural participation as measured by visits to cultural learning places such as museums.

However, the evidence on the relationship between cultural participation and student achievement is mixed. Cultural participation appears to benefit learning for students at a younger age as opposed to students at a higher level of education. Students at a higher level of education usually develop a strong cultural identity and often find it difficult to change that identity or adapt a bi-cultural personality. Younger students, on the other hand, are not firm regarding their cultures and can easily adapt to foreign learning and culture. Cultural participation is more beneficial for the ethnic majority as opposed to minority students (Roe, 2004). Students who are in minority in universities often do not participate in cultural events because of the unfamiliarity and language barriers. Most international students prefer to remain alone, which in the long term, poses a different threat to their personality.

Parental education is a huge indicator of developing cultural adaptation ability in the students. Parents who are educated and familiar with home culture can help their children in developing cultural traits at a younger age. These parents can also help children to develop bi-cultural personalities and adapt to foreign culture easily. If the parents are aware of the importance of culture and its impact on the lifestyle, it is evident that their kids have a better understanding of the culture, and how to get benefits from the home culture. Students who are aware of their home culture adopt a foreign culture with

more ease. Parental intelligence, education, and perception help the students in learning foreign culture.

Another important factor is the parent's preferences. Some parents prefer moving with their children while others stay at their homes. These preferences and parental choices affect a student's academic and social performances hugely. Students whose parents prefer cultural learning and train their children accordingly perform better and provide positive results.

2.10 Aspects of Cultural Adaptation

This study provides the sub-components of cultural adaptation. The conceptual framework shows that there are many aspects of cultural adaptation that must be kept in mind while developing a theory about it. A few indicators have already been developed for understanding cultural adaptation. Conceptual and theoretical theories were designed based on those indicators for measuring cultural adaptation. Each of the indicators that develops either a conceptual or theoretical framework of cultural adaptation refers to several aspects of cultural adaptation. According to Irukaa (2014) following are different aspects of the Cultural adaptation:

Some studies examined parent-child discussions on cultural and school topics as an aspect of Cultural Adaptation. The topics included highbrow culture, sociopolitical issues, children's school programs and activities, children's school progress and achievements, children's educational plans, and even parental academic encouragement for children (Hornby, 2011). The findings on the relationship between parent-child discussions and student achievement are mixed, with some studies reporting a positive

such as (Tramonte, 2010), while others non-significant, or even negative relationships (Wright, 1994).

Parent-child discussions appeared to be more beneficial for older children, for example, eighth-graders' discussion is more beneficial as compared to younger students of primary level. Studies have been carried out by measuring student achievement using test scores (Roe, 2004; Tramonte, 2010). There are many evidences that are also helpful to detect the effects of parent-child discussions more than those using teacher-reported grades (Lee, 2006). Parent-child discussion is an important factor that determines the pace of cultural adaptation of the students. Many international students at a higher level do not allow the interference of their parents in their academic performances. One of the reasons is the parent's inability to portray the importance and challenges the students face. Students who share their problems with their parents and involve their parents in the academic as well as social life in foreign culture perform better at both. While there are mixed results regarding the particular aspect of cultural adaptation and the ability of students to adopt the foreign culture successfully, most studies are in favor of the fact that cultural adaptation is greatly influenced by the parent-child relationship and the quality of time they spend together.

Children's own educational expectations (i.e., the highest educational level children expect themselves to attain) and parental educational expectations for their children are variables frequently used to measure embodied Cultural Adaptation; (Lee, 2006); (Phillipson, 2009). There are many factors influencing the development of student educational expectations. These factors include the adolescent intellectual ability and prior academic achievement, adolescent's academic interactions with parents and

teachers, parent education, parent expectations of their children, parenting quality, and parent involvement (Rimkute, Hirvonen, Tolvanen, Aunola, & Nurmi, 2012). In particular, the findings of different researchers up till now on the relationship between parental educational expectations and student achievement are less equivocal, with most studies reporting a positive relationship between parental expectations and student achievement (Hammouri, 2004; Lee, 2006; Phillipson, 2009).

Parental home involvement in their children's education is another aspect of Cultural Adaptation (Irukka, 2014). Parents may provide cognitive and academic stimulation, help their children with homework, adopt achievement-oriented or autonomy-supportive practices, structure the home environment and provide emotional responsiveness to their children. There are various different practices and measures that calculate parental home involvement in the student's education. Some subjective and objective measures that calculate how much are parents involved in their children's education are: (1) how much parents feel that they are involved in the student's education? (2) What do parents do to help their children? (3) How many student's parents help him/ her in homework and how? And (4) what is the quality of the relationship between the parents and the teachers?

There is a noticeable difference between parents of different students regarding their home involvement. Parents who are more involved in their child's education provide motivation for the student. Students can share their problems and achievement with their parents. Such involvement gives students a mental boost and inspires them to do better. As a result, these students do better in their academic and social life. On the other hand, parents who don't involve in their children's education and don't consider it

important can cause de-motivation for the students. Such kinds of students are more likely to be left alone. As a result, their performance decreases leading to different kinds of tensions and anxieties. (Hammouri, 2004).

Teachers may regard parental involvement as indicative of parental emphasis on their children's academic achievement, and as being compliant with their requests for parental participation (Halsey, 1997). Some studies found a positive relationship between parent home involvement and student achievement (Irukaa, 2014); although others also reported non-significant (Manolitsis, 2017; Puccioni, 2015), mixed, or even a negative relationship (Wright, 1994). The evidence suggested that studies which conceptualized parental home involvement as the engagement of parents and support for their children in their learning might be more likely to find beneficial effects for student achievement than studies which conceptualized the variable as comprising many non-academic activities (Puccioni, 2015) or as parental behaviors restricting student autonomy.

Parents may also be involved in school (Anderman, 2013). They may communicate with schools, participate in school activities, attend parent meetings and parent-teacher conferences, volunteer at schools, visit children in schools, and show trust in schools. The evidence on the relationship between parental school involvement and student achievement is mixed. Some studies reported a positive relationship (Lec, 2006), while others found non-significant (Hull, 2014), negative (Niiia, 2015), or mixed results (Anderman, 2013; Phillipson, 2009) for the school involvement-student achievement relationship. In particular, studies conceptualizing parental school involvement as reactionary to unsatisfactory student school performance (Niiia, 2015), and measuring parental school involvement using teacher's report as opposed to parent data might be

more likely to report negative associations than others. At the same time, studies measuring student achievement using test scores as compared to teacher-assigned grades might be more likely to report non-significant associations for parental school involvement than others (Pinquart, 2013). It is difficult to draw a conclusion based on the solid evidence that whether parental school involvement is beneficial at the higher education level for the international students or not because of the mixed results. However, parental teacher relationship affects the performance of the students. If the parents are more involved and directly in contact with the instructors, they can help the instructor in learning the cultural barriers their child is facing. In the longer run, it can be useful for the students to involve their parents at the institutional level (Nija, 2015).

Children's achievement can also have benefited from parental educational attainment (Baker, 2013). However, there are also studies that reported contrary results. Parental education may contribute to student achievement in many ways, notably through mediating processes involving other aspects of Cultural Adaptation such as cultural participation (Irukaa, 2014), child behavioral regulation (Sektnan, 2010), parenting, maternal language stimulation, home environment, and children's educational aspirations (Dubow, 2009). Educated parents can understand their child's restrictions. They set their preferences and focus on the weak point of the students. As a result, such a kind of parent-child relationship can provide excellent results. On contrary to that, parents who have never attended college or university cannot fully understand the problems and challenges students have to face in a foreign environment. Parental education affects the child's performance in many different ways (Williams, 2002). Educated parents can understand the problems their kid might be facing in a foreign environment, which can

decrease the problems to a significant level. Students can easily communicate with their parents and can share their problems. The education of parents helps the students to adapt to the foreign culture easily. It increases the student's cultural capital and their ability to fit in the host culture.

2.11 Issues Faced by Foreign Students in Cultural Adaptation

International education is a huge experience for students who are provided with an opportunity to explore, learn and adapt to foreign cultures. The opportunity to learn new cultures and experience new techniques and methodologies is always exciting for the students. But this new experience also brings a lot of new challenges and problems for the students. International students experience a significant difference between their home culture and the foreign culture (Berry, 2006). Study reveals that presence of international students lightens up the classroom environment, increase the competition among students and increase the quality of the education as a whole. however, there are certain issues that these international students have to face in the host environment. Language barriers, cultural adaptation, loneliness, gender issues, and demographic issues are some basic issues that students have to face in any foreign environment.

These challenges and issues are even more complex if the home culture of the students is significantly different than the host culture. Adjusting to a completely foreign culture is never an easy task. Although many studies claim that students usually have a positive approach towards the challenges, in certain cases, these demands can cause a lot of problems and issues for the students (Berry, 1997).

Language is one of the most common and basic issues international students have to face (Alsaifi, 2017). Studying in and adjusting in a non-native language is one of the problems students face. Especially in a country like Pakistan, where Urdu is spoken as a national language throughout the country including the educational institutes, students from other parts of the world face a lot of issues regarding the understanding of language and blending in the culture socially and mentally (Nasir, 2010). Proficiency and understanding of the foreign language is an important indicator for the academic achievement of the students. Students who are more able to comprehend, learn and understand the host language are more likely to succeed. Language and medium of instruction are also important for the understanding of international students and are one of the main factors of frustration for foreign students. Similarly, written assignments, tests, and evaluations note-taking and general participation of pupils in the class are the main issues foreign students have to face (Alsaifi, 2017).

In Pakistan, the main medium and language used for instruction at higher education level is English. International students who are familiar with and fluent in English perform better both academically and socially (Phillipson, 2009; JIS Editors, 2018). On the contrary, students that belong to countries where English is not a primary language have to face a lot of challenges and issues regarding their social-cultural adaptation and academic performance. In her research, (Bifuh-Ambe, 2009) describes that the main issues that international students face in any host culture can be summarized in four domains. These domains are (1) the expressive language, (2) written language for example assignments and assessments, (3), student's ability to read text messages and (4) the ability to understand the method and medium of teaching. Besides academic

performance, the language barrier also affects the students' social life. It affects the socio-cultural participation of the students in the host culture. Many students want to participate in different socio-cultural events and activities but are held back because of language issues and understanding. Problem such as this decreases the efficiency and motivation of the students, hence resulting in poor social performance and reduced cultural acceptance. Many international students isolate themselves and do no or little social interaction with domestic people because of language issues. Some students are proficient in the academic language; however, they also avoid social interaction and gatherings (Trice, 2007). Another difficulty international students have to face is the understanding of idioms and slang their domestic associates and teachers use.

Cultural adaptation is measured by the time taken for the acceptance of a foreign culture by an individual or a group of individuals. The ability to accept and learn the foreign culture is known as cultural adaptation ability. Cultural adaptation ability and differences in the two cultures are the biggest constraint on a student's achievement (Weininger, 2003). The difference between the host culture and the primary culture of the students plays an important role in their academic as well as social life. Knowledge and proficiency of a foreign language are useless without cultural adaptation. If the students cannot fit well in the environment and cannot adapt to the host culture successfully, they cannot perform better in their academic careers (Borland, 2002). There are different perspectives of cultural adaptation. One perspective of cultural adaptation is the ability to fit in the host culture socially and physically. There is another more important aspect of cultural adaptation. The second perspective of cultural adaptation is solely related to an associated with the problems and difficulties that students face because of the differences

in the teaching approach of the teachers (Chen, 2009). These differences in the understanding and learning of the foreign teaching methodology hinder the academic performance of the students. As a result, students gain less mark and the overall performance decreases to a significant percentage. The lack of understanding and familiarity with the host culture results in an academic struggle for international students. Thus, cultural adaptation is one of the most important factors that can hinder the academic as well as the social life of the international students and thus should be focused. Students with greater cultural adaptation ability can fit in the host culture easily and produce better academic and social results (Berry, 1997). This cultural adaptation is important for both socio-cultural and academic life.

In order to gain their goals successfully, international students have to adjust to the situation and adapt to the host culture. There are five stages of cultural adaptation:

- (1) Interaction with the new culture,
- (2) Disintegration,
- (3) Composition,
- (4) Autonomy and freedom and
- (5) Interdependence (Chen, 2009).

The above five stages of cultural adaptation are the modified versions of the Oberg's four stages of cultural adaptation that are: (1) initial excitement, (2) irritation, (3) gradual adjustment, and (4) adjustment and adaptation. Self-dependence and efficiency, social-cultural activities, family support, and understanding of the language are the main

factors that affect the cultural capital of international students. The five stages of cultural adaptation are also known as the W-curve of cultural adaptation.

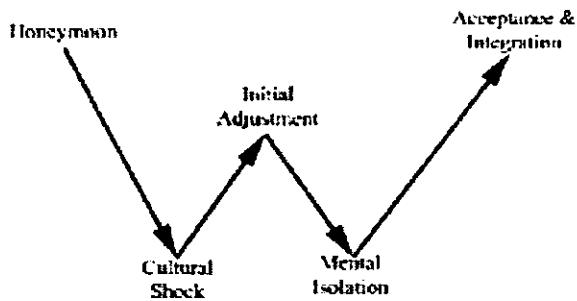


Figure 5 W-Curve of Cultural Adaptation

Loneliness is also one of the major issues foreign students have to face. Loneliness affects the performance of international students to a significant level. Although loneliness is considered as being completely alone, however, according to (Sawir, 2007), there is a difference between cultural loneliness and general loneliness. Cultural loneliness is living away from home, in an entirely different and unfamiliar culture. Students who fail to adopt the new culture are more likely to get affected by loneliness (Stroebe, 2015). These students usually feel a high level of stress and cultural disintegration. In circumstances when the home culture is hugely different than the host culture, cultural stress becomes an unbearable challenge for some students. However, students that belong to the home culture that doesn't differ much from the host culture feel much better in the host culture and are more likely to integrate the norms and cultural values easily. These students don't feel lonely and dissociated (Tramonte, 2010).

A lot of students suffer from the issue of loneliness (Poyrazli, 2007). Students feel personal as well as social loneliness. Getting away from the home culture and adjustment in an entirely new culture can be tiresome for the students. The loneliness often grows to homesickness, which is one of the major reasons for the health problems of international students. The inability to understand and comprehend the foreign language gives birth to another kind of loneliness often known as cultural loneliness. Cultural loneliness can affect the students despite their social support (Sawir, 2007). The creation of a stronger academic as well as social bond between the international and domestic students can provide efficient results in terms of loneliness. Loneliness affects the performance of the students at the institutional level most. The students that suffer from any of the three kinds of loneliness cannot make good interactions with their institutional resources and domestic people, hence resulting in their isolation and segregation (Sümer, 2008). International students with cultural bondage and frankness with local students feel much better in their academic and social life.

There are some gender and demographic issues that affect the social and academic life of international students in the foreign culture. Traditionally, Pakistan is one of the countries where gender discrimination is quite obvious. Although there are mixed results regarding this particular factor, however, none of the studies denies that gender affects the academic performance of the students. It also affects the social life of students in the host culture. According to the study of (Kwon, 2009), female students show a higher level of cultural stress. Male students, on the other hand, are more adaptable and adjustable to certain situations and conditions. Female students face difficulties in adapting the foreign culture. However, according to Poyrazli (2007), male students face

more difficulty in understanding and adapting the foreign language as compared to female students. Some studies reveal that gender doesn't impact the performance of students at a higher level of education.

Pakistani society is a male-oriented society. Males have certain benefits and a clear upper role in society as compared to females. Studies have revealed that male students generally find it easier to adjust in society as compared to their female counterparts. Because of some cultural and religious limitations, female foreign students have to face some difficulties in adjusting to the local culture. In Pakistan, most public sector educational institutes have gender segregation at the elementary and secondary levels. Males and Females students are taught separately and by the same gender. This gender-based education creates a strong impact on the students' minds. Co-education is still at an experimental level and is followed mostly in either universities or some private elementary schools in major metropolitan cities. Western culture, on the other hand, is different than the culture here. Students who come from western culture find it difficult to adjust to the local culture of Pakistan at first because of the change in the mindset of students. This is one of the major issues that affect their performance in and out of the class. This not only decreases the academic performance of the international students but also makes an impact on their personality hence affecting their cultural adaptation ability.

Demographic factors like age are also another important factor that must be reviewed while considering cultural adaptation. Sümer, in 2008 has described in his research that younger students are more likely to adopt foreign culture easily. Younger students have an ability to understand and comprehend the language, culture, and norms

more rapidly as compared to their elderly counterparts. A study from (Yan & Berliner, 2011) however, contradicts the prior statement. They revealed that the younger students face more difficulty in coping with the foreign culture and unfamiliar environment. Younger students face cultural difficulties because of their lack of cultural capital. The lack of understanding of foreign culture is one of the greatest reasons for problems faced by young students. Several other researches also show mixed results and behaviors of international students. Some of the studies also reveal that cultural adaptation also depends on the time of stay of the students in the foreign culture. The cultural adaptation ability and cultural capital of students who live permanently or stay for a long time in the host culture is different than a sojourner student. Students who tend to stay longer in the host culture have a better understanding and learning of the host culture. Students develop a habit of participating in particular socio-cultural events and ensure participation in class and interactions with their compatriots. Also, in the case of a very short stay, which is less than sojourner, students develop better socio-cultural and personal capital (Chen, 2009).

2.12 Cultural Participation or Familiarity with Evaluation Standards

There are an ongoing debates about whether Cultural Adaptation should be narrowly constructed to be highbrow arts appreciation and participation (e.g., as measured by possession of home cultural resources and cultural participation), or broadly interpreted to include linguistic and cognitive habits, knowledge, and skills and familiarity with school evaluative standards (e.g., as measured by possession of home educational resources and reading habits) (Weininger, 2003). Proponents of the former position contend that cultural practices should be exclusionary, class-based, and that

inclusion of variables otherwise introduces extraneous influences that may compromise the conceptual meaning of the Cultural Adaptation construct. Cultural adaptation can provide the best results for the students when it is observed collectively (Chandrasekar, 2007), because it is a collective effort, and cannot produce the best results at an individual level. Proponents adopting the latter position question if highbrow cultural consumption is equally relevant in different societal contexts. They agree that Cultural Adaptation must command value in the field, but that other practices such as reading and parental involvement may be more legitimate and relevant markers of social distinction in meritocratic societies (Farkas, 1990; Reay, 2004). For example, Vryonides' (2007) study of post-secondary school choice in Cyprus showed that the Cultural Adaptation process should go beyond cultural participation to include parent knowledge of educational processes and systems.

The performance of the students at higher education level depends on a lot of different factors. Despite the fact that most of these students are old enough to take and appreciate their personal decisions and choose their priorities, however, different factors such as above still provide assistance to them. To perform best in a foreign culture, students need to feel free, less pressured and tensionless. Cultural adaptation is the most important factor that can reduce and enhance the cultural stress in students. And with the involvement of parents in the academic as well as social activities, students can feel much better to perform well in their academic and social life (Ye, 2006).

2.13 Conceptual Diversity versus Clarity

Most scholars have adjudged different forms of Cultural Adaptation ability or cultural capital to be legitimate markers of social distinction and examined how and why

they contributed to student achievement (De Graaf, 2000). Cultural adaptation is one of the most important factors that affect the performance of foreign students in any culture despite the level of education. Technically, the use of numerous indicators to measure Cultural Adaptation ability is consistent with the clarion call to go beyond cultural participation to include aspects such as institutional evaluative standards and parental educational strategies (Lareau, 1988; Weininger, 2003).

Furthermore, the use of different indicators allows the independent effects of each Cultural adaptation variable on children's academic outcomes to be examined, and this examination in a way constitutes a test of one of the core premises of Cultural Adaptation theory that non-economic as well as economic advantages contribute to social reproduction. This is particularly so when researchers use a combination of indicators belonging to different forms of cultural capital within the same study (Bourdieu, 1986). For example (Kraaykamp, 2010) reported that there were both independent and interactive effects for different Cultural adaptation indicators in the intergenerational transmission of social privilege, and demonstrated that the most influential predictor of this transmission was the embodied form of Cultural Adaptation. Additionally, the inclusion of different indicators in the same study allows some of the indicators to act as statistical controls, thereby enabling researchers to examine the independent effect of specific indicators on outcome variables.

In some cases, this measurement strategy also enables researchers to isolate precisely the effects of Cultural adaptation from other types of non-cultural (e.g., economic, accommodation, demographics, etc.) (Katz-Gerro, 2012). On the other hand, the proliferation of indicators used stances as a challenge to the clarity of the construct.

Indeed, scholars have cautioned against the indiscriminate use of indicators in the field. For example, (Prieur, 2011) revealed that to investigate the validity of Cultural Adaptation theory, one not only had to demonstrate that Cultural adaptation ability was predictive of school achievement but also to establish that the Cultural adaptation examined was related to social privilege.

The mixed findings review implies an urgent need to clarify the nature of the Cultural capital construct using significant conceptual apparatus available in the Cultural adaptation theory. The literature reviewed provides tentative evidence that Cultural adaptation is more likely a multidimensional construct that can manifest in different forms, with someone having a stronger association with achievement than others. However, it is too hasty to accept or reject the hypothesis that Cultural Adaptation ability or cultural capital is a one-dimensional construct with unequivocal effects on achievement. It is needed that firstly some systematic way of classifying the numerous variables used to first measure Cultural Adaptation (e.g., different forms of Cultural capital, habitués, highbrow cultural participation versus familiarity with school evaluation standards) to obtain conceptual clarity in the construct. This conceptual clarity may then enhance our understanding of the often reported “mixed” patterns of findings reported in the literature.

More specifically, Bourdieu's (1986) taxonomy can inform our classification of a more parsimonious set of indicators that have different substantive meanings. For example, objectified Cultural capital is concerned with physical artifacts that reflect parents' dispositions and preferences, embodied Cultural capital is related to these latent dispositions and preferences, and the institutionalized Cultural Adaptation process is

concerned with the credentialization of these dispositions and preferences in society. Habitus, on the other hand, seeks to unravel the common denominator of dispositions and preferences underlying the seemingly disparate Cultural Adaptation indicators (Reay, 2004). The distinction between highbrow cultural participation and familiarity with evaluative standards sensitizes researchers to the moderating influence of fields that accord different value to different Cultural Adaptation indicators (Haslberger, 1971).

2.14 Home Educational and Cultural Resources

First, researchers have measured Cultural Adaptation using children's access to educational or highbrow arts resources at home. Chiu and McBride-Chang (2010) Home educational resources include reading materials (books, encyclopedias, atlases, dictionaries, newspapers, magazines), educational toys (soft toys for role-playing, push or pull toys), learning technologies (computers, educational software, Internet connection, records and compact discs), and learning facilities (study desks, study areas). Studies that measured home educational resources using a variety of indicators (e.g., study desk and place, computer, educational software, Internet connection as in Claro et al, (2015) found that access to such resources at home was associated with higher student academic achievement. (Claro et al 2015; Iruka et al 2014) while some studies that used a single indicator of home educational resources (e.g., number of books at home, etc. (Hvistendahl & Roe 2004) did not find a significant relationship between the two variables. (Chiu & McBride-Chang 2010; Hvistendahl & Roe 2004).

2.15 Dimensions of Cultural Adjustment

Gabel, Dolan and Cerdin (2005), in their study of "cultural adjustment of international students" defined the three dimensions of cultural adjustment, as follows:

1. *Social-cultural adjustment* refers to healthy interpersonal relationships with members of the host society;
2. *Work adjustment* means to relate with the culture of workplace (educational institution in case of students), and work requirements;
3. *General adjustment* involves adjustment to daily living issues such as food, language, satisfaction with life, etc. Robertson (2002) used the same model for studying adjustment pattern of western expatriate business managers in China. Smart, Volet & Ang (2000) defined this stage as the psychological process through which people manage and cope with the demands and challenges of everyday life. The last stage is when the adjustment is as complete as possible, anxiety is largely gone, and the student is settled into new customs. As a student gets used to the host country's ways, things that seemed like a "crisis" may be seen as different ways of doing things. With the passage of time, majority of students transform their lifestyles to be balanced with a country's own cultural norms.

2.16 Related Researches

Previous studies have focused a lot on the financial and emotional problems the foreign students have to face. Financial problem is one of the biggest concerns in the higher education industry (Zhao, 2011). Students who can't afford the university dues have to work part-time to meet their financial needs. This raises a new challenge for these students. In addition, to adopt the foreign culture to perform well in their academic career, the students also have to adopt the culture to meet their financial needs. This and results in emotional as well as physical stress and disorders.

Similarly, emotional stress is also one of the major challenges international students have to face. This emotional stress can lead to unwanted consequences hence

decreasing the academic performance of the students (Yan & Berliner, 2011). But the main concern that is addressed in this research is the cultural barriers that international students have to cross. Cultural adaptation becomes necessary to compete in the increasing competition. Cultural unfamiliarity and cross-cultural adjustment is the biggest barrier to the international student's success. The idea of cultural adaptation and bi-cultural adjustment is not only limited to students but to teachers as well. Several students find it difficult to get along with certain teachers.

It determines how students can cope with their academics if they are able to adjust with their teachers and professors easily (Anderman, 2013). Janjua, Malik & Rahman (2011) conducted a study on "Learning Experiences and Academic Adjustment of International Students: A Case Study from Pakistan". The main objective of their study was to explore the classroom issues being faced by foreign students on the basis of their learning experiences in a Pakistani University. A case study methodology was used in the study. Findings of the study revealed that a large number of students found it easy to accommodate in the culture of Host University as they found major cultural similarities between home and host environment (Janjua, 2011). Foreign students being culturally different from the host country, have their own set of norms, values, beliefs, pattern of thinking and ways of living. These differences may cause problems of interaction and communication between the two groups. During this process of adjustment to a new culture, foreign students may experience some socio-cultural stressors such as anxiety, homesickness, depression etc (Maliha, 2011). According to Li (2005) attitudes, skills, and traits make a significant role in making efficient adjustment. He found that the following were conducive to adjustment: communication ability, organizational ability, and

competence in one's content area, ability to deal with stress, positive attitude toward the host culture, patience, tolerance, and courtesy, persistence with flexibility, energy, self-because of rapid growth in global economy. By 2025, internationalization will have sharpened the hierarchy in world higher education, with a handful of university—transnational corporation's confident maturity, and self-esteem. Being in an unfamiliar environment, foreign students are presented with a number of challenges. They reach the new country with the feelings of fascination and optimism. After this stage, he is supposed to be facing a number of challenges right from the unfamiliar environment to new culture and different language. Frustration arises when problems mount up as they have to solve academic matters and speaking and listening to an alien language every day. Students react to this frustration by rejecting the new environment in which they feel discomfort and this rejection ultimately affects their academic performance (Zhai, 2002).

Pyrkova (2016) conducted a study on "Features of International Students' Adaptation (on the Basis of a Russian Higher Education Institution)". The major objective of the study was to reveal features of international students' adaptation to a higher school of Russia in comparison with Russian students (from other regions and living in this region). A quantitative method was applied in the study. The findings of the study asserted that state of mental and physical health is directly connected with cultural adjustment of the foreign students (Pyrkova, 2016). Sheng-He Chen (2009) conducted a study on "A study of international students' life situation - a case study of the international students at the University of Twente. The main purpose of the study was to understand the life situation of the international student at the University of Twente. The

findings of the study revealed that the majority of the students were facing language and communications related problems (Chen, 2009).

Li Zhao (2010) conducted a study on “Socio-Cultural Adjustment of International Students as Expatriates in America”. The main objective of the study was to examine the relationships between international students’ ethnic identity, self-efficacy, uncertainty avoidance, and socio-cultural adjustment. The findings of the study explored the positive relationship between the ethnic identity of international students and their socio-cultural adjustment (Zhao, 2010).

2.17 Summary

The literature review showed that cultural adaptation is a lengthy process that passes through different steps and stages and it plays an integral part in creating a solid foundation of foreign students in a different culture. Globalization has inevitably changed the perspective of the world. The shift to a global village has drastically affected and changed the concept of culture across the globe. Cultural adaption has become a serious concern for foreign students all over the world. The main components of the culture include values, language, diversity, education, communication, traditions and religion, arts and recreation and social structure. Therefore, cultural adaptation is a dynamic process by which individuals establish and maintain a relatively stable, reciprocal, and functional relationship with those environments. Theories of cultural adaptation stressed that due to the challenges in the host environment faced by foreign students, adaptation is a slow and gradual process. Various factors are responsible for cultural adaptation. Such as attitude, activities, perceptions, ideas, adjusting capability, interests/ hobbies, preferences, values and beliefs. Similarly, various indicators are associated with cultural

adaptation such as academic achievements, institutional cultural adaptation, social activity, and participation in co-curricular activities, participation in local festivities, cooperation with fellow students and participation in classroom activities. The literature review also contains information about sub-components of cultural adaptation that are, parent-child discussions, educational expectations, parental home involvement, parental school involvement, and parental education. Varied types of issues that foreign students face in cultural adaptation, along with remedies suggested by researchers have also been discussed in this section that provides adequate information related to cultural adaptation.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter concentrates on the methodological approach undertaken to discover the pace of cultural adaptation of foreign students and to explore the relationship of their cultural adaptation with their academic achievements. In this chapter, the researcher has conferred about design, population and context sampling, instrument for data collection, procedure, data processing and analysis and pilot test results.

3.1 Research Design

A Research design is the plan, structure, and strategy of the investigation carried out to obtain the answers to research questions and to control the variances: said the founder scholar in behavioral research (Kerlinger, Floud, Meyer & Babbie, 1973). Taking it further, “It is a statement of the objectives of the inquiry and the strategies for collecting the shreds of evidence, analyzing the evidence and reporting the findings. It is a mapping strategy. A Mixed-Method Approach (MMA) applied to conduct the research, because in recent years, integrating qualitative and quantitative methods becomes common in research (Bryman, 2006). This design can provide detailed and comprehensive data, in order to achieve the research objectives. According to Teddlie and Tashakkori (2009), there are four types of mixed method research designs: 1) triangulation, 2) embedded, 3) sequential explanatory and 4) exploratory.

In this study, the researcher thus used, “Embedded or Nestled Mix Method design” in which the small amount of quantitative data has to be embedded within a larger qualitative data or vice versa (Gay & Diehl, 1992). The embedded design occurs

when the researcher collects and analyzes both quantitative and qualitative data within a traditional quantitative or qualitative design. In an embedded design, the researcher may add a qualitative strand within a quantitative design, such as an experiment, or add a quantitative strand within a qualitative design, such as a case study. In the embedded design, the supplemental strand is added to enhance the overall design in some way (Creswell, 2011). In this research, the interviews from the respondents were indentation to be embedded with the documentary proof of the respondents by using CGPA (Cumulative Grade Point Average) as quantitative data. Although the interviews conducted in the same scenario provided the dazzling and rich data, to meet the objectives comprehensively, but researcher included the CGPA to enhance the results of the study and also to counter check the hypothesis of the study.

3.2 Population of the Study

The population is the target group of interest for the researcher from which a sample selected and the results of the study generated. It is a realistic choice, not an idealistic one. This is a manageable group, a group of individuals with one or more than one characteristic in common for the interest of the researcher. In this investigation, foreign students enrolled in IIUI during Fall15 -16 constituted the population. For the actual population data about the foreign students enrolled in International Islamic University Islamabad the researcher got the help from the admission department responsible for the admission of foreign students. According to the data provided, Total population of foreign students, enrolled in the BS program and were studying in BS-5th to BS-7th got admission in (F15-F16) were 526 at the times of research (sept17-18) and the detail of distribution is given below:

Table 1

Population of the study

S.No	Name of University	Total students
	International Islamic university Islamabad	
1	Female	240
2	Male	286
	Total	526

3.3 Sample and Sampling Technique

Sampling is the critical technical process of selecting a number of individuals for the in-depth study representing a larger group from the population. The sample represents the adequate envoy from the population for the generalization of the results. In technical terms, a measured value based on sample data is 'statistics' whereas a population value inferred from statics is a parameter. This is the intent of the researcher to establish the semi-structured interviews to carry out the qualitative part of the research study. Researcher used the non- probability sampling method so convenience sampling technique was applied. The convenience sampling is a type of non -probability Sampling method in which a group of people are taken who are easy to contact or reach. Most of the researchers use the convenience sampling to obtain the basic data at the time of pilot study. Moreover, this sample technique saves many complications at the time of actual data collection. (Ghauri & Gronhaug, 2005): A complete frame (a list of all units in the whole population) is needed; In some studies, such as surveys by personal interviews, the costs of obtaining the sample can be high if the units are geographically widely scattered; The standard errors of estimators can be high. Keeping in view the needs of

the investigation, the researcher used a convenience sampling method. The reason was to facilitate the foreign students, who have many queries and restrictions from socio-educational side. Therefore, researcher approached only those students who were willing to spare time for the structured interview. The purpose behind the idea of selection was that this form of sampling is strategic and it necessitates a challenge and establishes a good correspondence between the research question and the sampling.

The inclusion criteria based on the participants enrolled in the BS program in IIUI and were foreigner students. The pace of the cultural adaptation is difficult to be determine from the student of the first or second semester, because according to "cultural adaptation" theory contends that keeping in mind the challenges that the host environment provides, adaptation is a gradual process. Whenever an individual or a group of people travels to another far more distant culture than theirs do, they have to adopt the foreign culture to adjust completely (Niiq, 2015). Therefore, the researcher selected the students from the academic session 2017-18 from 5th to 7th semester by choice for the fulfillment of all the objectives of the study. As the 6th semester is mostly related to field work so very few students were available from the said semester but still thanks to some hostel dwellers who responded positively to make data appropriate.

According to the population, the sample size divided into 2 strata i.e. male students and female students than 10% population from each stratum taken as sample (Gay & Diehl, 1992). For taking the 10%, population of each stratum researcher used convenience-sampling, technique means, picked only based on convenience in terms of availability, reach and accessibility.

Table 2

Sample of the study

S.No	Name of University	Total students N	Total students N
IIUI			10%
1	Female	240	25
2	Male	286	30
	Total	526	55

3.4 Instrumentation

The Instrument forms the core of the study. The quality of data collection depends on the nature and quality of instrumentation. The researcher used semi-structured interview-guide to carry out the qualitative part of this research study. The purpose of this tool was to provide more flexibility, range, and the needed capacity to stimulate the respondents to share the true feelings and information needed for the purpose. Semi-structured interviews allow the individuals to answer questions more in their own terms than the standardized or structured interview. It permits and still provides a good structure for the comparability over that of the focused interview (May 1997). According to Kumar (2005), the interviews are the most suitable approach for the study of complex and sensitive areas and questions to explain complex ones to them in person. As the interview is the most valuable tool for the collection of rich and in-depth data, it can prove to be an expensive and time-consuming process. It allows the interaction between the interviewer and the participant can differ as each interview is unique and the quality of the responses may be obtained which may vary significantly but the quality of data generated is affected by the experience, skill, and commitment of the interviewer more than the respondents (Kumar, 2005).

As the major part of the study consists of qualitative study, the construct of the instrument related to the purpose statement of the research objectives, questions, and hypothesis. The wide range of variables relating to the objectives of the study explored by the literature review formed the bases of instrumentation. From the analysis, eight forms of interview opinion questions were prepared, as they carry the real experience of the felt situation. Interviews were design to increase the predicted validity of potential relationships in the future scenario of cultural adaptation and academic achievement. The opinion-based questions comprise adaptation with teachers, adaptation with local students, adaptation with foreign students, and adaptation with a set of administrators, further by a set of personal experiences in the areas of testing and evaluation. Changed university environment for the foreign student is associated with the intra- student facilities (Details in Appendix-1). The interview guide after verified by the group of experts from the sociology and education department, draw on as an instrument for qualitative data collection.

Conducting an interview is not a science with rules. Rather, it is an art so some risks are involved in this process such as biasness of the interviewee and the major risk is the biasness of the researcher. The second risk is that it can be a difficult task to gain reliable data on the research subject if there are a small number of participants involved, this can be well tackled in qualitative approach where a large number of respondents can provide a reliable data results. Keeping in view the risks, the researcher tried to ensure the credibility of the interviews by making department wise rough drafts of the population the foreign students. Prior departmental permission from the head of the departments, made the work easy. Researcher found it easy to carry out the interviews.

For the quantitative data, the collection researcher used the authorized copies of result cards of the respondents from the related departments with the written approval of the chairperson of the said department. The basic purpose behind this was, just to cross-check the information provided by the respondents during their interview about their academic achievements in the said institution.

3.5 Validity of Instruments

For the improvement of research instruments, content validity of the instruments was determined because of experts' opinion. For the quantitative data collection, authorized copies of result cards of the respondents were used from the related departments.

3.6 Pilot Testing

Although the proper guideline and supervision were managed for, the creation of semi-structured interview guidelines but still to check the difficulty level of the interview a pilot interview was carried out from the male and female sections. This allowed the interviewee to express thoughts and feelings relating to questions provided to respondents. This process also provided an opportunity for the researcher to resolve any difficulty and problems for the choice of words and the formation of questions or the structure of the sentence for questioning.

The aim of the pilot study was to test the appropriateness of the questions and to provide researcher with some early suggestions on the viability of the research. Besides, it also facilitated researcher to obtain experience in conducting in-depth, semi-structured interviews and to build rapport with the informants. Importantly,

the pilot study assisted researcher to learn the skills in interviewing and the flow of conversation. Researcher did a pilot testing secession before actual data collection to identify the ambiguous questions or the unrelated questions which might make a respondent uncomfortable. After two interviews, some questions were rephrased and on suggestions of these respondents and consultation of supervisor, few open-ended questions were added. This allowed the respondents to give suggestions for the future improvements of the university culture or the behavior of the workers of Admin block. This exercise allowed the researcher to make it a tool for quality data and deeper responses from the respondents. Overall, a pilot testing was done on six students from both strata and received almost same results.

3.7 Reliability of Instruments

The tentative interview guide was used to collect data from the male and female foreign students and upon their responses, appropriate changes were induced and discussed with team of expertise again to make it more reliable.

3.8 Data Collection

To begin exploring, “Foreign Students’ Cultural Adaptation and Academic Achievement at IIUI Pakistan” Data collection was carried out by the tool a “Semi structured interview” which was, conducted with a series of questions in the form of an interview but with a varied sequence. The concerns and formal approval of the relevant department obtained before approaching the foreigner students for the interviews. An interview schedule was being prepared but due to the educational engagements of the students, it could not being follow. The time of interview varies from student to student between 2 hours in a row or two to three secessions of 30

ments. The interview should not exceed 90 minutes to consider other commitments of participants (Marilou Gagnon, Jean Daniel Jacob, Janet McCabe, 2015", 2020) so keeping in view this suggestion, researcher tried to keep the time of ease and Including the social conversation, it was noticed that each session did not exceed the recommended time frame. Data collection process carried on between, September 2018- November 2018. The researcher used recording device for this purpose and then the data narration and interpretation was completed. The researcher used the place for the interview convenient for the respondents. Most of the time, it was ground or the university library. Many times a group of students came for the response recording but as group interview was not required, so the interview for each student took many sessions to get the accurate most information.

3.9 Data Analysis

The data analysis consists of two parts. The research was dominantly qualitative research, supported by quantitative research. After the collection and recording of data, it was transcribed, coded, analyzed, interpreted and verified. The transcription was helpful for the researcher to gain a better understanding of the response from repeatedly listening and observing the written responses of the respondents. After the transliteration of data, the coding done. According to Sarantakos, the codes are keywords used to categorize or organize text and are considered as an essential part of qualitative research (Sarantakos, 1998). The collected data were organized by the researcher, into themes and further sub-themes that emerged through the coding process for analysis. At the next stage, data interpretation was done by identifying any reoccurring themes throughout and highlighting any similarities and differences in the data. The final stage involved data

verification. The validity of data was en-sure by rechecking the transcription and coding of data. After completion of qualitative data analysis researcher, divided responses in three categories .i.e. most adapted, less adapted and least adapted. The criteria was based upon the nature of responses. The respondents who responded in a positive way and showed least bothering indicators were considered most adapted. Whereas those, who were in trouble for most of the adaptation indicators were considered least adapted. The researcher used the ANOVA for concluding the results obtained from CGPA of the respondents from their respective departments. At the final stage, the results of both data were analyzed, and in corporate for the conclusion.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis of the collected data. It includes two types of data analysis (i.e. as qualitative data were collected to play the major role for the present study, and quantitative data had to play the least but confirmatory part). For the analysis of qualitative data, initially major themes were constructed, on the basis of objectives then data related to each theme were classified according to the following steps:

- Reading/ Memoing
- Describing
- Classifying (Gay, 2015)

Detailed narration of data was summed up according to the above-given criteria (Appendix-2), then keeping in view the objectives of study following major themes were constructed for qualitative data:

4.1 Pace of cultural adaptation of foreign students teaching Methodology of Teachers

- 4.1.1 Difference of learning environment
- 4.1.2 Communication skills and styles of Pakistani teachers
- 4.1.3 Personality and skills of Pakistani teachers
- 4.1.4 Behavior of the teachers outside the classroom
- 4.1.5 Biasness of the Pakistani teachers

4.2 Assimilation and alienation of foreign students

4.2.1 Adaption with fellow Pakistani students

4.2.1.1 Behavior of Pakistani (local students) students

4.2.1.2 Pace of adaptation with Pakistani students

4.2.1.3 Role of Pakistani students in academic attainment

4.2.1.4 Impact of combine studies

4.3 Adoption with other foreign Students

4.3.1 Cross-cultural adaptation

4.3.2 Experience of cultural adaptation with foreign students, then that of Pakistani students

4.3.3 Discussing problems with the other foreign students

4.3.4 Assistance from senior foreign students

4.4 Adaption with teachers

4.4.1 Grading standards of the university teachers

4.4.2 Effectiveness of Pakistani /foreign teachers for adaptation

4.4 Role of institutional culture in the cultural adaptation of foreign students

4.5.1 Role of Administrative staff

4.5.1.1 Marking policy of the university

4.5.1.2 Attitude of Administrators

4.5.1.3 Rules and regulations of the university

4.6 Role of academic staff

4.6.1 Impact of teacher's marking on educational achievement

4.6.2 Impact of teachers teaching style on academic performance

4.7 Role of institutional culture in the academic achievement of foreign students

4.7.1 Impact of group study on foreign students' performance

4.7.2 Effect of university environment on the results of foreign students

4.7.3 Role of university' core languages (English and Arabic) on the academic achievement

4.7.4 Impact of social class on students' performance

4.8 Cultural adaption and academic achievement

4.9 Cultural aspect of academic achievement

4.9.1 Strategies to pass out failure courses

4.9.2 Improvement in CGPA

4.9.3 Hurdles that foreign students face regarding administration

4.9.4 Role of home culture in better scoring of Pakistani students

4.9.5 Participation of foreign students in group studies

4.9.6 Preferred group for group study

4.9.7 Impact of parent's education status on academic achievements

4.9.8 Effect of family background or the social background on GPA

4.9.9 Effect of cultural and language barriers on GPA

4.10 Suggestions by foreign students

4.10.1 Suggestions for teachers to improve grading system

4.10.2 Suggestions regarding the administrative approach of the university

4.10.3 Suggestions for the teachers to help the foreign students

Qualitative Data Analysis of the Study

Detailed analysis is described below:

4.1 Pace of Cultural Adaptation of Foreign Students

4.1.1 Teaching Methodology of Instructors

When students were provoked, to describe their experience about the teaching methodology of their teachers, they gave the following answers:

Table 3

Teaching Methodology of Teachers

Positive responses	Negative responses
<ul style="list-style-type: none">• I am satisfied with the teaching methodology of teachers• Teachers involved them-in class participation• Teachers teach with heart in an easy and simple way• I have good experience with all my teachers• I am very happy about the way my teachers teach me. They explain very well.• The teaching methodology is very good and helpful.• I can understand lectures easily so it's effective• I feel good when they are teaching.• It's good that all the contents are covered in detailed.	<ul style="list-style-type: none">• Teachers' focus is Pakistani students because they feel easy in Urdu and they speak too much in Urdu• Most of the teachers focus on themselves without having a concern about how students can understand.• I am very disappointed with the way I experience the learning environment• Teachers don't have much command on the skills and teaching methodology• It's not effective. Teachers used different methods but I cannot follow them.• Nothing new all teachers use traditional methods in teaching.

Other Responses

One respondent stated that, "*I can understand teaching methodology of teachers as I am a student of translation*".

Another participant reported that, "*it is normal to be easy and familiar with some teachers and during last semesters while it is difficult to adjust with several other teachers and especially in the start semesters*" One of the respondents said "*teaching skills are good but not of that much standard of an international university. Teachers of IIUI need to improve their teaching skills in the English language*". An almost similar response was given by two other participants who asserted that, "*teaching strategies are good but teachers should provide some notes in the class for helping the students for better understanding*".

Description: 55% of the students stated that teachers' teaching methodology is effective and they can easily understand the lecture. While some respondents recommended that IIUI teacher are required to improve their teaching methodology.

4.1.2 Difference in the Learning Environment

When students were asked to describe their experience about differences between previously experienced and current learning environment and strategies to cope with a difference, they gave the following accounts:

Table 4

Difference in the learning environment

Positive responses	Negative responses
<ul style="list-style-type: none"> • There is not much difference. The class environment is the same • The environment is friendly. • I am enjoying it as all class fellows are females. I feel better and easy to adapt to the culture • It is facilitative as workload is less than our native country and we have more time for research work as well as to improve our knowledge and skills. • Little bit different but better than our native environment • Yes, it is different I want to adjust here because I like this university more. • Most of the time my habit of self-study is helping me. 	<ul style="list-style-type: none"> • Yes, there is difference and I am slowly becoming familiar with the differences • I keep in contact with local students for adapting to the environment. • It is not good and very problematic. • The learning environment of this university is totally different from the experience I had in my home country. • The difference is mainly the medium of teaching or instructions • It is very difficult. I am trying to adjust to the setup. • I face difficulties but still, I try to adapt myself in the learning environment • It's different regarding co-education we had boys in china with us in class for competition. • It is different from the teachers' methodology point of view. • It is very different in the context of facilities and more professional teachers • The environment is boring. Very few co-curricular activities for female students are available here • Ways of teaching are difficult here. • Some teachers are not friendly and students are afraid of them to ask questions. We have more friendly atmosphere in our country • The main difference is the cultural difference but we have to adapt to this culture which is necessary for university education. • We have tough competition with local students and have to work harder than the local students for a good GPA.

Related Responses

There were some other responses in the same scenario some are described below:

One respondent said, "Yes, it is different but I try to cope up with the lecture as I always keep in touch with my friends about lectures and timely clear my concepts so it is less difficult for me". Few others responded, "It was difficult for us in the initial semesters but now we don't face any problems. Now we can understand easily what teachers teach us and expect from us in exams. Two respondents said, "We had professional teachers but in this university, teachers are not having a good behavior with foreigner students". One respondent from Somalia said, "In my country, the environment of the university is different from here, the style of teaching is also different but in my view, it is better here. Although it is a very nice but little bit boring environment at the campus". The respondent from Turkey said, "Yes it is different here especially the environment in my country is very clean and tidy. So I feel bad but slowly I will get used to this." The respondent from the FMS (faculty of management sciences) department said, "The teaching methodology and the learning environment both are totally different. At the start, I was very upset but now I feel no difference".

Description: 60% of the students stated that learning environment of this university is different to great extant from the environment of their home country. While some stated that, there is not much difference and the environment is friendly.

4.1.3 Communication Skills and Styles of Pakistani Teachers

When the respondents described, the way teachers communicate with foreign and Pakistani students they responded:

Table 5

Communication skills and styles of Pakistani teachers

Positive responses	Negative responses
<ul style="list-style-type: none"> They are good; their way of communication with the foreigner students is quite good and friendly. The teacher communicates with us all in the same way. The foreign teachers communicate well, however, local teachers often deliver the lecture in Urdu. The style is very similar, there are not many differences. Teachers are good and they communicate in the same way to all students either they are Pakistani students or foreigners. They communicate in a good way. They treat all in the same way. They do not discriminate and didn't speak more Urdu language in the class. The way and style of communication of teachers in this university is very good and easy. They mostly communicate in a friendly way. 	<ul style="list-style-type: none"> Most of the teachers focus on Pakistani students because they feel a lot of convenience in teaching in Urdu rather than communicating in English. Most of the teachers communicate in Urdu language and it is very hard for me to focus and for them to teach in English. The teachers adapt the same teaching method for the entire class. Pakistani students have an advantage in Urdu. Most teachers explain lectures to them in Urdu which we can't understand. Sometimes it's good but some times it's not. Some teachers are so good trying to convince us differently to understand but some are trying to confuse us and take it personally. It's good but not very friendly. And some time biased. They responded well to Pakistani students and not well with us. They are different from Pakistani students. They talk more to them and they feel easy while talking to Pakistani students. They teach them more clearly and help them more. Perhaps due to the language barrier the teachers of this university prefer Pakistani students for communication and teaching.

In addition, there were some respondents, who remark the difference of opinion in a different way such as:

One said, "I have no Pakistani students in the class, so all the teachers communicate in Arabic with also can't share the difference. Another responded, "Sometimes, local students speak the local language then teachers give us extra time and explanation if we face any problem. One of the male respondents said that "Most of the teachers do have good command in English so they feel easy to communicate with me or other foreigner students but very few have less command so they use my other local class fellows for communicating the required message. So we cannot say that it's a bad thing".

Description: 61% of the students stated that teachers communicate in Urdu language and it is very hard for them to focus on lecture. While some students disagreed with them and said, that they communicate in a good way and treat all in the same way.

4.1.4 Personality and Skills of Pakistani Teachers

When the students were asked about the personality traits of their teachers would they like to adopt, they responded in the following way:

Table 6

Personality and skills of Pakistani teachers

Positive responses	Negative responses
<ul style="list-style-type: none"> • Mostly I like their physical appearance. Their dressing is nice and according to the teachings of Islam. They take interest in Islam and sometimes discuss Islam. • I like to adopt their way of communication, dressing and their way of greeting • All of the teachers are consistent. There are a lot of things happening in their lives but every day they come and do their best to teach us. • I like their happy mood and when they freely move in the class. • I would like to adopt my teachers' behavior and way of talking. • I like their humbleness and intelligence. • Most of the teachers are very regular and I like their regularity. • Interesting methodology and motivating behavior • They have patience and a good sense of humor. • They are mostly responsible, serious and attentive 	<ul style="list-style-type: none"> • I have not observed anything unique. • Not at all. • I could not find any convincing traits in them. • She is good but I hope she can be more reasonable. • Not at all. They must be friendly with foreigner students.

Some typical responses worth mentioning such as

One respondent said, "Some teachers use English properly and help me a lot but some are not very responsive. They must have a friendly relation with students". In the same way, one foreign student argued that, "They should treat all students equally. They

should provide a friendly environment in their class." Another respondent explained, they liked lively and humorous teacher who knows how to cheer up the class so that the foreigner students feel "easy and comfortable." They like a teacher who can explain the lecture to make it easy for the students to understand and specifically come in class on time.

Description: 56% of the students agreed that teachers' are mostly responsible, serious and attentive while delivering the lecture. While some respondents recommended that IIUI teacher are required to improve their teaching attitude. Only 5% respondents were complaining about the difference of behavior of teachers with foreign and Pakistani students but due to language only.

4.1.5 Behavior of the Teacher outside the Class Room

When the foreign students were asked to tell about the behavior of the teacher outside the classroom, their responses emerged as follows:

Table 7

Behavior of the teacher outside the classroom

Positive Responses	Negative Responses
<ul style="list-style-type: none"> Inside the classroom, they repeat the lectures and outside they help us if we face any problem. They share their number and office to visit for more explanation. They help me by revising the main points of the previous lecture. Whenever I face any problem, I simply visit their office in student hours. Most of my teachers are very helpful in all aspects and all fields whenever and wherever I need help they help me. Even out of class she helps me as a sister. Inside the class, she gives us extra time and explains again if we ask out of class provides notes and explain if we need an explanation of the content. She is good and extraordinarily teaches us. She helps us to participate in the co-curricular activities 	<ul style="list-style-type: none"> They do not help me in and outside of the class. In class, we solve case studies that we see in daily life and that has been very thoughtful and helpful for me but out of class, they are not ready to help. Teachers only help me in class. Some say I can come to their office and some ignore me altogether Not at all. They are not providing such facilities for us. When we ask some teachers give us extra time but she said no time out of class just ask everything in the class during the class time or ask CR She is not helpful at all. There is no extra help for us foreigners.

Related but different Responses

"My teachers give me time and help me inside the class. I never felt the need to seek their help outside the class. I have no issue mostly I pick their ideas well during class". One respondent specifically said, "As I have the language barrier, my teachers often try to explain the same thing to me over and over again so he has no experience with it. He added that the teachers share their contact numbers and office numbers. One

of the respondents was very happy regarding the teachers' behavior and said, "My teacher is available for help 24/7".

Description: 87% respondents said that, the teachers are very helpful in all aspects and all fields whenever and wherever the help, it was needed. So regarding teachers' behavior in and out of classroom, most of the students were happy. Very few have some complaints about some of the teachers' standards of help mainly due to language barrier.

4.1.6 Biasness of the Pakistani Teachers

When the foreign students were encouraged to share their experiences about the biasness of the Pakistani teachers with them their responses were as follows:

Table 8

Biasness of the Pakistani teachers

Positive Responses	Negative Responses
<ul style="list-style-type: none"> • I don't have any. They treat all the students equally. • I don't have any such experience. The teachers are not biased and don't discriminate against us. • They treat us equally. It is because most of the students in my class are from China, only two are from other countries. • Pakistani teachers are very hardworking and not biased. I like their teaching methods. • No biasness ever experienced yet. • No, I don't have such experience • I think the teacher is not biased. 	<ul style="list-style-type: none"> • The teachers mostly speak in Urdu during class and even if any foreign students remind them, they still speak in Urdu. • They are biased and give a lecture in Urdu. • They change their behavior anytime. • Some teachers give more preference to Pakistani students than local students • They have different behavior with foreigner students and favorable ones with locals. • Some are not biased and very

Our test scores are almost the same. And most of the time the scores of the Chinese students are not bad.

- Language is an issue but when-ever we ask for help they repeat the concept.

helpful to us but some show little biasness

- Some-times they do not allow us to participate in the class and do not help us if we ask something.
- Sometimes they are very biased especially when some activity is to be done for class but mostly no they are neutral.
- Some Pakistani teachers are biased towards Chinese students but mostly they treat equally
- Yes, and they will not allow us to participate and make us understand the lecture better.
- I feel helpless because we do not understand anything and teachers teach only in the Urdu language.

Responses with some differences

Some respondents reported, "No biasness but sometimes they teach in local language which helps the local students. Pakistani teachers are very kind and friendly but a little strict in marking. Another reported, "No I don't have such experience. They are too helping even a teacher of Islamic world view helps me a lot because I don't know much about Islam or the Islamic world". One Student from Indonesia said, "In Pakistan it is nice and I have no problems but they have to change their teaching skills. They are not biased but the teacher uses their consistent style in the class. They usually do not consider the feelings of the foreign student, which is not a healthy expected behavior of an International University.

Description: 85% of the foreign students are of the view that Pakistani teachers are not biased but still a good number of students are demanding about their fair share in

the classroom activities. They said that most of time teachers feel easy to ask Pakistani students to fulfill the tasks of classroom, which causes discomfort among foreign students.

4.2 Assimilation and Alienation of Foreign Students

4.2.1 Adoption with fellow Pakistani Students

4.2.1.1 Behavior of Pakistani (local students) students

On asking about the behavior of local /Pakistani students or fellow ones the respondents expressed their ideas like:

Table 9

Behavior of Pakistani (local students) students

Positive Responses	Negative Responses
<ul style="list-style-type: none"> • Most of them are nice, kind-hearted and helpful people. They behave nicely and politely. • They behave kindly. I have no problem. • We all are like brothers and their behavior is friendly and cooperative. • Pakistanis are very friendly and all my classmates are helpful inside and out of the class. • They are very friendly and sometimes they are better than teachers as they understand our questions and then explain • Pakistani friends are nice and they help me a lot in every matter. I am a day scholar so they always help me in every matter. they are very kind to me and behave nicely 	<ul style="list-style-type: none"> • It depends on their mood. • They mostly behave normal but sometimes different and not good at all • Most of them are nice, kind and helpful people. But some racist, they prefer to make a friend from their own culture. • They are not good people to communicate. Their behavior is strange to overseas or foreign students • Most of them are kind and helping people they behave nicely but few show negative behavior towards foreign student especially in the classroom. • They behave normally but sometimes not good and non-cooperative.

- They are good and friendly. They always help me in every aspect.
- They are better than their teachers.
- They are not good at making friends with foreign students and rarely initiate communication.
- I don't like their behavior. They are proud and non-cooperative.

Responses with neutral experiences

One of the male respondents said, "I have no Pakistani students in my class but I have good experience with Pakistani students in the hostel. Most of them are from the tribal belt and consider them the same as Pashtuns". Another respondent said, "Most of them are nice, kind-hearted and helpful people but some are there who are racist, and they prefer to make friends from their own country". The female respondents said that "It's not bad at all most of the students are very helpful in all the fields but exceptional cases are there few never wants to study with us or help us when we ask". The Turkish student reported that "They are friendly but I am not comfortable with them". On the contrary, the students from Somalia said, "They are mostly good but they do not allow us to join their groups. They mostly have their circle and they do not welcome us as friends. They said Pakistani students only help us and behave well as class fellows.

Description: 89% of the students were positive about the behavior of Pakistani students with all foreign students. They reported that many times they are better than teachers are. Very few responded opposite but the reason was their own hesitation with the local students.

4.2.1.2 Pace of Adaptation with Pakistani Students

At the question about the extent of adaption with the local students, the response of the foreign students was as under:

Table 10

Pace of adaptation with Pakistani students

Positive Responses	Negative Responses
<ul style="list-style-type: none"> • Yes, it's easy for me to adapt to them because they are nice and cooperative. • Yes, it is easy to adopt the local culture, I am very happy with local friends. • It was difficult when I was in the first semester due to the language barrier. • The adoption was very easy for me. I am a Muslim and Islam already taught us that we are brothers so it was not difficult for me to adjust. • No, it is not difficult as most of my local friends speak English. • I have good experience in class, hostel, and even my room. I have Pakistani friends • I have good experience as mostly we have the same way of life and experiences. • It's easy with local students as well because I am a social person and can make new friends very easily. I like everything. • Yes, it is easy and very pleasant. They allow us to ask any favor and try to help us more than foreigner students. • My choice is Pakistani students because we have so many 	<ul style="list-style-type: none"> • It is difficult due to cultural differences especially language differences. • No, but in the hostel, it is easy for local students. • No, because I don't cross my boundaries and stay in my limits hence not allowing anyone to harass me • No, firstly, the way students communicate makes it extremely difficult for us. Jokes, attitude, body gestures, language, and many things. Secondly, some people behave better to match with foreign students. Then, it is easy to adopt. • Adoption with local students is not easy. Language is a big barrier. • Mostly it is very difficult to adjust with locals because of their culture and language differences • It is not easy to adjust with local students due to many differences but mainly cultural difference • No, it is very difficult. Their language, their food, and their friendship is very different. • No, it's very difficult because we don't have common habits or cultural values similar so it's difficult.

<p>difficulties at the university they are too friendly and they will always help in this matter.</p> <ul style="list-style-type: none">• I don't feel comfortable with most foreign girls they are not friendly .they are rude but Pakistani students are helpful.	<ul style="list-style-type: none">• No, we don't feel comfortable with local Pakistani students because we cannot trust them. They are double-faced• Sometimes it's very difficult to show them(Pakistani) my problems so I feel comfortable with foreigner friends only• I feel comfortable with Somalian only• No, it's very difficult with Pakistani students due to big cultural differences.• No, it not easy due to language and cultural barriers.• No, it is not easy .we have very different living style and the big issue is the language barrier.• No, it's very difficult because everything is different from my country.
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Supplementary Responses

Respondents from one department said that "I have no local student in my class but in my hostel, I have many so after interaction I can say that they are good people and it is easy to adapt with them. Another respondent said, "It was not easy in the beginning because we were not familiar but not difficult now". One respondent from Kuwait said, "Inside the educational institutes, especially in the class, there is no biasness so it is easy to adjust. One Chinese student responded that "Yes we don't understand much about their language but they are very friendly and ready to help when we ask them while foreigners other than our nationality are not very friendly". Most of the African students are of the view that "Pakistani students are better and easy to talk because they do not

mind if we ask some help while others are closed and do not bother to help. Some are good but mostly they don't like us and are rude". The student from the Arabic department said that "I feel comfortable with my community or some Indonesians are friendly but I have never tried Pakistani students for friendship or help in studies. Respondents said, "Sometimes it's not easy with Pakistani students because they do not understand our difficulties but foreign students are facing the same problems so it's easy to talk to them".

Many foreign students said, "It depends upon the situation. Some -times the Pakistani students are better and some- times the others are more understanding such as in exams Pakistani students can guide us better but in scenario of visa transaction or problems related to adman office foreigner students are more helpful. One respondent said, "It is not easy because Language or communication is difficult but I have managed to some extent due to my English and Arabic language skills. Respondent from Japan said, "Although Pakistani students are very helpful the teachers, teaching-learning environment, food, living style everything is different so it's a big task to live out of your country so in the beginning, it was difficult due to different country and environment where I had no friend.

Description: 75% respondents gave the positive response about the better help from Pakistani students then the foreign students. Moreover, they stated that they need Pakistani students for help in most of the university affairs especially female students; otherwise, they said they feel comfortable in their own circles of communities.

4.2.1.3 Role of Pakistani Students in Educational Attainment

At the question about the role of Pakistani students in explaining the difficult topic in a peer group study foreign students responded in the following way:

Table 11

Role of Pakistani students in Educational Attainment

Positive Responses	Negative Responses
<ul style="list-style-type: none">• They help me a lot. Whenever I have difficulty, we solve it through group discussion.• We solve problems through group discussion. Pakistani fellows are very nice and cooperative• They share material with me and discuss the topics with me.• They try their best to help me inside and out of the class. We often visit each other's rooms or the library.• We always have a group discussion based on the topic we learn after the lecture in class.• Whenever I ask for help they do help me but I feel difficulty while communicating with Pakistani students• They try their best to understand and minimize my issues.• They help me a lot if I have faced any problem. They help at any time. I need help in lectures; they are always ready to help me.	<ul style="list-style-type: none">• They are not helping at all. If I ask to share notes, they will not trust and will make excuses for not sharing them with me.• No, they are not friendly especially, they don't trust for notes.• Whenever I ask for help they do help me, but I feel difficulty while communicating with Pakistani students• They are not very friendly. They help me a little which is mostly not enough for studies.

Supplementary Responses

Some of the foreign students responded, "We have no Pakistani fellows in class and the need for help from them have not felt yet. The student from Japan said, "Some of my Pakistani class fellows are friendly but most of the time I help myself in the studies because the lectures are self-explanatory". The student from Africa said that' "They always help and support me and also share material with me. They are also always ready for discussion about any topic. When we have any difference in opinion or understanding, we discuss it after class". One of the respondents said that "My fellows helped me too much in any lecture which I had problems. I think some of my class fellows can explain better than teachers and I like their way of teaching or explaining the difficult terms or the concepts". Some other foreign students said that" Pakistani class fellows are very helpful especially when the teachers use Urdu as a medium of communication and explanation we always need them for explanation and they are ready to help all the time".

Description: 80% foreign students agreed that the Pakistani students are of great help in their studies and they feel comfortable to ask questions from them about difficulties in the classroom activities or other stuff. 5% respondents from "Shariah and Muslim law" said they don't have Pakistani students so can't say yes or no but as hostel fellows they are good and cooperative. They are really helping. 15% stated that no, they were rude and non-cooperative so they don't like their Pakistani fellows.

4.2.1.4 Impact of Combined Studies

When the foreign students were inquired about the impact of combine studies with local students on their educational attainments they answered in the following ways:

Table 12

Impact of combined studies

Positive Responses	Negative Responses
<ul style="list-style-type: none">• I don't think there is any bad impact. We have cultural differences but it does not have a bad impact on our studies. We can easily adjust with Pakistani students in solving our problems in studies• Learn more about how the world is bigger than what we think of, being more patient and learn how to know about strange people and people we have never met before.• Sometimes we do have combined study secessions. We have to deal with problems in the adaptation of the local culture in class, but mostly these secessions are fruitful for me.• It has a positive impact as people of two different cultures share their thoughts and makes the study fun.• I don't think there is any bad impact. Most of the time it has a positive impact. As most of the time, we learn different things like languages and cultures. In the same way, they learn some things from our cultures.• Yes, it is a fruitful activity. Being a new Muslim I don't understand	<ul style="list-style-type: none">• Sometimes, ideological change and language change affects our group study.• No, I don't have any impact.• I don't have experience in group study with Pakistani students. In class, this cultural difference doesn't have any impact.• Mostly, the language barrier creates a problem.• When the local students speak in the local language, then we face a lot of problems.• It affects my education as I don't know Urdu.• Sometimes speaking in local language disperses the attention and causes a problem for me.• I don't feel easy to combine studies because of the language difference. I feel shy to talk to them• It doesn't matter. Pakistani students are mostly noisy and do not like others. Chinese students are quiet and prefer Chinese students. So can-not say the impact.• Due to the language barrier, we have to face problems. Pakistani students are benefited due to home culture. They can understand all the concepts as when-ever they feel difficulty they can ask and understand in Urdu. But we cannot.

Arabic so well so it's difficult for me. At the time of need, they are my best option and I can rely on them for explaining the difficult topics out of class.

- In combine studies, we can manage the differences by discussions. What-ever we don't understand we can ask for help from Pakistani students.
- During combine studies, we can learn and share many things related to our culture with each other. So it always has a good impact.

Additional Responses

While talking about the impact of combine studies on the educational attainment of foreign students, some students responded in a different way some are stated here as neutral statements. One of the students responded, "Generally cultural differences affect the social life but I don't have such experience regarding studies because we have the Arabic language for both of us which is unique and new for both". Another respondent said, "Sometimes we have a combined class and combined study and in my view, Combine study gets easy but cultural adaptation is different". Students from the Arabic department said, "We have no problem as we speak the Arabic language. I use the dictionary to translate." Afghani students said, "For me, so far, the culture is quite similar to that of Pakistan's and therefore I don't have such problem but I think cultural difference affects the whole social life and not just combined study. Language especially the local language matters a lot. The students from Turkey said, "Most of the Pakistani students like the combined studies. Mostly foreigner students prefer self- study.

Therefore, I can't say the difference. Cultural difference especially the language is a big barrier for combine study". Few Somalian students responded that, "The culture does have a lot of difference as the main aspect is language so the difference of everything may have a strong impact but we do manage the difference by finding a solution in friendship and we do respect each other in our combined studies secession".

Description: There was a mix response about the combine studies and 51% of students were of the positive response and they said it is of the great help in their educational achievements but 40% said that no, most of the time combine studies are waste of time and they can learn more while studying individually. Nine (9) % foreign students said it depends upon subject and the members of the group.

4.3 Adoption with other Foreign Students

4.3.1 Cross-Cultural Adaptation

The respondents responded regarding cultural adaptation in the following way:

Table 13

Cross-cultural adaptation

Positive Responses	Negative Responses
<ul style="list-style-type: none"> • Cultural adaptation is an adjustment to the local environment. I have good experiences with Pakistani students and can easily adjust myself with Pakistani culture • I can adapt to the local culture. I enjoy my time a lot with my local friends and they help me a lot. • I think it's a state of mind when feeling at home and when we feel easy with the local people. We can understand their language and other 	<ul style="list-style-type: none"> • I face problems to adjust myself with the local culture especially with academic culture. • I like cultural adaptation but it is difficult to adjust to the local culture. • I faced problems at the start, and was considering myself stranger, but now I have adopted myself with the local culture. • Cultural Adaptation was difficult for me at the start. I am adapting to the local culture slowly and gradually. • Cultural adaptation is a very difficult task as It's living in another country happily

stuff.

- I do believe in cultural adaptation. I speak Chinese and I like to interact with them.
- It is being free with the people and being close to them. That way you can adjust in any culture.
- We learn from each other and even we are keen to learn each other languages and adopt each other's culture.
- I believe in cultural adaptation as it is a must happening process.
- its respect to others
- It is the way of adjustment .it means more communication. it is a way of socializing with the local people
- It is a way of communication and forming a group with common people for common activities like I have a group of friends and we go hiking and group studies etc.
- When people from different types of cultures sit together they accept each other and a mutual way comes out.
- Every country has its own culture which has to be learned and respected by foreigners either they are here for a short or long stay.
- It's living in a different culture without difficulty by adopting some good things.

without losing your identity and without negating the natives. As a foreign student, I can say it is difficult for me here.

- In my view its acceptance of change for the good. Which need more communication with local people and I can say this is not easy for me I am not doing good.
- Cultural adaptation is a tough task especially learning Urdu very difficult.

Additional Responses

While talking about the concept and importance of cultural adaptation few foreigner students responded that, "The adoption and familiarity with other cultures are

not easy. We have to stay calm and ask a question if we need to understand without any expectations. They said, "There are students of multiple cultures. Some can adapt to different cultures, some cannot. But now we share and eat the food of each other so we think we are adapted in the institutional culture now". Another respondent said, "I learned Urdu and even know some words of Pashto, I think this is needed to understand the foreign culture and adopt only what suits you". A student from African origin who was a day scholar said, "It means, "Learn the language and join the community". A group of students answered it that, "cultural adaptation is the understanding and living with acceptance in the culture of a different country where you have to live for a short or long period, but it's a long and difficult process."

Description: 90% of the students had prior knowledge about the concept of cultural adjustment and responded that it is unavoidable, which is for their own benefit and they were ready to overcome the problems in this regard. Few of them (10%) were still, struggling in this regard, and reported that the differences are too many to change themselves readily. They were not happy about the situation.

4.3.2 Experience of Cultural Adaptation with Foreign Students, than that of Pakistani Students

While responding about the difference of experience in cultural adaptation with foreign and Pakistani students the respondents revealed the following responses.

Table 14

Experience of cultural adaptation with foreign students, than that of Pakistani students

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • I don't feel difficulty with both I can easily adjust with both Pakistani students as well as other foreigner students. • Adjustment with a foreigner from my own country is easy. • It is easy for me to adopt the Pakistani culture. • I have a good experience with Pakistani students as we don't have many differences. • It is very easy for Pakistani students. • With Pakistanis, it is not very tough but with other foreigners especially • Yes, it was different at the start. Gradually, I became familiar with it. • It is easy for me as I am a Muslim and Pakistani culture is Islamic culture. • In my view, it's a feeling of easiness and stress-free or feeling at home while u are moving around • I like more Pakistani students as they are more helpful and can guide me better about the system and other needs but I do have friends from turkey and Finland as well and they are good people too • I don't have a problem with local students • Pakistanis are good I have one of my best friends from Pakistan • It's easy to communicate with local students as they are familiar with the demands of their culture and give suggestions better. • I think its mutual learning and communication with the local students 	<ul style="list-style-type: none"> • Cultural adaptation is difficult with both but more with Pakistani students as we can speak Arabic and Chinese and they can't. • It is a different experience with both as they both are new to me • Pakistanis don't know the importance of cultural adaptation. • Foreign students are more open-minded than local students and behave better. • Cultural adaptation with both is a difficult task. • Cultural adaptation with locals is difficult as compared to foreigners. • It is a bit tough and a different experience. • It is different and very difficult with a complicating way to learn the cultural adaptation of this country. • I feel easy with Chinese only. • I don't like local students they are not much friendly • I don't like local students they are rude and not friendly I am easy with foreigners or overseas students. • It's a different experience with Pakistani students. I feel comfortable with my foreigner students.

Description: 59% respondents feel comfortable with Pakistani students and they said they are easy to talk with and they need them for adjustment but a good number of foreign students responded oppositely too (41%). They said due to similar problems in a new culturally and socially different environment, it's easier to adjust with other foreign students than with Pakistani students.

4.3.3 Discussing Problems with the other Foreign Students

Table 15

Discussing problems with the other foreign students

Positive Comments	Negative Comments
<ul style="list-style-type: none"> Seniors from my country helped me a lot as we have discussions in our native language Some foreign friends also had the same problems, which I have faced. We all have the same problems. I have my family and some relatives living here I have talked to them they do not feel so much trouble. During exams we exchange ideas and we feel not in many problem. 	<ul style="list-style-type: none"> Most of them feel homesick and maladjustment which I have overcome now Problems regarding administration and communication are still the same Problems of hostel fee structure and the holidays etc. I haven't talked to anybody. I am not a day scholar. I don't have such type of communication with others. I am introvert.

Description: This table showed the mix response of the students .30% students said they shared the problems but 40% of the respondents said that they face and solve the problems on individual level. The reasons were differences in the problems at the individual level. Rest of the respondents said it depends upon the problem. Obviously personal problems mostly handled by themselves but content related problems are shared with others.

4.3.4 Assistance from Senior Foreign Students

Table 16

Assistance from senior foreign students

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • I discuss with senior if there is something I don't know. • Whenever I have some problem in understanding my lecture, I take my notes to my seniors they help me and elaborate in easily. • Yes, our seniors are more cooperative to support us in various problems • The senior students guide us in a way so that we can easily learn and solve our other problems. • Our seniors support us a lot. • They guide us in a good direction. They discuss topics with us as well. • They are very cooperative and provide me lectures and give me time to discuss problems on any topic. • Guide us for exams and especially in subjects, which are tough to read. • Usually, when I discussed, they helped me. • Our seniors are very cooperative 	<ul style="list-style-type: none"> • I didn't discuss my problems with other foreigner students. • My seniors are very kind but they do not help me a lot

Description: In this table, the response was very much positive who ever had the senior students from their country seeks the guidance and were happy.

4.4 Adaption with Teachers

4.4.1 Grading Standards of the University Teachers

While responding about the grading standards of the university teachers the foreign students expressed their views point in the following words:

Table 17

Grading Standards of the University Teachers

Positive Responses	Negative Responses
<ul style="list-style-type: none">• They grade us both equally.• The grading system is great here in Pakistan. It is the same Pakistani and foreign students. It's all about your effort.• Mostly it is fair but sometimes teachers show politeness to the foreign students• I have seen and experienced that the marking is similar. No difference in marking on the bases of nationality.• Teachers are fair but as Chinese are weak in English and non-native speakers so they get low marks	<ul style="list-style-type: none">• They are strict in giving marks. In our department, most of the teachers give less marks.• I have no Pakistani fellow but the teachers grade us less when we have a common subject• Some teachers deliberately cut marks.• It's not good. It's not very bad too but some teachers do not give us good grades.• It's really not fair for foreign students. Marking grade is not equal for both (Foreigner & Pakistani).• It's different for both. Sometimes we have fewer marks without reason when we ask why. She said it's like that.

Other Responses

Most of the teachers blindly mark and don't focus on the paper. Some say that it is biased. But in my experience, I am confused about how the teachers use grading standards. Every teacher uses unimagined standards. It is good but the midterm assessment is not good. I cannot say any difference in marking, but actually, they mark blindly sometimes. I think it's not a problem not related to the grading system of the teacher. It is related to the student and her method of study, if she performs well by hard work she will score better. Not bad but their behavior is changed for foreigners and Pakistani student. Mostly it's same but I think teacher must guide the students before test that what is expected from us in the answer. Teachers always compare the papers of Pakistani and foreigner students. Mostly the English or Arabic of foreigners is not good so they do not get good marks. Teacher should mark the foreign students separately and should compare with the foreign students only. Marking is same for both but I think the criteria for foreign students should be little lower (Different criteria for both local and foreigner students). Teachers are non-biased. They grade the students according to their level of learning. Grading standards are good and equal for both but only Chinese people are complaining about the marks, as they do not want to improve their English or Arabic so they think that teachers are not fair. I do not have such complaints.

Description: 80% students responded that the teachers are fair and unbiased in marking but they complained that teachers might share the marking criteria prior to the conduction of exams. Some (10%) responded that the teachers use different criteria for Pakistani students and they award better grades to them. 10% didn't answer and just said its ok.

4.4.2 Effectiveness of Pakistani / Foreign Teacher for Adaptation

When the respondents were asked that, "Who, foreign teachers or Pakistani teachers is more effective for you and why"? Their responses were as under:

Table 18

Effectiveness of Pakistani /foreign teacher for adaptation

Positive Responses	Negative Responses
<ul style="list-style-type: none">Both are good but foreigner teachers give us more details about particular subject whereas Pakistani teachers mostly give us briefingsForeign teachers are more effective as they speak the Arabic language in class. Pakistani teachers speak Urdu and English which we can't pick easily. They give us more time.Foreign teachers are better compared to Pakistani and are more effective as they are more devoted to their teachingIsmail Adaramola, the Nigerian teacher is the best and most effective as he speaks good English and tries to assimilate with students in each class emotionally.Foreign teachers are more effective and we can understand them easily.Foreign teachers are better in English and have good teaching skills .so I like their way of teaching better.I think the foreigner teachers are better. They are psychologically fairer than the Pakistani teachers.Foreigner teachers are good their teaching style is better and easy to understand. Their marking is also too lenient for both.	<ul style="list-style-type: none">Both are equally teaching. There is not much difference in their methodology.I have one teacher in faculty who is Pakistani and he is the bestThe foreign teacher is not friendly. He is focused and does not help you out of class so the Pakistani teacher is better.Mostly the teachers are Pakistani and I think they are better and effective. I like their teaching styleMy Pakistani teacher is good. Her teaching method is easy to understand and the teacher is very patient and nice to usBoth are the same. Actually, it depends upon teachers' ability doesn't have anything to do with local or foreigner teachers.

Other Responses

I think both are equal and each one of them has positive and negative aspects. I don't have any foreigner teacher. So I can't suggest. Foreign teachers are more effective than Pakistani because foreign teachers teach well in English with good skills. I think both because each one of them has positivity and negativity. Both have positive and negative points but I like Pakistani teachers more they guide us in extra time too. Arabic language teacher is from Egypt. But his style is very difficult. Teacher from middle-East is good we can learn the true accent from them for the language, but otherwise local teachers are good.

Description: 60% students who have both the Pakistani and foreign teachers they responded that foreign teachers are better in methodology and marking criteria, but Pakistani teachers are more helping and friendly regarding the help in university matters.

4.5 Role of Institutional Culture in the Academic Achievement of Foreign Students

4.5.1 Role of Administrative staff

4.5.1.1 Marking Policy of University

Table 19

Marking policy of university

Positive Comments	Negative Comments
<ul style="list-style-type: none">• It is fair and satisfactory• I like the marking policy of university for marking• It is good an up to the standard.• It's simple and fair.	<ul style="list-style-type: none">• They do tough checking and don't give more marks to students according to their hard work• They have a very strict marking policy.

- It is neutral
- It's good. I don't have any trouble.
- I am satisfied. It is up to the mark.
- It is too simple and clear.
- I like the testing procedure
- Not good and transparent
- There is no specific criteria for internal marks
- Midterm assessment is blind.
- Most of the teachers don't check papers deeply.
- It's not fair
- Not fair especially for foreign universities.
- It's very hard and makes me angry.
- I am not satisfied because it is not fair in my view.
- No specific rules for midterm

Other Responses

Teachers should give marks according to the nature of students' attempts. He should not mark blindly. I have personally experienced in some subjects. Criteria for internal marks need to be standardized. I suggest they flexible checking. There is not a problem with marking system, just the teacher may brief about the criteria before paper.

Description: Almost all foreign students were satisfied with marking criteria and GPA system but suggested to have some relaxation for the foreign students and few suggested upgrading the marking /examination system at the international standards. Some suggested that the teachers might have some refresher courses for internal examination to make it more effective for the improvement of GPA of foreign students.

4.5.1.2 Attitude of Administrators

Table 20

Attitude of Administrators

Positive Comments	Negative Comments
<ul style="list-style-type: none">• Yes, we are fully satisfied.• Not yet faced any biasness from university administration towards local students• They treat us all equally.	<ul style="list-style-type: none">• They don't help the student• They show biasness towards the teacher.• No, the administration did not help me in education even they did not care. And not even solve my problem.• No, because they don't help you enough if any teacher discriminates you regarding the grades.• They are always creating problems for us so we cannot concentrate on our studies.• They make unnecessary delays in our documents and always say come tomorrow. It's very annoying and wastage of time.• They are not too much devoted.

Other Responses

They must have a clear policy about foreign students at the government level and timely update the final requirements for the students who want to take admission here. There are a number of problems, which are self-created by the administration. Yes, I am satisfied, but in the first semester there were so many problems for us and they wasted a lot of time in completing the file work that it seems unpleasant to be here in this university. They have to make themselves updated and professional especially for foreigners. Administrators show no biasness only in Marks but in some matters they do. Overall the administration does not treat the foreign students well. Sometimes they prefer

local as they know the students or the students use references. They prefer local students and they know each other and have friends and references even in hostel bookings.

Description: 88% students were not satisfied with the behavior of administrative staff. Very few (10%) responded positively but only those who had some assistance in this regard.

4.5.1.3 Rules and Regulations of the University

Table 21

Rules and regulations of the university

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • I am satisfied these are meant to be followed n we should follow its for our safety; • I do have some problems but I think in the long run, these are for our security and safety. If we are living in another country then we have to obey their rules. We should not comment on their rules or stuff because we have opted for that by choice. • I don't have any problem with the rules and regulations of the university. All Rules are good • Anyhow, I like that the university as it is based on Islamic principles. • The rules and regulations are strict and I support that, because that what keeps the stability. • It is very organized and good. • The rules and regulations of the university are good and we are used to it. • The rules and regulations of this university are fair, not too bad. • At the start, it was difficult for us because every country has its own rules and regulations but it is easy for us now. 	<ul style="list-style-type: none"> • University has lots of rules and regulations but is too difficult to understand by the new students • The administrative staff is not active. I don't like the rules and regulations. • there is too much strictness • Sometimes these are very annoying. • It's a bad experience • The regulations are not written or provided before entering the university or getting admission here. • There are no rules and regulations these are just barriers for the unknown or foreigners. • Nobody as the administration is here it's a group of useless people. • The administration is not effective and rules are to be not followed. • Hostel rules are a bit too strict; Hostel rules or formalities are making us depressed. It is too strict and not effective. Many students live on one seat in the hostel. • Not very helpful mostly create barriers. • University rules and regulations are not reasonable. Especially for foreign students.

- The rules and regulations at university are very good and they treat us good.
- There are the same rules and rights for both, local and foreigner students.
- University administration has been helpful and has facilitated foreign students well.
- Very good and helpful.
- They treat us equally.
- These so-called rules are rubbish. Due to long and inappropriate demands, a lot of precious time of students got wasted
- We have to sacrifice our studies to meet the formalities
- They do not guide or listen to the basic issues of foreign students like NOC, visa or things like that.
- Mostly they remain absent, if present, mostly say to come tomorrow.
- I don't have a good experience. I don't get a quick response in case of hostel accommodation i.e. renewal etc.
- I think that the administration is biased and have strict rules for us
- No facilities they charge more for these facilities but nothing was done for them
- as the international university they don't meet the standards, they don't have special facilitation corner or desk for foreigners
- Lazy and irresponsible administrative staff.
- Administration facilities for foreign students are not good. They delay and keep things in pending.
- They give importance to those Pakistanis who have political affiliations e.g. ATI, JUI etc. personal relations matter a lot.
- They are similarly poor towards both local and foreigners.
- We stay in lines for hours while locals directly call and meet them to discuss their issues.
- The administration is not ready to work they don't work hard. They are not ready to listen. They are very self-willed.
- They don't provide a hostel on time which affects our study.

Other Responses

They should facilitate all students equally for example the hostel facilities i.e. single room should be given to all graduates. They should understand the difference between the Pakistani and foreigner students and the standards of facilities should be different. I can just hope to give international students the greatest ease and make the degree completion easy and convenient.

Description: 90% students are not satisfied with the rules regulation and specially the implication of rules by the administration. They reported that there are a lot of rules and regulations but no implications. Foreign students are bound to obey but local students don't bother and not even punished for violation.

4.6 Role of Academic Staff

4.6.1 Impact of Teacher's Marking on Educational Achievement

Table 22

Impact of teacher's marking on educational achievement

Positive Comments	Negative Comments
<ul style="list-style-type: none">• All the teachers mark us according to our struggle.• Teachers are good at marking assignments.• Positively influence.• I am happy with my teachers marking policy.• Not marking but our struggle can influence the CGPA• Our teachers are fair.• Teachers encourage us to score a better GPA.• I am satisfied with my teacher's marking.	<ul style="list-style-type: none">• They don't assess well in internal marks which badly affects our GPA.• Different teachers use unclear criteria to evaluate student's shortcomings to improve the student's performance in the examination.• They don't consider and don't give internal marks on ground reality.• Our department teachers give fewer marks.• The teacher's point of view about answers influences the CGPA.• Every teacher has her way of marking. No standard marking

- My teacher is good she is good with foreigner students.
- GPA depends on exams. You show good and have well.
- every teacher has different criteria so marking influence the GPA

Other Responses

If the teachers give good marks then CGPA will be good but if they do not give good marks then the CGPA will be decreased. So the teacher should adopt flexibility in grading the foreign students .it will improve their CGPA. The marking criteria of teachers influence the CGPA of students due to the strict marking for good grades. It depends upon the focus of the teacher if the teacher is more precise in instructions about criteria and the stuff included then it might get better.

Description: This table also showed a mix response of the respondent, 60% were satisfied and others had problems with the marking standards and criteria of awarding GPA by the teachers. The point to ponder is that most of the foreign students were of the view that teachers do not follow rules in internal exams, which affects the final GPA a lot.

4.6.2 Impact of Teachers Teaching Style on Academic Performance

Table 23

Impact of teachers teaching style on academic performance

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • It has a great impact when you can understand the teaching method. You will learn more which contributes to student's academic performance. 	<ul style="list-style-type: none"> • Some teachers' even regular faculty gives us presentation and don't teach themselves. • Some teachers do not give lectures and

- One can learn more and more from a teacher who is talented, regular and teach in easy language.
- Teaching style is effective in academic performance
- The teaching style is good for the academic performance of the students in the class.
- Teacher's regularity and preparedness plays an important role in academic performance.
- It helps to improve our academic performance
- Teacher's teaching style; especially the medium impacts the student's academic performance.
- Better teacher's teaching style better will be the student's performance.
- only take presentation, which causes confusion.
- sometimes give lecture in Urdu, that becomes problematic
- There is no impact of teachers teaching style on academic performance.

Other Responses

If the teacher's teaching style is good then I will understand better and may get my concepts more clear. That will inspire the students and will help them to get good grades. Teachers should not speak Urdu inside the classroom. We learn more from a teacher who teaches in simple language along with examples. If the teacher gives us easy books and teaches us a little slow, we can improve our ability and understand quickly.

Description: 79% students reported that the teaching style of the teachers at IIUI differs. Some teachers are good and impressive so the students are motivated to get good scores while some don't bother to guide the student to do the hard work in an effective way so the scores depends upon the individual effort of the student. Some students who have both foreigner and Pakistani teachers reported that foreigner teachers are more

skilled regarding the classroom teaching and evaluation. They reported that the teachers' style has a key role in academic achievements of foreign students.

4.7 Role of Institutional Culture in the Academic Achievement of Foreign Students

4.7.1 Impact of Group study on Foreign Student's Performance

Table 24

Impact of group study on foreign student's performance

Positive Comments	Negative Comments
<ul style="list-style-type: none">• Through group studies or group discussions, most of the confusion became clear• Group discussion is good along with lecture learning as it also helps to expose to the local culture.• Group study is good, mostly I learn more from group study rather than from class study.• Group study is more useful as it gives multiple perspectives on the topic• It is much better than studying alone.• It is full of knowledge and helpful for me in terms of performance.• As they share the thoughts of different countries, so it's effective.• It helps in solving the confusion that one faces in class.• I think it can be a good source of cultural harmony• we can come close to different people and we can become friends even• it can be a source for socio-cultural adaptation• I feel very comfortable in group study. it can increase our efficiency for better grades.	<ul style="list-style-type: none">• Waste of time in gossiping and talking.• Language Barrier disperses attention.• Sometimes the group study is aimless.• I rarely join a group study, mostly I prefer self-study.• I have not joined a group study yet.• I don't like group study.• I don't like the concept.

Description: The 87% responses of the students showed the positive impact of group study on academic performance of the foreign students. Very few (13%) described it as waste of time.

4.7.2 Effect of University Environment on the Results of Foreign Students

Table 25

Effect of university environment on the results of foreign students

Positive Comments	Negative Comments
<ul style="list-style-type: none"> Most of the time the environment of the university makes the students score more because every-one is trying to score better then we will get inspiration. People from different countries studying together in the university have a better effect on student learning Only the teacher and her teaching style is effecting. If teaching is good the score and grade are good. The university environment just promoted the habit of self-study so it's helping us a lot. Now we are self-responsible for our academic achievement. yes has a great impact like teacher pressure, types of students from different countries with different experiences. overall learning environment moves us to faster learning and academic achievement. I think the environment is good. We have access to prayer hall and library so I think it has a positive effect on our results. It does effect because the environment is nice and peaceful and it helps in 	<ul style="list-style-type: none"> It is very difficult because we have to live in a different environment and deal with a difficult situation. In this university, we have to deal with differences in food, language, and environment and much more so its environment is effecting a lot on academic achievements. Not the university, actually the teacher checking method affects our result. Cultural difference is a problem. Strict rules and hostel problem affects our results. It doesn't affect our results, I always get normal results. Here in this university, it's a trend to give less marks to students and give just passing marks. The foreigners cannot properly write and speak the local language with the university environment. This university never can promote cross-cultural because it is very religious with strict rules.

studying.

- The university environment is nice and it's a silent place that encourages me well.
- It is helping us through cultural week and by providing us to live and eat with the multinational students. We have to take classes with students from different cultures so it's helping the cross-cultural harmony.
- Students from different cultures when tried to live and work together they create an environment of cultural harmony.

Other Responses

We have to deal with different people with different cultures and styles of learning so we can choose from their experiences about the way to adopt for better learning. University can just provide us with opportunities to learn. the quality is to be decided by the student nothing do with the environment. At the start, it had a negative impact but now it has a positive impact. Different countries different students studying together and living together can create cultural harmony.

Description: 85% foreign students found the university environment helpful and encouraging for the cultural adjustment and better academic performances.

4.7.3 Role of University' Core Languages (English and Arabic) on the Academic Achievement

Table 26

Role of university' core languages (English and Arabic) on the academic achievement

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • I have no problems with both languages and I can use both English and Arabic equally good so no problem. • The Arabic language is more supportive of us to get good grades. • We get good marks in both Arabic and English. • As I have English in my earlier education, it helps me here to hear the lecture easily. • English is a general language so it definitely helps the foreign students in getting good grades. • As English is an international language and anyone who comes here has a basic understanding of the English language, it helps foreign students. • It helps us to communicate with both students and teachers. • They both play a key role in our success. • It helps foreign students because it gets easier to understand everything easily. • English is helping, more as most of the students and teachers feel easy in this language. • English is helping us in the class, or in the group study so I think English is helping us to score better. 	<ul style="list-style-type: none"> • They are on the paper while in class, some teachers speak in Urdu. • Not too much helping rather than books. • No one is teaching in English. • Actually the core language, English is a problem for us, due to which we can't get good marks • All foreign student has the same language problem • Very little Arabic is being taught and practiced in the university. • Arabic is least useful because no teacher is fluent in Arabic • Arabic students have to learn to speak Urdu for their survival. • In class, many teachers do not teach or speak in English.

Other Responses

"If it is declared compulsory for teachers, it will be great". If the teachers give lectures wholly solely in these languages, then it helps the foreign students will learn. It all depends upon the students in each language the problems are the same some teachers feel easy in Urdu and students to have to suffer. Yes, they are helping especially Arabic is easy and can help the students to get more marks. While English, is good for speaking but is hard to score in it.

Description: 80 % students showed the positive effect of core languages of the university but they have problems with the usage of core languages. They responded that only foreign teachers use these on regular basis while the local teachers mostly rely on local /national language for communication so they don't feel comfortable with that. They were of the view that use of solely core languages can help them to get more marks and improved GPA

4.7.4 Impact of Social Class on Student's Performance

Table 27

Impact of social class on student's performance

Positive Comments	Negative Comments
<ul style="list-style-type: none">• It will help you with admission. It will financially help you.• A student that belongs to a higher social class gets admission easily and also gets a job easily because of his class reference.• I belong to the middle class and I get every facility here, which helps me in my academic performance.• My family gives me fees on time and helps me financing resulting in	<ul style="list-style-type: none">• Social class does not have anything to do with social class.• I don't think it has an effect• It doesn't affect our performance.• Social class doesn't affect someone's performance.• In this university, it does not have much effect• No, not important. Good learning environment is more important

better performance.

- Social class is good for one's social identity.
- The better social class helps us in the continuity of our education.
- It positively affects the results and performance.
- Better social class is necessary for student's financial support as during study a student cannot financially support themselves.
- Social class really effects for foreign students.
- Yes, a lot because if I have more money I can spend more on my books and notes. I can arrange a tutor for my difficult subjects. And I can hire a better residence or convince for less time wastage which I can spend on my studies.
- Yes to some extent, if I have a better class it means better awareness, more resources, and better communication for help in a foreign country. We can deal with lots of problems which needs money to be solved
- It is helpful to communicate with local people and it is helpful to solve our problems.
- I think it has a big influence. The whole environment and scenario of life is different
- Superior family environment is more conducive to stress-free education.
- Yes but only for better facilities in the foreign country but in studies no.
- It doesn't matter which class you belong too.

Description: 69% students responded that if they have better social class they can afford better learning equipment and facilities but for better GPA and good academic achievement, they have to work hard at their own. They said superior family environment could help you in better cultural adjustment, which leads to better education opportunities. Some responded that the educational achievements have nothing to do with social class.

4.8 Cultural Adaption and Academic Achievements

When the foreign students were asked, "How the cultural differences make it difficult for you to score better"? They responded in the following ways:

Table 28

Cultural adaption and academic achievements

Positive Responses	Negative responses
<ul style="list-style-type: none"> • Sometimes at the start of the degree, I had a problem in picking up the accents of the teachers which affected my CGPA • The language barrier affects my CGPA. • Sometimes both local students and teachers speak in the Urdu language which causes a problem. • I have to work harder than local students to cope up with cultural difference • All foreign class fellows face some problems. It does have shown its results 	<ul style="list-style-type: none"> • I don't have any difficulty in scoring better as the medium of teaching is the same besides the cultural differences • Cultural difference has not made it difficult for me but I can't say the same for other foreign students • It doesn't have any relation with CGPA. • We have better opportunities here so we are scoring better here • It's not difficult to score when you discuss the subject and the way of marking with the teacher because it is up to the student how she handles her studies. If we are mentally prepared then it's easy to live and score in a different culture.

- The local language spoken by the teacher in class makes it difficult to gain more marks.
- In some subjects which were studied earlier I score better but here it's not
- we have some new concepts and subjects which are difficult for me so it's very difficult to score better here in these subjects
- I was not aware of the way to answer the questions in the beginning, but now I have learned but still, the university environment is different so it makes difficult to understand and score better
- I am not doing my best due to differences in the whole university environment. Everything is different from teaching to marking style. So it is difficult for me to score best but not bad either.

Other Responses

Mostly culture matter when we have Pakistani teachers and sometimes they speak Urdu or English more than Arabic. Cultural difference is something else we are taught the Arabic language which is not the local language. Both we and local students do the same struggle and get the same results. Cultural difference has nothing to do with the grades and marks in any particular subject unless the teacher is strict in his marking criteria. As we have our own cultural experience and thoughts and gain the experience about thoughts of others. It helps us in better scoring. I am Muslim so I think this

similarity helps me a lot and we have common Muslim culture to settle and score better. Although we are similar, the admin block makes it difficult for us so we are tense and kept unnecessary busy so we cannot score better. Not the whole culture but the communication especially the language used by the teachers in the classroom is different so we can hardly understand what she wants or expects from us in the answer. I have managed the things here now in the start, it was difficult but now I try to outline the main content as briefly as possible so that I can handle it in the best possible way. It is not that difficult now. As the main thing is language and communication so I think if we learn the language first then enroll in the proper class then it will not be very difficult. I have done the same so it is easy for me my scores are not bad. Those Chinese students who have no command in English cannot score better.

Description: 82% respondents were of the view that cultural differences are a great hindrance in better academic achievements. Some were of the view that only language factor is influential, rather than beliefs and customs.

4.9 Cultural Aspect of Educational Achievement

4.9.1 Strategies to Pass Out Failure Courses

Improvement in CGPA

When students asked, if they failed any course and the type of strategies they employed to pass that course, 10 students responded that they had not failed in any subject so far. Other students stated that they failed in one or two courses and they explained:

- I take the course again.
- I gave the exams again in the summer.

- I take help from their classmate
- My Pakistani fellow and some Arab students helped me to clear my subject
- My friend helped me
- I understood it by myself.
- I have failed I help myself and study again because no one can help me out.
- Nobody helped me the teacher could not understand us. So we failed.
- I failed and my teacher helped me out
- No one helped me to pass my failed course.

Improvement in CGPA

A question was asked by students that “Did your CGPA improve over the time? If, “Yes” give reasons if, “No” explain why?” Those students who replied that they CGPA remained the same, they gave following reasons due to which their CGPA did not get improve:

- Through marking from the teachers
- Subjects are getting more and more difficult.
- Nobody is here to help me out.
- I am desperate
- I was ill due to that I could not perform well.

Those who stated that their CGPA is improved they stated the following reasons:

- I am increasing my time to study
- It is because of my increased hard working
- I now know how to attempt the paper and work hard
- Now I am familiar with the semester system

- It was about the effort and commitment I put in
- Due to adaptation with culture and teaching methodology
- Slowly and gradually I have become familiar with the local culture
- I understood the environment better. I understood what kind of answers teachers prefer, and what type of writing styles teachers want during the paper
- I am feeling better now at the university.

4.9.2 Hurdles that Foreign Students faced regarding Administration

When foreign students were inquired that which type of Hurdles they face while communicating with the university administration, they gave the following responses:

- Language and culture difficulties.
- Not getting nominated for rector fund
- They neither properly listen nor do they try to solve our problems.
- They never give or provide a clear instruction to complete an administration related task
- Taking signature from different places for documentation
- In terms of fee structure
- They are not very cooperative .there is no communication between academics, admin and president office or foreigner affairs so we have to suffer a lot

4.9.3 Role of Home Culture in better Scoring of Pakistani Students

Four students replied that they have no Pakistani fellows. Other replied that yes, home culture helps a lot to Pakistani students in the following ways:

- Teachers communicate easily with the local students
- They know Urdu and get quickly adjusted in hostel and so perform well.
- Comfort for being at home and food and other things also affect.
- A sense of similarity brings teachers and students benefiting from each other.
- Home culture helps Pakistani students in scoring better in paper
- Teachers mostly teach in Urdu language in the class.
- Most of the teachers and local students know each other and thus they give them more marks.
- Yes, it is because most of the teachers speak and adopt the same culture as the local students have.
- The teachers, the university and the medium of instruction. Everything is helping them in all ways.
- Yes, home ground and home crowd means the language and culture all help the Pakistani students a lot in getting a good grade.
- Yes because anything which is not clear in English they can understand in Urdu and teacher can give example in Urdu while foreigner students have to suffer.
- In some subjects where the teacher is biased or uses the native language more or give grades on personal likeness or dislikes then it can be helpful but on the whole a very little impact
- Yes, it has the impact that is the reason I prefer Pakistani students for friendship.

4.9.4 Participation of Foreign Students in Group Studies

Majority of the students responded that yes, they participate in group study as:

- In class, most of the time teachers communicate in Urdu so to fill the gaps I study with my class fellows
- It makes their understanding regarding difficult concepts good and easy.
- It is especially helpful in exams preparation
- English and Arabic as these are tough to understand, I learn more from group study
- I take help from group studies.
- Math is my weakness, so for math-related subjects, I prefer group studies
- For clarifying concepts related to English and Jurisprudence, literature, finance and research.
- I do get some points through group discussion.
- For interpretation and translation, it helps a lot
- I seek help for English and Allum- ul-Tarjuma.
- For tough subjects like Sociology, mostly I participate in group studies
- I feel difficulty in Arabic and Pakistan studies
- It is helpful for classes where the teacher uses Urdu.
- I like it because we can learn better while studying together

While some students' responded that no, they do not like group study and the reasons are as follows:

- I think it's just a waste of time
- I like to study alone
- My English is not good so I study alone.

- I am used to the environment so now I like to study alone with concentration.
- For it, we need a better language practice for communication in English otherwise it's useless with Pakistani students.

4.9.5 Preferred Group for Group Study

While foreign students were asked that “Which group is better for group study the Pakistani peer group or the group of foreign students and why?” Some students stated that foreign peer is good for group study because:

- They can convince each other easily in their language.
- They share everything in English.
- It is easy for me as they can make examples.
- For most subjects, foreigners facilitate better
- Foreign students are more active and focused on studies so I like them

Those who stated that Pakistani peer group is more helpful, provide the following reasons:

- They are more cooperative.
- It is very nice; you get more experience.
- For local subjects like sociology, local students' groups are better as they can teach us easily in easy English.
- They can understand the whole topic and then will help us to understand it in English by discussion.
- They understand the lectures in their language than they explain to us. They can make the concept clearer.

Some students responded that both groups mixed are very effective. Both are good, some issues can be resolved with local while some with foreigners.

4.9.6 Impact of Parent's Education status on Academic Achievements

Some students stated that their parents' education has no impact on their study and gave the following reasons:

- My father is a religious scholar and I am studying sociology so no effect.
- My parents are not educated.
- They are not highly educated but are businessmen
- I am vigilant enough I can handle my own life
- It's not about the education of the family which matters but the student herself has to struggle and work hard.
- It's my life I have to make decisions for my- self.
- I have no helper at home, which can help me in my education.
- My parents are not highly educated so I have to decide alone.

Those students who stated that their parents' education has a great impact on their study, they gave the following reasons:

- He is a teacher and forcing me to study. Otherwise, I don't like to study.
- It is their struggle, due to which I came to Pakistan.
- They are motivating me to study.
- They are aware of my expenditure and my father helps me with my subjects.
- My father is a teacher and he encourages me every time.
- It has affected me because they know the value of education and they imposed it on me.

- Motivating me to be more and do more than my parents have ever achieved.
- They have guided me from the very start.
- My parents want me to be highly educated.
- Besides being illiterate, they still force me to study.
- It has a positive impact on my studies because they always encourage me to score well for a better future.
- They encourage me a lot and both are well educated.

4.9.7 Effect of Family Background or the Social Background on GPA

Majority of the students stated that family background or the Social background has great effect on GPA as:

- Social background is necessary for social identity
- A strong financial background is necessary for a student study as stay in another country is very costly.
- They are evaluating and monitoring my GPA and compare to what my family members have achieved.
- Yes, an educated family knows what problem we can face.
- It affects the CGPA because you would not want to let your family down.
- My family background helps me to continue my studies.
- Family background affects GPA because if they are educated they can help their children.
- In many ways like can help the students to facilitate themselves in learning by spending more money.

- It can affect and save a lot of energy and time, which I spent on saving the money and study more efficiently, so a good GPA might be achieved.
- I think it has an impact because a peaceful and well off family will cultivate an impetuous student.
- I agreed, with a very strong relationship between social classes with CGPA.
- Family background or social background does not affect one's GPA.

Only two students stated that Family background does not affect GPA and two others stated that it has a not a deep connection. If the environment for the study is good, that is enough either it is provided by high social class or low doesn't matter.

4.9.8 Effect of Cultural and Language Barriers on GPA

Majority of the respondents stated that, more specific language is a big barrier that affects students' GPA as:

- It has a direct relationship.
- Some subjects are taught in local languages.
- I have to spend my energies to understand the concept first then to prepare
- Some subjects either English or Arabic the teachers are using tough words and high vocabulary which can only be understood not depicted in the paper.
- If we have command in the language then we can score better and communicate better with the teachers and the students
- It took lots of time to translate or to understand the concept in any foreign language.

Some others stated that culture effect is strong as:

- When I don't feel homely I cannot feel comfortable so cannot perform at my best.

- Culture is the only thing due to which we have to suffer otherwise we can perform much better.

Two participants stated that culture has no effect on GPA as they can adjust easily and only one participant stated that Yes, exactly both of these hinders my ability to absorb the teacher's concept in line with the questions in the final examination.

4.10 Suggestions by Foreign Students

4.10.1 Suggestions for Teachers to improve Grading System

The majority of the students responded that the university comprised a nice grading policy and the grading system is according to international standard. Some students suggested that

- Teachers should adopt flexibility in checking and marking. They should not check our papers strictly.
- The grading system should be different for local and foreigner students. Teachers should be lenient with foreign students.
- The teacher must provide the written criteria of marking because the foreigner students are from a different environment and it takes a lot of time to understand the demand of the teacher and the university for better grades.

4.10.2 Suggestions regarding the Administrative Approach of the University

1. Try to understand their problems and please facilitate them to resolve the issue at your end.
2. There should be a little change in the behavior of the administrative staff.
3. The university administration should solve our problems on time.

4. I suggest them to make everything online. Use technology i.e. computer and printers to help and facilitate the students to work efficiently.
5. Jobs may be offered to eligible and competent people.
6. Give clear/definite standards to complete an administration and write in a board so that all the students can watch it.
7. Learn how to communicate in English properly.
8. They should change their strict rules for foreign students.
9. University should make English and Arabic obligatory.
10. I like their normal approach, their current approach is hard.
11. there should be a counselor in overseas office
12. I would suggest that they must reduce the amount of signatures that we have to get from different places.
13. Yes they must have clear written guideline for the foreign students.
14. There must be a cell or a coordinating officer who can communicate with all on the behalf of foreign students so that they do not have to suffer for getting their problem solved in this university and so they can concentrate on their studies.
15. Kindly maintain punctuality among administrative staff. They must be active.
16. Please try to become more active and do work timely because they always reached in university at 9:00am but we can't approach them because first they are having breakfast than lunch and at 3:00pm they leave the office.
17. They need to improve efficiency and professional attitude.
18. They should introduce new subjects, related to our daily life to help the foreigner students in accommodation.

19. I hope that the students who score better in exams, single rooms can be allotted to them.
20. Please provide better facilities for hostel students.
21. Please be available at least at working time.
22. Please improve your efficiency and quality and make the international students facilitated so that they can feel easy.
23. Provide the whole information about the semester or the whole degree program before the admission.
24. Make a student union comprises of different countries and guide them for self-facilitation, so that they can be helpful for the foreigner students in general.

4.10.3 Suggestions for the Teachers to help the Foreign Students

1. The teachers should adopt flexibility in marks especially the Pakistani teachers as they teach us tough subjects in tough language
2. Teachers can facilitate us in various ways but we don't disturb them mostly as they have tough time
3. They should adopt normality in marking
4. Just be open and accept suggestions from foreign students
5. Speak in proper English and give us exact instructions to complete and administration
6. They should ask about our issues that we face in university
7. Local teachers should ask us in class about our administrative issues
8. It will be better to teach completely in English

9. The teachers can help the foreigner students when they speak only the language in which the students are studying
10. Teacher can help us to guide about the rules and administrative needs of letters to save the time of students.
11. They can guide us towards document needed.
12. Suggest the students in a good way at least teach them how to write an application correctly.
13. They must be in communication and explaining the rules and documents needed for specific purpose.
14. Teachers should guide the students and read the rule and regulation in a little and easy English.
15. The teacher should become a link between administration and the students especially for exams.
16. Teachers must listen to our suggestions and forward them for our facilitations.
17. They should be nice to the new students especially the new admission as they are already depressed and homesick and they do not have much knowledge about the new environment so please be good and helping in behavior.

1. **Educational Achievement:** The reported CGPA was rechecked, before used as the quantitative data. The analysis of quantitative data then embedded in the qualitative data for more authentic results of the study.

4.11 Quantitative Data Analysis

For showing the relationship between students' adaption and academic achievement, their CGPA were obtained (List of CGPA is attached in Appendix-3).

Based on qualitative data it was discovered that, following were the categories and number of students' adaption

Table 29

Students' Level of adaption

Level of adaption	Highly Adapted students	Moderately adapted students	Less adapted students	Total
Number of students	23	20	12	55
Percentage	42%	36%	22%	100%

It is clear from the table that:

1. 42% students were highly adapted
2. 36% students were moderately adapted
3. 22% students were less adapted

Table 30

Mean of Students scores

Level of adaption	Highly Adapted students	Moderately adapted students	Less adapted students
Mean of Students Scores	3.01	3.03	2.78

It is clear from the table that the mean of those students' scores is high that were highly and moderately adapted as compare to those who were less adapted. For testing the hypothesis following procedure was applied:

Null hypothesis: H_0 , There is no effect of cultural adaption on students' academic achievement.

Test used: "ANOVA"

Formula: $F = \frac{\text{Mean square between}}{\text{Mean square within}}$

ANOVA Summary

Table: 3L

Sources of Variation	Sum of squares	Df	Mean squares	F
Between	0.514364	$K - 1 = 3 - 1 = 2$	0.257182	1.150273
Within	11.62633	$N - k = 55 - 3 = 52$	0.223583	
Total	12.1407			

Calculated value of F: 1.15

Table value of F: 0.324473

It is clear from the table that the calculated value is greater than the table value that's why the null hypothesis, "there is no effect of cultural adaption on students' academic achievement" is failed to be accepted.

The above stated analysis of qualitative data has supported the results of the quantitative data. The student who found himself/herself culturally adjusted and adapted is clearly performing better in exams.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

In the present world of globalization, most individuals have experienced cultural adaptation as a member of society. Globalization is a trend that has benefits for all. It has affected all aspects of human life. The purpose of this study was to review, organize and analyze the cultural adaptation in a specific, relatively dynamic multicultural environment. The theory behind this study was Bourdieu's theory of cultural capital in which he claims that to adjust in any culture and make the new environment favorable for one's self is of great value. He named the aspects of adaptation, as "capital". Bourdieu claims that, educational testimonial held by those in dominant positions legitimate social inequalities. Keeping in view these arguments and perspectives of education, the study examined the foreign students, adaptation with the local culture culminating in their academic achievement. The foreign students have to adapt to the culture of the university (IUI), which is a blend of Muslim and mixed of Pakistani cultures. Therefore, the cultural adaption of foreign students in this university is quite interesting and challenging, and to some extent, it may affect the academic achievement of a student. The Objectives of the study were to: Explore the pace of cultural adaptation of foreign students at IUI Pakistan, Examine the assimilation and alienation of foreign students at the university level, Study the role of gender and social class in the educational achievement of foreign students, Identify the role of institutional and peer culture in cultural adaptation and to

Explore the effect of cultural adaptation on the academic achievement of foreign students.

This study delimited to foreign students enrolled in the BS program in International Islamic University Islamabad only. It was a descriptive study with a Mixed method approach and embedded design, in which the major Qualitative part was embedded with minor quantitative part of research. All 240 female and 286 male foreign students registered in BS program during secession 2015-16 (F15-F16) in International Islamic University of Islamabad (IIUI) constituted the population for the study. According to the population, the sample divided into two strata (i.e. Male students and Female students) than 10% population from each stratum, were taken as the samples as suggested by (Bryman, 2004). For data collection, a researcher developed interview guide was used. The data collected through personal visits of the researcher to the respondents, and semi-structured interviews conducted with the prior permission of the concerned department and consultation of the students. Thematic qualitative analysis conducted on collected data. The ANOVA applied for the analysis of quantitative data,

5.2 Findings

Findings of the study are according to the objectives. As first objective of the study was to **“explore the pace of cultural adaptation of foreign students at IIUI Pakistan”**, so in order to explore pace of cultural adaptation regarding following indicators obtained:

- i. Teaching Methodology (styles and strategies) of Teachers:

The majority (67%) of the students were satisfied with the teaching methodology of teachers, while some students stated that teachers did not have much command on the skills and teaching methodology for coping with foreigner students.

ii. Different environment

Students stated that although they have faced difficulties due to different environment but still they tried to adapt themselves in the learning environment. The major differences are food and language.

iii. Teaching Styles

Students reported that the majority (67%) of the teachers were good and they communicated in the same way to all students either they were Pakistani students or foreigners. They said, "Some teachers use different teaching skills to convince them differently to make them understand but some don't bother. If they (foreign students) ask them to repeat they get confused and took it personally".

iv. Adopting teaching strategies with foreigner students

About skills of Pakistani teachers, foreign students stated that all of the teachers seemed consistent. There were many things happening in their lives but every day they came and did their best to teach them. Only few (13%) argued that they must adopt some friendly interactive techniques for foreigner students.

v. Teacher's behavior

Commenting about Pakistani teachers' behavior, they stated that inside the classroom, they repeated the lectures and outside they helped them if they faced any

problem. We could go and see them whenever we did not understand usually after class. Pakistani teachers were very hard working and not biased. While the foreigner teachers are more skillful but cannot provide help other than content delivery. Here they are much better than Pakistani teachers are.

vi. Impact of language

About foreign teachers, stated that they were relatively more effective as they spoke the Arabic language in class. Pakistani teachers sought Urdu to rescuing English formed a normal mode of instruction and they could not pick easily led up to problem. They gave them more time. Foreign teachers were better in delivery compared to Pakistani and were more effective as they are more devoted to their teaching. However, the students from Somalia and Afghanistan had no language issues so they said Pakistani teachers are better in and out of class. Students from China and Turkey had the language problems most as they have the accent problem even.

Second objective of the study was to **“examine the assimilation and alienation of foreign students at the university level”**. In order to examine the assimilation and alienation of students following indicators were explored:

i. Cultural variations

While commenting about foreign students, they stated that every country found its own culture, which is supposed to be learned, and respected by the foreigners whether they are for their short or long stay. Nevertheless, as compared to foreign students it was easy to communicate with local students as they were familiar with the demands of their culture and offered suggestions much better.

ii. Grading system

About the grading system, they stated that the grading system seemed great, fair and satisfactory at well. It was consistent same with Pakistani and foreign students. It depends on the students 'efforts. However, they suggested that Pakistani teachers might explain the marking criteria prior to the actual examination. Very few teachers bother about this issue. Most of the teachers from very first semester, expected that foreigner students have the prior knowledge of education system and its demands for education credentials.

iii. Administration Behavior

Regarding the behavior of administrative staff, they were critical that they generally created problems for them. Therefore, they were unable to concentrate on their studies. The administrative staff made unnecessary delays in the documents of foreign and tended to postpone it. It was very annoying and wastage of time. The staff would not guide or listen to the basic issues of foreign students and never guided the students about their specific problems or needs: such as NOC, visa renewal or problems related to accommodation or other related academic issues. Generally, the staff "either remained absent, late or show casual behavior for their duties at the desk."

iv. Rules and regulations

Regarding university rules and regulations, 70% foreign students responded that rules and regulations were strict but necessary for making them aliened and focused on their basic objective that is completion of educational credentials. However, there should be proper orientation secession for the foreign students to make it easy for them to follow. Very few (10%) showed negative response and said, "There seemed no rules and

regulations for local students and that many were just barriers for the unknown or foreigners". Many in the administration found a group of non-professional people. The administration was not ready to work, or pretend to work hard but doing nothing, accept gossip or problem creation for the client. Never ready to listen or take action on time.

v. Teacher Behavior

Regarding the behavior of academic staff, they stated that many teachers encourage them to score better GPAs. They seemed satisfied with their teacher's assessment criteria and they established a good affinity with foreigner students.

vi. Teaching strength and strategies

Regarding teaching strategies of teachers, they stated that teaching style was effective in yielding academic performance. Teacher's regularity and preparedness played an important role in academic performance. According to Japanese and Chinese students, local teachers are less skillful in modern pedagogy and interactive classroom activities. They responded that better teaching styles contributed to their performance and academic achievement.

vii. Cultural involvement and assimilation

The university environment just promoted the habit of self-study so it was helping them a lot. It developed a sense of their self- responsible for academic achievement. It was helping them through cultural week and by providing them to live and eat with the multinational students. The researcher took classes with students from different cultures so it was helping cross-cultural harmony. This harmony flourishes during the cultural weeks and the local or international festivities.

viii. Language Aspects

About university core languages, they stated, "If University declared compulsory for teachers to use only core languages in multinational classes, it would be great". If the teachers gave lectures entirely in these languages, then it may help the foreign students to a great deal. It all depended on the students. In each language, the problems were the same. Some teachers felt easy in Urdu and some natural students had to suffer. However, the language barrier was not of the same intensity for all nationalities. Researcher found that the students from Somalia and Afghanistan bothered the least but Chinese and Turkish students reported the most bothered about this issue. The reason behind was the prior knowledge of English and Arabic along with some local languages made the Somalian and Afghan students more adapted than the Chinese and Turkish students. The English Accent of teacher was also different from theirs so they complained the most.

Third objective of this research was to "**Study the role of gender and social class in the educational achievement of foreign students**". Findings related to that objective are as follows:

i. Gender & Social Class

Almost all the respondents reported that due to separate campuses for male and female students, gender has no impact on cultural adjustment or educational achievements of the students.

Regarding the impact of social class on academic achievement, they stated that a student that belonged to the upper social class got admission easily and would also get jobs easily because of their class reference. The better social class helped them in the

continuity of their education and the elite culture of the family environment seemed more conducive to reduce stress-free education.

ii. Parental influence, Language and communication skills

Foreign students stated that parent education has done a positive impact on their studies because they always encouraged them to score well for a better future. They were evaluating and monitoring student GPA and compared them to what their family members had achieved. While discussing the effect of cultural and language barriers on CGPA, students stated that they gained command in the language then they could score better and communicate better with the teachers and the students. It generally took lots of time to translate or to understand the concept in any foreign language. The culture was the major factor due to which they had to suffer otherwise they could hence perform much better.

Fourth objective of the study was to “**identify the role of institutional and peer culture in cultural adaptation**” and findings related to that objective are as follows:

i. Peer Group

About the behavior of Pakistani students, foreign students stated, “Pakistanis were very friendly and many of our classmates were helpful inside and out of the class”. Sometimes they were better than teachers were as they understood our questions and then explained. They stated that it was easy for them to adopt with Pakistani students because they were generally nice and cooperative, during combined studies. They could learn and share many things related to their culture. Therefore, it always had a good impact on their studies as well as on their cultural adaptation

ii. Group Discussion

Group discussion was good along with lecture learning as it helped to expose to the local culture. Group study improved their understanding. It also created the cultural harmony among the group members.

iii. Core language's content acquisition and academic results

About the effect of cultural adaption on academic achievements, foreign students claimed that mostly culture mattered when they had Pakistani teachers and they naturally tended to speak Urdu or English more than Arabic. The cultural difference was something else they were taught Arabic and the English language which is not the local language. Both of them (local and foreigner) students had to do the same struggle and got similar results. Cultural difference has nothing to do with the grades and marks in any particular subject unless the teacher was strict in his marking criteria. As they had their own cultural experience and thoughts and gained the experience and thoughts of others over time to yield comparable results. Not the whole culture but the communication especially the language used by the teachers in the classroom was different so they could hardly understand what they wanted or expected of their responses. Again, the level of difficulty was different as mentioned above.

iv. Repeating courses

Foreign students stated that for passing out the failure course, some-times Pakistani fellows and some Arab students helped them but in majority cases, they helped themselves and study again as no one was willing to give them time. Foreign students were mostly reluctant to talk about the particular reasons for their failure in some

subjects. However, from the CGPA it was found that 90% foreign students struggled in one or more subjects in 1st and 2nd semester.

v. Improving CGPA using writing script

Foreign students stated that they had improved their GGPA Slowly and gradually as they became familiar with the local culture, understood the environment better, understood what kind of answers teachers preferred, and what type of writing styles teachers wanted in their scripts.

vi. Adjustment issues

Foreign students stated that they generally faced serious adjustment issues with local students in the hostel, and local food items. They stated, “We faced many issues being foreigners”. The cultural and educational environment of IIUI was different from their home country.

Fifth objective was to **“explore the effect of cultural adaptation on the academic achievement of foreign students”**. For exploring this effect, following procedure carried out:

i. **Effect of cultural adaptation on CGPA**

Based on qualitative data three comparative groups of students were formed that were highly adapted, moderately adapted and less adapted. Mean scores of students' academic scores (CGPAs) were calculated and it was found that mean scores of less adapted students were relatively low as compared to moderately and highly adapted students. For exploring the effect of Cultural adaptation on students' academic achievement, applied “ANOVA”, and on the bases of results; proclaimed that cultural

adaption has a great effect on students' academic achievement. Therefore, the null hypothesis was rejected.

Findings of the pilot testing showed the same results and the students had most of the issues regarding Admen office and the Hostel facilities while least regarding the teaching styles or marking criteria.

5.3 Discussion

This study started with the premise that globalization affects the social sector of education: business, industrialization, and medicine that reduce international boundaries, status, challenges, environment and societal problems changing the culture and providing better citizens (Zhao, 2011). Education is the powerful tool and central point of generation building, the culturalization of human behavior through language and communication, knowledge building and leaning forms the end- result of human achievement and our ingredient of globalization (Lerdal, 2012). Both education and culture creates a common education system meeting global and glocal needs. The foreign students land in this scenario.

Perceived in this perspective the prime purpose of the foreign students to come and join the institution is to fulfill the educational needs for their safe and productive future so it is incumbent for them to perform and score better. The basic purpose of this study was to find out whether or not there was a link between institutional adaptation and the educational performance of foreign students or not. International Islamic University Islamabad (IIUI) has a dynamic cultural showcase as it has to remain a Pakistani institution without losing its bonding with the chain of International Islamic Universities

all over the world. Overseas students often come to the university unsure of their environment and confusion but gain new experiences in this institution. The findings of this study revealed that some of their fears seemed unrealistic. This was not the first study in this regard. Earlier studies were sometimes supportive and sometimes deviating. Therefore, this study was valuable in providing new data and substance. The studies in the same institution with different perspectives are many.

For example, the study was conducted by Janjua, Malik & Rahman (2011) about the “learning experiences and academic adjustment of international students” it was not about the overall adjustment but the main objective was to explore the classroom issues being faced by the foreign students in higher education institutions in Pakistan. This was a case study also and the findings of the study revealed that the foreign students did not find major cultural adjustment problems in the classrooms whereas in the study the answer was quite different. Only students from Afghanistan and Somalia did not face a language barrier, whereas all students from China, Kuwait, Turkey, Japan, etc. faced the language barrier. Therefore, they sought the support of the peer group for making themselves acquainted with the challenges.

Similarly, Nasir & Masrur (2010) conducted a study “An Exploration of Emotional Intelligence of the Students of IIUI about Gender, Age and Academic Achievement”. It was in the same institution, but the study contained a different target group with a very different set of objectives. They found the strong relationship between emotional intelligence and academic achievements of the foreign students whereas no relationship found between emotional intelligence and gender or the age of the students for cultural adaptation of the foreign student (Masrur, 2010). The same results found in

this study as it was found that cultural adaptation (that includes the concepts of emotional intelligence) has a great effect on the academic achievement of students. Whereas, other factors such as gender and social class carried marginal or no effect on academic achievement of foreign students.

International research on the performance of foreign students in new or foreign institutions show the same results with additional reasons. For instance, Yan&Berliner (2011) considered emotional stress as the main hindrance in the academic performance of the students whereas the findings of the study revealed that the language barrier formed the main obstacle in the path of better academic achievements of the foreigner students at IIUI. According to Anderman (2013), the bicultural adjustment was a difficult task for not only the foreign students but for the local teachers also. This was supported by the findings of the present study, when several students found it difficult to get along with certain teachers. They complained about their teaching methodology and classroom management. They responded that some teachers showed non-cooperative behavior for the foreign students. Thus, mutual adjustment was vital for the physical and mental well-being of the student to perform better in the specific subject. Here the researcher agreed with “Anderman” that the adjustment with the academic staff allowed the students to experience and learn the host culture. A Multi-tasking disciplinary approach through a collaborative environment was deeming necessary for higher educational achievements of the students in any-where especially in any foreign environment (Fenstermacher, Soltis& Sanger 2009). The researcher of this study also suggested the same that the advanced educational practices and approaches of the global community based on multitasking disciplinary approaches or in short “Active Learning techniques” allowed

different cultures to blend in the class in a better way. This would be helpful for the better educational achievements of not only the foreign students but local students also.

The case study, “International students in University of Twente” conducted by Sheng-He Chen (2009), equally revealed that the majority of the foreign students, were facing language and communication problems that are the main barrier between good academic achievement and the foreigner student. Almost the same findings, revealed during the analysis of the data of the present study. Therefore, it may be articulated, that the cultural adaptation is a multifaceted concept and there were different physical, psychological and environmental factors, which could speed-up the pace of adaption or it could slow down the process whereas the focus of the study was physical and environmental factors, which could affect the educational achievements of the foreign student. It is assumed that the administration of the institution specifically and higher education generally has to take strong measures to make higher education institutions more friendly and attractive for foreign students in the future.

5.4 Conclusions

The conclusions, which are based on findings, stated that international students often face a series of adjustment-related difficulties when they come to study in Pakistan at universities and colleges level. Regarding objectives, the conclusions may include the following:

1. The foreign students were self-motivated yet they developed strategies to solve their problems for adjustment in the university. Adjustment and adaption takes time and effort, and it needs a lot of support from local students, teachers, and

✓ administrators. The administration is arguing about best for the provision of facilities along with services and chartered by good delivery. Nevertheless, the findings of this study yielded that the services seemed far from satisfactory. The foreign students wasted a lot of time and energy at the cost of their academic performance. Relief was provided upon interventions of international people. There is no one-window operation for this purpose. Some rules are not clear for foreign students; the staff does not take responsibility for it. (objective: 1)

2. Some office members are care-less and bother least about foreigner students. Therefore, the pace of cultural adjustment of foreign student depends upon the sources of foreign students in this university, such as senior students or the language support. (objective: 1).
3. Most teachers provided proper guidelines about course outline, positive sources for course development. However, sometimes they seem hard-pressed with time and considerations to provide adequate and skillful help to the foreign students. So in some subjects there seem a continued problem and failed. Language founded a strong relationship in distorting, absorbing and communication. English and Arabic are the core languages of IIUI. English is the main mode of learning; however, the interaction of Urdu in instruction added the problem followed by using tough vocabulary and high speed by teacher delivery. As most students' were already weak in this area, they all faced incused difficulties to reach teacher expectations, content environment mastery in written, communication, leading to failure in some courses. Although group study, helped to make concepts clear in some of the topics but not always. Group study helped students in learning and

the students felt comfortable. The assimilation and alienation of foreign students depends upon the peer group and the senior student support for the adjustment and academic achievement. (objective: 2).

4. Educated families can always help the student for better performance. Parents play a role model so the children always want to follow them as well as want their guidance for a better option in the future. Parents' education has a deep impact if they are educated they will strive for higher education in a better way for a more successful life. Family background can play a vital role in this regard as a family is the financial engine for the student so in any department, it is very important for the progress of the student. (objective :3)
5. Foreign students faced many problems as if those that drinking water is not fit for drinking and the food were not soft, to digest. Due to cultural differences, they needed something separate from locals e.g. rooms and playgrounds. There is a need to improve many communities inclusively for all university students, across the country; as well as foreign students felt very necessarily of adequate facilities due to cultural differences. Educational infrastructure especially the hostel needs to be properly maintained and monitored. Most foreign students part with locals who brought guests due to which their study suffered a great deal. Administrators need to be neutral. University administration has a vital role when it facilitates you most, students can get more time to study wasted in visiting the administration. IIUI is an international
6. Regarding university, it needs to be better facilitation for communication and harmonization of different cultures on the campus. Most foreign students were

annoyed with local roommates, who brought guests in their rooms, due to which their study suffered a great deal. University administration has a vital role when it facilitates us most, students can get more time to study which gets wasted in visiting the administration office (objective 4).

7. Results of qualitative data were further supported by quantitative data, it has been explored after quantitative analysis via ANOVA that cultural adaptation and academic achievement were interrelated and mean scores of less adapted students were low as compared to mean scores of moderately and highly adapted students of the same session. (objective 5)
8. Concisely, it is reported that, the cultural adaptation and academic achievement are very much interlinked and hence the university has to take proper measures in facilitating the foreign students so that the cultural adaptation for them can be made easier and attractive. It is important to attend to the former to achieve the latter.

5.5 Recommendations

The recommendations exclusively based on the narration and suggestions provided by the foreigner students during the qualitative research data collection. These are described as below:

1. University needs to focus on the challenges faced by international students and provide adequate support for them. University administrators may arrange online meetings to involve the parents of foreign students in the teaching-learning process via creating online portals, as it may prove very beneficial in maximizing

their academic achievement. For this purpose, teachers may decrease the lecture time in class and give the chance to students to learn by themselves. Arrange open dialogue sessions to encourage foreign students' active participation in class.

2. It is recommended that some International Student Office (ISO) or an office for group of volunteers (expert of different languages) may be established to facilitate and support foreign students. It can help the international students know about academic and social life in IIUI, including challenges and demands for academic achievement, and may help them to cope with them.
3. The teachers have to be flexible in pedagogy for foreigners, as the spoken and written language used for communication is not their native language. Teachers are required to show the empathy and gender characteristics by trying to understand the problems and backgrounds of foreign students. They should not go by the assumption that the foreign students already understand the Pakistani culture and learning environment of Islamic University. Foreign students may be given enough time to adjust and understand the new cultural environment.
4. Teachers must evaluate/assess the students very carefully because it is the future of someone, most of the time there are many students, who face problems because they believe their papers were not marked on criteria.
5. Teachers may create an inclusive learning environment so that the foreign students can feel at ease in a new cultural learning environment. May utilized increased active learning techniques cultural exemplifications for making the foreigner students active and participative in the classroom.

6. A group of volunteers (expert of different languages) may be to support foreign students. So that they may serve as foreigner students' spokesperson for President and may support them to understand rules about subjects, courses and related to exams to improve their academic achievements.
7. The administration section needs improvement according to the international standards, they must be learning how to communicate and improve the student across cultures because the university is international and may be following the examples of international universities with high standards and reputation, such as Birmingham University, IIU Malaysia, Istanbul University Turkey, etc. They may communicate with foreign students in Arabic or English. Informally they may get help to pile up Urdu and try to learn it.
8. Orientation sessions regarding Pakistani culture may be organized for foreign students to promote the Cross-cultural education, so that they may get information about the positive impact of Pakistani culture. Facilities like, multicultural food of good quality, proper furniture in classrooms, well-equipped sports ground, and better hostel facility might motivate foreign students. University administrators may offer opportunities for foreign students to show their cultures like food festivals and cultural shows to promote harmony among students of this university. University administrators may promote cross-cultural student exchange programs with different countries.
9. Teachers may spread content structure and pedagogy over the wide range of abilities of learners and blessed treatment with special reference to the medium of instruction. Teachers may ensure the practice of university core languages (Arabic

and English) to minimize the language-related problems of foreign students. Teachers may diagnose and identify the risk cases via mid-exam of students and may instruct them accordingly.

10. Examination system may be improved on international standards. Students may be assessing with a range of components; objectives (MCQs), structured or restricted type and creative or extended questions may be added with grades and marking criteria provided and practiced in classroom. Teachers may revise learning domains with a table of specification-prepared and standardized objective/MCQs. Covering the three range of students ability groups need to be vigorously developed.
11. Remedial classes, guidance and personalized group study supporting sessions, advising individualized reading services and similar steps by the subject instructors and departmental coordination/ guidance services may reduce the failures and improve the CGPA in subsequent semesters. Concurrently special academic sessions for failing foreign students with the examination systems are not available. Unnecessary set of rules may be made easy by departmental dialogues with administration, or streamline contact between departmental coordination officer and administration to alleviate or remove day-to-day issues.
12. Foreign students may be facilitated more in the hostel. They may be provided with separate rooms not with local students in the hostel. Foreign students may be encouraged and assisted to arrange cultural programs and to invite more foreigners. Efforts may be made to minimize their adjustment related issues generally and food-related issues specifically.

13. Implication of university education in Pakistan's scenario needs attention.

Particularly, a fair size of foreign scholars demands a new dimension in planning and delivery of educational services. Universities need to revisit their policies to accomplish this vital goal of globalization of higher education in the competition world and globalization in the local context to ensure excellent education.

14. Culturally Responsive Teaching (CRT) may be induced in teacher training sessions to update the knowledge of faculty members about the needs of foreign students in multicultural class.

5.6 Further Researches

Some studies for further researches are suggested below;

1. This study was conducted with limited sample size as it was delimited to foreign students of the BS program at IIUI. Further researches may be conducted by taking sample sizes from all those universities in which foreign students are enrolled.
2. This study was delimited to explore the effect of cultural adaptation on students' academic achievement. Further studies may be conducted to explore the effect of cultural adaption on some other variables such as the selection of a future course of studies, career-related decisions, etc.
3. It was descriptive; some sort of exploratory and experimental studies may be conducted for exploring applicable suggestions to facilitate foreign students in better cultural adaption so that their excellence performance may be ensured in academic as well as personal life.

4. Future researches may be carried out to explore views of foreign students regarding developing a facilitation cell at each university for foreign students.
5. Studies may be conducted to explore guidance and counseling needs of foreign students at university level out of home town with the aim of improving their academic achievement.

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APPENDICES

Appendix -1

Interview Guide

FOREIGN STUDENTS' CULTURAL ADAPTATION AND ACADEMIC ACHIEVEMENT AT IIUI PAKISTAN

1. Personal and Background Information:

Note: The data taken from the respondent will keep confidential and will use only for research work.

Demographic Data:

Please tick the relevant case:

Student Name (optional)

1. Age in Year:

18-22	23-27	28-32	33-37	38-42	43 and above
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2. Gender:

Male	Female
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3. Country of Origin: _____

4. Family Type

Urban	Rural
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5. Social Class:

Business	Job	Embassy	Immigrant
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6. Mother's Education:

Uneducated	Primary	middle	Matric	FA	BA	MA	M.Ed.	M.Phil.	Ph.D.	Others
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7. Father's Education:

Uneducated	Primary	middle	Matric	FA	BA	MA	M.Ed.	M.Phil.	Ph.D.	Others
------------	---------	--------	--------	----	----	----	-------	---------	-------	--------

8. Mother's profession

9. Father's profession

10. Degree Program:

Social sciences	Physical sciences	Environmental sciences	others
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11. Discipline:

12. Medium of instructions in the earlier education.

English	Arabic	Any other
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13. Study hours

0-1	1-2	2-3	3-4	4-5	5-6	6-7	7 and above
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14. Education Type:

Day Scholar	Boarding
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15. GPA/CGPA: _____

OPINIONNAIRE

I. Adoption with teachers

1: How would you describe your experience about the teaching methodology of your teacher?

2: Is the learning environment of this university different from the one you experience in your country? If yes then, how did you adapt yourself to the teaching learning style in this university?

3: How would you describe the way your teacher communicate with you and with other Pakistani students of your class?

4: What personality traits of your teachers would you like to adopt?

5: How do your teachers help you in and outside the classroom for better understanding of the subject?

6. What is your experience about biasness of the Pakistani teachers?

II. Adoption with fellow Pakistani students:

7. How your fellow Pakistani students behave with you?

8. Do you feel the adoption with the local students is easy? If yes How and if No then what are the difficulties?

9. To what extent Pakistani students help you in understanding difficult lectures?

10. What is the impact of cultural differences between foreign and Pakistani students on the combine studies?

11. How the cultural differences make it difficult for you to score better?

12: How do you see the grading standards of your teachers for foreign and Pakistani students?

13: Who, a foreign teachers or Pakistani teachers are more effective for you and why?

III: Adoption with other foreign Students:

14: what is your concept of cultural adaptation?

15: What do you think about the cultural adaptation, is it a different experience, with foreign students, then that of Pakistani students?

15: Have you discussed your problems with the other foreign students, do they feel the same emotional trauma as you do?

16: Have you discussed your problems with the other foreign students, do they feel the same emotional trauma as you do?

17: How the senior foreign students can help you in understanding the difficult lectures?

18: How the better social class effects the student's adaptation and performance in a foreign country?

19: What could be the impact of group study on foreign student's performance?

IV: Adoption with the Administration:

20: How do you explain your experience with the rules and regulations of the university?

21: What is your opinion about University administration facilitation for foreign students?

22: Have you ever felt that university administration is biased towards local students or some specific nationality?

23: What kind of hurdles you faced while communicating with the university administration?

24: Do you want to give any suggestions regarding the administrative approach of the university?

25: Will you suggest some ways for the teachers how they can help the foreign students in administrative facilitations?

26: Give some suggestions for the administration to improve their operations for self-facilitation of foreign students.

27. How the marking criteria of teachers influence the CGPA?

28. What is the impact of teachers teaching style and ability at your academic performance?

29. Have you ever failed any subjects/ courses during your degree program? If yes then who helped you out?

30. Did your CGPA improved over the period of time? If Yes give reasons if No explain why?

31. How the university environment does effects the results of the foreign students?

32. How do you think the university environment can promote cross cultural harmony?

33. How the core languages of the university .i.e. English and Arabic are helping the foreign students in scoring good grades?

34. Would you give some suggestions for university administration about the grading system for foreign students?

35. How the home culture is helping the Pakistani students in scoring better?

36. Do you participate in group studies? Which subject and why?

37. If yes, then, what do you think is better for group study the Pakistani peer group or the group of foreign students and why?

38. Do you think your parent's education status has impact on your academic achievements?

If yes, explain how?

39. How the family background or the social background affects the GPA?

40. In your opinion does that cultural and language barrier have anything to do with your GPA?

41. What do you say about the marking policy of university?

42. Are you satisfied with the support from the administration to help you in your education? If not then give reasons.

43. Have you ever faced the biasness from university administration towards local students?

44. What do you think about the role of university administration in educational achievement of any foreign student?

Personal Recommendations

Kindly give some suggestions for the examination department, such as

45. Testing and evaluation method

46. Cross cultural education

47. Changing the University environment for foreign students

48. Educational infrastructure and facilities for foreigner students.

Narration of Interview Guide (Qualitative data)

I. Adoption with teachers

1: How would you describe your experience about the teaching methodology of your teacher?

RESPONSES :(Male) from 1-25 are male responses rest are female responses.

1. P.1. their method is good but the focus is Pakistani students because they feel easy in Urdu.
2. P.2 It is easy to some extent to adopt with teaching methodology as I am a student of translation.
3. P.3 It is easy to be familiar with some teachers while it is difficult to adjust with several other teachers.
4. P.4 I am satisfied with the teaching methodology of the teachers.
5. P.5 The teacher methodology is satisfactory, I can understand.
6. P.6. I have good experience, they teach is a good way and involve us in class participation.
7. P.7. I had a bad experience until the 6th semester. It was difficult for me to adjust but it is much better now as I have good teachers now.
8. P.8. I have had different experience with different teachers, however, the one thing common is their concern about my understanding. They teach with heart and for us to understand easily.
9. P.9 Mostly teachers focus on their own selves without having a concern about how students understands and absorbs the matters they taught and whether students interestingly learn to participate or not.
10. P.10. I have good experience with all the teachers so far, they teach in easy and best way.
11. P.11. It is good and easy to understand.
12. P.12. I am very disappointed with my experience. No teacher is good enough, all they do is take presentations.
13. P.13. teaching methodology of my teacher is good but he speaks too much Urdu while teaching in the class.
14. P.14. I am satisfied from the teacher's methodology.
15. P.15. I have good experience with all of my teachers
16. P.16. I am satisfied from the teaching methodology of my teachers.
17. P.17. My teaching experience is good with some while some are not that good because of language barrier. They teach in Urdu.
18. P.18. they teach us in a simple and easy way.
19. P.19. in start, it was difficult for me but now it's easy and I can understand easily.
20. P.20. I have a good experience with teachers. I can understand the lectures easily.
21. P.21. I personally like the methodology because most of the times we do discussion in the class.
22. P.22. I am very happy about the way my teachers teach me. They explain very well.
23. P.23. the teaching methodology is very nice and helpful.

24. P.24. the teaching methodology of the teachers here in Islamic University Pakistan is very different than that of China.

25. P.25. It is easy for me to adjust in Arabic language as I stayed here for 4 years. Teachers also use English language for more explanation.

26. P.1. it's average, some are good some are best but some do not teach well.

27. P.2 it's good but teacher should use more English than Urdu and try to communicate with the foreigner students also.

28. P.3 they don't have much command on the skills and teaching methodology. And use Urdu a lot.

29. P.4 teaching skills is good but not that much standard as an international university they need to improve their teaching skills in English language

30. P.5 The methods of teaching are good but not that much for students. They have to improve their English skills for students.

31. P.6. it is average and it's different from one teacher to another there are some teachers who teach well, and some who try their best and some who don't teach well.

32. P.7. its good. I can understand her very well.

33. P.8. it's good. I was difficult in the start but now it is good.

34. P.9. it's ok.

35. P.10. I can understand her well so it's effective

36. P.11. it's not effective. They used different methods but I cannot follow them.

37. P.12. its average.

38. P.13. sometime it is easy and good but sometimes not at all.

39. P.14. I like her method.

40. P.15. its average.

41. P.16. The method of teaching is good. But not so good for foreigner students. They have to improve their English in this regard.

42. P.17. it is average and it is different from one teacher to another. Some teach very well and some don't at all.

43. P.18. I can understand it very well.

44. P.19. Not effective. They used multiple methods but cannot follow them.

45. P.20. It's ok. Average.

46. P.21. They don't have much command on the skills and teaching methodology. And use Urdu a lot.

47. P.22. The teachers use traditional methods in teaching.

48. P.23. Nothing new all teachers use the old traditional methods.

49. P.24. It's good I feel good when they are teaching.

50. P.25. Mostly they are good and follow the schedule on time but sometimes they are behind the target time.

51. P.26. No bad experience. All are good.

52. P.27. its good all the content is covered in detailed.

53. P.28. Its good but teacher should provide some notes in the class for helping the students for better understanding.

54. P.29. its good I am satisfied with my teachers.

55. P.30. my teachers are very helping and I like their way of teaching.

2: Is the learning environment of this university different from the one you experience in your country? If yes then, how did you adapt yourself to the teaching learning style in this university?

RESPONSES:

1. P.1. Yes, it is different but I try to cope up with the lecture as I always keep in touch with my friends about lectures and timely clear my concepts so it is less difficult for me.
2. P.2. There is not much difference. The class environment is same, but the culture is different.
3. P.3 No, I have same experience. My primary education was based on Arabic and that's why it was easy for me to adjust.
4. P.4 Yes, I am slowly becoming familiar.
5. P.5 Yes, I slowly adopt with English as Arabic is my favorite language.
6. P.6 No, it is similar to our universities. Here, we don't have any problem as the medium of instruction is English.
7. P.7. it was difficult for me in the initial semesters but now I don't face any problems. I also understand easily what teachers teach us.
8. P.8. to be sincere, there is not much difference in the learning environment apart of the fact that here we learn from use cases from all over the world unlike in my home country.
9. P.9. Yes, I did. I asked some friends on what I must and must not do. My friends advised me and I am still adopting the environment here.
10. P.10. Yes, but I keep in contact with local students and it helps me a lot in getting used to the environment.
11. P.11. there is no difficulty in teaching method. However, there is a difference in medium which I can manage easily.
12. P.12. yes, it is not good and very problematic.
13. P.13 Yes, the learning environment of this university is totally different from the experience I had in my home country. However, I am used to the university environment now.
14. P.14. Yes, the environment is friendly.
15. P.15. Yes, we were taught in local language back in the home country. Here, the medium is English and hence different than my home country.
16. P.16. it is difficult, I am slowly trying to adopt the teaching method of my teachers.
17. P.17. No, it is not different than it was back in my home country.
18. P.18. No, the learning environment is same.
19. P.19. Yes of course it was difficult in the beginning. But now I have adjusted well and so it is not difficult now as I am familiar.
20. P.20. Initially I faced language problem but now everything is fine and going normal.
21. P.21. As I studied here since primary, I have no problem with the learning style.
22. P.22. Yes, it is different but now I am adjusted to the conditions and it doesn't affect my learning.
23. P.23. The learning environment is similar with that of my country so I adopted easily and quickly.

24. P.24. It is very difficult. I am trying to adjust with the setup.

25. P.25. Yes, I face difficulties but still I try to adopt myself in the learning environment. The environment here is better than China.

26. P.1. No, it's not different.

27. P.2. It's different as in china we have co-education but here the learning experience is different. I am enjoying it as all class fellows are females. I feel better and easy to adopt the culture and the adaption was also easy.

28. P.3 yes entirely we have co -education in japan and first one year was quite different and difficult. But now I am used to for that.

29. P.4 In my country mostly education is in English language. We are professional teachers but in this university teachers not having a good behavior with foreigner students.

30. P.5 In my country the environment of university is different from here the style of teaching and on my view there is better in here is also very nice but little bit boring environment.

31. P.6 No it is not different.

32. P.7. yes it is different from the teacher's methodology point of view.

33. P.8.it is very different. We had more facilities and more professional teachers in our country.

34. P.9. it's little different because he had co-education there. Language and methodology is also different.

35. P.10. it is different but ways of teaching is difficult here.

36. P.11 The environment is different but it is better in this university.

37. P.12. yes it is different because in my country we have classes from morning to evening. And much more homework. The students are very busy there.

38. P.13.it is very different because classrooms, teaching methods and facilities are very different but here.

39. P.14. we have congregation of department's means separate classes for boys and girls but the teaching method and other facilities are different and need improvement.

40. P.15. yes it is different; in my country we have long classes from morning till evening. The students are all the time busy. And no time to enjoy. Here classes are so heavy. We can use more time to improve our knowledge and skills.

41. P.16. in my country the environment of university is very different. Here the style of teaching is good but the university environment is boring.

42. P.17. No it is not very different.

43. P.18.Little different. Co- education. Language and methods are different.

44. P.19.different and ways of teaching are difficult here.

45. P.20. different but here is better.

46. P.21yes entirely we have co -education in japan and first one year was quite different and difficult. But now I am used to for that.

47. P.22. Yes it is different. I am trying to adopt myself in their way because I have to study here in this university.

48. P.23. yes it is different I want to adjust here because I like this university more.

49. P.24. yes its different especially the environment in my country is very clean and tidy. I feel bad but slowly I will get used to this.

50. P.25. yes it is different. Some teachers are not friendly and students are afraid of them to ask questions. We have more friendly atmosphere in our country.
51. P.26. yes it is very different. The teaching method is very different .i am trying to adopt the teaching style of the teachers in this university but most of the time the self-study is helping me.
52. P.27. yes it is different. The main difference is the cultural difference but we have to adopt this culture so it was difficult in the beginning but now feel better here.
53. P.28. yes it is different. Its not our country. In china you can graduate very smoothly but its difficult over here. we have tough competition and have to work harder.
54. P.29. no it's the same. .
55. P.30 its different. The teaching methodology and the learning environment both are totally different. In the start I was very upset but now it feels no difference.

3: How would you describe the way your teachers communicate with you and with other Pakistani students of your class?

RESPONSES:

1. They are good, their way of communication with the foreigner students is quite good and friendly.
2. P.2. I have no Pakistani students in class
3. P.3 The teacher adopt same teaching method for the entire class.
4. P.4 I have no Pakistani fellows in class.
5. P.5 The teacher communicates with us all in the same way.
6. P.6 I don't have any Pakistani students in my class.
7. P.7. All the teachers treat us equally and don't discriminate. They all teach us in English.
8. P.8. Quite similar, all the teachers treat everyone equally and the communication is same with all students.
9. P.9. Mostly teachers focus on Pakistani students because they feel a lot of convenience in teaching in Urdu rather than communicating in English.
10. P.10. They communicate in English and treat us all equally.
11. P.11. The teachers communicate in the same way with everyone and no one has any difference with local students.
12. P.12. They communicate and give lecture in Urdu.
13. P.13 Most of the teachers communicate in Urdu language and it is very hard for me to focus and for them to teach in English.
14. P.14. The way they teach is quite well.
15. P.15. All the teachers teach us in a similar way.
16. P.16. I understand the teachers quite easily. They treat us all equally.
17. P.17. The teachers communicate well.
18. P.18. The foreign teachers communicate well, however, local teachers often deliver the lecture in Urdu.
19. P.19. Pakistani students have an advantage of Urdu. Most teachers explain lectures to them in Urdu which we can't understand.
20. P.20. There is no Pakistani student in our class.

21. P.21. Because of the language barrier, I cannot express my thoughts to the teacher like local students can.
22. P.22. They communicate in Arabic with all.
23. P.23. The style is very similar, there are not much differences.
24. P.24. All the teachers communicate in a same way. Sometimes, local students speak the local language.
- P.25. Teachers give us extra time and explanation I we face any problem
26. P.1. Good, most of them communicate with us in a good way.
27. P.2 most of the teachers do have a good command in English so they feel easy to communicate with me or other foreigner students but very few has less command so they use my other local class fellows for communicating the required message.
28. P.3 Some-times it's good but some -times it's not.
29. P.4 Some teacher are so good trying to convince us in different way to understand but some are trying to confuse us and take it personal.
30. P.5 Not bad but there is little differences between Pakistani and another but till now I have no problem.
31. P.6. Good, most of them they communicate with all of us in a good way.
32. P.7. The teachers are friendly and passion with me and all students.
33. P.8. It's good but not very friendly. And some time biased.
34. P.9. they communicate friendly and show passions with both Pakistani and foreigner students.
35. P.10. Friendly and passion.
36. P.11. Some are friendly but some do not response at all.
37. P.12. They responded well to Pakistani students and not well to us.
38. P.13.. teacher used English for communication and to explain
39. P.14. some are good. They communicate well without discrimination but some are not like that.
40. P.15. teachers used English to communicate with us. But used Urdu to communicate with Pakistani students
41. P.16. It is not bad but they communicate with Pakistani students more and I don't have any problem with that.
42. P.17. its good most of them communicate with us in a good way.
43. P.18. with friendly and politely
44. P.19. some are friendly and some are not respond at all.
45. P.20. they respond with Pakistani students are well.
46. P.21. Some times its good but some -times its not.
47. P.22. Most of the teachers use the same way of communication with foreigner and local students.
48. P.23. teachers are good and they communicate in the same way to all students either they are Pakistani students or the foreigners.
49. P.24. they use mostly Arabic but some -times English, but I can communicate with them in both languages.
50. P.25. They are different with Pakistani students. They talk more to them and they feel easy while talking to Pakistani students. They teach them more clearly and help them more.

51. P.26. perhaps due to language barrier the teachers of this university prefer Pakistani students for communication and teaching.
52. P.27. they communicate in a good way. They treat all in the same way. They do not discriminate and didn't speak more Urdu language in the class.
53. P.28. they communicate equally. No discrimination is made in this regard.
54. P.29. they communicate in Arabic or English.
55. P.30. the way and style of communication of teachers in this university is very good and easy. They mostly communicate in a friendly way.

4: What personality traits of your teachers would you like to adopt?

RESPONSES:

1. P.1. mostly I like the way they physically appear. Their dressing is very much Islamic. They take interest in Islam and sometimes discuss Islam.
2. P.2. I like the physical appearance of one teacher.
3. P.3 I like their happy mood and when they freely move in the class.
4. P.4 I like their greeting when they greet everyone in the class.
5. P.5 I like one teachers' dressing.
6. P.6 I like to adopt their way of communication, dressing and their way of greeting.
7. P.7. I would like to adopt my teachers' behavior and way of talking.
8. P.8. All of the teachers are consistent. There are a lot of things happening in their lives but every day they come and do their best to teach us.
9. P.9. The way they study and memorize books.
10. P.10. I like to adopt their way of talking.
11. P.11. I like their way of greeting with smile.
12. P.12. Not at all.
13. P.13 Their appearance in class.
14. P.14. I want to adopt their teaching style.
15. P.15. I like their Islamic greeting.
16. P.16. I like their local dress.
17. P.17. I like their humbleness and intelligence.
18. P.18. I have not observed anything unique.
19. P.19. They are Islamic and I like their dressing.
20. P.20. Could not convince him about traits.
21. P.21. Their way of engaging with students in the class
22. P.22. I like their way of talking.
23. P.23. Their honesty
24. P.24. I like their local dressing.
25. P.25. most of the teachers are very regular and I like their regularity.
26. P.1. -----
27. P.2. Her respect for the students and her respect for her own religion and culture.
28. P.3 Some teachers use English properly and help me a lot but some are not very responsive.so nothing.
29. They must have friendly relation with students. They should see student at equal eyes. They should provide more friendly environment in their class.
30. P.5 -----

31. P.6. -----

32. P.7. responsible, serious and attentive

33. P.8. She is friendly and motivating.

34. P.9. Responsible and serious.

35. P.10. Impressive and good teaching method.

36. P.11. interesting

37. P.12. good behavior.

38. P.13. politeness

39. P.14. interesting methodology.

40. P.15. -----

41. P.16. motivating behavior

42. P.17. good personality

43. P.18. responsible and good personality

44. P.19. very much impressive

45. P.20. having good nature and their way of teaching is good.

46. P21. Way of communication. Some teachers use English properly and help me a lot but some are not very responsive

47. P.22. Patience and sense of humor.

48. P.23. she is very responsive, friendly and jolly.

49. P.24. she is good but I hope she can be more reasonable.

50. P.25. explaining the lecture to make it easy for the students to understand. Come in class on time.

51. P.26. Lively and Humorous, know how to cheer up the class so that the foreigner students feel easy and comfortable.

52. P.27. kind hearted and funny.

53. P.28. I like her way of teaching. The way she copied the notes on board for foreigner students, I like it.

54. P.29. she respects the students and show patience.

55. P.30. her way of communication with foreign students.

5: How do your teachers help you in and outside the classroom for better understanding of the subject?

1. Inside the classroom, they repeat the lectures and outside they help us if we face any problem. I can go and see him whenever I don't understand then I can go to him after class.
2. P.2. I have no issue mostly I pick his idea well during class.
3. P.3 They share their number and office to visit for more explanation.
4. P.4 they give full time and welcome us to visit their office anytime.
5. P.5 they help me by revising the main points of the previous lecture.
6. P.6 they give us full time and encourage our questions. They even help us outside of the class.
7. P.7. My teacher gives me time and help inside the class. I never felt the need to seek his help outside the class.
8. P.8. In class, we solve case studies that we see in daily life and that has been very thoughtful and helpful for me.
9. P.9. They still not help me in and outside of the class.

10. P.10. They always help me not only in class but also outside the class as well.
11. P.11. whenever I face any problem, I simply visit their office in student hours.
12. P.12. Teachers only help me in class.
13. P.13 The teachers help me whenever I visit their office to explain the particular topic of the subject.
14. P.14. My teacher is available for help 24/7
15. P.15. I go to their office whenever I face any problem.
16. P.16. By revising the main points.
17. P.17. They help in every possible way.
18. P.18. They share their contact numbers and office.
19. P.19. They are cooperative and always help me.
20. P.20. I mostly understand the lecture well in class.
21. P.21. As I have language barrier, my teachers often try to explain same thing to me over and over again.
22. P.22. Yes, whenever I need help, they are willing to help both in class and outside the class as well.
23. P.23. They answer my question every time.
24. P.24. I mostly understand well in class.
25. P.25. Most of the time when I face any problem, I can visit their office.
26. P.1. Inside the classroom, they repeat the lectures and outside they help us if we face any problem.
27. P.2. most of my teachers are very helpful in all aspects and in all fields whenever and wherever I need help they are ready to do so. Even out of class she helps me like a sister.
28. p.3 some says I can come to their office and some ignore meal together
29. P.4. Not at all they are not providing such facilities for us.
30. P.5. I have no experience about it.
31. P.6. They repeats the lectures if we are not understand and also helps us outside the classroom.
32. P.7. She uses her method again to explain to us when we ask.
33. P.8. she help me some times when I ask her about difficulties .she call me in her off time to explain independently.
34. P.9. Use a simple method to explain again.
35. P.10. Mostly we understand in the class but when we need it
36. P.11.she give us her notes for help.
37. P.12.when we ask some teachers give us extra time.
38. P.13.she give us extra time and notes when we need.
39. P.14.i don't have such experience.
40. P.15.inside the class she give us extra time and explain again if we ask .out of class give us notes and explain if we ask.
41. P.16.no comments
42. P.17. I have never asked.
43. P.18. use other methods to explain to us.
44. P.19. yes they can be helped. Mostly we are having classes. But whenever we ask we have help.
45. P.20.yes they helped.

46. P.21. Some said I can come to their office .and they help me all the time but some just ignore me altogether.
47. P.22. teacher explains everything in detail during her lecture, which is very helpful.
48. P.23. she always help us in the class and explains in detail.
49. P.24. She is good and teaches us in extraordinary way. She helps us to participate in the co-curricular activities.
50. P.25. they explain in a good way by giving examples.
51. P.26. she is not helpful at all. There is no help for us foreigners.
52. P.27. if we have any problem we can go in her office she is always helpful.
53. P.28. she is very nice and helping. She feels happy when I ask some -thing she always help me.
54. P.29. teacher will always explain in detail and repeat what- ever we do not understand again to make it clear.
55. P.30. she has always been very kind and has asked every student to come to her office whenever needed

6. What is your experience about biasness of the Pakistani teachers?

1. P.1. I don't have any. They treat all the students equally.
2. P.2. They treat us equally. It is because most of the students in my class are from China, only two are from other countries.
3. P.3 I have no such experience.
4. P.4 Pakistani teachers are very kind, friendly but a little strict in marking.
5. P.5 No, all of the teachers treat the students equally.
6. P.6 I don't have any such experience. The teachers are not biased and don't discriminate us.
7. P.7. I have never observed biasness and prejudiced behavior from any teacher.
8. P.8. My teachers have never been biased. They treat everyone equally.
9. P.9. The teachers mostly speak in Urdu during class and even if any foreign students remind them, they still speak in Urdu.
10. P.10. They are not biased and are very good with all of us.
11. P.11. They give equal rights and opportunities to everyone. I have no such experience.
12. P.12. They are biased and give lecture in Urdu.
13. P.13 My experience is good so far, don't have anything to say about it.
14. P.14. They change their behavior anytime.
15. P.15. No, all the teachers treat us in the same way.
16. P.16. No, all the teachers of our department treat us equally.
17. P.17. None
18. P.18. No biasness but sometimes they teach in local language which helps the local students.
19. P.19. I think they never show biasness and discrimination among us.
20. P.20. Pakistani teachers are very hard working and not biased. I like their teaching method.

21. P.21. I didn't mention the biasness of my teachers.

22. P.22. They are not biased and deal us all equally.

23. P.23. They are not biased and I appreciate that.

24. P.24. No biasness. They all treat us equally.

P.25. Some teachers give more preference to Pakistani students than local students

25. P.1. -----

26. P.2 no I don't have such experience. They are too helping even a teacher of Islamic world view helps me a lot because I don't know much about Islam or the Islamic world.

27. P.3 Some are not biased and very helpful to us but some shows little biasness

28. P.4. -----

29. P.5 in Pakistan it is nice and I have no problems but they have to change their teaching skills.

30. P.6. -----

31. P.7 no they don't.

32. P.8 A lot. They have different behavior with foreigner students and favorable one with local.

33. P.9 No .I don't think so.

34. P.10 Not all, but there are some who show the biased behavior.

35. P.11 Some- times they do not allow us to participate in the class and do not help us if we ask some -thing to understand more.

36. P.12 no they have same behavior with us all.

37. P.13 no experience

38. P.14 no they are all nice in behavior but they must increase their skills for teaching

39. P.15 no I don't think so

40. P.16

41. P.17 they are some- times very biased especially when some activity is to be done for class but mostly no.

42. P.18. No

43. P.19. Not at all. But some are.

44. P.20. they will not allow us to participate and not make us understand the lecture better.

45. P.21 Some are biased but some are not.

46. P.22. No I don't have such experience.

47. P.23.No biasness ever experienced yet.

48. P.24. some Pakistani teachers don't like Chinese students but mostly they treat equally.

49. P.25.no not biased but they speak Urdu in the class mostly and are attentive to Pakistani students more.

II. Adoption with fellow Pakistani students:

7. How your fellow Pakistani students behave with you?

1. P.1. Most of them are nice, kind hearted and helpful people. They behave nicely and politely.

2. P.2. I have no Pakistani students in my class
3. P.3 They behave kindly. I have no problem.
4. P.4 I have no Pakistani class fellows.
5. P.5 They behave good.
6. P.6 I don't have any Pakistani fellow students in my class.
7. P.7. we all are like brothers and their behavior is friendly and cooperative.
8. P.8. Pakistanis are very friendly and all my class mates are helpful inside and out of the class.
9. P.9. Class fellows are friends who have recognized me and communicates in a humble way.
10. P.10. Very friendly, cooperative and help us.
11. P.11. I have good experience with Pakistani students. Most of them are from the tribal belt and consider them same as Pashtuns.
12. P.12. good and cooperative.
13. P.13 My fellow Pakistani students behave good with me in class and outside of the class.
14. P.14. It depends on their mood.
15. P.15. They behave with me kindly.
16. P.16. They behave kindly always.
17. P.17. They talk to me in nice and friendly manner.
18. P.18. I am very happy, they behave always positively and kindly.
19. P.19. They are friendly and cooperative towards us. They help me in study.
20. P.20. No Pakistani Fellows in my class.
21. P.21. They are very friendly with me and don't consider me that I am from another country.
22. P.22. Pakistani students are very friendly and cooperative.
23. P.23. They are very honest and kind to me.
24. P.24. Pakistani students behave with us kindly and in friendly manner.
25. P.25. They behave with us very kindly, politely and friendly.
26. P.1. Most of them are nice, kindhearted and helpful people but some are there who are raciest, and they prefer to make friends from their own country.
27. P.2. It's not bad at all most of the students are very helpful in all the fields but exceptional cases are there few never wants to study with me or help me when I ask.
28. P.3 They mostly behave normal but some- times different and not good at all.
29. P.4 Pakistani classmates are really good they are really blessed.
30. P.5 My friends are very nice and they have good behavior with me and kind people nice and they always helped me in any situations.
31. P.6. most of them are nice, kind and helpful people. But there are some who are racist, they prefer to make friend from their own culture.
32. P.7. they behave well .they listen and respond seriously.
33. P.8 they communicate well and help us politely and explain when we ask to be helped.
34. P.9.they are friendly but I am not comfortable with them
35. P.10. they are not real people .their behavior is strange to overseas or foreigner students

36. P.11. they are very friendly and some- times they are better than teachers as they understand our questions and then explain

37. P.12. they are very friendly and kind hearted.

38. P.13. they are mostly good but they do not allow us to join their groups they mostly have their own circle and they do not welcome us as friends .yes they help us and behave well as class fellows.

39. P.14.I don't like their behavior. They are proud and non- cooperative.

40. P.15.most of them are kind and help full

41. P.16.my Pakistani friends are nice and they help me a lot in every matter. I am a day scholar so they always help me in every matter. They are very kind to me and behave nicely

42. P.17. mostly they are kind and helping people they behave nicely but there are few who show negative behavior to the foreigner student especially in the class room.

43. P.18. Friendly

44. P.19.They are better than their teachers.

45. P.20.Most of them are friendly.

46. P.21.They behave normal but some time not good and non- cooperative.

47. P.22.our Pakistani students are very friendly and helping.

48. P.23. I like them they are friendly and helpful in every subject. They help me in my studies.

49. P.24. Pakistani students are very good.

50. P.25.they are good and helping people.

51. P.26.they are not good .rarely initiate the communication.

52. P.27.they are good and friendly. They always help me in every aspect.

53. P.28.They are mostly friendly and helpful.

54. P.29.pakistani students are good.

55. P.30. most of them are good in class but not very helpful in the university.

8. Do you feel the adaption with the local students is easy? If yes How and if No then what are the difficulties?

RESPONSES:

1. Yes, it's easy for me to adopt with them because they are nice and cooperative.
2. P.2. Yes it is difficult due to cultural differences especially language issue.
3. P.3 yes it is easy to adopt the local culture, I am very happy with local friends.
4. P.4 I have no local in my class but in my hostel it is easy to adopt.
5. P.5 Yes, they are my friends, most of my time is spent with them.
6. P.6 I don't have local students in my class so I have no experience.
7. P.7. It was difficult when I was in first semester due to language barrier. But it is not difficult now.
8. P.8. The adoption was very easy for me. I am a Muslim and Islam already taught us that we are brothers so it was not difficult for me to adjust.
9. P.9. No, firstly, the way students communicate makes it extremely difficult for us. Jokes, attitude, body gestures, language, and many things. Secondly, some people behave better to match with foreign students. Then its easier to adopt.

10. P.10. Very friendly, cooperative and help us.
11. P.11. I have good experience as mostly we have the same way of life and experiences.
12. P.12. No but in hostel, it is easy with local students.
13. P.13 Yes, because I don't cross my boundaries and stay in my limits hence not allowing anyone to harass me.
14. P.14. Yes, because they are very friendly.
15. P.15. Adoption with local students is not easy. Language is a big barrier.
16. P.16. yes, they are my friends.
17. P.17. No, it is not difficult as most of my local friends speak English.
18. P.18. No, it is not easy to adjust with local students due to many differences but mainly cultural difference.
19. P.19. It was very difficult in the beginning but it is easy for me to adopt their way of life.
20. P.20. I have good experience in class, hostel, and even my room. I have Pakistani friends.
21. P.21. Yes, in educational institutes, there is no biasness and hence it is easy to adjust.
22. P.22. It was not easy in the beginning because we were not familiar but not difficult now.
23. P.23. Yes, we have almost same culture.
24. P.24. No, it is very difficult. Their language, their food, and their friendship is very different.
25. P.25. Mostly it is very difficult to adjust with locals because of their culture especially language barrier
26. 1. P.1. Yes, it's easy because lots of things like food and their way of talking is same.
27. P.2. it's easy with local students as well because I am a social person and can make new friends very easily. I like their every- thing.
28. P.3 No its very difficult because we don't have common habits or the cultural values similar so its difficult.
29. P.4. -----
30. P.5. Yes for local students is easy than foreigners for us we faced too much difficulties.
31. P.6. yes, it is easy, like to adopt a lot of things (food and their way of talking)
32. P.7. yes it is easy and very pleasant. They allow us to ask any favor and try to help us more than foreigner student.
33. P.8. no we don't feel comfortable with local Pakistani students because we cannot trust them . they are double faced
34. P.9. yes we don't understand much about their language but they are very friendly and ready to help when we ask them while foreigners other than our own nationality are not very friendly
35. P.10. Pakistani students are better and easy to talk because they do not mind if we ask some help while others are closed and do not bother to help
36. P.11. some are good but mostly they don't like us and are rude. I feel comfortable with my own community or some Indonesian are friendly.

37. P.11. some -times its not easy with Pakistani students because they do not understand our difficulties but foreign students are facing the same problems so its easy to talk to them.
38. P.12. it depends upon the situation. Some -times the Pakistani students are better and some- times the others are more understanding.
39. P.13. I feel comfortable with Somalian's only
40. P.14. some times its very difficult to show them(Pakistani) my problems so I feel comfortable with foreigner friends only
41. P.15. my choice is Pakistani students because we have so many difficulties in the university they are too friendly and they will always help in this matter.
42. P.16. it is easy to adapt with Pakistani students as they are nice and friendly and know me and my problems so they help me a lot in and out of university.
43. P.17. I don't feel comfortable with most foreign girls they are not friendly .they are rude but Pakistani students are help full
44. P.18. yea very pleasant. They cooperate with us when we need.
45. P.19. Pakistani are better and easy other are not friendly.
46. P.20.to some extend it is easy to adopt but some time they do not understand our difficulties.
47. P.21 No its very difficult because we don't have common habits or the cultural values similar so it's difficult
48. P.22. No it's not easy due to language and cultural barriers.
49. P.23.No it is not easy .we have very different living style and the big issue is language barrier.
50. P.24. No it is not easy but I have managed to some extend due to my English and Arabic languages. Language or the communication is difficult.
51. P.25. No, it's difficult due to cultural differences.
52. P.26. it's ok for me because I am introverted.
53. P.27.its easy for me because they are almost all are friendly and kind.
54. P.28.yes it's easy for me because I know English and Arabic so can understand them. they are good
55. P.29. no it's very difficult because everything is totally different from my country. Although Pakistani students are very helpful but the teachers, teaching learning environment, food, living style everything is totally different so it's a big task to live out of your country.
56. P.30. Yes it is easy now but in the beginning it was difficult due to different country and environment where you have no friend.

9. To what extent Pakistani students help you in understanding difficult lectures?

RESPONSES:

1. P.1. They help me a lot. Whenever I have difficulty we solve it through group discussion.
2. P.2. I have no Pakistani fellows in class and the need of help from them has not felt yet

3. P.3. We solve problems through group discussion. Pakistani fellows are very nice and cooperative.
4. P.4 I have no Pakistani fellow in class.
5. P.5 They share material with me and also discuss the topics with me.
6. P.6 I don't have any Pakistani fellows in my class.
7. P.7. Whenever I need help, they help me and give me proper time.
8. P.8. They try their best to help me inside and out of the class. We often room in each other's rooms or in library.
9. P.9. Some of my closest friends are always ready to answer my questions regarding the topics.
10. P.10. they share the material with me and discuss in details if needed.
11. P.11. They always help me.
12. P.12. Whenever I need help, they give me time.
13. P.13 we always have group discussion based on the topic we learn after the lecture in class.
14. P.14. They try their best to understand and minimize my issues.
15. P.15. We discuss different lectures through combine studies.
16. P.16. They do support me a lot and share their material with me.
17. P.17. They always help whenever I am in need.
18. P.18. They always help and support me and also share material with me. They are also always ready for discussion about any topic.
19. P.19. They always help me anytime whenever I am in need.
20. P.20. I have no Pakistani fellows in my class.
21. P.21. When we have any difference in opinion or understanding, we discuss it after class.
22. P.22. They help me at the time of exams and give me proper time.
23. P.23. They help me with group discussion in class.
24. P.24. They are very cooperative. I am satisfied with them.
25. P.25. Pakistani students help us in explaining the lecture in simple and easy way.
26. P.1. They help me a lot. Any time if I ask their help they are ready to help me in any way.
27. P.2. They help me a lot as they use simple words to explain difficult concepts.
28. P.3 whenever I ask for help they do help me .but I feel difficulty while communicating with Pakistani students.
29. P.4.-----
30. My fellows helped me too much in any lecture which I had problems.
31. P.6. they help me a lot if I have faced any problem. They help any time. I need help in lectures, they are always ready to help me.
32. P.7.when- ever I ask for help they always help. They explain in simple words and share notes
33. P.8. they are not helping .if I ask to share notes they will not trust and will make excuses for not sharing them with me.
34. P.9. they will always help as they teach me in easy English and explain with examples
35. P.10.they help me and exchange notes so I can read easily
36. P.11. they are nice and share everything in the class

37. P.12.yes they help me in every difficulty in the class .they explain the difficult topics
38. P.13. yes some of my class fellows are better than teachers and I like their way of teaching or explaining the difficult terms or the concepts.
39. P.14. no they are not friendly specially they don't trust for notes.
40. P.15. yes they do help me .they explain the topic in easy English.
41. P.16.my fellows help me very much I am too thankful to them for helping me
42. P.17. they help me in understanding difficult concepts. Some teachers do not have good English so they explain the topic in easy English.
43. P.18. They help me when I needed.
44. P.19. they help us to exchange notes with Pakistani students.
45. P.20. yes they do help me in lectures.
46. P.21 whenever I ask for help they do help me .but I feel difficulty while communicating with Pakistani students.
47. P.22. to a very large extent. They help me in every difficulty.
48. P.23.they are always helpful.
49. P.24. they are not very friendly. They help me a little.
50. P.25. they help me in difficult lectures by explaining it in easy English.
51. P.26. some of them are friendly but most of the time I help my-self in the studies because the lectures are self-explanatory.
52. P.27.They are of very little help.
53. P.28. mostly I seek a little help from them I can study on my own.
54. P.29. Pakistani students are very nice they are very helpful.
55. P.30.yes they are very helpful especially when the teacher uses Urdu for communication and explanation I always need them for explanation and they are ready to help all the time.

10. What is the impact of cultural differences between foreign and Pakistani students on the combine studies?

RESPONSES:

1. . I don't think there is any bad impact. We have cultural differences but it does not have bad impact on our studies. We can easily adjust with Pakistani students in solving our problems in studies.
2. P.2. Generally cultural differences affect the social life but I don't have such experience regarding study.
3. P.3 Cultural differences matter but actually we have Arabic language for both of us which is unique and new for both.
4. P.4 Sometimes we have a combined class and combined study. Combine study gets easy but cultural adaptation is different.
5. P.5 I have no problem as we speak Arabic language. I use dictionary to translate.
6. P.6 I don't have any such experience.
7. P.7. Sometimes, ideological change and language change affects our group study.
8. P.8. For me, so far, the culture is quite similar to that of Pakistan's and therefore I don't have such problem.

9. P.9. I learn more about how the world is bigger than what we think of, be more patient and learn how to know about strange people and people we have never met before.
10. P.10. I don't have experience of group study with Pakistani students. In class, this cultural difference doesn't have any impact.
11. P.11. No I don't have any impact.
12. P.12. Mostly, language barrier creates problem.
13. P.13 N/A
14. P.14. Sometimes we do combined study. We do the adaptation of the local culture in class.
15. P.15. When the local students speak in local language, then we face a lot of problems.
16. P.16. It affects my education as I don't know Urdu.
17. P.17. None
18. P.18. Language especially the local language matters a lot.
19. P.19. Sometimes speaking in local language disperse the attention and cause problem for me.
20. P.20. Cultural difference affects the whole social life and not just combined study.
21. P.21. It has a positive impact as people of two different cultures share their thoughts.
22. P.22. I think it has positive impact.
23. P.23. Not much impact.
24. P.24. I don't like combined study.
25. P.25. Cultural difference especially the language is a big barrier for combine study
26. P.1. I don't think there is any bad impact. Most of time it has a positive impact. As most of the time we learn different things like languages and cultures. On the same way they learn some things from our cultures.
27. P.2. The culture does have a lot of difference as main aspect is language so the difference of everything may have a strong impact but we do manage the difference by finding a solution in friendship and we do respect each other in our combine studies session.
28. P.3 Yes it is. I am a new Muslim so I don't understand Arabic so well so it's difficult for me.
29. P.4-----
30. P.5-----
31. P.6. It has positive impact because we learn different things, languages and they also learn from us.
32. P.7. It creates the difference in cultural understanding
33. P.8. It is helpful in understanding different cultures.
34. P.9. do not have any because we just focus on our studies.
35. P.10. have no experience
36. P.11.-----
37. P.12.-----
38. P.13. I don't think it has something to do with studies
39. P.14. I like to study alone so can't say anything.

40. P.15. its positive always
41. P.16. never have noticed
42. P.17.its always positive as my Pakistani friends are very helpful and as a Muslim I don't have any problem
43. P.18. difference in culture.
44. P.19. No difference here we only focus on studies.
45. P.20.no experience
46. P.21 Yes it is .I am a new Muslim and I don't understand Arabic so well so its difficult for me.
47. P.22. it is good but due to language difference the communication is somewhat difficult.
48. P.23. I don't feel easy in combine studies because of language difference. I feel shy to talk to them.
49. P.24 during combine studies we can learn and share many things related to our culture to each other.so it always have a good impact
50. P.25.in combine study we can share the good things with each other. We do have combine studies because the things teacher explain in Urdu we discuss it in combine studies and always fine it good.
51. P.26. due to language barrier we have to face problems. Pakistani students are benefited due to home culture. They can understand all the concepts as when-ever they feel difficulty they can ask and understand in Urdu. But we cannot.
52. P.27. in combine studies we can manage the differences by discussions. What-ever we don't understand we can ask for help from Pakistani students.
53. P.28. most of the Pakistani students like the combine studies. But mostly foreigner students prefer self- study. So can't say the difference.
54. P.29.it doesn't matter. Pakistani students are mostly noisy and do not like others. Chinese students are Quite and prefer china's students. So can-not say the impact.
55. P.30. -----

11. How the cultural differences make it difficult for you to score better?

RESPONSES:

2. P.1. I don't have any difficulty in scoring better as the medium of teaching is same besides the cultural differences.
3. P.2. Mostly culture matter when we have Pakistani teachers and sometimes they speak Urdu or English more than Arabic.
4. P.3 Cultural difference is something else we are taught Arabic language which is not local language. Both us and local students do some struggle and get some results.
5. P.4 I am having satisfactory results irrespective of having cultural differences.
6. P.5 No problem, I can adjust myself.
7. P.6 N/A
8. P.7. Sometimes in the start of the degree, I had a problem in picking up the accents of the teachers which affected my CGPA.
9. P.8. Cultural difference has not made it difficult for me but I can't say same for other foreign students.

10. P.9. It takes a lot of time to adopt with the environment of local people such as communication for studying with them.
11. P.10. It doesn't have any relation with CGPA.
12. P.11. No and never
13. P.12. Language barrier affects my CGPA.
14. P.13 Cultural difference has nothing to do with the grades and marks in any particular subject unless the teacher is strict in his marking criteria.
15. P.14. Cultural differences don't matter.
16. P.15. Sometimes both local students and teachers speak in Urdu language which causes problem.
17. P.16. Sometimes teacher speak Urdu during lecture which I don't understand.
18. P.17. None
19. P.18. I have to work harder than local students to cope up with cultural difference.
20. P.19. It doesn't affect my CGPA now.
21. P.20. All foreign class fellows face some problems.
22. P.21. As we have our own cultural experience and thoughts and also gain the experience and thoughts of others. It helps us in better scoring.
23. P.22. No, it doesn't make it difficult.
24. P.23. NO
25. P.24. Local language spoken by teacher in class makes it difficult to gain more marks.
26. P.25. Language is a big barrier that may cause some problems in scoring.
27. P.1.....
28. P.2 I am Muslim so I think this similarity helps me a lot and we have common Muslim culture to get settled and score better.
29. P.3 Ye in some subjects it is.
30. P.4.....
31. P.5. No
32. P.6.....
33. P.7. they understand the difference in the cultures easily
34. P.8.the difference always help me
35. P.9. they do understand different cultural habits of different students so sometimes help us in some subjects
36. P.10.no its not effecting my studies
37. P.11.in some subjects which were studied earlier I score better but here its not
38. P.12.....
39. P.13.we have some new concepts and subjects which are difficult for me so its very difficult to score better here in these subjects
40. P.14.we have better opportunities here so we are scoring better here
41. P.15. no experience
42. P.16. the environment is different so its all difficult
43. P.17. although we are similar but the admin block makes it difficult for us so we are tense and kept unnecessary busy so we cannot score better.
44. P.18. understand of cultural differences.

45. P.19. yes, because local students have the same language so they can understand better.

46. P.20. due to foreigner it is difficult to understand the local language.

47. P.21 Yes in some subjects it is.

48. P.22. I was not aware of the way to answer the questions in the beginning, but now I have learnt but still university environment is totally different so it makes difficult to understand and score better.

49. P.23. I am not doing my best due to difference in the whole university environment. Every-thing is different from teaching to marking style. So it is obviously difficult for me to score best but not bad either.

50. P.24. it is difficult but I think I can handle the cultural difference so not much difficult for me here.

51. P.25. not the whole culture but the communication especially the language used by the teachers in the class room is different so we can hardly understand what she wants or expects from us in the answer.

52. P.26. I have managed the things here now in the start it was difficult but now I try to outline the main content as briefly as possible so that I can handle it in the best possible way. Its not that difficult now.

53. P.27. as the main thing is language and communication so I think if we learn the language first then enroll in the proper class then it will not be very difficult. I have done the same so its easy for me my scores are not bad.

54. P.28. those Chinese students who have no command in English can-not score better.

55. P.29.-----

56. P.30 its not difficult to score when you discuss the subject and the way of marking with the teacher because it is up to the student how she handles her studies. If we are mentally prepared then its easy to live and score in the different culture.

12: How do you see the grading standards of your teachers for foreign and Pakistani students?

RESPONSES:

1. P.1. They grade us both equally.
2. P.2. They are strict in giving marks. In our department, most of the teachers give less marks.
3. P.3 Most of the teachers blindly mark and don't focus on the paper.
4. P.4 I have no Pakistani fellow but the teachers grade us less when we have a common subject.
5. P.5 They give us equal marks on the basis of our struggle.
6. P.6 Some teachers deliberately cut marks.
7. P.7. They have same standards for all students.
8. P.8. Grading system is great here in Pakistan. It is same with Pakistani and foreign students. Its all about your effort.
9. P.9. Some say that it is biased. But in my experience, I am confused on how the teachers use grading standards. Every teacher uses unimagined standards.
10. P.10. They don't discriminate. Every teacher has same grading standard.
11. P.11. Good and very effective.

12. P.12. It is good but midterm assessment is not good.
13. P.13 Good, if you work hard, you will get a good score.
14. P.14. It depends on the relation with teachers.
15. P.15. No difference, equal marking.
16. P.16. All the teachers in my department give equal marks.
17. P.17. Same, not biased.
18. P.18. They grade us equally.
19. P.19. It is same and uniform for all of us.
20. P.20. Sorry I have no Pakistani in my class.
21. P.21. It is same for both.
22. P.22. It is uniform and the standard of grading is good.
23. P.23. Very promising.
24. P.24. All the teachers give us equal marks.
25. P.25. I cannot say any difference in marking, but actually they mark blindly sometimes.
26. P.1. It's not good. It's not very bad too but some teachers do not give us good grades.
27. P.2 I think it's not a problem not related to grading system of the teacher .it is related to the student and her method of study ,if she performs well by hard work she will score better.
28. P.3 Its same I think
29. P.4.its really not fair for foreign students. Marking grade is not equal for both (Foreigner & Pakistani).
30. P. 5. Actually not bad but their behavior is changed for foreigners and Pakistani student.
31. P.6. it is not good, and it is not too much bad because some people don't give good grades even you have done good paper.
32. P.7. mostly it is fair but some- times teachers show politeness to the foreign students
33. P.8. its fair
34. P.9.....
35. P.10.its different for both. Sometimes we have less marks without reason when we ask why. She said its like that.
36. P.11. mostly its fair
37. P.12. I don't have any complaints its fair
38. P.13.its same but some teachers has made their own standards and they mark the paper by keeping the student in the eye.
39. P.14.....
40. P.15. mostly its same but I think teacher must guide the students before test that what is expected from us in the answer.
41. P.16. no bad experience .its fair .if I try I will have marks
42. P.17.marking is not bad but their behavior is different for Pakistani and foreign students in the papers or tests.
43. P.18. it's different
44. P.19. we got less marks and on asking why. She said its like that.
45. P.20. mostly it's difficult to achieve

46. It's same I think
47. I have seen and experienced that the marking is similar. No difference on the bases of nationality.
48. P.23. I am not satisfied with the standard. Its not quality marking or up to the mark.
49. P.24. as a foreigner student I should not complain, my behavior is decent and dignified. So no comments.
50. P.25. teachers always compare the papers of Pakistani and foreigner students. Mostly the English or Arabic of foreigners is not good so they do not get good marks. Teacher should mark the foreign students separately and should compare with the foreign students only.
51. P.26. mostly Pakistani students get more marks then foreign students because of the language barrier.
52. P.27. marking is same for both but I think the criteria for foreign students should be little lower.(different criteria for both local and foreigner students)
53. P.28. teachers are fair but as Chinese are weak in English and non-native speakers so they get low marks.
54. P.29. teachers are non-biased. They grade the students according to their level of learning.
55. P.30. grading standards are good and equal for both but only Chinese people are complaining about the marks as they do not want to improve their English or Arabic so they think that teachers are not fair. I don't have such complaints.

13: Who, a foreign teachers or Pakistani teachers are more effective for you and why?

RESPONSES:

1. P.1 Both are good but foreigner teachers give us more details about particular subject whereas Pakistani teachers mostly give us briefings
2. P.2. Foreign teachers are more effective as they speak Arabic language in class. Pakistani teachers speak Urdu and English which we can't pick easily.
3. P.3 Foreign teachers are more effective and give us more time.
4. P.4 Both are equally teaching. There is not much difference in their methodology.
5. P.5 No difference, both teachers are teaching great.
6. P.6 Foreign teachers are better compared to Pakistani and are more effective as they are more devoted to their teaching.
7. P.7. I don't have experience of teaching with foreign teachers.
8. P.8. I have engaged in learning from Pakistani teachers but I have to be honest and say that foreign teachers are more effective.
9. P.9. Ismail Adaramola, the Nigerian teacher is the best and most effective as he speaks good English and try to assimilate with students in each class emotionally.
10. P.10. We have all Pakistani teachers.
11. P.11. Pakistani teachers are best
12. P.12. I have only Pakistani teachers.
13. P.13 Both
14. P.14. I have one teacher in faculty who is Pakistani and he is the best.
15. P.15. Most of the teachers are Pakistani and I like them.
16. P.16. Mostly, I have Pakistani teachers and I like and understand them all.

17. P.17. Foreign because some Pakistani teachers teach in Urdu.
18. P.18. Foreign teachers are more effective and we can understand them easily.
19. P.19. I like Egyptian teachers, they are better.
20. P.20. I feel no difference; both are teaching nice.
21. P.21. Local teachers have more experience as compared to Afghan teachers and that's why they are better for us.
22. P.22. For me, both but Egyptians are best.
23. P.23. Pakistani teachers are best because I enjoy their hospitality.
24. P.24. Both are effective and I learn a lot from both.
25. P.25. foreign are better regarding to the language issue we face.
26. P.1. I think both are equal and each one of them has positive and negative aspects.
27. p.2 -----
28. P.3 I don't have any foreigner teacher. So I can't suggest.
29. P.4. we doesn't have yet a foreign teacher here.
30. P.5 foreign teachers are more effective than Pakistani because the foreign teachers teach well in English with good skills.
31. P.6. I think both, because each one of them has positivity and negativity.
32. P.7. no experience
33. P.8. don't know
34. P.9. no teacher
35. P.10. no experience
36. P.11. foreign teacher is not friendly .he is focused and do not help you out of class so Pakistani teacher is better
37. P.12. we don't have any foreign student in our department
38. P.13. no foreigner teacher
39. P.14. we don't have any foreign teachers
40. P.15. no experience.
41. P.16. foreign teachers are better in English and have good teaching skills .so I like their way of teaching better.
42. P.17. both have positive and negative points but I like Pakistani teachers more they guide us in extra time too
43. P.18. We don't have foreign teachers.
44. P.19. No experience.
45. P.20. no foreign teachers we have so cant suggest.
46. I don't have experience for foreigner teacher.
47. P.22. mostly the teachers are Pakistani and I think they are better and effective. I like their teaching style.
48. P.23. I don't have foreigner teacher.
49. P.24. my Pakistani teacher is good. Her teaching method is easy to understand and teacher is very patient and nice to us.
50. P.25The Arabic language teacher is from Egypt. But his style is very difficult. Teacher from middle-East is good we can learn the true accent from them for the language, but otherwise local teachers are good.
51. P.26. both are same. Actually it depends upon teachers ability doesn't have anything to do with local or foreigner teacher.

52. P.27. both are good and knowledgably competent but some-times foreigner teachers do understand our problems better.
53. P.28 I think the foreigner teachers are better. They are psychologically fairer then the Pakistani teachers.
54. P.29. foreigner teachers are good their teaching style is better and easy to understand. Their marking is also too lenient for both.
55. P.30. Both are good but Pakistani teachers are friendly and helpful. We can approach them any time. The other thing is that we can clarify our concept after class if they explain in Urdu but for foreigner students its difficult.

III: Adoption with other foreign Students:

14: what is your concept of cultural adaptation?

RESPONSES:

: what is your concept of cultural adaptation?

RESPONSES:

1. P.1. its adjustment. I have good experiences with Pakistani students and can easily adjust myself with Pakistani culture.
2. P.2. I really face problem to adjust myself with the local culture especially with academic culture.
3. P.3 I can adopt local culture. I enjoy my time a lot with my local friends and they help me a lot.
4. P.4 The adoption and familiarity with other culture is not easy.
5. P.5 I like cultural adaptation but it is difficult to adjust with local culture.
6. P.6 I do believe in cultural adaptation. I speak Chinese and I like to interact with them.
7. P.7. I faced problem in start and was considering myself strange but now I have adopted myself with local culture.
8. P.8. It is being free with the people and being close to them. That way you can adjust in any culture.
9. P.9. stay calm, and asking a question if I am in need for understanding. Not to physically contact with others but communication and take and give.
10. P.10. We learn from each other and ever we are keen to learn each other languages and adopt each other's culture.
11. P.11. It is easy now and I like Pakistani food and culture.
12. P.12. I believe in cultural adaptation as it is a must coming process.
13. P.13 N/A
14. P.14. We share and learn each other's culture.
15. P.15. Cultural adaptation is a good experience.
16. P.16. Being a student of sociology, cultural adaptation of local culture is a good experience.
17. P.17. Good experience.
18. P.18. Cultural adaptation is a very tough task.
19. P.19. Cultural Adaptation was difficult for me in the start. I am adopting to the local culture easily.
20. P.20. Cultural adaptation especially learning Urdu is very difficult.

21. P.21. There are students of multiple cultures. Some can adopt with different cultures.
22. P.22. We share and eat food of each other. I learnt Urdu and even know some words of Pashto.
23. P.23. I don't know.
24. P.24. Cultural adaptation is a very difficult task.
25. P.25. It is good and a need of hour. Cultural adaptation of language is difficult.
26. P.1. -----
27. P.2 its respect to others.
28. P.3. no not special
29. P.4 it's really a significant rate for promoting cultural adaptation.
30. P.5 -----
31. P.6. -----
32. P.7. it is the way of adjustment .it means more communication
33. P.8. it is a way of socializing with the local people
34. P.9. I think it's a stage of socializing easily with effective people
35. P.10 more communication
36. P.11.it is a way of communication and forming a group with common people for common activities like I have a group of friends and we go for hiking and group studies etc.
37. P.12. in my view its acceptance of change for the good.
38. P.13.....no idea
39. P.14.its feeling easy with local environment
40. P.15. no idea
41. P.16. I think it's getting used to of local environment and people
42. P.17. I think it's a state of mind when feel at home and when we feel easy with the local people. We can understand their language and other stuff.
43. P.18. need more communication with local people.
44. P.19. more communication and interest.
45. P.20. like to go for movie or do gossips.
46. Its homely feeling I think.
47. P.22. when people from different types of cultures sit together they accept each other and a mutual way comes out.
48. P.23. it's being together without conflict.
49. P.24. to understand the foreign culture and adopt what suits you.
50. P.25. its living in different culture without difficulty by adopting some good things.
51. P.26. learn the language and join the community.
52. P.27.its understanding and living with acceptance in the culture of a different country where you have to live for short or long period.
53. P.28.every country has its own culture which has to be learned and respected by the foreigners either they are here for short or long stay.
54. P.29. Cultural adaptation is a necessary process for a person who has to live outside his own country or place. Its basically accepting the change for good.
55. P.30.its living in other country happily .without losing your identity and without negating the natives.

15: What do you think about the cultural adaptation, is it a different experience, with foreign students, then that of Pakistani students?

RESPONSES:

1. P.1. I don't feel difficulty with both I can easily adjust with both Pakistani students as well as other foreigner students.
2. P.2. Cultural adaptation is difficult with both but more with Pakistani students as we can speak Arabic and Chinese and they can't.
3. P.3 At the start really it was difficult but slowly, the person becomes more familiar with the local culture.
4. P.4 It is a different experience with both as they both are new to me. However, adjustment with foreigner from my own country is easy.
5. P.5 it is a difficult experience with Pakistani students.
6. P.6 Yes of course, they have completely different culture. I have a different experience.
7. P.7. As we and Pakistanis have a similar background and therefore it is easy for me to adopt the Pakistani culture.
8. P.8. Yes, it is different because I think most Pakistanis don't know the importance of cultural adaptation.
9. P.9. Yes, foreign students are more open minded than local students and behave better.
10. P.10. I have good experience with Pakistani students as we don't have any differences.
11. P.11. It is very easy with Pakistani students.
12. P.12. Yes of course especially with Somalis and Chinese.
13. P.13 N/A
14. P.14. Yes, with Pakistanis it is not very tough but with other foreigners especially Chinese, it is very difficult.
15. P.15. Cultural adaptation with both is a difficult task.
16. P.16. Yes, different at the start. Slowly, I became familiar.
17. P.17. No it is not, it is same.
18. P.18. Cultural adaptation with local is difficult as compared to foreigners.
19. P.19. With Pakistani students, it is easy as compared to other foreign students.
20. P.20. It is difficult with Pakistani students instead of foreign students.
21. P.21. Yes, it is a different experience.
22. P.22. Yes, with them, it is a bit tough and different experience.
23. P.23. It is easy for me as I am a Muslim and Pakistani culture is Islamic culture.
24. P.24. It is a very different experience with the locals.
25. P.25. Yes, it is very difficult to adjust with local culture.
26. P.1. -----
27. P.2 as the culture and life style is different so it's different with all other students only we Chinese have same but as we are Muslims so there are similarities also
28. P.3 It's a different experience with Pakistani students. I feel comfortable with my foreigner students.
29. P.4. Yes it is different and a very difficult with complicating way to learn the cultural adaptation of this country.

30. P.5 The culture is little different and everywhere or anywhere has different culture but in fact we also have some same culture so I didn't think too much difference.

31. P.6-----

32. P.7. I feel easy with Chinese only.

33. P.8. in my view it's a feeling of easiness and stress free or feeling at home while u are moving around . I am developing this feeling and its getting better . I was very stressed in the beginning but now I am happy and can ask anything from any - body if I need. I can communicate rather freely but, still I feel better with foreigner students specially with my community at the campus.

34. P.9. I think its ur feeling of friendship with local people. I like more Pakistani students as they are more helpful and can guide me better about the system and other needs but I do have friends from turkey and Finland as well and they are good people too

35. P.10 I don't like local students they are not much friendly .i like foreigner students more

36. P.11 I am happy here .but I have Somalian friends only

37. P.12 no I don't have problem with local students but I like Somalian only

38. P.13 Pakistanis are good I have one of my best friends from Pakistan but mostly foreigners are easy to talk.

39. P.14. I don't like local students they are rude and non -friendly I am easy with the foreigners or overseas students.

40. P.15. don't know

41. P.16-----

42. P.17. I like to hang around with foreigner students only I feel easy with them

43. P.18. Pakistanis are better.

44. P.19. don't know

45. P.20. Pakistani are better but Finland and turkey are also good.

46. P.21It's a different experience with Pakistani students. I feel comfortable with my foreigner students.

47. P.22.adoptation is necessary for survival and its easy with foreign students as they have to face the same problems but local student make it easy for the foreigners.

48. P.23. it is needed for the communication and survival in the non-native land. Its easy to communicate with local students as they are familiar with the demands of their culture and give suggestions better.

49. P.24. it's a different experience with the both as both belong to different cultures.

50. P.25.its the way of following the life style in the foreign country, how they speak, dress up or communicate in their own way. Its different and easy with foreigners as they are facing the same situations.

51. P.26. I think if you want to know a nation you must know their language. Adaptation is a process of feeling the association with the environment. I think its easy with locals as they can guide us more about the situation to handle.

52. P.27. no idea-----

53. P.28. I think its mutual learning and communication with the local students. Its easy with locals

54. P.29.its they way of living in a foreign country. I like the Chinese only because I feel easy with them only.

55. P.30. the same, living in the other country and performing better. I think foreigners are easy to talk to as they have the same problems and resources.

16: Have you discussed your problems with the other foreign students, do they feel the same emotional trauma as you do?

RESPONSES:

1. P.1 whenever I have some problem in understanding my lecture, I take my notes to my seniors they help me and elaborate in easy way so they are very helpful.
2. P.2. Yes, our seniors are more cooperative to support us in various problems besides lecture like visa extension etc.
3. P.3 The senior students guide us in a way so that we can easily learn and solve our other problems.
4. P.4 Our seniors support us a lot.
5. P.5 They guide us in good direction. They discuss topics with us as well.
6. P.6 They are very cooperative and provide me lectures and give me time to discuss problems on any topic.
7. P.7. Give us guidance for exam and especially in subjects which are tough to read.
8. P.8. They have been very helpful; I seek help from my seniors and they care towards my studies.
9. P.9. he is Somalian and often comes to my room and start conversation on the difficulties I am facing and then explains everything patiently to me.
10. P.10. They guide me for next semester and give me lectures and help me in my assessments and assignments.
11. P.11. They help me and Guide me
12. P.12. Always help me in time of need.
13. P.13 Senior foreigner students help whenever you go to them to explain better for you every particular topic.
14. P.14. Usually when I discussed, they helped me.
15. P.15. They share material and help me in solving my problems.
16. P.16. they help us and give us material.
17. P.17. They explain after the class hours.
18. P.18. They guide us and they also share materials with us.
19. P.19. They always guide and help me in my study. I was not familiar with semester and they helped me a lot.
20. P.20. They guide us and give us materials to revise the lectures.
21. P.21. Sometimes I ask them about their culture and they explain.
22. P.22. Help me and guide me. Chinese are not cooperative.
23. P.23. They help me a lot for example, they tell me the behavior of the lectures.
24. P.24. Our seniors are very cooperative.
25. P.25. Yes, when I face any issues, identify the seniors and discuss the issues with them
26. P.1.
27. P.2 yes they helped me a lot in every matter.
28. P.3 they did. They helped me in getting information about university a lot.
29. P.4. As I am the senior foreign student and I used to teach and telling the difficult lectures.

30. P.5 yes they help me a lot

31. P.6. they help me when I need it. They explain the lectures and give me notes and they explain what kind of method the teacher likes.

32. P.7..never asked

33. P.8. yes

34. P.9. yes they are helpful

35. P.10. I don't have any from my country in my department

36. P.11.my seniors are very kind but they do not help me a lot as I have my Pakistani friends so I can ask them to explain. So I don't need them in my studies.

37. P.12. yes always helpful. During exams they welcome us for any difficulty

38. P.13. yes they are always helpful whenever I ask they are helping.

39. P.14. yes they help us in every matter especially in the administrative problems they guide us properly and in lectures they explain to us or provide us notes.

40. P.15.we don't have any seniors here as we are the first badge from Somalia in this department but Pakistanis do help us a lot.

41. P.16. yes in many ways like they helped me at the admission time and helped me to understand the difficulties in administration

42. P.17. yes they do .if they are from my department then they help me directly and share the previous notes too but if they are from some other department then they help me by arranging some links from my department

43. P.18. yes they are very helpful.

44. P.19yes they help me when in needed.

45. P.20 yes they do.

46. They did. They helped me in getting information about university a lot.

47. P.22.They have guided me for making my learning effective.

48. P.23. yes they have guided me when-ever I have any problem.

49. P.24.yes they always do.

50. P.25. I don't have any senior in this university so can't say any-thing.

51. P.26. if I don't understand any-thing from lecture I request my seniors to teach me again. So they are mostly very helpful.

52. P.27. my seniors have suggested me some methods which are mostly useful in learning otherwise I am on my own. No big help either asked or provided.

53. P.28. never asked for help because no senior in my department.

54. P.29.yes they are help full and I am obliged.

55. P.30. I am alone in my department but about administration my country fellows are very helpful in my work.

17: How the senior foreign students can help you in understanding the difficult lectures?

RESPONSES:

1. P.1 Yes they feel the same thing. We all face problems with visa extension and the delayed process of receiving it back.
2. P.2. Yes, I have discussed, we have same problem.
3. P.3 Some of my foreign friends really face problems to adjust with the local culture but actually it is easy for me to adjust with the local culture.
4. P.4 Yes, mostly, we have the same problems.
5. P.5 Yes, we all face same problems.

6. P.6 Yes, for instance, I had visa problem and when I told my foreigner friends about it, they had the same problem.
7. P.7. No
8. P.8. We foreign students do relate with each other in many cases and in terms of difficulties.
9. P.9. Yes, he also felt the same problems.
10. P.10. Yes, we have common problems.
11. P.11. No
12. P.12. No
13. P.13 Yes, I do and they also face similar problems which is extension of Visa and so on like that.
14. P.14. No
15. P.15. Yes, my friends also face the same problems as I face.
16. P.16. Yes, my friends in other departments face problems with adaptation of local culture.
17. P.17. Yes, I have, they do.
18. P.18. Yes, my other friends also face the same problems.
19. P.19. No, I have never discussed.
20. P.20. Yes, most of the friends face same problem. Some say living outside home in a strange culture is very difficult task.
21. P.21. No, I didn't discuss my problems with other foreigner students.
22. P.22. No, I have not discussed any of my problems.
23. P.23. Sometimes I discuss with senior if there is something I don't know.
24. P.24. Yes, my other friends also face the same problems.
25. P.25. Most of them are my friends, I have discussed and some of the friends face same issues as I face which the other says we can adopt the local culture.
26. P.26 Yes they feel the same thing. We all face problems with visa extension and the delayed process of receiving it back.
27. P.27. Yes, I have discussed, we have same problem.
28. P.28 Some of my foreign friends really face problems to adjust with the local culture but actually it is easy for me to adjust with the local culture.
29. P.29 Yes, mostly, we have the same problems.
30. P.30 Yes, we all face same problems.
31. P.31 Yes, for instance, I had visa problem and when I told my foreigner friends about it, they had the same problem.
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36. P.36. No
37. P.37. No
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47. P.22. No, I have not discussed any of my problems.
48. P.23. Sometimes I discuss with senior if there is something I don't know.
49. P.24. Yes, my other friends also face the same problems.
50. P.25. Most of them are my friends, I have discussed and some of the friends face same issues as I face which the other says we can adopt the local culture.

18: How the better social class effects the student's adaptation and performance in a foreign country?

RESPONSES.

1. P.1. in our country social class does not have anything to do with the social class. So it has no impact on performance. High performance or position depends upon the struggle of the student in studies not on the social class.
2. P.2. Yes, to some extent, mostly we try to support our self by engaging with part time job during study.
3. P.3 A student that belongs to higher social class gets admission easily and also gets job easily because of his class reference.
4. P.4 It will help you in admission. It will financially help you.
5. P.5 N/A
6. P.6 I belong to middle class and I get every facility here which helps me in my academic performance.
7. P.7. Yes, for me, my family gives me fees on time and helps me financing resulting in better performance.
8. P.8. I don't think it has an affect because most foreign students are from the same social class.
9. P.9. I think it depends on the foreign students' ability to assimilate fast in the host culture.
10. P.10. No, I don't think so.
11. P.11. No concern with it.
12. P.12. No
13. P.13 N/A
14. P.14. I don't think so because here, all students are same and face similar problems.
15. P.15. Social class is good for one's social identity.
16. P.16. N/A
17. P.17. Unknown
18. P.18. Better social class helps us in continuity of our education.
19. P.19. Yes, it positively affects the results and performance.
20. P.20. N/A

21. P.21. Yes, because they have the experience of both countries.

22. P.22. No, here we are all equal and it doesn't affect our performance.

23. P.23. N/A

24. P.24. In China, self-struggle is needed social class doesn't affect someone's performance.

25. P.25. Better social class is necessary for student's financial support as during study a student cannot financially support themselves.

26. P.1.....

27. P.2 In this university it does not have much effect but in japan it does have a lot of effect as if one can afford more one can have a better chances for a better university

28. P.3 I don't think it's important.

29. P.4. social class really effects for foreign students.

30. P.5 -----

31. P.6.-----

32. P.7. no I don't think so

33. P.8.yes a lot because if I have more money I can spend more in my books and notes. I can arrange a tutor for my difficult subjects. And I can hire a better residence or convince for less time wastage which I can spend on my studies.

34. P.9. I am satisfied so I have never think about it before

35. P.10.no studies are up to you, at university level you have to do everything by Your-self so no problem

36. P.11.-----

37. P.12.some -times it is important or helpful

38. P.13. no not important. Good learning environment is more important

39. P.14. yes to some extent, if I have better class it means better awareness, more resources and better communication for help in a foreign country. We can deal with lots of problems which needs money to be solved

40. P.15. yes but only for better facilities in the foreign country but in studies no. it doesn't matter which class you belong too. Some -times the students with less money can perform better.

41. P.16.-----

42. P.17. yes I could afford more facilities to save my time and energy which can be used in studies

43. P.18. yes a lot, because more money can enable you to hire a tutor for better understanding.

44. P.19. Some-time it is needed and helpful.

45. P.20. yes, it is helpful to communicate with local people and it is helpful to solve our problems.

46. P.21 In this university it does not have much effect but in japan it does have a lot of effect as if one can afford more one can have a better chances for a better university.

47. P.22. I don't know.

48. P.23. it doesn't have any.

49. P.24. it can facilitate learning to some extent.

- 50. P.25.it can help us in many ways such as I can arrange some person for my help in understanding the difficult concepts, or buy some gadgets which can make my studies easy.
- 51. P.26. I think it has a big influence. The whole environment and scenario of the life is different. So the vision and mission of life can be changed and different. In short we can avail better opportunities with better resources.
- 52. P.27.I have no experience and never have think about it.
- 53. P.28.superior family environment is more conducive to stress free education. Money can support in all aspects and can make the study and learning environment easy and versatile.
- 54. P.29. I belong to middle class so do not have any experience or statement for support.
- 55. P.30.if social class means more money, then it can just help to buy the necessary helping material. But actually the achievement depends upon the actual effort of the student herself.

19: What could be the impact of group study on foreign student's performance?
RESPONSES:

- 1. P.1 through group studies or group discussions most of the confusion became clear and thus we good understanding about the topic.
- 2. P.2. Group discussion is good along with lecture learning as it also helps to expose to the local culture.
- 3. P.3 Group study is good, mostly I learn more from group study rather than from class study.
- 4. P.4 Group study improves our understanding. We learn more through group study.
- 5. P.5 I like group study, it helps me in better understanding the lectures.
- 6. P.6 To me, group study is more useful as it gives multiple perspectives on the topic.
- 7. P.7. Positively, we get clarity on topic. Negatively, waste of time in gossiping and talking.
- 8. P.8. Group study is very effective. It has helped me especially because you get to share ideas and views.
- 9. P.9. It is much better than studying alone.
- 10. P.10. To me, it is full of knowledge and helpful for me in terms of performance.
- 11. P.11. Very helpful and effective for foreign students.
- 12. P.12. Language Barrier disperse the attention.
- 13. P.13 N/A
- 14. P.14. Good but sometimes aimless.
- 15. P.15. Group study is good for brief learning.
- 16. P.16. I like the group study it is very good.
- 17. P.17. It has a very good impact.
- 18. P.18. Through Group discussion in group study, we can learn more
- 19. P.19. It is always good for me as I get the conceptual clarity of the topic.
- 20. P.20. I rarely join group study, mostly I prefer self-study.
- 21. P.21. As they share the thoughts of difference countries, so its effective.
- 22. P.22. I don't like group study. For me, it's a waste of time.

23. P.23. For me its good because it helps me in the course that I don't know.

24. P.24. I have not joined group study yet.

25. P.25. It helps in solving the confusion that one faces in class.

26. P.1. I have good impact as I discuss the lecture with my Pakistani friend and they explain the lecture for me.

27. P.2 It can help us in understanding difficult concepts.

28. P.3 I don't like group study

29. P.4. it's impact on everyone in group. Can share their ideas. It will be helpful.

30. P.5. I have no experience

31. P.6. it has good impact because most of the Pakistani students understand the concepts and discuss in group which helps me a lot.

32. P.7. I don't know don't have any experience.

33. P.8.-----

34. P.9. it's a good experience because some of the girls explain the topic in a better way and besides we can have a group discussion which can solve the ambiguities about the topic.

35. P.10. I prefer to study alone as I think group-study is wastage of time

36. P.11. I study alone and ask the difficult concept from the class-fellow. I don't have much to say about this

37. P.12. it's good but I do it with my Somalian friends because we can understand each other.

38. P.13. I don't like the concept

39. P.14.-----

40. P.15. i think it can be helpful to improve the standard as there are many difficulties in the lecture which can- not be understood by your-self. So I do it regularly

41. P.16. I think it's important for understanding difficult topics or subjects

42. P.17. I think it's helping for states or tough subjects but not for all

43. P.18. I like to study alone and ask the difficulty from my Pakistani fellow or use internet.

44. P.19.-----

45. P.20. no experience.

46. P.21 I don't like group study.

47. P.22. I think it can be a good source of cultural harmony. As a foreigner student I feel good with local people during group study. It can increase the efficiency of the foreigner student to some extent also.

48. P.23. I can see the difference in my results so I can say that it has a good effect especially with the local students. They can guide us more and help us by guiding towards the marking criteria.

49. P.24. as a foreigner I am very much in favor of group study. There are many reasons. First and most important is that during study we can come close to different people and we can become friends even. Then as a foreigner we cannot raise questions due to difference of language but we can ask these during the group study. And along with that we can discuss the criteria and the way of answering the questions asked by the examiner in the specific way. All these things are very much helpful in achieving the good grades.

50. P.25. it can guide us for better understanding of the subject but only if your group is focused but most of the time I think it is just a wastage of time.

51. P.26. in my view it can be a source for socio-cultural adaptation.it can help us in faster or rapid adaptation and can help us in making relations which can be helpful in future for the support in the further studies in a foreign country.

52. P.27. I don't have any experience because I am not in favor of group study. I feel confident while studying alone.

53. P.28. May be it is beneficial as I have heard from some of my class fellows. But I have never experienced this so cannot say anything.

54. P.29. I feel very comfortable in group study. There are many views and words for the explanation of the same topic so I think it is a good source for preparing exams and getting good marks.

55. P.30. I think it provide us an opportunity to get close to local students.it can increase our efficiency for better grades. Along with that we can create a cultural harmony during these secessions.

IV: Adoption with the Administration:

20: How do you explain your experience with the rules and regulations of the university?

RESPONSES:

1. P.1 through group studies or group discussions most of the confusion became clear and thus we good understanding about the topic.
2. P.2. Group discussion is good along with lecture learning as it also helps to expose to the local culture.
3. P.3 Group study is good, mostly I learn more from group study rather than from class study.
4. P.4 Group study improves our understanding. We learn more through group study.
5. P.5 I like group study, it helps me in better understanding the lectures.
6. P.6 To me, group study is more useful as it gives multiple perspectives on the topic.
7. P.7. Positively, we get clarity on topic. Negatively, waste of time in gossiping and talking.
8. P.8. Group study is very effective. It has helped me especially because you get to share ideas and views.
9. P.9. It is much better than studying alone.
10. P.10. To me, it is full of knowledge and helpful for me in terms of performance.
11. P.11. Very helpful and effective for foreign students.
12. P.12. Language Barrier disperse the attention.
13. P.13 N/A
14. P.14. Good but sometimes aimless.
15. P.15. Group study is good for brief learning.
16. P.16. I like the group study it is very good.
17. P.17. It has a very good impact.
18. P.18. Through Group discussion in group study, we can learn more
19. P.19. It is always good for me as I get the conceptual clarity of the topic.
20. P.20. I rarely join group study, mostly I prefer self-study.

21. P.21. As they share the thoughts of difference countries, so its effective.

22. P.22. I don't like group study. For me, it's a waste of time.

23. P.23. For me its good because it helps me in the course that I don't know.

24. P.24. I have not joined group study yet.

25. P.25. It helps in solving the confusion that one faces in class.

26. P.1. -----

27. P.2. University has lots of rules and regulations but is too difficult to understand by the new students. I was blessed by my seniors but lots have to suffer.

28. P.3. Yes quite few there are some security so called issues .and foreigner students there must be a spokesman for president.

29. P.4. I really not agree with this rules and regulation whereas administrative staff is not active.

30. P.5 there is too much strictness

31. P.6.-----

32. P.7. yes there are many but I don't mind. If they are helping in administration then ok.

33. P.8.rules are good but some- times the interpretation is not good or the people who are dealing with them are not properly trained about the interpretation so some -times these are very annoying.

34. P.9.No comments as its bad experience.

35. P.10. its good but not helpful for foreigners

36. P.11. the regulations are not written or provided before entering the university or getting admission here. That's why for new comers it's a bad experience

37. P.12. there are no rules and regulations these are just barriers for the unknown or foreigners. Who -ever is influential or rude she can do any -thing and people like me are the victims only. no body as administration is here it's a group of useless people.

38. P.13. no comments

39. P.14 yes I agree that the administration is not effective and rules are to be not followed.

40. P.15.i am satisfied these are meant to be followed n we should follow its for our own safety;

41. P.16.-----

42. P.17. not satisfied

43. P.18.some are good but Hostel rules are bit too strict.

44. P.19.-----

45. P.20. not very helpful mostly create barriers.

46. P.21 Yes quite few there are some security so called issues .and foreigner students there must be a spokesman for president.

47. P.22. university rules and regulations are not reasonable. Especially for foreign students.

48. P.23.these so called rules are totally rubbish. Due to long and inappropriate demands a lot of precious time of students got wasted. They must hire an expert to formulate the requirements for the foreigner students. There is no one window operation for this purpose.

49. P.24. there are some problems in administration like how to take the subject in which one is failed. There are some other problems that could be or should be solved at departmental level but we have to keep on moving between department and administration office which is too much irritating and total loss of time as we have to sacrifice our studies to meet the formalities. Besides the Hostel rules or formalities are making us depressed.

50. P.25. I do have some problems but I think in the long run these are for our own security and safety. If we are living in other country then we have to obey their rules. We should not comment on their rules or stuff because we have opted that by choice.

51. P.26. There are some rules about subjects, courses and related to exams which are not understandable for foreigner students. So they must be made clear to save the time and finance of the students.

52. P.27. I don't have any problem with the rules and regulation of the university. All

53. P.28. Rules are good but they should solve some actual problems.

54. P.29. The university rules and regulations are not reasonable. They create problems for foreign students.

55. P.30. Some rules are not clear like when we are going to some thing or provide letter for some reasons and purposes. The staff do not take responsibility about it.

21: What is your opinion about University administration facilitation for foreign students?

RESPONSES:

1. P.1. The rules and regulations of university especially regarding administration I don't like when they do not listen to the student. They do not guide or listen to the basic issues of the foreign students like NOC, visa or things like that.
2. P.2. I think the university has very strict rules regarding marking as well as it does not support foreign students.
3. P.3 they do not resolve our issues on time. Mostly they remain absent, if present, mostly say to come tomorrow.
4. P.4 I don't like the rules and regulations. Anyhow, I like that the university is based on Islamic principles.
5. P.5 I am satisfied from the rules and regulations of the university.
6. P.6 I don't have good experience. I don't get quick response in case of hostel accommodation i.e. renewal etc.
7. P.7. Management is poor, no proper rules in hostel. Many live on one seat.
8. P.8. The rules and regulations are strict and I support that, because that what keeps the stability.
9. P.9. Unclear rules and regulations.
10. P.10. I think that the administration is biased and have strict rules for us.
11. P.11. It is very organized and good.
12. P.12. It is quite strict but not effective.
13. P.13 The rules and regulations of the university are good and we are used to it.
14. P.14. It is good but we don't get quick response.
15. P.15. The rules and regulations of this university are fair, not too bad.

16. P.16. I am fully satisfied with the rules and regulations of the university.
17. P.17. Good
18. P.18. The rules and regulations are very tough. They don't facilitate us.
19. P.19. It is too much strict and not effective. Many students live on one seat in hostel.
20. P.20. The rules and regulations are unpleasant. I don't like them.
21. P.21. In start it was difficult for us because every country has its own rules and regulations but it is easy for us now.
22. P.22. It is very good but in hostel, there is proper check and balance.
23. P.23. The rules and regulations on university are very good and they treat us good.
24. P.24. The rules are not fair.
25. P.25. The rules and regulations are not the same. They are easy and flexible for the local students.
26. P.1. -----
27. P.2 No there are same rules and rights for both, local and foreigner students.
28. P.3. I have the worst experience
29. P.4. the staff should not disturb the students by actually. They are not actively doing good work.
30. P.5 there is no facilities for foreigner students.
31. P.6.-----
32. P.7. no facilities they charge more for these facilities but actually nothing done for them
33. P.8. there is no special facility for foreigners
34. P.9. its same for both .they do not treat us with special instructions
35. P.10.can't say satisfied
36. P.11.-----
37. P.12.i think as university its ok but as international university they don't meet the standards. they don't have special facilitation corner or desk for foreigners
38. P.13.-----
39. P.14. It's so not very helpful
40. P.15.i don't have bad experience
41. P.16.some -times they help some -times no
42. P.17.no comments
43. P.18. It's not good. if the university is getting more fee from the foreigners then should provide some extra facilities but we don't have.
44. P.19.
45. P.20.
46. Yes they are not helpful and don't appreciate the foreigner students much.
47. P.22. inefficiency
48. P.23. Lazy and irresponsible administrative staff.
49. P.24. No facilities for foreign students.
50. P.25.some office members are clear less about foreigner students. Hope they will improve their efficiency.
51. P.26. I can just hope to give international students the greatest ease and make the degree completion easy and convenient.

- 52. P.27. they should understand the difference between the Pakistani and foreigner students and the standards of facilities should be different.
- 53. P.28. they should facilitate all students equally for example the hostel facilities i.e. single room should be given to all graduates.
- 54. P.29. they are for much inefficient.
- 55. P.30. they should provide more facilities in hostel at least.

22: Have you ever felt that university administration is biased towards local students or some specific nationality?

RESPONSES:

- 1. P.1. they do not facilitate the foreign students at all they just create problems for us in every aspect.
- 2. P.2. No, in my opinion, the university has a very weak policy. It doesn't facilitate anyone especially the foreign students.
- 3. P.3 University administration doesn't support and facilitate us properly. They just give us time.
- 4. P.4 To some extent, they try to solve our problems but are not fully active.
- 5. P.5 The university administration doesn't facilitate the foreign students.
- 6. P.6 The administration facilitates in somehow good but still needs more improvement.
- 7. P.7. Administration facilities for foreign students are not good. They delay and keep things in pending.
- 8. P.8. University administration has been helpful and has facilitated foreign students well.
- 9. P.9. Very bad, impatient, and never on time.
- 10. P.10. It needs to be improved. They charge more hostel fee.
- 11. P.11. Very good and helpful.
- 12. P.12. Not good at all, hostel problem.
- 13. P.13 N/A
- 14. P.14. Good but needs to be improved.
- 15. P.15. Fair, sometimes they solve our problems while sometimes they just keep things in delay.
- 16. P.16. I am satisfied from the administration.
- 17. P.17. Sometimes good.
- 18. P.18. The administration doesn't facilitate us.
- 19. P.19. It is good and facilitate us.
- 20. P.20. They never ever facilitate us.
- 21. P.21. University administration is not cooperative as teaching faculty.
- 22. P.22. it is good.
- 23. P.23. I have no information about this but I hope it is well and nice.
- 24. P.24. They don't facilitate us.
- 25. P.25. As my personal experience, they don't facilitate the students and keep delaying.
- 26. P.1. No, they treat us all in the same way now but at the time of admission, its very difficult as they do not change the faculty easily for the foreigner students.

27. P.2 Most of the rules are same but for some nationalities some rules are even more strict.

28. P.3 Yes they are not helpful and don't appreciate the foreigner students much.

29. P.4. yes they not help and guide foreign students and they do fair for local students.

30. P.5 no

31. P.6. No they are same with all but we face some problems during admission time, they don't change the faculty easily for foreigners

32. P.22. YES at some places of work they are annoying and not cooperated to foreigner students.

33. P.23. yes they are biased towards Pakistani students and culture influence is very deep.

34. P.24. I do not know b

35. P.25. yes they are biased they give relaxation to local people AND Saudi students.

36. P.26. I have never felt this. I think they are equal to all.

37. P.27. they are friendly with local but equal not biased.

38. P.28. no I don't have any experience.

39. P.29. they are biased in administration to all foreigner students.

40. P.30. no they are not

23: What kind of hurdles you faced while communicating with the university administration?

RESPONSES:

1. P.1. For Boarders there are many. In my own experience as I applied twice for rector fund, they rejected me even I was among the deserving.
2. P.2. I have language issue, besides this, they don't give serious attention to listen our problems.
3. P.3 they neither properly listen nor do they try to solve our problems.
4. P.4 Normal, but they delay us and give us time.
5. P.5 they give me time and don't solve my problems on time.
6. P.6 I have not faced any hurdles as they can speak English.
7. P.7. Language problem as I cannot speak Urdu and they cannot speak English.
8. P.8. Not all of them can speak English but other than that, I have no hurdles.
9. P.9. They never give or provide a clear instruction to complete an administration, they had no definite standards of terms and conditions especially in overseas office, and they speak impolitely.
10. P.10. I don't understand Urdu and they speak in Urdu.
11. P.11. I didn't face any hurdles.
12. P.12. Language barrier.
13. P.13 N/A
14. P.14. Communication i.e. language barrier.
15. P.15. Sometimes they don't solve our problems on time.
16. P.16. I faced no problem. Everything is going normal for me.
17. P.17. None
18. P.18. I have communication problem as I can't properly speak English and Urdu.
19. P.19. Language barrier.
20. P.20. They never solve my problems on time.

21. P.21. In start at the time of admission, it was very difficult to communicate with the university administration and to understand them.

22. P.22. I face communication problems sometimes.

23. P.23. Sometimes, we face problem e.g. taking signature from different places.

24. P.24. They don't solve our problems.

25. P.25. Mostly, I can't convey my message due to language barrier.

26. P.1.in my experience they are biased. They behave differently, they facilitate the local students and to foreigner student they mostly say come tomorrow.

27. P.2. I don't have such experience, overall, it doesn't try intentionally to facilitate students.

28. P.3 I have no such experience. They don't facilitate the students.

29. P.4 No such experience as I have no local fellows.

30. P.5 Yes, sometimes they give more time and try to solve the problems of Pakistani students.

31. P.6 I have not felt such discrimination.

32. P.7. Yes, they give importance to those Pakistanis who have political affiliations e.g. ATI, JUI etc.

33. P.8. In terms of scholarship and other benefiting programs, they have not been biased.

34. P.9. not yet, they are similarly poor towards both local and foreigners.

35. P.10. Yes, they are biased and better towards Pakistani students. Also, personal relations matter a lot.

36. P.11. No

37. P.12. Yes, biased with political parties.

38. P.13 Not yet

39. P.14. No

40. P.15. No

41. P.16. No, the administration treat us equally.

42. P.17. Yes, in terms of fee structure.

43. P.18. Yes, many times. They prefer Pakistani students over foreigners.

44. P.19. No, I haven't experienced such behavior.

45. P.20. Yes, we stay in lines for hours while locals directly call and meet them to discuss their issues.

46. P.21. As we have overseas office to help the foreign students, I have not felt the biasness, however, the staff is not cooperative.

47. P.22.language and culture difference.

48. P.23. language is the basic hurdle. Both are local and foreigner are weak in English.

49. P.24. No administration doesn't facilitate both locals and foreigners.

50. P.25.language is the main problem some officers can't speak in English well and mostly they are not good listeners.

51. P.26.many problems language is a barrier. They understand things differently simple things are made complicated. Lengthy procedure.

52. P.27.they always delay today's work to tomorrow. Always said to come tomorrow.

53. P.28. they officers in overseas office they often trouble us. Don't want to work on time.

54. P.29. language and culture difficulties.

55. P.30. the administration is not ready to work they don't work hard. They are not ready to listen. They are very self-willed.

24: Do you want to give any suggestions regarding the administrative approach of the university?

RESPONSES:

1. P.1.i just want to suggest them that please plane before and please do facilitate the foreign students. Try to understand their problems and please facilitate them to resolve the issue at your end.
2. P.2. Yes, the university has to update its policy and they should try and listen to us and also try to solve our problems on time.
3. P.3 They should properly listen to our issues and try to resolve in on time.
4. P.4 There should be a little change in the behavior of the administrative staff.
5. P.5 Yes, the university administration should solve our problems on time.
6. P.6 I suggest them to make everything online.
7. P.7. Jobs should be offered to eligible and competent people.
8. P.8. I don't have any suggestion but I hope they listen more to students.
9. P.9. 1. Give clear/definite standards to complete an administration and write in a board so that all the students can watch it. 2. Learn how to communicate in English properly, 3. Must be on time. 4. Use technology i.e. computer and printers to help and facilitate the students in order to work efficiently.
10. P.10. They should change their strict rules for foreign students.
11. P.11. No
12. P.12. No
13. P.13 N/A
14. P.14. Yes, university should make English and Arabic obligatory.
15. P.15. Not anything special. At least solve our problems on time.
16. P.16. No. its okay.
17. P.17. They should listen to students more.
18. P.18. I like their normal approach, their current approach is hard.
19. P.19. They must communicate in English or Arabic.
20. P.20. Very weak administration, they don't solve our problems on time.
21. P.21. If they assign good characteristics officer who can deal with students in a good way and also there should be a counselor in overseas office.
22. P.22. I would suggest that they must communicate in Arabic.
23. P.23. I would suggest that they must reduce the amount of signatures that we have to get from different places.
24. P.24. Yes, they should give quick response.
25. P.25. Yes, I will suggest them to improve their accent and behavior with foreign students.
26. P.1. Yes they must have clear written guideline for the foreign students.

27. P.2. yes there must be a clear pattern of instructions for foreign students .language is the big issue so at the time of admission university can manage some senior students for helping the new students.

28. P.3 _there must be a cell who can communicate with all on the behalf of foreign students so that they do not have to suffer for getting their problem solved in this university and so they can concentrate on their studies.

29. P.4. kindly maintain punctuality among administrative staff. They must be active.

30. P.5 -----

31. P.6.yes, they should have guidance for the students.

32. P.22. work more efficiently

33. P.23. please try to solve our problems on time.

34. P.24. kindly facilitate us to make our studies easy.

35. P.25. please try to become more active and do work timely because they always reached in university at 9:00am but we can't approach them because first they are having breakfast than lunch and at 3:00pm they leave the office.

36. P.26. they need to improve efficiency and professional attitude.

37. P.27. they should introduce new subjects which are related to our daily life. And help the foreigner students in accommodation.

38. P.28. they must guide the students properly and improve the work.

39. P.29. I hope that single rooms can be allotted to the students who score better in exams.

40. P.30. please provide better facilities for hostelled students.

25: Will you suggest some ways for the teachers how they can help the foreign students in administrative facilitations?

RESPONSES:

1. P.1. they should focus on foreign students and facilitate them if they can in some official matters for example visa extension etc.
2. P.2. the teachers should adopt flexibility in marks especially the Pakistani teachers as they teach us tough subjects in tough language.
3. P.3 Teachers can facilitate us in various ways but we don't disturb them mostly as they have tough time.
4. P.4 the local teachers are helpful I like them.
5. P.5 they should adopt normality in marking.
6. P.6 No
7. P.7. No, teacher can't do anything.
8. P.8. Just be open and accept suggestions from foreign students.
9. P.9. Speak in proper English and give us exact instructions to complete and administration.
10. P.10. Only English should be the medium of instruction.
11. P.11. NO
12. P.12. Teachers have no concern
13. P.13 N/A
14. P.14. No
15. P.15. I am happy with my teachers
16. P.16. No, I am satisfied with my teachers and administration.
17. P.17. Unknown

18. P.18. They should ask about our issues that we face in university.
19. P.19. No
20. P.20. Local teachers should ask us in class about our administrative issues. I like Pakistani teachers teaching methodology.
21. P.21. It will be better to teach completely in English.
22. P.22. No
23. P.23. Our teachers treat us well and I will suggest to continue that.
24. P.24. I am satisfied from teachers.
25. P.25. The teachers can help the foreigner students when they speak only the language in which the students are studying.
26. P.1. No I don't have any for them.
27. P.2 No they are nice and helpful .they have nothing to do with the administration.
28. P.3. No the teacher doesn't have anything to do with it but the coordinator must help us in this perspective.
29. P.4. -----
30. I have no idea.
31. P.6. No
32. P.22. teacher can help us to guide about the rules and administrative needs of letters so that time of students can be saved.
33. P.23.they can guide us towards document needed.
34. P.24. no they can't help us in administrative.
35. P.25. suggest the students in a good way at least teach them how to write an application in a correct way.
36. P.26. yes they can help us in communication and explaining the rules and documents needed for specific purpose.
37. P.27. teachers should guide the students and read the rule and regulation in a little and easy English.
38. P.28. the teacher should become a link between administration and the students especially for exams.
39. P.29.I don't think teacher has any role to play here.
40. P.30. teachers must listen to our suggestions and forward them for our facilitations.

26: Give some suggestions for the administration to improve their operations for self-facilitation of foreign students.

RESPONSES:

1. P.1. they should help and adopt flexibility in their behavior. They should listen and understand the problems of the foreign students and help us to solve these problems so that we can focus on our studies.
2. P.2. They know better how can they facilitate the foreigner students, but they don't facilitate us and delay our problems.
3. P.3 They should solve our problems on time and should sit in office till university time.
4. P.4 N/A
5. P.5 Listen our problems and should try to solve them on time.
6. P.6 They should give us more time for visa and passport related issues.

7. P.7. They should solve problems on time and should not delay.
8. P.8. I don't have any suggestion on this.
9. P.9. Speak in English properly and work professionally.
10. P.10. N/A
11. P.11. No
12. P.12. They need to talk in English.
13. P.13 N/A
14. P.14. No
15. P.15. the administration is good
16. P.16. No its okay
17. P.17. Unknown
18. P.18. They should help us in solving our problems.
19. P.19. They need to talk and communicate in English or Arabic.
20. P.20. They should solve the foreigners even local students issues on time.
21. P.21. N/A
22. P.22. They must communicate in Arabic or English.
23. P.23. As the foreigner students are not living in their country, treat them more kindly.
24. P.24. We need quick response regarding our issues.
25. P.25. The administration should facilitate us regarding hostel and there are many illegal students. We cook for ourselves as we can't adjust with local food. They should also facilitate us in visa extension.
26. P.1.....
27. P.2 they should be nice to the new students especially the new admission as they are already depressed and homesick and they do not have much knowledge about the new environment so plz be good and helping in behavior.
28. P.3 They must have a website especially for foreign students in which detailed information are provided so they don't have to move time and again towards the admen and spend their time more on studies.
29. P.4.....
30. P.5 they must change their behavior with students and if any students have any problem the must solve for student and give them their facilities.
31. P.6.....
32. P.22. provide better and clear instructions online. Increase the facilities of internet so that they can save their time and energy.
33. P.23. kindly update and upload the instructions and demands for the foreigner students online so that they can be self-facilitated.
34. P.24. please update or introduce the whole process online
35. P.25. please be available at least at working time.
36. P.26. please improve your efficiency and quality and make the international students facilitated so that they can feel easy.
37. P.27. please pay more attention to us we are here for studies don't waist our time and money.
38. P.28. make a student union comprises of different countries and guide them for self-facilitation so that they can be helpful for the foreigner students in general.
39. P.29. try to solve our problems online.

40. P.30. provide the whole information about the semester or the whole degree program before the admission.

27. How the marking criteria of teachers influence the CGPA?

RESPONSES:

1. P.1. If the teachers give good marks then CGPA will be good but if they do not give good marks then the CGPA will decrease. So teacher should adopt flexibility in grading the foreign students .it will improve their CGPA.
2. P.2. If they mark strictly CGPA will decrease. If they mark normally, students CGPA will increase.
3. P.3 Yes, teachers give us good marks, but some teachers give us low marks, some teachers even fail us which decreases our CGPA.
4. P.4 All the teachers mark us according to our struggle.
5. P.5 When the teacher gives good marks in any subject, it helps to improve CGPA.
6. P.6 They don't assess well in internal marks which badly affects our GPA.
7. P.7. Teachers are good in marking assignments.
8. P.8. It influences because their marking affects our GPA.
9. P.9. Different teachers use unclear criteria to evaluate student's shortcoming in order to improve the student's performance in examination.
10. P.10. They don't consider and don't give internal marks on ground reality.
11. P.11. Positively
12. P.12. Doesn't influence.
13. P.13 The marking criteria of teachers influence the CGPA of students due to the strict marking for good grades.
14. P.14. Teachers don't assess internal marks honestly.
15. P.15. I am happy with my teachers marking policy.
16. P.16. Not marking but our own struggle can influence the CGPA.
17. P.17. In a good way.
18. P.18. Our department teachers give less marks.
19. P.19. No
20. P.20. Most teachers do strict teaching due to which my GPA is dropping.
21. P.21. It depends on teacher.
22. P.22. No, our teachers are fair.
23. P.23. Teachers encourage us to score better GPA.
24. P.24. I am satisfied with my teacher's marking.
25. P.25. The teachers have to be flexible with foreigner as the spoken language and written is not their native language.
26. P.1. If the teachers give good marks then CGPA will be good but if they do not give good marks then the CGPA will decrease.
27. P.2 it depends upon the focus of the teacher if teacher is more precise in instructions about criteria and the stuff included then it can be made good
28. P.3 No it has no effect.
29. P.4-----
30. P.5 if the teachers give good marks so we will get good CGPA and if no we will not and we also have to do hard working.

31. P.6. if they give good grade the CGPA increase and if they give bad grade the CGPA will decrease.
32. P.22. teacher point of view about answers influence the CGPA.
33. P.23. every teachers has her own way of marking. No standard marking
34. P.24. teacher can improve or spoil the CGPA
35. P.25. my teacher is good she is good with foreigner students.
36. P.26. teachers can make the score high or low
37. P.27. every teacher have their own style but GPA depends on exams. You show good and have good
38. P.28. teachers' expectation for foreign students should be lower so that they can score high.
39. P.29. teacher have nothing to do with GPA
40. P.30. every teacher has different criteria so marking influence the GPA

28. What is the impact of teachers teaching style and ability at your academic performance?

RESPONSES:

1. P. 1. If teacher's teaching style is good then I will understand better and may get my concepts more clear. That will inspire the students and will help them to get good grades.
2. P.2. It has a great impact when you can understand teacher's teaching method. You will learn more which contributes to student's academic performance.
3. P.3 One can learn more and more from a teacher who is talented, regular and teach in easy language.
4. P.4 Teachers are talented and regular. I learn well here in Pakistan.
5. P.5 Teachers should not speak Urdu inside the classroom.
6. P.6 Some teachers even regular faculty give us presentation and don't teach themselves.
7. P.7. Some teachers don't give lectures and only take presentation, which causes confusion.
8. P.8. Teaching style is effective in academic performance.
9. P.9. Noticing significantly changes/encourages my performance.
10. P.10. They are good but sometimes give lecture in Urdu.
11. P.11. Good
12. P.12. They don't give lecture in English sometimes which creates difficulty.
13. P.13 The teaching style is good towards the academic performance of the students in the class.
14. P.14. Great influence.
15. P.15. The teachers of our department are hard working.
16. P.16. My teachers are hardworking and regular.
17. P.17. Sometimes it has a good impact and sometimes bad.
18. P.18. We learn more from a teacher who teaches in simple language along with examples.
19. P.19. They are good and understandable.
20. P.20. Teacher's regularity and preparedness plays an important role in academic performance.

21. P.21. Of course it has an impact on the academic performance.
22. P.22. It helps to improve our academic performance.
23. P.23. Their way of teaching is helping us.
24. P.24. Regularity and teachers' preparation is necessary for better academic performance.
25. P.25. Teacher's teaching style, especially the medium impacts the student's academic performance.
26. P. 1. If teacher's teaching style is good then I will understand better and may get my concepts more clear.
27. P2 teacher should be helpful n more friendly while instructing about the subject. I like more friendly teachers just like sisters.
28. P.3 a great impact because as teacher help, me and teach me well in English then result is better otherwise not so
29. P.4. there is no impact of teachers teaching style on academic performance.
30. P.5. if teachers teach very nice and always active for fresh it can change the students mind and also can impact on student very well.
31. P.6. if teacher's teaching style is good. I will understand better and my concepts got clearer.
32. P.7.
33. P.8.
34. P.22. if the teacher is good students will understand better and the score will be the better.
35. P.23. if the teacher's ability and style is good than student's performance will be good.
36. P.24. the student is always related to teachers and teaching style.
37. P.25. the student should look how to talk teachers, give respect and timely ask the questions so the academic performance would be good.
38. P.26. it has a great influence for me.
39. P.27. if the teacher give us easy books and teach us little slow we can improve our ability and understand quickly.
40. P.28. if the teacher is good and serious we can follow the instructions and score well.
41. P.29. better teacher's teaching style better will be student's performance.
42. P.30. good teacher good students.

29. Have you ever failed any subjects/ courses during your degree program? If yes then who helped you out?

RESPONSES:

1. P.1. NO I have not failed in any subject so far.
2. P.2. I have been failed in two subjects, I gave the exams again in summer.
3. P.3 Yes, I was failed once in a subject.
4. P.4 No
5. P.5 No
6. P.6 Yes I was failed once and my classmate helped me out.
7. P.7. No

8. P.8. No I haven't failed any subject so far Alhamdulillah.
9. P.9. Yes, no one helped me to pass my failed course.
10. P.10. No, I have not failed.
11. P.11. No
12. P.12. No
13. P.13 Not yet and I will never fail any subject.
14. P.14. No
15. P.15. No
16. P.16. No
17. P.17. Yes, I helped myself out by taking the course again.
18. P.18. No
19. P.19. No
20. P.20. Yes, in many subjects.
21. P.21. No
22. P.22. No
23. P.23. No
24. P.24. No
25. P.25. No, I have not failed in any subject.
26. P.1. NO
27. P.2. yes I do have subjects like Pakistan culture and society and Arabic because these are new for me.
28. P.3 Yes but due to my least interaction with this subject in japan. my Pakistani fellow and some Arab students helped me to clear my subject
29. P.4. No
30. P.5. -----
31. P.6.No
32. P.22. yes I have and my friend help me
33. P.23. in first semester and my friend help me
34. P.24. my friend help me when I fail in exams.
35. P.25. yes of course I failed and my friends and class fellow helped me
36. P.26. yes I have it was about the computer and I understood it by myself.
37. P.27.yes I have failed I help myself and study again because no one can help me out.
38. P.28.yes Pakistan's studies in was fail in no body help me the teacher could not understand us. So we failed.
39. P.29.yes I was failed and my teacher helped me out
40. P.30. no, I didn't failed in any.

30. Did your CGPA improved over the period of time? If, "Yes" give reasons if, "No" explain why?

RESPONSES:

1. P.1.my GPA has decreased as I was unable to give more time to my studies due to my illness.
2. P.2. No my GPA is not improved and is coming down. I study a lot and when I check results, its coming down. Teachers don't give proper marks.
3. P.3 No, my GPA mostly remains the same.

4. P.4 Yes, I am increasing my time to study.
5. P.5 Yes, it is because of my increased hard working.
6. P.6 Yes, I now know how to attempt paper and work hard.
7. P.7. Yes, because now I am familiar with semester system.
8. P.8. Yes, it has increased. It was about the effort and commitment I put in.
9. P.9. No, I have no idea.
10. P.10. Yes, because I work hard.
11. P.11. Yes, due to hard work.
12. P.12. Yes, due to hard work.
13. P.13 Yes, my CGPA is good from the beginning of my BS program but in 3rd semester I was ill due to that I can't perform well.
14. P.14. Yes, due to hard work and familiarity with semester system.
15. P.15. No, it remains the same.
16. P.16. Yes, with the passage of time, I increased my study hours.
17. P.17. Yes, as a result to adapting the system of education.
18. P.18. No, it remains the same.
19. P.19. Yes, due to hard work.
20. P.20. No, my GPA is dropping due to tough marking from the teachers.
21. P.21. Yes, due to adaptation with culture and teaching methodology.
22. P.22. Yes, due to hard work.
23. P.23. Yes, it depends on you to improve your GPA.
24. P.24. No, my GPA is going normal.
25. P.25. Yes, my CGPA is improved as slowly and gradually I have become familiar with the local culture.
26. P.1. YES because I understood the environment better. I understood what kind of answers teachers prefer, and what type of writing styles teachers want during the paper.
27. P.2 yes it has improved a lot because I have better understanding and worked hard a lot.
28. P.3 yes it does improved as I got better adapted with the environment
29. P.4-----
30. P.5. yes my CGPA improved because I did hard working on my own self for study.
31. P.6. yes, I can understand what kind of answers the teacher prefer and what kind of writing style she needs in paper.
32. P.22. no the subjects are getting more and more difficult.
33. P.23. No because the problems are same. No -body is here to help me out.
34. P.24. yes a bit improved but not much because of language.
35. P.25. yes improved a little because now I study hard.
36. P.26. yes it is changing because I am trying to adapt with the teacher and university environment.
37. P.27.yes it has gradually improved with time, now it is not as difficult as it was in 1st semester.
38. P.28. yes it is good now because I have adapted with time.
39. P.29. no I am desperate but still struggling.
40. P.30. yes I am feeling better now in the university.

31. How the university environment does effects the results of the foreign students?

RESPONSES:

1. P.1.Most of the time the environment of university make the students to score more because every-one is trying to score better then we will get inspiration.
2. P.2 The University must provide more chances to the new foreign students to perform better.
3. P.3 They are providing us the proper guidelines about course outline and library etc. but as some times the teachers are not very skillful about foreign students so in some subjects there is a problem.
4. P.4.-----
5. P.5. -----
6. P.6. most of the time environment of university make the students to score more.
7. P.22. people from different countries studying together in university have a better effect on the student learning.
8. P.23. it is an international university. I can have an opportunity to meet different students especially the local students are in the easy side. We have to work twice for good grades as firstly we have to learn the language then to show our effort.
9. P.24. it is very difficult because we have to live in different environment and deal with the difficult situation.
10. P.25. in this university we have to deal with difference of food, language, environment and the much more so its environment is effecting a lot on the academic achievements.
11. P.26. not the whole environment is effecting only the teacher and her teaching style is effecting. If teaching is good the score and grade is good.
12. P.27.the university environment just promoted the habit of self-study so its helping us a lot. Now we are self- responsible for our academic achievement.
13. P.28.yes has a great impact like, teacher pressure, types of students from different countries with different experiences and the overall learning environment moves us to the faster learning and academic achievement.
14. P.29. we have to deal with different people with different cultures and styles of learning so we can choose from their experiences about the way to adopt for better learning. University can just provide us opportunities to learn, the quality is to be decided by the student nothing to do with the environment.

32. How do you think the university environment can promote cross cultural harmony?

RESPONSES:

1. P.1.universty environment has nothing to do with the foreign student's academic achievements.
2. P.2. Not the university, actually the teacher checking method effects our result.
3. P.3 The university environment is same, but sometimes teachers give low marks.
4. P.4 No effect, I get normal result.
5. P.5 Cultural difference is problem.
6. P.6 I think environment is good. We have access to masjid and library so I think it has a positive effect on our results.

7. P.7. They don't provide hostel on time which affects our study.
8. P.8. It does effect because the environment is nice and peaceful and it helps in studying.
9. P.9. A little bit improved our capacity rather than external university activities and library.
10. P.10. Strict rules and hostel problem affects our results.
11. P.11. No
12. P.12. I don't say anything.
13. P.13 N/A
14. P.14. Not at all
15. P.15. No effect, I always get normal results.
16. P.16. No effect, things are going normal.
17. P.17. Not really, it doesn't.
18. P.18. Teachers give us low marks due to our language problem.
19. P.19. In start, it had a negative impact but now it has positive impact.
20. P.20. Here in this university, it's a trend to give less marks to students and give just passing marks.
21. P.21. As students adopt with the environment, it affects the results.
22. P.22. It doesn't affect our results.
23. P.23. The university environment is nice and it's a silent place that encourages me well.
24. P.24. We get normal result.
25. P.25. The foreigners cannot properly write and speak the local language with the university environment.
26. P.26. University administration can allow the foreigner students to show their culture and they can participate in their personal and local cultural activities to get cultural harmony in both countries.
27. P.27. this is an international university so there must be some facilities for communication and harmonization of different cultures.in the campus
28. P.28. There must be some classes about Pakistani culture so that the foreign students get information and positive impact of Pakistani people on the whole.
29. P.29. this university never can promote cross cultural because it is very religious with strict rules.
30. P.30. yes of course the university environment promote and cross culture because Pakistan University represented the Pakistan cultures.
31. P.31. by allowing the foreign to show their culture and to participate and as well the same with the local students.
32. P.32. students from different countries tried to live together so they have to adopt the new culture but can-not leave their own so this university.
33. P.33. it is helping us through cultural week and by providing us to live and eat with the multinational students. We have to take classes with students from different cultures so it's helping the cross cultural harmony.
34. P.34. not the whole university but the students from different cultures when tried to live and work together they create an environment of cultural harmony.
35. P.35. this university has provided the students

36. P.26. although there is a specific annual cultural week which is celebrated as a tradition but for a more the university should allow the students from different cultures to show different festivities like cultural shows or the food festivals to promote cultural harmony in the university.
37. P.27. university should allow the foreigner students to show their cultures like food festivals and cultural shows to promote harmony among students of this university.
38. P.28. University should promote cross cultural student exchange programs with different countries. The administration should provide more facilities to the foreigner students and should provide some more activities for the foreign students to show their culture more to the local students.
39. P.29. different countries different students studying together and living together can create cultural harmony.
40. P.30. cultural weeks should be promoted more and students from other countries should be facilitated more for the promotion of their culture in this university.

33. How the core languages of the university i.e. English and Arabic are helping the foreign students in scoring good grades?

RESPONSES:

1. P.1. As I have no problems with both languages and I can use both English and Arabic equally good so no problem.
2. P.2. Arabic language is more supportive to us to get good grades.
3. P.3 Yes, we get good marks in both Arabic and English.
4. P.4 Both are very helpful as most of our subjects are in English and Urdu.
5. P.5 Arabic is more helping scoring good grades.
6. P.6 As I have English in my earlier education, it helps me here to hear the lecture easily.
7. P.7. They are on the paper while in class, some teachers speak in Urdu.
8. P.8. English is a general language so it definitely helps the foreign students in getting good grades.
9. P.9. Not too much helping rather than books.
10. P.10. English and Arabic should be considered mandatory.
11. P.11. Yes, English is helping us.
12. P.12. No one is teaching in English.
13. P.13 N/A
14. P.14. If it is declared compulsory for teachers, it will be great.
15. P.15. English is more supportive for high marks.
16. P.16. In sociology, most of our subjects are in English. I am learning English slowly.
17. P.17. Yes, they are.
18. P.18. Arabic is more useful for scoring good.
19. P.19. If the teachers give lectures wholly solely in these languages, then it helps the foreign students to learn.
20. P.20. I get high marks only in Arabic subjects.

21. P.21. As English is an international language and anyone who comes here has a basic understanding of English language, it helps the foreign students.
22. P.22. Yes, it helps us to communicate with both students and teachers.
23. P.23. It helps the foreign students because it gets easier to understand everything easily.
24. P.24. They both play key role in our success.
25. P.25. Actually the core language, the English is a problem for us, due to which we can't get good marks.
26. P.1. When teacher uses English then most of the foreign students find it easy to understand the lecture and main concept of the topic of discussion.
27. P.2.-----
28. P.3. all foreigners student have the some problems language. In class more teachers does not teach or speaks in English.
29. P.4. when the lecture is in English language most of the people understand it easily.
30. P.22. yes they are helping.
31. P.23 yes mostly Arabic is helping because both foreign students and teacher do not have good English.
32. P.24 yes they are helpful but the core subjects must be taught by the senior and competent teachers.
33. P.25 for English both teachers and all students are using in any situation but I think university should arrange for the promotion of Arabic in the surroundings also. Very little Arabic is being taught and practice in the university.
34. P.26. it all depends upon the students in each language the problems are same some teachers feel easy in Urdu n students have to suffer.
35. P.27. English is helping, more as most of the students and teachers feel easy in this language whereas Arabic is least useful because no teacher is fluent in Arabic. Even Arabic students have to learn to speak Urdu for their survival.
36. English is mostly used and it is being used by most of the students but the university must make arrangements for the promotion of Arabic as well which is not being used by most of the students and faculty members.
37. P.29. yes they are helping specially Arabic is easy and can help the students to get more marks. While English is good for speaking but is hard to score in it.
38. P.30. English is helping us in the class, or in the group study so I think the English is helping us to score better.

34. Q. Would you give some suggestions for university administration about the grading system for foreign students?

RESPONSES:

1. P.1. As I have no problems with both languages and I can use both English and Arabic equally good so no problem.
2. P.2. Arabic language is more supportive to us to get good grades.
3. P.3 Yes, we get good marks in both Arabic and English.
4. P.4 Both are very helpful as most of our subjects are in English and Urdu.
5. P.5 Arabic is more helping scoring good grades.

6. P.6 As I have English in my earlier education, it helps me here to hear the lecture easily.
7. P.7. They are on the paper while in class, some teachers speak in Urdu.
8. P.8. English is a general language so it definitely helps the foreign students in getting good grades.
9. P.9. Not too much helping rather than books.
10. P.10. English and Arabic should be considered mandatory.
11. P.11. Yes, English is helping us.
12. P.12. No one is teaching in English.
13. P.13 N/A
14. P.14. If it is declared compulsory for teachers, it will be great.
15. P.15. English is more supportive for high marks.
16. P.16. In sociology, most of our subjects are in English. I am learning English slowly.
17. P.17. Yes, they are.
18. P.18. Arabic is more useful for scoring good.
19. P.19. If the teachers give lectures wholly solely in these languages, then it helps the foreign students to learn.
20. P.20. I get high marks only in Arabic subjects.
21. P.21. As English is an international language and anyone who comes here has a basic understanding of English language, it helps the foreign students.
22. P.22. Yes, it helps us to communicate with both students and teachers.
23. P.23. It helps the foreign students because it gets easier to understand everything easily.
24. P.24. They both play key role in our success.
25. P.25. Actually the core language, the English is a problem for us, due to which we can't get good marks.
26. P. 1. NO they give good grades.
27. P.2. Not to administration but teachers should adopt flexibility in checking and marking.
28. P.3 They should not check our papers strictly.
29. P.4 Nicc grading policy
30. P.5 No it is ok.
31. P.6 The grading system is according to international standard. It is good.
32. P.7. No
33. P.8. N/A
34. P.9. N/A
35. P.10. No
36. P.11. No
37. P.12. N/A
38. P.13 N/A
39. P.14. No
40. P.15. Its ok
41. P.16. N/A
42. P.17. N/A
43. P.18. Flexible checking

- 44. P.19. N/A
- 45. P.20. N/A
- 46. P.21. N/A
- 47. P.22. Speak Arabic or English only
- 48. P.23. no suggestion it is a good system
- 49. P.24. N/A
- 50. P.25. N/A

35. How the home culture is helping the Pakistani students in scoring better?

RESPONSES:

- 1. P.1. I don't know because I have seen in both teachers in Shariah and sociology they communicate easily with the local students but they have no problems with us even.
- 2. P.2. Sorry I have no Pakistani fellows in my class.
- 3. P.3 They get advantage of local teachers.
- 4. P.4 I have no Pakistani fellows.
- 5. P.5 They get the advantage of Urdu language.
- 6. P.6 I don't have any Pakistani fellows.
- 7. P.7. Yes, they know Urdu and get quickly adjusted in hostel and so perform well.
- 8. P.8. Comfort for being at home and food and other things also affect.
- 9. P.9. They know how to do and get better marks in examination plus sense of similarity bring teachers and students benefiting each other.
- 10. P.10. They get benefit of Urdu.
- 11. P.11. It is bad but also good for us.
- 12. P.12. Urdu language gives them benefit.
- 13. P.13 Home culture helps Pakistani students I scoring better in paper because teacher mostly teach in Urdu language in the class.
- 14. P.14. Yes, they know Urdu Language.
- 15. P.15. Urdu language gives them extra advantage.
- 16. P.16. Urdu helps them in scoring more.
- 17. P.17. Unknown
 - 18. P.18. Most of the teachers and local students know each other and thus they give them more marks.
- 19. P.19. They have advantage of Urdu language.
- 20. P.20. I have no Pakistani fellow but advantage of local language helps them.
- 21. P.21. Because they have no issues in communication with others.
- 22. P.22. Due to language, they have advantage.
- 23. P.23. Because they are feeling more comfortable than us.
- 24. P.24. They discuss difficulties with local teachers in local languages.
- 25. P.25. Yes, it is because most of the teachers speak and adopt the same culture as the local students have.
- 26. P.1. -----
- 27. P.2.-----
- 28. P.3-----
- 29. P.64-----

30. P.5. yes it's all their own. The teachers, the university and the medium of instruction. Everything is helping them in all ways.

31. P.6 yes it is

32. P.7. in the 1st semester yes it does but after that it all depends upon student.

33. P.8.-----

34. P.9. yes a lot

35. P.10 in some subjects yes

36. P.11, 12, 13, 14,15.-----

37. P.16. yes to some extent.

38. P.17. yes it has the impact that is the reason I prefer Pakistani students for friendship

39. P.18,19,20,21, No

40. P.22 yes the familiarity with the language is very much helpful

41. P.23 yes home ground and home crowed means the language and culture all help the Pakistani students a lot in getting good grade.

42. P.24, 25. 26 yes in all ways.

43. P.27 yes because any -thing which is not clear in English they can understand in Urdu and teacher can give example in Urdu while foreigner students has to suffer.

44. P.28. due to native language and the better communication they can get information and understand the topic very clearly and easily.

45. P.29. I don't know.

46. P.30 in some subjects where teacher is biased or uses the native language more or give grades on personal likeness or dislikes then it can be helpful but on the whole a very little impact

36. DO you participate in group studies? Which subject and why?

RESPONSES:

1. P.1. Yes most of the time I participate in group study because in class most of the time teachers communicate in Urdu so to fill the gaps I study with my class fellows and it makes my understanding good and easy.
2. P.2. Yes, I participate in group studies in any subject in which I face problem.
3. P.3 yes, I participate in group study whenever I face problem in any subject.
4. P.4 Yes, I participate in group study but rarely.
5. P.5 Yes, I participate in group study especially in exams.
6. P.6 I participate in group study of English and Arabic as these are tough to understand.
7. P.7. Yes, I participate for finance and I take help from group studies.
8. P.8. Yes, mostly for math related subject because math is my weakness.
9. P.9. Yes, Islamic economies. We have a common interest.
10. P.10. Yes, for English and Jurisprudence.
11. P.11. Yes, I participate in literature.
12. P.12. Yes, for finance and research.
13. P.13 Yes, I do many subjects and the reason is that I do get some points through group discussion.
14. P.14. Yes, for interpretation and translation.
15. P.15. Yes, I participate in group study for most of the subjects.
16. P.16. Yes, I participate in group study.

17. P.17. No I don't, I prefer self-study.
18. P.18. Yes, I participate in group study for many subjects.
19. P.19. Yes, I did participate for English and UllumullIjtimar.
20. P.20. No, I participate in group studies rarely.
21. P.21. Yes, I participate in group study
22. P.22. No, I don't participate in group study.
23. P.23. Yes, Macro Economics, because I get different ideas from the group study.
24. P.24. I don't like group study.
25. P.25. Yes, I participate. Mostly I participate for tough subjects like Sociology.
26. P.1. Yes in sociology most of the time.
27. P.4. yes study for preparations of exams
28. P.5. not yet
29. P.6. 7. 8. 9. No.
30. P.10. YES I do but only in Arabic and Pakistan studies. Classes I am weak in these subjects.
31. P.11. yes it's helpful
32. P.12. I like only in some subjects where the teacher uses Urdu.
33. P.13 no I don't
34. P.14 I think it's just waste of time
35. P.15 I like it because we can learn better while studying together
36. P.16-----
37. P.17. ye in some subjects where the class room discussion is not enough
38. P.18, 19, 20, 21 -----
39. P.22. it is good but u need a better language practice for communication in English otherwise its use less with Pakistani students.
40. P.23. no I study alone.
41.
42. P.24. yes it is helpful in making your concepts clear in some of the topics but not always.
43. P.25. yes I like to study with Pakistani students to make my- self clear about my difficulties.
44. P.26. no I have never participated in the group study.
45. P.27 no I like to study alone
46. P.28 yes in the "ancient Literature" we make groups and it helps us a lot to study in groups.
47. P.29. no my English is not good so I study alone.
48. P.30. I do this group study in 1st and 2nd semester but now I am used too of the environment so now I like to study alone with concentration.
37. If yes, then, what do you think is better for group study the Pakistani peer group or the group of foreign students and why?

RESPONSES:

1. P.1 for me it makes no difference.
2. P.2. Foreign peer is good in group study as they can convince each other easily in their own language.
3. P.3 It is easy for us to have group study with foreign students.

4. P.4 I mostly join foreign peer for group study.
5. P.5 Not failed.
6. P.6 I only have experience of foreign students in group studies.
7. P.7. No
8. P.8. Both groups mixed are very effective.
9. P.9. The group of foreign students because they share everything in English.
10. P.10. With Pakistani as they are more cooperative.
11. P.11. None
12. P.12. None
13. P.13 Group of foreign students because that way it is easy for me as they can make examples.
14. P.14. No
15. P.15. Not failed.
16. P.16. Not failed
17. P.17. With foreign because you can study in your own language.
18. P.18. Both are good, some issues can be resolved with local while some with foreigners.
19. P.19. I didn't fail any subject.
20. P.20. I have no Pakistani in class so no experience of group study with them.
21. P.21. N/A
22. P.22. No
23. P.23. It is very nice; you get more experience.
24. P.24. Not failed.
25. P.25. For most subjects, foreigners facilitate better. However, for local subjects like sociology, local students' groups are better as they can teach us easily in easy English.
26. P.1. I will prefer the Pakistani group because they can understand the whole topic and then will help us to understand it in English by discussion.
27. P.4-----
28. P.5. Group study can help students to study and learning and in group study, think students will feel comfortable.
29. P.6. Pakistani peer group because they understand the lectures in their own language than they explain us. They can make the concept clearer.
30. P.7—P.20 Pakistani peer group is more helpful.
31. P.21-----
32. P.25 foreign students are more active and focused on studies so I like them
33. P.26-----30 Pakistani group

38. Do you think your parent's education status has impact on your academic achievements? If yes, explain how?

RESPONSES:

1. P.1. I don't think there is any impact my father is a religious scholar and I am studying sociology so no effect.
2. P.2. Yes, it is because he is a teacher and forcing me to study. Otherwise, I don't like to study.
3. P.3 No, my parents' education has no impact on my study.

4. P.4 Yes, it is there struggle due to which I came to Pakistan.
5. P.5 Yes, they are motivating me to study.
6. P.6 Yes, they are aware of my expenditure and my father also helps me in my subjects.
7. P.7. Yes, my father is teacher and he encourages me every time.
8. P.8. Yes, it has affected me because they know the value of education and they imposed it on me.
9. P.9. Yes, motivating me to be more and do more than my parents have ever achieved.
10. P.10. No
11. P.11. Yes, they help me a lot.
12. P.12. Yes, because they ask me and guide me.
13. P.13 N/A
14. P.14. Yes, as they have guided me from the very start.
15. P.15. My parents have no impact on my study. I myself am interested in study.
16. P.16. Yes, my parents want me to be highly educated.
17. P.17. No
18. P.18. No, my parents are not educated.
19. P.19. Yes, of course, it has positive impact.
20. P.20. No, my parents are not educated but still they want me to be educated.
21. P.21. Yes, because I have no helper in home who can help me in education.
22. P.22. Yes, because if they are educated, they will release our problems.
23. P.23. No because it depends on you.
24. P.24. No, they are not highly educated but are businessmen
25. P.25. Both of my parents are not educated well and thus has not any special effect on my study. Besides being illiterate, they still force me to study.
26. P.1. YES it has a positive impact on my studies because they always encourage me to score good for better future.
27. P.2.-----
28. P.3. yes of course my parents are educated persons so that's why motive me to study.
29. P.4. yes because they encourage me a lot and both are well educated.
30. P.5 No I am vigilant enough I can handle my own life.(6-----21)
31. P.22. yes I think better educated family can guide toward better future.
32. P.23 yes it has much impact.
33. P.24 yes educated parents can supervise you and guide you better for the better scores. My father and are not highly educated so I have to decide alone.
34. P.25. yes but mine are not very educated.
35. P.26. no it's not about the education of the family which matters but the student herself has to struggle and work hard.
36. P.26. yes it has a deep relation good and educated family can always help the student for better
37. P.27. no it's my life I have to take decisions for my- self.
38. P.28. yes parents are a role model so the children always want to follow them. On the other hand they will guide you for better option in future.
39. P.29 I don't know my parents are not well educated so they don't guide me.

40. P.30 yes a deep impact if they are educated they will strive for the higher education in a better way so they will guide and push their child for more successful life.

39. How the family background or the Social background affects the GPA?

RESPONSES:

1. P.1. family background can play a vital role in this regard as family is the financial engine for the student so in any department it is very important for the progress of the student.
2. P.2. Not GPA, social background is necessary for social identity and also for financial support.
3. P.3 Strong financial background is necessary for a student study as stay in other country is very costly.
4. P.4 My family background is helpful for my financial support.
5. P.5 Not GPA, I need their financial support.
6. P.6 No, I don't agree.
7. P.7. I don't agree.
8. P.8. Family background does not affect GPA; it is all about our effort.
9. P.9. They are evaluating and monitoring my GPA and compare to what my family members have achieved.
10. P.10. No
11. P.11. I don't agree.
12. P.12. Yes, educated family know what problem we can face.
13. P.13 N/A
14. P.14. No
15. P.15. My family financially support me.
16. P.16. Family help is needed for financial support.
17. P.17. It effects the CGPA because you wouldn't want to let your family down.
18. P.18. They financially support me.
19. P.19. My family background helps me to continue my study.
20. P.20. I need my parents financial support for my study.
21. P.21. Family background affects GPA because if they are educated they can help their children.
22. P.22. No, it doesn't affect.
23. P.23. It will not affect; it is about your personal effort.
24. P.24. I need their financial support.
25. P.25. I think family background or social background has no effect on one's GPA.
26. P.1. No I don't think that social class has something to do with the GPA.
27. P.2,3 4. Don't believe in social class difference.
28. P.5. -----
29. P.6. No, I don't have any effects.
30. P.7 yes in many ways like can help the students to facilitate herself in learning by spending more money.
31. P.8, -----15 don't know
32. P.16 yes it has a connection but not very deep

33. P.17, 18, 19.....

34. P.21. yes it can effect and save lot of energy and time which is mostly spent on saving the money and study more efficiently so good GPA can be obtained.

35. P.22, 23, 24, don't know because no experience.

36. P.25 if the environment for study is good that is enough either it is provided by high social class or low doesn't matter.

37. P.26. the family background or the social background will provide you enough money and protection for the strong foundation of your studies in any institution. They can teach you how to make your work updated and scientific. They will prepare you for competition so yes it does have positive effect on CGPA.

38. P.27 no I don't think it has any influence.

39. P.28. I think it has an impact because a peaceful and well off family will cultivate an impetuous student.

40. P.29 yes it has.

41. P.30 yes I am agreed a very strong relationship of social class with CGPA.

40. In your opinion does that cultural and language barrier have anything to do with your GPA?

RESPONSES:

1. P.1. although culture has little effect on GPA as they can adjust easily but language is a big problem and has direct relationship.
2. P.2. Yes, culture more specifically language is a big barrier that effects students' GPA.
3. P.3 Yes, but have impact, but most of the subject are taught us in Arabic language and I have to learn Arabic language.
4. P.4 Yes, it affects GPA.
5. P.5 Yes, language is a big barrier especially in Urdu.
6. P.6 No
7. P.7. Yes, most of the teachers speak in Urdu that creates problems.
8. P.8. No, not at all
9. P.9. Yes, exactly hinders my ability to absorb the teacher's concept in line with the questions in final examination.
10. P.10. Yes
11. P.11. No
12. P.12. Yes
13. P.13 My ability to absorb the teacher's concept with the language is hindered.
14. P.14. Yes, especially language barrier.
15. P.15. Both but language is a big barrier
16. P.16. Language effects the GPA.
17. P.17. Yes
18. P.18. It affects the GPA a lot.
19. P.19. Yes, very much.
20. P.20. Language is a big barrier for me, due to which my GPA is dropping.
21. P.21. Yes
22. P.22. Yes, it has affected my GPA.
23. P.23. Yes, because of the language barrier, it will effect GPA.

24. P.24. Language is a big hurdle.

25. P.25. Yes, language barrier effects the GPA especially those subject that are taught in local languages.

26. P.1. although culture has no effect on GPA but language is a big problem and has direct relationship.

27. P.4.-----

28. P.5.-----

29. P.6. culture has no but language is a big problem.

30. P.7-----P.21 no issue

31. P.22. yes I think it's the only barrier in my way. I have to spend my energies to understand the concept first then to prepare. .

32. P.23. yes it has because when I don't feel homely I cannot feel comfortable so cannot perform at my best.

33. P.24. yes its only thing which we have to suffer otherwise we can perform much better.

34. P.25 yes, because some subjects whether English or Arabic the teachers are using tough words and high vocabulary which can only be understood not depicted in the paper.

35. P.26. yes it does that is why the foreigner students must have a good relationship with the local students so they can help us in explaining the stuff for better score.

36. P.27. yes if we have command in the language then we can score better and communicate better with the teachers and the students.

37. P.28. yes it is the only difficulty I have to face here because it took lots of time to translate or to understand the concept in any foreigner language.

38. Yes not the culture because being Muslims most of the things like food and festivals are similar but language is a big problem as ,most of the teachers use Urdu and their English is no so fluent so we have to suffer twice first we have to understand it in English from the local or senior foreigner student then have to prepare for exams so it is hard.

41. What do you say about the marking policy of university?

RESPONSES:

1. P.1. IT'S FAIR and satisfactory.
2. P.2. Teachers should give marks according to the nature of students' attempt. He should not mark blindly. I have personally experienced in some subjects.
3. P.3 They do tough checking and don't give more marks to students according to their hard work.
4. P.4 I am satisfied from the marking policy of the university.
5. P.5 Very strict marking policy.
6. P.6 I suggest that criteria for internal marks needs to be standardized.
7. P.7. It is good.
8. P.8. the policy is very good; they should keep it up.
9. P.9. Not transparent.
10. P.10. There is no specific criteria for internal marks.
11. P.11. good
12. P.12. Good but midterm assessment is blind.

13. P.13 Not transparent.
14. P.14. Not good.
15. P.15. I like the marking policy of university for marking, not university policy but individual hard work is required.
16. P.16. I am satisfied from the marking policy.
17. P.17. Good
18. P.18. I suggest them flexible checking.
19. P.19. Good
20. P.20. Very strict marking policy. Most of the teachers don't check papers deeply.
21. P.21. Yes, it is best.
22. P.22. It is god an up to the standard.
23. P.23. It is good policy.
24. P.24. I am satisfied from the marking policy.
25. P.25. the marking policy of our department is very strict. They don't give high marks.
26. P.1. IT'S NOT FAIR
27. P.4.-----
28. P.5.-----
29. P.6. not fair especially for foreign university.
30. P.7 too simple
31. P.8.-----21
32. P22. It's simple and fair.
33. P.23. I am satisfied.
34. P.24. it is neutral
35. P.25. it's very hard and makes me angry.
36. P.26. I am not satisfied because it is not fair in my view.
37. P.27.its good. I don't have any trouble.
38. P.28. I am satisfied. It is up to the mark.
39. P.29. it is too simple and clear.
40. P.30 it is satisfactory I don't have any problem with marking system just teacher must brief about the criteria before paper.

42. Are you satisfied with the support from the administration to help you in your education? If not then give reasons.

RESPONSES:

1. P.1. IT'S FAIR and satisfactory.
2. P.2. Teachers should give marks according to the nature of students' attempt. He should not mark blindly. I have personally experienced in some subjects.
3. P.3 They do tough checking and don't give more marks to students according to their hard work.
4. P.4 I am satisfied from the marking policy of the university.
5. P.5 Very strict marking policy.
6. P.6 I suggest that criteria for internal marks needs to be standardized.
7. P.7. It is good.
8. P.8. The policy is very good; they should keep it up.

9. P.9. Not transparent.
10. P.10. There is no specific criteria for internal marks.
11. P.11. good
12. P.12. Good but midterm assessment is blind.
13. P.13 Not transparent.
14. P.14. Not good.
15. P.15. I like the marking policy of university for marking, not university policy but individual hard work is required.
16. P.16. I am satisfied from the marking policy.
17. P.17. Good
18. P.18. I suggest them flexible checking.
19. P.19. Good
20. P.20. Very strict marking policy. Most of the teachers don't check papers deeply.
21. P.21. Yes, it is best.
22. P.22. It is god an up to the standard.
23. P.23. It is good policy.
24. P.24. I am satisfied from the marking policy.
25. P.25. The marking policy of our department is very strict. They don't give high marks.
26. P.1. No. they don't help the student. They show biasness towards the teacher.
27. P.4.-----
28. P.5. no the administration did not help me in education even they did not cared.
And not even solve my problem.
29. P.6.No, because they don't help you enough if any teacher discriminate you regarding the grades.
30. P.7-----21 no comments.
31. P.22, 23, 24. Yes we are fully satisfied.
32. P.25. no I am not they are always creating problems for us so we cannot concentrate on our studies. They make unnecessary delays in our documents and always say come tomorrow. Its very annoying and wastage of time.
33. P.26. no I am not happy with them .they must have a clear policy about foreign students at the govt. level and timely update the final requirements for the students who want to take admission here. There are number of problems which are self- created by the administration.
34. P.27. 28. 29. yes I am satisfied.
35. P.30 yes but in first semester there were so many problems for us and they wasted a lot of time in completing the file work that it seems unpleasant to be here in this university. They have to make them- selves updated and professional especially for the foreigners.

43. Have you ever faced the biasness from university administration towards local students?

RESPONSES:

1. P.1. NO. They show no biasness only in Marks but in some matters they do.
2. P.2. I have no local class fellows. Overall the administration does not treat the foreign students well.

3. P.3 Sometimes they prefer local as they know the students or the students use references.
4. P.4 No, also I have no local class mates.
5. P.5 Sometimes they prefer Pakistani students.
6. P.6 No
7. P.7. Yes, they favor local students.
8. P.8. No, not at all.
9. P.9. not yet
10. P.10. Yes, sometimes
11. P.11. No
12. P.12. I cannot say
13. P.13 Not yet faced any biasness from university administration towards local students.
14. P.14. No
15. P.15. No, they treat us all equally.
16. P.16. No, I have not faced any biasness.
17. P.17. Sometimes.
18. P.18. Yes, they prefer locals and give good marks to them.
19. P.19. No
20. P.20. Yes, they prefer local students and they know each other and have friendship and references even in hostel booking.
21. P.21. As we have overseas office, I don't have any experience of biasness.
22. P.22. No
23. P.23. No information about it.
24. P.24. No, they are equally not facilitating anyone.
25. P.25. I have no locals in my class and cannot say anything in this regard.
26. P.1. NO
27. P.4-----
28. P.5-----
29. P.6.no
30. P.7-----15 yes many times they always prefer them on us
31. P.16

44. What do you think about the role of university administration in educational achievement of any foreign student?

RESPONSES:

1. P.1. They should not be biased. They should help the students against the discrimination of the teacher against any foreign student.
2. P.2. University administration has vital role, when it facilitates you most, students can get more time to study which is otherwise wasted in visiting the administration.
3. P.3 They should treat all the students equally.
4. P.4 N/A
5. P.5 N/A
6. P.6 They are doing well.
7. P.7. They are not too much devoted.

8. P.8. University administration plays a role in achievement of students in many ways.
9. P.9. They must be learning on how to communicate and improve the student across culture because the university is international and must be following international standards such as Birmingham university, IPU Malaysia, and other international universities.
10. P.10. They are important but needs improvement.
11. P.11. No
12. P.12. They should ban illegal allotment in hostel.
13. P.13 My personal opinion is that they should try to motivate them and stop ignoring them and why they need their support e.g. in visa extension and etc.
14. P.14. They must treat all equally. Chinese are given more advantage.
15. P.15. Administration is good, they should further facilitate the foreign students.
16. P.16. N/A
17. P.17. N/A
18. P.18. N/A
19. P.19. Nothing
20. P.20. Very weak approach.
21. P.21. Student's academic achievement doesn't depend on administration.
22. P.22. They must communicate with us in Arabic or English and not in Urdu.
23. P.23. N/A
24. P.24. The university administration should focus on quick resolution of our problems.
25. P.25. Administration play important role, but the administration doesn't support us properly.
26. P.1. They should not be biased. They should help the students against the discrimination of the teacher against any foreign student.
27. P.4.-----
28. P.5. in here administration made very strict role and policy for foreign students.
29. P.6. They can help the students if they faced discrimination from teachers regarding grades.

Personal Recommendations

Kindly give some suggestions for the examination department, such as

45. Testing and evaluation method

RESPONSES:

1. P.1. Teachers must have a fair and sympathetic behavior towards the marking and grading of the foreign students as a lot depends upon the future of the students. They should guide the students about the testing and evaluation system of the university and marking and criteria of the department and the teacher very clearly and should prepare the student for that criteria before exams.
2. P.2. At least good
3. P.3 Admission process is good
4. P.4 Its fair, a little tough
5. P.5 Good
6. P.6 No specific rules for midterm

7. P.7. Not fair in internal assessment
8. P.8. N/A
9. P.9. The way teachers teach the subject must be improved. Not focus only on how much they spend and understand in the class but how they can effectively transfer the knowledge and value in short time. Decrease the lecture time in class and give the chance to students to learn by themselves. Further, teachers can open dialog after knowing what books students have read. Secondly, they must be emotionally mature and wise. Not to discourage students by bad words so that the students might feel confused to ask questions. Thirdly, the teachers should learn how to appreciate all the students.
10. P.10. Should be standardized
11. P.11. Good
12. P.12. No
13. P.13 Good
14. P.14. Not good
15. P.15. Is tough
16. P.16. Good
17. P.17. The only solution is to encourage teachers to pass lectures in the language everyone including the foreign students understand.
18. P.18. Good
19. P.19. Good
20. P.20. I like the testing procedure
21. P.21. N/A
22. P.22. Good
23. P.23. N/A
24. P.24. Is good
25. P.25. Is good
26. P.1. Teachers must have a fair and sympathetic behavior towards the marking and grading of the foreign students as a lot depends upon the future of the students. They should guide the students about the testing and evaluation system of the university and marking and criteria of the department and the teacher very clearly and should prepare the student for that criteria before exams.
27. P.4-----
28. P.5-----
29. P.6. They should evaluate the students very well because it is future of someone, most of the time there are a lot of students who face problems because they believe their marks were not evaluated well.

46. Cross cultural education

RESPONSES:

1. P.1. should be promoted more.
2. P.2. It is a good initiative
3. P.3 I want to it to be promoted
4. P.4 should be promoted because foreigners should be facilitated accordingly.
5. P.5 Should be promoted
6. P.6 Should be promoted
7. P.7. Yes

8. P.8. N/A
9. P.9. Better to imitate and learn from European international universities.
10. P.10. Should be promoted
11. P.11. needs to be promoted.
12. P.12. No
13. P.13 Good
14. P.14. Should be encouraged
15. P.15. I like
16. P.16. Is good
17. P.17. N/A
18. P.18. Is good
19. P.19. Yes
20. P.20. Should be Promoted
21. P.21. N/A
22. P.22. Yes
23. P.23. N/A
24. P.24. Is a good step
25. P.25. Should be promoted but rules should be flexible
26. P.1. -----
27. P.4.-----
28. P.5.-----
29. P.6.-----

47. Changing the University environment for foreign students RESPONSES:

1. P.1. Food quality is not good especially for foreign students. It should be improved.
2. P.2. we have no tables in our class rooms. lack of sports ground. Many students in one room.
3. P.3 Yes, we face many problems like drinking water is not purified and also food is not soft, hard to digest.
4. P.4 Due to cultural differences, we need something separate from locals. E.g. rooms and playgrounds.
5. P.5 we need to be facilitated in hostel. It is difficult to adjust with locals in hostel.
6. P.6 Foreign students must be given aid to arrange cultural programs.
7. P.7. Give hostel from start.
8. P.8. N/A
9. P.9. Invite more foreigner and decrease the domination of local students.
10. P.10. Give them more facilities and better hostcl.
11. P.11. No
12. P.12. No
13. P.13 Yes
14. P.14. Yes
15. P.15. The foreign students face same problems like hostel and visa extension.
16. P.16. N/A

17. P.17. N/A
18. P.18. Yes
19. P.19. No
20. P.20. We are facing various issues and I am pleased that this survey is based on our issues. We have serious adjustments issues with local students, in hostel, and also local food.
21. P.21. N/A
22. P.22. No, it is good.
23. P.23. N/A
24. P.24. Fine
25. P.25. Yes, we face a lot of issues being foreigners, the cultural and educational environment of IIUI is different than our home country.

48. Educational infrastructure and facilities for foreigner students.

RESPONSES:

1. We have no issues and face no problems in this regard.
2. P.2. No, the educational infrastructure and facilities for foreign students are very weak.
3. P.3 N/A
4. P.4 N/A
5. P.5 N/A
6. P.6 N/A
7. P.7. Good but needs improvement
8. P.8. N/A
9. P.9. Improve many communities inclusively for all university students, across the country.
10. P.10. Lack of classes, rooms, and labs.
11. P.11. Yes, needs more improvement.
12. P.12. No
13. P.13 Good
14. P.14. Needs Improvement
15. P.15. N/A
16. P.16. I have hostel problem and also we need a separate playground.
17. P.17. N/A
18. P.18. we have very less facilities that are required separately for us due to cultural difference.
19. P.19. Hostel Problem needs to be solved.
20. P.20. N/A
21. P.21. N/A
22. P.22. Very good but hostel needs some changes.
23. P.23. N/A
24. P.24. fine, I am satisfied
25. P.25. Educational infrastructure especially hostel needs to be properly maintained and monitored. Most of foreign students are seated with locals who bring guests due to which our study suffers.

Appendix 3

CGPA of students

S.No	CGPA of Highly adapted students	CGPA of Moderately adapted students	CGPA of Less adapted students
1.	3.16	3.4	3.6
2.	3.4	3.1	3.5
3.	2.5	3	3.2
4.	3.2	3.3	3.16
5.	3.0	3.3	3.3
6.	3.0	3.17	2.7
7.	2.98	3.2	1.8
8.	3.4	3.25	2.7
9.	3.42	2.95	2.85
10.	3.2	3.41	2.3
11.	2.2	3.0	2.3
12.	2.2	2.88	2.0
13.	3.32	3.0	
14.	2.95	3.0	
15.	2.3	2.8	
16.	3.16	2.0	
17.	2.75	3.3	
18.	2.1	2.78	
19.	2.9	2.75	
20.	3.5	3.0	
21.	2.58		
22.	3.92		
23.	4.0		



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