ADJUSTMENT PROBLEMS OF FOREIGN STUDENTS AT INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

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Students problems.

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Submitted in partial fulfilment of the requirements for the

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Approval Sheet

Adjustment Problems of Foreign Students at International Islamic University Islamabad

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Humaira Jabeen

DEDICATIONS

To my Father who is a constant source

of inspiration for me and my family

&

My husband whose constant support increased my confidence level & my dedication towards my work

May Allah keep them both safe & sound!

ABSTRACT

International Islamic University Islamabad(IIUI) is advancing rapidly with its attempts to internalize her education system. To some extent, International Islamic University Islamabad was successful in winning the recognition by developing countries in Asia and Africa while having more and more cultural exchange programs. The purpose of this study was to find out the adjustment problems of foreign students studying at IIUI and to examine the perceptions of foreign students regarding the impact of cultural gap on their overall experience of studying at IIUI. The study identified the academic, social and cultural problems faced by foreign students at IIUI. The Michigan International Student Problem Inventory (MISPI) used to study the problems and experiences of foreign students in academics, culture and social educational environment at IIUI, Pakistan. A survey was conducted to collect data and information about the topic under study. The instrument consisted of two parts: part I constructed by the researcher to find out the demographic and personal characteristics of the respondents and part II was adapted from internet and it was used to find out the responses of foreign students on 11 major problem areas of adjustment.

The findings of the study showed that foreign students enrolled at IIUI, were mostly concerned with problems of English Language. This was followed by Living-Dining, Admission-Selection, Social-Personal, Health Services, Academic Records, Placement Services, Financial Aid, Student Activities, Orientation Services and Religious Services in that order. Majority of them were concerned with limited English vocabulary, understanding Pakistani "slang", the weather, taste of food in on-campus housing, loneliness, homesickness, making friends,

grades, writing or typing term papers, and getting admitted to colleges or universities in Pakistan. In the light of the above findings it was speculated that foreign students shared similar problems but the degree of difficulty differed among them depending on their cultural and educational backgrounds.

This fact called for opportunities for students to practice their English before leaving their home country. In addition students may be introduced to local families with the help of a "host family program." Organized discussions involving topics of mutual interest to foreign students and local students may be undertaken. Foreign students may also be provided with opportunities to present programs about their country or some aspect of it to local audiences.

SUPERVISOR'S CERTIFICATE

It is certified that the contents and form of the thesis entitled "Adjustment Problems of Foreign Students at International Islamic University Islamabad''

HUMAIRA JABEEN, Reg#121-FSS/MSEDU/F11, have been found satisfactory for the requirement of degree.

Date: ...../...../..... **Supervisor:**

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(Dr. Samina Malik)

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CHAPTER 1

INTRODUCTION

The process of globalization had transformed the world into a global village. Now, people across the world prefer to share interaction with habitants of countries across the sea and exchange culture. This phenomenon of globalization was having a profound impact on education also. The field of education had progressed a lot. Competition among students had drastically increased. Now, people try to gain access to other foreign countries besides the host country to learn new dimensions of education and new knowledge. American and European countries had excelled in field of technology and education. They were providing their students everyday with new knowledge, techniques and information to enhance a man's expertise. Basically foreign students were those individuals who had temporarily shifted to another country for educational purposes and they could be distinguished from the host students on the basis of differences in social norms, values and culture (Panadian, 2008).

Many foreign students come from educational and cultural backgrounds that differ from that of the host country, but these students have a common goal to acquire education. Consequently, foreign students place a high emphasis on

their academic success. It was reported that a very high percentage of foreign students placed social and cultural concerns second to professional training. Further, in an exploratory study of the adaptive process of a selected group of international graduate students, it was found that establishing academics as a first priority and maintaining a support system to assist in the achievement of academic goals helpful in the adaptive process. In an investigation seven problem areas encountered by foreign students enrolled at Indiana University, USA, were analyzed. The study analyzed the academic, financial, personal, religious, emotional and social aspects of adjustment to college life. According to the study; academic, financial and social problems presented the most difficulties while religious and personal problems presented the least difficulties to the foreign students who participated in the study (Purnell 2000).

In today's world, every man wants to stay up to-date and more knowledgeable. Earlier, it was a trend to go to American and European countries for higher education as their universities were providing high standards of education and teaching facilities. But as the crisis among European and Asian countries increased, European and Britain started imposing very strict policies for foreign students visiting their countries for higher education. Also after 9/11, the reputation of Asian countries especially Muslim countries had a rapid downfall. So in order to meet this challenge, Asian countries started focusing on their own education system. International Islamic Universities were opened up in Bangladesh, Malaysia and Pakistan (Sharif 2004).

On the same scenario, IIUI is also 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. Specifically 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. Overseas students are especially huge in number.

International Islamic University Islamabad (IIUI) is really playing a significant role in welcoming foreign students since its inauguration. At the beginning of 21st century, there is a remarkable increase in exchange of foreign students. Most of the students now prefer to gain some part of their educational career from a foreign country. This exchange of students is not only widening the doors on individual basis but also benefiting host countries in a number of aspects. Along with international connections and fame, countries accommodating foreign students are also gaining fiscal benefit (Nasir 2011).

The foreign students are following this trend because of somewhat culture similarity among these countries and a good number of people following same religious values. Also the university is providing education in two international languages; English and Arabic. But the massive move of foreign students towards IIUI has also created a lot of question marks for the administration of IIUI (http://www.iiu.edu.pk/).

Shariff (2004) found that the communication problem is the major problem faced by foreign students in host country. According to Nasir (2011), those institutions who are inviting foreign students should be aware of the problems faced by them, during their adjustment and should try to accommodate and facilitate them; as these students are also a very important part of their institution. Foreign students have to face not only academic challenge but there are also some major challenges for them namely; cultural adjustment problems, difference in weather conditions.

Ward (2001) suggested that if a university provides proper support and guidance for the foreign students it will definitely lead to an increase in retention rate. Also it will attract more number of students from abroad for their continual higher studies.

According to Nasir (2011), those students who are not facing any adjustment challenges will definitely have a better chance to perform academically good as compared to those students who are having adjustment issues at university. When a student enters a university life from college life new doors of knowledge and information opens for him. Their exposure towards world is being increased. To deal with this sea of knowledge efficiently it is necessary for the foreign students to be first culturally well-adjusted with the environment, only then they can grasp the new concepts and deal with the new horizon of education. Following the trend and interest of Foreign students towards IIUI, scholars and researchers have felt a need to study the problems being faced by foreign students while their adjustment at IIUI. While their

transition from their host country to IIUI, they definitely have to undergo social, financial and academic challenges. These challenges may include problem in language, interaction with host students, insufficient facilities, unable to make others understand their problem, communication problems, weather diversity and most of all these problems together can adversely affect the academic performance of the foreign student.

1.1 RATIONALE

The earlier trend was that Asian students used to go to the west for their higher study. In other words, it was not a common trend for foreign students to study in Asian countries, except very few cases. But now trend had been changed, there had been a tendency for foreign students to study in Asian countries. It is perhaps due to two reasons: first, in some Asian countries (e.g. Japan, Korea, Taiwan, Singapore, Malaysia etc.) educational standard had been developed a lot in last few decades. Second, after 9/11 for many Muslim countries it became very difficult to get Visa to the west. As a result, they did not have choice except going to Asian countries for higher study. In Asian countries, this issue had been taken very seriously in order to develop their educational standard as well as a market for foreign students. Considering Pakistan, International Islamic University Islamabad is playing a dynamic role in welcoming foreign students (Nasir 2011).

1.2 STATEMENT OF THE PROBLEM

Foreign students have to face a lot of adjustment issues, while their stay in a host country when they leave for higher education from their home Realizing

these adjustment problems,this study aimed to finding out the adjustment problems of foreign students at International Islamic University Islamabad.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study were as follows;

1. To find out the difficulties faced by foreign students in admission and selection process of International Islamic University Islamabad.
2. To identify the difference between on-campus and off-campus students' academic performance.
3. To investigate the experience received by foreign students at orientation meetings of International Islamic University Islamabad.
4. To find out the difficulties faced by foreign students in use of English language.
5. To determine the placement services for foreign students after completion of their study.
6. To find out the qualitative differences in health services being provided by the International Islamic University Islamabad for foreign students.
7. To analyze the adequacy of financial aid being provided to foreign students from different resources.

1.4 RESEARCH QUESTIONS

The study focused on the following research questions:

1) What are the personal background characteristics of foreign students?

2) What are the adjustment problems of foreign students studying at IIUI?

3) What differences exist between student groups from different geographical backgrounds in the perceptions of their problems?

4) What are the students' services being provided by the university for foreign students?

5) How much are they satisfied with the health and placement services of the university?

6) What is the extent of their satisfaction with the orientation services of the university?

7) How their new social and personal life is affecting their academic performance?

8) What are the financial resources and to what extent are they sufficient to meet the needs of foreign students?

9) How students of different age groups differ in the perceptions of their problems?

10) What is the difference among students with different lengths of stay in Pakistan in the perceptions of their problems.

1.5 SIGNIFICANCE OF THE STUDY

Following the trend, there is a large group of foreign students studying in Pakistan.

- A critical analysis of their experience is hoped to give an insight to educational psychologists, college counselors, and student affairs administrators on how to take care of the needs of this particular group
- The study will contribute to the literature on the adjustment of foreign students. It will provide a better basis for assisting foreign students enrolled in different programs.
- This study will aid administrators and faculty members in understanding and getting along with the students.
- It will also form a basis for future research on foreign students enrolled in English language programs.
- It will serve as a resource for foreign countries about the challenges faced by foreign students in adjusting to a new culture who are intended to invite foreign students. This understanding will enable them to make the necessary adjustments to their teaching and learning strategies.
- It will serve as a resource for prospective foreign students regarding prior preparation before leaving for the studies to Pakistan.

1.6 DELIMITATIONS OF THE STUDY

Time and resources had always been a major factor that demonstrates the dimensions and depth of the study. Due to the shortage of time and resources:

1. The study was delimited to foreign students enrolled during the academic year 2012-2013 at International Islamic University Islamabad.

2. The study was delimited to female foreign students only enrolled during the academic year 2012-2013 at International Islamic University Islamabad.

1.7. DESIGN OF THE STUDY:

The design of the study is a survey and the nature of the study is quantitative.

1.8 POPULATION OF THE STUDY:

The population for the study consisted of all the female foreign students enrolled during the fall term of the academic year 2012-2013 at Women Campus of The International Islamic University Islamabad. According to a statistical summary of the Overseas Admission Section, 430 female foreign students were enrolled during the fall quarter 2012(Admission Section, IIUI).

1.9 SAMPLE OF THE STUDY:

30% of total international female students was the sample of the study as follows:

Table I: Sampling

Total No. of Students	30% of total Female Students
430	129

Students were selected through Random Sampling method.

1.10RESEARCH INSTRUMENT

Questionnaire was used as an instrument to collect information for the study. It consisted of two parts. Part I was constructed by the researcher to collect personal background information of students (appendix A). It was designed to determine the problems of the students on the basis of age, gender, geographical region, length of stay at International Islamic University Islamabad, place of residence, source of financial support, degree of satisfaction with program and goal after graduation/post-graduation from International Islamic University Islamabad.

Part II, consisted of the Michigan International Student Problem Inventory (MISPI), developed by Porter (1966) to identify the problems of foreign students.

The international and overseas students in the sample received a slightly modified copy of the widely used Michigan International Student Problem Inventory (MISPI) (modified by Porter 1993) that addressed the following 11 potential problem areas for foreign students.

The MISPI consisted of 72 items grouped into 11 major problem areas or subscales (appendix B):

1. Admission-Selection
2. Orientation Services
3. Academic Records
4. Social-Personal
5. Living-Dining
6. Health Services
7. English language
8. Student services
9. Financial Aid
10. Placement Services

11. Religious Services:

Under religious services scale, questions related to the availability of facilities needed to perform religious practices were asked. For example: availability of prayer rooms inside campus and hostels, freedom to follow one's own religious values etc.

1.11 OPERATIONAL DEFINITIONS OF MAJOR TERMS

a. Academic adjustment

The degree to which an international student is satisfied with the academic dimensions of the foreign sojourn.

b. Adjustment

Degree to which an international student is satisfied with the social, personal or academic aspects of life in the University

c. Domestic Student

A student raised in the host country.

d. International Student

A student who is neither a Pakistani citizen nor a permanent resident of Pakistan.

e. International Student Services

Services, programs, and activities for the benefit of the international student.

f. Personal Adjustment

The degree to which an international student is satisfied with the personal dimensions of the foreign sojourn.

g. Social Adjustment

The degree to which an international student is satisfied with the social dimensions of the foreign sojourn.

h. University, College, Institution

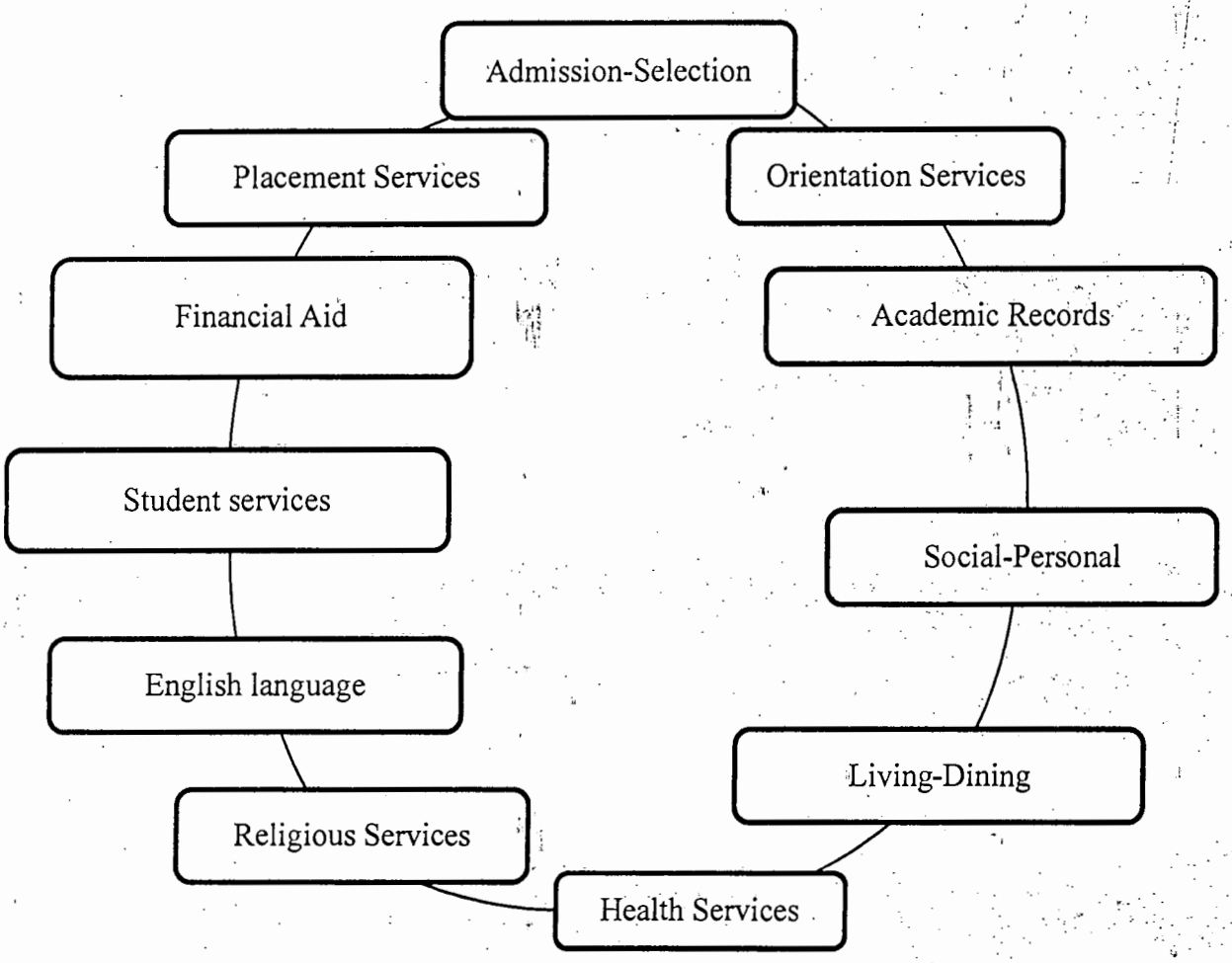
Terms used interchangeably for institutions of higher education

i. Older and younger students

Older students, those with strong family and cultural ties to their home countries, sponsored by their home government, and those from higher socio-economic strata. On the other hand, those who begin to study abroad at a young age, those who pursue doctoral degrees, those who specialize in professions for which there is continuing demand in developed countries, and those who are cultural or political dissidents are more likely to remain abroad.

1.12CONCEPTUAL FRAMEWORK

Figure 1: The comprehensive framework showing 11 adjustment problem areas for foreign students



The above figure 1 depicted the conceptual framework for adjustment problems of foreign students at International Islamic University Islamabad. The diagram presented eleven major problem areas constituting both social and academic areas. These problem areas were: admission-selection, orientation services, academic records, Social-Personal,

living-dining, health services,religious services, English language, student services, financial aid, placement services.

CHAPTER 2

LITERATURE REVIEW

Introduction

Tradition of studying abroad has a long history and continues up till now. All around the world, students, scholars and teachers travel to different countries for enhancement of their knowledge. According to Robertson (2002), educational setup for university students is almost same throughout the world due to semester system. Mostly, students decide to travel to another country to learn something that is not available at their home town or to enhance their professional and technical skills. The similarity in education setups gives the confidence to the knowledge seekers to travel for their thirst of knowledge to any part of the world. The only problem they can face is adjustment to a new culture, change in ethnicity.

Every person belongs to some certain set of characteristics such as race, color, language, nationality, heritage etc and it is the most complicated process from which one had to pass through while traveling from their home town to a new culture (Santrock, 2006).

The process of acculturation is seen when a person with a different ethnic background travels to another country. Definitely in process of getting himself adjusted, he adopted something's from the new culture and also tried to maintain some of his own,

along with. Issues of maladjustment arise while coping with different types of social networks, social and psychological functioning (Klomegah & Yao 2006).

Students visiting foreign countries for attainment of education, not only they benefit themselves but the host country also gain a lot in many aspects. From educational aspect, foreign students are usually equipped with academic excellence and they share their knowledge with host students, which results in increase of competition and development of a healthy learning environment. Due to foreign students, host countries also gained international fame and likeness on international platform. Foreign students take with them the cultural diversity of host country and represent the good will, friendly attitude, values and healthy aspects of host country students and administration to international level (Smart, Volet & Ang 2000).

From economic aspect, foreign students bring money into the host country. As most of the foreign students' funding comes from personal, family or outside sources other than the host country. This aspect benefits the host country economically. Tuition fees and other expenditures being paid by foreign students contribute in a great way to financial uplift of host country's educational setups (Zhai 2002).

According to Zhou, Freg & Bang (2006) individuals differ greatly while adjusting to a new environment. Foreign students have to face a number of challenges in adaptation process while studying in university. They had found out kinds of problems these students face during university life. One of the most widely discussed problem was understanding of academic problems. These also include difficulty in understanding professor's expectations and grading system.

2.2 Foreign students versus international students:

Foreign students are coming from a diversity of cultures. They have to face challenges in every aspect of life, including changes in geographical location, language, food, weather conditions, culture habits and behaviors. According to Tseng & Nweton (2002), by studying the successful human behavior patterns during the process of change, one is in a better position to make adjustment. The term "foreign students" was frequently used in earlier writings. With the trend of globalization, foreign students are more and more viewed from a global perspective. Hence, in later literature, the term "international students" became dominant. "International students are defined as individuals who temporarily reside in a country other than their country of citizenship in order to participate in international educational exchange as students". In this paper, foreign students and international students both terms are used. Both terms were used to be in conformity with the original literature.

2.3 Adjustment terms and concepts:

Hannigan (1990) gave the following definition about adjustment.

"Adjustment can be conceptualized as a psychosocial concept which has to do with the process of achieving harmony among the individual and the environment. Usually this harmony is achieved through changes in the individual's knowledge, attitudes, and emotions about his or her environment. This culminates with satisfaction, feeling more at home in one's new environment, improved performance, and increased interaction with host country persons" (p.91).

Adaptation:

"Adaptation encompasses cognitive, attitudinal, behavioral, and psychological changes in an individual who lives in a new or foreign culture. These changes result in the individual's movement from uncomfortable to feeling at home in the new environment"(p.91).

Acculturation: Acculturation is defined as "those changes set in motion by the coming together of societies with different cultural traditions" (p.92). In this paper, the above three terms of adjustment, adaptation, and acculturation are used interchangeably.

Culture Shock: Defined by Oberg, culture shock describes "the anxiety resulting from not knowing what to do in a new culture" (p.1).

Sojourner: A sojourner is defined as a person who makes a temporary stay in a new place (Ward, Bochner, &Furnham, 2001).

The trend of foreign students visiting Asian countries had increased drastically in past few decades. Pakistan is remarkably playing its role in attracting the foreign students. Early the trend was low as the higher education was not offering international standard education but the accident of 9/11, closed the doors for the Muslim students visiting west. So the attention of Muslim students got shifted towards Asian universities for higher education. In this aspect, Bangladesh, Malaysia and Pakistan are really playing a magnificent role.

Universities of Pakistan are offering programs for foreign students specially. The standard of higher education in Pakistan also has risen in past few years. In this dimension, International Islamic University Islamabad (IIUI), of Pakistan is gaining a special attention of foreign students specially students interested in language programs (www.iiu.edu.pk).

The students from Muslim countries and China were visiting IIUI in a great number in the field of Arabic, English language, Medicine, Engineering and other technical fields. On this platform, IIUI was welcoming a good number of foreign students for continuing of their higher studies. With more than half of the universities of Pakistan, offering educational programs for foreign students, IIUI was having the largest single presence of foreign students in any other university. These foreign students constitute a significant area of study especially their adjustment issues (Sharif 2004).

Foreign students were an important part of the education system of IIUI. They constitute an important part in university's betterment. Because of their importance and the benefits associated with their stay at IIUI, it is important to study their difficulties. Mostly they have to face problems in cultural experiences, academics, psychological issues in adjustment, daily-life problems and linguistic issues. All these difficulties adversely affect their objective of education attainment. So there was a great need to study these problems and provide appropriate suggestions for the administration to cater these issues.

Most of the foreign students come from education and cultural background that differs from that of Pakistan. The only similarity among them is their common goal- to

acquire knowledge. Some of them come to learn English or Arabic language, some come to increase their qualification and some come to polish their professional skills

Along with the background characteristics such as age and language proficiency, personal variables such as communication skills, interpersonal skills and flexibility played a significant role while adjusting in a new environment. Adjustment issues had been studied quite extensively in west, but there were still gaps in this area in Asia.

2.4 Demographic Features of Current Foreign Students at IIUI:

According to a statistical summary of the Overseas Admission Section, 430 females' foreign students were enrolled during the fall quarter 2012. Foreign students coming to IIUI were mostly from Muslim countries such as Thailand, Malaysia, Afghanistan, Somalia (Africa), Nepal and a lot more. A sheer number of students are also coming from China. Most of the students visiting IIUI were Muslims and coming to learn Arabic and English language. Overseas students were also treated as foreign students and they are also in a very good number. They were coming from U.A.E., Dubai, Oman and Qatar (http//www.iiu.edu.pk).

2.5 Theoretical Framework:

In a study of the adjustment problems of Chinese students in the United States Purnell (2000) found that most international students place a higher priority on academic adjustment than interpersonal happiness.

2.5.1 Instructional patterns of host country:

For the foreign students, the host country is a foreign country. Debates have been going on through centuries to find out the most suitable teaching and learning method. The difference teaching patterns is also a problem for foreign students. This difference can create anxiety for them and they can face problems in learning and it can also lower their academic performance.

2.5.2 Discovering a new world:

Foreign students have to leave their homes to continue education in a new country. The choice to leave home and discover a new world is really a tough one. This also gives a mix of feelings to the students; feelings of opportunities, home-sickness and success.

2.5.3 Language-barrier:

Around the world, every country is having its own set of cultures, their own home language, which is spoken by almost each and every inhabitant of the country. Foreign students while their visit to host-country also needs to learn the host-country's language. Because on arrival, they have to communicate right from their landing on airport to their place of residence. In this scenario either both parties have to learn a new language which really needs time and effort and which is also not possible in every case. Or they try to communicate as much as possible in a little language they know. This was called language barrier. Learning a new language at an adult age seems a very burdensome process and overcoming this barrier can really become a great difficulty. This made

students feel like helpless and stressful because not knowing the language to communicate is the root of all problems. They could not positively communicate and understand, also cannot share their problems with administration (Pratt 2002).

2.5.4 Socio-cultural and Educational Stressors:

Educational stressors also adversely affect the academic performance of foreign students. How to interact with the faculty, teachers, fellow students, learning the academic culture, different instructional strategies, all these contribute into educational stressors and need to be coped for better adjustment of the foreign students. When a foreign student reaches a new country, he has to face a variety of trials in adjusting to learning and living in his new home country. Making new friends, developing a new social support system, initial transition, academic life, social life and psychological experiences are all very important. Adjustment was an on-going process. Parents had to be very careful while their child is travelling to a new country for attainment of education. As leaving home, it creates a wide range of emotions and sad feelings. So the student needs emotional support from his family also as adjustment does not happen overnight. A foreign student has to struggle a lot to meet the tremendous challenges being offered by unfamiliar environment (Nillson, Butler, Shouse & Joshi 2008).

Research had supported the idea that cultural and social adjustment can affect success in various fields of life including education. In a longitudinal study Klomegah & Yao (2006) found that social adjustment of adolescent students contributes to their academic achievement. Gabel, Dolen and Cerdin (2005) found that the ability to adjust to new cultural and social environment can predict success in international assignments of global

manager. On the basis of review of research literature, Furnham (2004) concluded that foreign students face more physical, mental and academic problems than do native students.

There was little research in Pakistan regarding problems of international students. However, the major problems of students were same as in the other countries. A study done by Shariff (2004); interviewed some international students and found their major problem was communication with the host community. Another problem was adjustment to the local food. The sudde n climatic changes also cause adjustment problems for international students. Nasir (2011) found that cultural adjustment of international students affects their academic achievement.

As international students make an important part of the institution, there was a need to understand the factors that could contribute to their academic success. The institutions of higher education should be aware of the problems faced by international students in order to help them complete their educational program (Nasir, 2012)

According to the results of a study done by Maliha Nasir on "Effects of cultural adjustment on academic achievement of international students", The results of this study indicated the importance of cultural adjustment for academic success of international students. These results were consistent with previous research in the related field. The study revealed a significant correlation between cultural adjustment and academic achievement of international students. The result could be compared with the study conducted by Nillson, Butler &Shouse (2008) who found a significant relation between social adjustment and academic achievement; and these results were also comparable to the study of Gabel, Dolen and Cerdin (2005) who found that the ability to adjust in a new

cultural and social environment can predict success in international assignments of global manager.

Foreign students being culturally different from the host country had their own set of norms, values, beliefs, pattern of thinking and ways of living. These differences may caused 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 (Nasir, 2012).

According to Li & Gasser (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, 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-confident maturity, and self-esteem.

Among all the transformational processes, globalization of higher education is the most important one. And because of this reason educators and scholars were now paying attention to this phenomenon. As a whole university students were trying to continue their higher education or some part of their education abroad because of rapid growth in global economy. By 2025, internationalization would have sharpened the hierarchy in world higher education, with a handful of university —transnational corporations in the highest tier alongside private firms (http://www.timeshighereducation.co.uk).

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 was supposed to be facing a number of challenges right from the unfamiliar environment to new culture and different language. Frustration raised 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).

2.5.5 Dimensions of Cultural Adjustment

In their study of cultural adjustment of international students, Gabel, Dolan and Cerdin (2005) defined the three dimensions of cultural adjustment as follows: *Social-cultural adjustment* refers to healthy interpersonal relationships with members of the host society; *Work adjustment* means to relate with the culture of workplace (educational institution in case of students), and work requirements; *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.

The foreign students blamed their external environment for the bad feelings they have while having adjustment problems. Some of these hostilities were translated into anger over minor frustrations, fear and mistrust of locals, absenteeism from class, lack of interest, lack of motivation, and, at worst, complete withdrawal. Academic problems may begin at this stage. The adjustment stage started when the student begins to relax in a new

environment and began to laugh at minor mistakes and misunderstandings, which, in the hostility stage, would have caused major headaches. 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 was when the adjustment is as complete as possible, anxiety was largely gone, and the student was settled into new customs. As a student gets used to the host country's ways, things that seemed like a "crisis" may now simply 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.

2.6 Summary of Literature Review:

Government of Pakistan was quite interested in internationalization of higher education and attracting a good flock of foreign students. Mostly students from developing countries like Afghanistan, Malaysia, Nepal, Bangladesh, visited IIUI for achieving professional skills. According to Purnell (2000), most dominant motivation to study abroad was acquisition of technical skills. Mostly students travel abroad considering the prestige value of the foreign degree. On the whole, the literature on the adjustment of foreign students in IIUI Pakistan was not much extensive, in-fact most of the research on cultural adjustment of international/foreign students has been done in the west.

CHAPTER 3

PROCEDURE AND RESEARCH METHODOLGY

The researcher conducted a survey to study the adjustment problems of foreign students at International Islamic University Islamabad .This chapter wouldaddress the population, sample, research design, and research procedure, details of research instrument and method of data collection of the study.

3.1 Design of the Study

The design of the study is a survey and the nature of the study is quantitative.

3.2 Population of the Study

The population for the study consisted of all the female foreign students enrolled during the fall term of the academic year 2012-2013 at Women Campus of The International Islamic University Islamabad. According to a statistical summary of the Overseas Admission Section, 430 female foreign students were enrolled during the fall quarter 2012.

3.3 Sample of the study

30% of total international female students was the sample of the study as follows:

Table 3.1: Sampling

Total No. of Students	30% of total Female Students
430	129

Students will be selected through Random Sampling.

3.4 Research instrument

Questionnaire was used as an instrument to collect information for the study. It consisted of two parts. Part I was constructed by the researcher to collect personal background information of students (appendix A). It was designed to determine the problems of the students on the basis of age, gender, geographical region, length of stay at International Islamic University Islamabad, place of residence, source of financial support, degree of satisfaction with program and goal after graduation/post-graduation from International Islamic University Islamabad.

Part II, consisted of the Michigan International Student Problem Inventory (MISPI), developed by Porter (1966), (modified in 1993and lastly used in 2002 by Jing Wang in his study,' To study the effects of resilience characteristics and background factors on adjustment issues of international students) to identify the problems of foreign students was adapted and readily available on internet.

The international and overseas students in the sample received a slightly modified copy of the widely used Michigan International Student Problem Inventory (MISPI)that addressed the following 11 potential problem areas for foreign students.

The MISPI consisted of 93 items grouped into 11 major problem areas or subscales (appendix B):

1. Admission-Selection
2. Orientation Services
3. Academic Records
4. Social-Personal
5. Living-Dining
6. Health Services
7. Religious Services
8. English language
9. Student services
10. Financial Aid
11. Placement Services

The MISPI instrument was used in this study for the following reasons. First, the MISPI satisfied the purposes of this study. "The Michigan International Student Problem Inventory is a quick and reliable way of identifying problems perceived by students on an individual campus" (Spaulding and Flack, 1976, p.33). By identifying the adjustment problems, adjustment is determined. The purpose of this study was to analyze the experience of foreign students at IIUI, to find out the extent to which they face a cultural gap upon enrolling at IIUI, how that affected their psychological

adjustment, and the strategies they employed to cope with the problems. Hence the use of MISPI directly satisfied the purposes of this study.

Second, MISPI was the most widely used questionnaire to identify the adjustment problems of foreign students. By using this questionnaire, it was possible to compare the research results of this study effort with previous ones. Although MISPI included questions to gather background information, some background factors which were not culturally relevant to this study were not included.

3.4.1 Pilot testing

A pilot study was conducted to test validity and reliability of the instrument taken from the Michigan International Student Problem Inventory (MISPI) developed by Porter (1993), in the local context and gathered information prior to a larger study, in order to improve the latter's quality and efficiency.

3.4.2 Procedure:

A pilot study was carried out on a small group of international students in order to check the reliability of two questionnaires. Basically, they were satisfied with the two questionnaires. They also gave some suggestions. Based on their suggestions, some minor modifications were made in the MISPI.

1. Replaced "international students" with "foreign students," as the latter term was prominently used one.

2. For item 25, "regulations on student activities," this item was removed because the students in the pilot studies did not understand the meaning of student activities.

3. Remove item 41, "objective examinations (true-false, etc.)," because nearly all of the students in the pilot study thought the statement did not apply as graduate students normally do not have objective tests.

4. For item 47, "insufficient clothing," most of the students in the pilot study felt it was not a problem in their lives.

3.4.3 Reliability of Questionnaire:

For measuring the reliability of research instrument, data collected for the pilot study was used. In order to measure reliability of instrument from the sample respondents, Cronbach alpha was applied on each sub scale of questionnaire and the calculated values were:

Table 3.2: Reliability Statistics of 93 Items

Reliability Statistics	
Cronbach's Alpha	N of Items
.927	93

The reliability estimates for eleven subscales consisting of 93 items measuring the adjustment problems of foreign students were found as follows: Cronbach's Alpha .927.

Table 3.3: Reliability Statistics of Each Subscale:

Sr. No.	Subscale	Cronbach's Alpha	N of Items
1	Admission-Selection	.729	9
2	Orientation Services	.730	8

3	Academic Records	.728	8
4	Social-Personal	.873	8
5	Living-Dining	.725	9
6	Health Services	.760	8
7	Religious Services	.834	8
8	English language	.856	10
9	Student services	.894	9
10	Financial Aid	.876	8
11	Placement Services	.844	10

3.4.4 Research Ethics

a. Approval from the Overseas Section for International Student's Involvement in Research

An approval was taken from Overseas International Student's Office for the involvement of foreign students in the research prior to the study. A cover letter addressing the purpose of the study was attached along the questionnaire for any ambiguities. A time frame was also be provided to the concerned offices for the continuation of the approval in case the study is not completed in the mentioned duration.

b. Consent to participate in a survey study

Researcher took into considerations the ethical dilemma of the research. Dignity and self-respect of the participants of the study was safeguarded. They were fully informed of the research purpose, objectives and procedure of the study. No harm rule and informed

consent was followed. Their identity and personal data was not disclosed or used somewhere else. They had the right to refuse the participation or stop the interview or observation at any time, if they find it insecure. The information gathered from the participants was stored in a safe place. A consent form was signed by each participant of the study prior to the collection of data (appendix C).

3.5. Data Collection

After the identification of target population in the Woman Campus of International Islamic University Islamabad by the International Student Services, Student Affairs, or Academic Affairs offices, questionnaires along with a cover letter addressing the purpose of the study, was distributed in three distinct ways. These included the campus mail system, the Offices for Foreign students or Overseas Chinese Students, as well as being distributed in classes composed entirely of International and Chinese students.

In order to collect data from the female students residing at university hostels, researcher visited the each participant of the study and questionnaire was presented to the participants in a face-to-face situation.

International centers at university sent emails to all international graduate students to encourage their participation in the online survey. In the emails, the link to the online survey was provided. International students went to a website to complete the two questionnaires. Also, different international student organizations were contacted to urge international students to complete the two questionnaires. After three weeks, a follow-up email was sent to the students.

3.6 Data Analysis

The responses were organized and transferred to a computer using the Statistical Package for the Social Sciences (SPSS). Keeping in view the objectives of the study, the data was analyzed and interpreted. Descriptive statistics such as the mean and standard deviation was used to determine the nature and magnitude of the responses. One-way ANOVA was used to determine the relationships between subgroups of the various demographic characteristics and the perceptions of the foreign students' problems.

CHAPTER 4

RESULTS OF THE DATA ANALYSES

The study was undertaken to answer the following research questions:

- What are the personal background characteristics of foreign students?
- What is the nature and extent of the problems experienced by foreign students visiting IIUI?
- What differences exist between student groups in the perceptions of their problems?
- How much are they satisfied with the health and placement services of the university?
- What is the extent of their satisfaction with the orientation services of the university?
- How their new social and personal life is affecting their academic performance?
- What are the financial resources and to what extent are they sufficient to meet the needs of foreign students?
- How students of different age groups differ in the perceptions of their problems?
- What is the difference among students with different lengths of stay in Pakistan in the perceptions of their problems?

After the data collection, analysis of data was made. On the basis of data analysis, the obtained findings were then analyzed on the basis of these four categories.

4.1 Personal background characteristics of respondents

4.2 Problem areas of concern to respondents

4.3 Specific problem areas of concern to respondents

4.4 Differences between subgroups within each problem area

This chapter dealt with the analysis and interpretation of the data. Questionnaire was used for data collection. Questionnaire was developed at three points likert scale to find out the adjustment problems of female students at International Islamic University Islamabad. Entire data was analyzed by applying mean standard deviation and Analysis of Variance.

4.1 Personal background characteristics of respondents

Table 4.1.1 Age of the Respondents

Age	Frequency	Percent
21 years or less	73	56.6
22-29years	56	43.4
Total	129	100.0

The total of number of international students who participated in the study were 129 . They were distributed among three age categories: 21 years or less, 22 to 29 years, and 30 years and over. Table 2 shows that seventy-three students were 21 years or less (56%), fifty-six students were between 22 and 29 years (43%). There was not any participant who belonged to third category.

Table 4.1.2: Gender of the Respondents

Gender	Frequency	Percent
Female	129	100
Male	0	0
Total	129	100.0

The total of number of international students who participated in the study were 129 . All of them were females.

Table 4.1.3: Geo-graphical Region of the Respondents

Geo-graphical region	Frequency	Percent
Africa	11	8.5
Asia(China)	79	61.2
Europe	3	2.3
middle east	36	27.9
Total	129	100.0

Out of 129 international students who participated in the study, 11(8.5%) students were from Africa, 79(61.2%) were from Asia(7(5%) were from China), 3(2%) were from Europe, and 36(27%) were from Middle-East.

Table 4.1.4: Duration of the stay of Respondents in Pakistan

Duration of stay	Frequency	Percent
less than 12 months	39	30.2
1 year or more	90	69.8
Total	129	100.0

When international students were asked about their length of stay in Pakistan, out of 129, 39(30%) students have been living in Pakistan for less than 12 months and 90(69%) were living more than a year or more.

Table 4.1.5: Place of Residence

Accommodation	Frequency	Percent
on-campus housing	117	90.7
off-campus housing	12	9.3
Total	129	100.0

One hundred and seventeen (90%) international students were staying at on-campus housing and twelve (9%) were living in off-campus housing.

Table 4.1.6: Main source of financial support of Respondents

Source of financial support	Frequency	Percent
private(family or personal support)	123	95.3
Public(Government, organization or foundation)	6	4.7
Total	129	100.0

According to the findings, one hundred and twenty three international students were meeting their financial needs privately; by family or personal support while six (4%) were being funded by public organizations.

Table 4.1.7: Level of English proficiency of Respondents

Level of English Proficiency	Frequency	Percent
Level 1	2	1.6
Level 2	0	0
Level 3	4	3.1
Level 4	47	36.4
Level 5	51	39.5

Level 6	25	19.4
Total	129	100.0

There were six level of English proficiency; level 1, level 2, level 3, level 4, level 5 and level 6. Level 1, 2 for beginners, level 3 and 4 for intermediate and level 5 and 6 for advanced. Two (1%) international students were having level 1, 0 were having level 2, four (3%) had level 3, 47(36%) were in level 4, fifty-one(39%) were at level 5 and twenty-five(19%) were in level 6.

Table 4.1.8: Goalsof respondents after completion of the program

Goal after completion of degree	Frequency	Percent
Enroll in IIUI or another college in Pakistan	17	13.2
Return home	106	82.2
Live in Pakistan	6	4.7
Total	129	100.0

International students were asked about their goal after completion of their degree from IIUI, about 17(13%) had plans to enroll in IIUI or another college in Pakistan. One hundred and six(82%) were willing to return to home and six(4%) were planning to stay in Pakistan.

4.2 Problem Areas of Concern to Respondents

In order to determine the problem areas of concern to the respondents, researcher computed the means and standard deviations for all respondents for each subscale.

Interpretation:

- The mean indicated the average problem in each problem area. The higher the mean the greater the concern with a problem area.
- The standard deviation on the other hand, showed how spread out the scores are. A small standard deviation indicates that the scores are close together and a large standard deviation indicates that the scores are more spread out.

Table 4.2: Means and Standard deviations of the scores from the 11 subscales

Problem Areas of Concern	Mean	Std. Deviation
1. English language	10.10	4.737
2. Admission-Selection	8.67	3.556
3. Living-Dining	8.26	3.305
4. Student Services	8.16	3.642
5. Health Services	7.40	3.045
6. Social-Personal	5.80	3.176
7. Financial Aid	5.07	3.057
8. Orientation services	5.01	2.357
9. Academic records	4.86	2.445
10. Placement Services	3.84	2.021
11. Religious Services	2.85	1.682

Table 4.2 depicted the means and standard deviations of the scores from the 11 subscales in the questionnaire. The distribution of the mean showed that English Language Subscale has the highest mean and therefore the problem area of most concern to the respondents. This was followed by Admission-Selection, Living-Dining, Student Services, Health Services, Social-Personal, Financial Aid, Orientation services, Academic records, Placement Services, and Religious Services.

4.3 Specific Problem of Concern to Respondents

In order to determine the specific problems of concern to the respondents in each subscale, means, standard deviations and percentages of respondents were computed for all respondents for each item of each specific problem. The percentage of respondents indicates the proportion of students concerned with a specific problem. A problem of concern to more than 60 percent of respondents should deserve special attention. Results of the computation were presented according to the different subscales, beginning with the problem area of most concern to the students.

Table: 4.3.1: Mean and standard deviation of each item on the English language problem area

Problem	Mean	Std. Deviation
Understanding Pakistani accent	1.40	.775
Holding a conversation with local friends	1.24	.788
Giving oral reports in class	1.02	.805
Having a non-English speaking roommate	.93	.840
Ability to write English	.91	.712
My limited English vocabulary	.89	.721
Speaking English	.88	.791
Understanding lectures in English	.88	.810
Reading textbooks written in English	.84	.744
My pronunciation not understood	.77	.745

Table 4.3.1 shows the dispersion of scores of each item of English Language subscale. Understanding Pakistani "slang' is of most concern to the students followed by 'holding a conversation with local friends', giving oral presentations', and 'having a non-English speaking roommate. 'My pronunciation not understood' shows the lowest mean and is of least concern to the students.

Table: 4.3.2: Mean and standard deviation of each item on the admission-selection problem area

Problem	Mean	Std. Deviation
Evaluation of my former school credentials	.86	.658
Concern about value of studying in Pakistan	1.27	.808
Choosing courses	1.08	.767
Registration for classes each term	1.16	.785
Getting admitted to IIUI	1.02	.848
Understanding college catalogs	.98	.739
Immigration regulations	.86	.726
Differences in Pakistan and home education system	1.39	.706

Table 3.2 showe d th e scores of mean and standard deviation of each item on Admission-selection subscale. According to the statistical analysis, 'Differences in Pakistan and home education system' has the highest mean 1.39 with dispersion of .706. It is followed by 'Concern about value of studying in Pakistan', Registration for classes each term and Choosing courses' with mean scores 1.27, 1.16 and 1.08 consequently. Evaluation of my former school credentials scored lowest mean which means it is of least concern to the students.

Table 4.3.3: Mean and standard deviation of each item on the living dinning problem area

Problem	Mean	St. Deviation
1. Changes in weather condition	1.19	.93
2. Taste of food in Pakistan	1.12	.73
3. Costs of buying food	1.05	.74
4. Lack of invitations to visit in Pakistani	.89	.71
homes	.82	.80
5. Problems regarding housing	.76	.65
6. Not being able to room with Pakistani	.75	.72
student		.59
7. Finding a place to live between college	.69	.55
terms	.66	.53
8. Insufficient clothing	.52	.49
9. Bathroom facilities cause problems	.51	.47
10. To be told where I must live	.49	.39
11. Relationship with roommate	.47	.35
12. Distances to classes from residence	.41	.31

Table 4.3.3 showed the mean score of each item on living-dining problem area. As shown in the table, changes in weather condition, taste of food in Pakistan and Costs of buying food remained of most concern to the student with mean score 1.19, 1.12, and 1.05 respectively. Distance of the classes from the residence was of least concerned to the students with mean score .51.

Table 4.3.4: Mean and standard deviation of each item on the student activities problem area

Problem	Mean	St. Deviation
1. Lack of opportunities to meet more Pakistani people	1.09	.98
2. Being accepted in social groups	.94	81
3. Activities of international student offices	.81	.75
4. Concern about political discussions	.74	.76
5. Regulation of student activities	.62	.69
6. Activities of foreign student organizations	.59	.64
7. Treatment received at social functions	.52	.65
8. Problems when shopping in Pakistans	.51	.65

Table 3.4 showed mean and standard deviation of each item on the student activities problem area. Item 'Lack of opportunities to meet more Pakistani people remained most concerning problem the students with mean score of 1.09 and dispersion of .98. 'Being accepted in social groups, 'Activities of International student offices and Concern about political discussions followed the most concerning item with mean score of .51 and .49.

Table 4.3.5: Mean and standard deviation of each item on the health services problem area

Problem	Mean	St. Deviation
1. Feeling under tension.	.98	.79
2. Not finding suitable food	.95	.75
3. Need more time to rest	.93	.71
4. Hearing difficulties	.89	.73
5. Nervousness	.87	.63
6. Service received at health center	.85	.62
7. Finding adequate health services	.64	.59
8. Poor eyesight	.57	.66
9. Health suffering due to academic pace	.49	.62
10. Concern about my mental health	.42	.59
11. Recurrent headaches	.41	.55
12. My height and physical shape	.39	.54

Table 4.3.5 showed that feeling under tension remained of most problematic to the students in health services problem area with mean score of .98. It was followed by, 'not finding suitable food, 'need more time to rest and Hearing difficulties. My height and physical shape was of least concern to the students with mean score .42.

Table 4.3.6: Mean and standard deviation of each item on the social-personal problem area

Problem	Mean	St. Deviation
Feeling lonely	1.08	.82
Homesickness	.94	.81
Trying to make friends	.82	.74
Feeling inferior to others	.66	.77
Not feeling at ease when among people	.73	.76
Insufficient personal-social counselling	.72	.68
Attitudes of some local people to skin color	.71	.54
Feeling superior to others	.62	.53

Table 4.3.6 showed the dispersion of scores of each item on Social-personal problem area. Feeling lonely 1.08 and 'Homesickness' scores .94 were of high concern to the students. It was followed by 'trying to make friends', 'feeling inferior to others,' and 'not feeling ease when among people' with mean score of .82, .66 and .73 respectively.

Table: 4.3.7: Mean and standard deviation of each item on the financial aid problem area

Financial Aid	Mean	Std. Deviation
Lack of money to meet expenses	.95	.794
Finding employment between college terms	.91	.750
Finding part-timework	.89	.868
Immigration work restrictions	.84	.755
Unexpected financial needs	.78	.868
Not receiving enough money from home	.70	.844

Table 4.3.7 represented the scores of responses of students on each item of financial aid subscale. 'Lack of money to meet expenses' shows highest dispersion by scoring a mean of .95. It was followed by 'finding employment between college terms, 'finding part-time work,' and immigration work restrictions.'

Table 4.3.8:Mean and standard deviation of each item on the orientation services problem area

Problem	Mean	Std. Deviation
Attitude of some students toward "foreign students"	1.28	.760
College orientation program insufficient	1.08	.756
Treatment received at orientation meetings questions	1.04	.678
Concept of being a "foreign student"	.92	.777
Campus size	.69	.737

Table 4.3.8 depicted the scores of each item on orientation services subscale. Item 'attitude of some students toward foreign students with mean 1.28 was of highest concern to the students followed by college orientation program insufficient and treatment received at orientation.' Campus size is of least concern to the students with mean of .69.

TABLE 4.3.9: mean and standard deviation of each item on the academic records problem area

Problem	Mean	St. Deviation
1. Concerned about grades	.99	.85
2. Writing or typing term papers	.97	.81
3. Feel unprepared for academic demands in the U.S	.94	.80
4. Frequent college examinations	89	.73
5. Too many interferences with studies	.81	.72
6. Grading system based on competition	.79	.72
7. Doing laboratory assignments	.72	.69
8. Relationship between U.S. students and faculty	.70	.64
9. Insufficient personal help from professors	.68	.64
10. Objective examinations	.51	.49
11. Insufficient advice from academic adviser	.52	.51
12. Compulsory class attendance	.49	.44

Table 4.3.9 showed the mean and standard deviation of each item on the academic records problem area. According to the table, item 'concerned about grades remained of most concerned to the students with mean score .99 and dispersion of .85.It was being followed by 'writing or typing term papers, feel unprepared for academic demands in Pakistan and 'frequent college examinations' with mean score of .97, .94 and .89 respectively.

TABLE 4.3.10: Mean and standard deviation of each item on the placement services problem area

Problem	Mean	St. Deviation
Staying in Pakistan and finding a job	.95	.91
Desire enrolling at another college	.85	.81
Obtaining Pakistani citizenship	.78	.75
Trying to extend stay in	.79	.82
Wonder if Pakistani education is useful at home	.76	.72
Changes in home government	.75	.71
Pakistani education not what was expected	.68	.69
Uncertainties in the world today	.65	.65
Not enough time in U.S. for study	.65	.62
Desire not to return to home country	.64	.61
Finding a job upon return home	.54	.59
Insufficient help from unemployment office	.53	.55

Table 4.3.10 showed the scores of mean of each item on placement service problem area. Students found the item 'staying in Pakistan and finding a job' most problematic with mean of .95 and standard deviation of .91. It is followed by 'Desire enrolling at another college, obtaining Pakistani citizenship, and trying to extend stay in Pakistan with mean score of .85, .78 and .79 respectively.

TABLE 4.3.11: Mean and standard deviation of each item on the religious activities problem area

Problem	Mean	St. Deviation
1. Spiritual versus materialistic values	.59	.75
2. Confused about religion and morals in the Pakistan	.51	.71
3. Criticism of my home country's religion	.49	.69
4. Finding worship group of my own faith	.48	.62
5. Christianity as a philosophy	.41	.76
6. Having time to devote to own religion	.39	.58
7. Doubting the value of any religion	.35	.72
8. Accepting differences in major religions	.32	.63
9. Variety of religious faiths in U.S.	.31	.59
10. Religious practices in the U.S.	.29	.54
11. Concern about my religious belief	.28	.52
12. Attending religious meetings	.26	.49

Table 4.3.11 showed mean and standard deviation of each item on the religious activities problem area. 'Spiritual versus materialistic values showed the highest dispersion with mean score of .59and standard deviation of .75. It was followed by 'Confused about religion and morals in Pakistan, 'Criticism of my home country's religion and Finding worship group of my own faith with mean score of .51, .49, and .48 respectively.

4.4 Differences Between Subgroups Within Each Problem Areas

In order to find out the difference between the subgroups and each problem area one-way ANOVA was applied.

4.4.1Difference between levels of age group and 11 problem areas

Table 4.4.1.1: Difference between Sub-groups of Age and Admission-Selection Problem Area

ANNOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	5.610	1	5.610	.442	.508
Within Groups	1613.057	127	12.701		
Total	1618.667	128			

*p≤0.05

According to the table 4.4.4.1 the obtained value of F is .442 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .442 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .508 is also greater than the p value.No significant difference was found between the respondents of two age levels for the admission selection problem area, F(127)= .442. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 8.85(SD=3.076) and age group 22-29years averaged 8.43(Sd=4.116).

Table 4.4.1.2: Difference between Sub-groups of Age and Orientation Services Problem Area

ANOVA					
Orientation Services					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	27.339	1	27.339	5.079	.026
Within Groups	683.653	127	5.383		
Total	710.992	128			

*p≤0.05

According to the table 4.4.1.2 the obtained value of F is 5.079 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value is larger than this so there exists a significant difference between the means of subgroups. As significance value Sig. 0.026 is also greater than the p value. There existed a significant difference between the respondents of two age levels for the orientation services problem area, F(127)= 5.079. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 5.41(SD=2.41) and age group 22-29years averaged 4.48(SD=2.19).

Table 4.4.1.3: Difference between sub-groups of Age and Academic Records Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	.553	1	.553	.092	.762
Within Groups	764.935	127	6.023		
Total	765.488	128			

*p≤0.05

According to the table 4.4.1.3 the obtained value of F is .092 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .092 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.762 is also greater than the p value. No significant difference was found between the respondents of two age levels for the academic records problem area, F(127)= .092. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 4.92(SD=2.33) and age group 22-29years averaged 4.79(SD=2.60).

Table 4.4.1.4: Difference between Sub-groups of Age and Social Personal Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	7.791	1	7.791	.771	.381
Within Groups	1282.968	127	10.102		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.1.4 the obtained value of F is .771 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .771 is smaller than this so there existed no significant difference between the means of subgroup levels. As significance value Sig. .381 was also greater than the p value. No significant difference was found between the respondents of two age levels for the social-personal problem area, F(127)= .771. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 6.01(SD=2.99) and age group 22-29years averaged 5.52(SD=3.40).

Table 4.4.1.5: Difference between Sub-groups of Age and Living Dining Problem Area

ANOVA					
Living Dining					
	Sum of Squares	Df	Mean Square	F	Sig*..
Between Groups	1.263	1	1.263	.115	.735
Within Groups	1397.295	127	11.002		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.1.5 the obtained value of F is .115 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .115 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.735 is also greater than the p value. No significant difference was found between the respondents of two age levels for the living-dining problem area, F(127)= .115. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 8.34(SD=3.21) and age group 22-29years averaged 8.14(SD=3.45).

Table 4.4.1.6: Difference between Sub-groups of Age and Health Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	15.467	1	15.467	1.677	.198
Within Groups	1171.370	127	9.223		
Total	1186.837	128			

*p≤0.05

According to the table 4.4.1.6 the obtained value of F is 1.67 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .442 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.198 was also greater than the p value. No significant difference was found between the respondents of two age levels for the health services problem area, F(127)= 1.67. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 7.70(SD=3.29) and age group 22-29years averaged 7.00(SD=2.66).

TABLE 4.4.1.7: Difference between Sub-groups of Age and Religious Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	5.131	1	5.131	1.825	.179
Within Groups	357.070	127	2.812		
Total	362.202	128			

*p≤0.05

According to the table 4.4.1.7 the obtained value of F is 1.82 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 1.82 is smaller than this so there existed no significant difference between the means of subgroup levels. As significance value Sig. 0.179 was also greater than the p value. No significant difference was found between the respondents of two age levels for the religious services problem area, F(127)= .442. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 3.03(SD=1.61) and age group 22-29years averaged 2.63(SD=1.75).

Table 4.4.1.8: Anova for difference between Sub-groups of Age and English lan guage problem area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	116.050	1	116.050	5.348	.022
Within Groups	2755.640	127	21.698		
Total	2871.690	128			

*p≤0.05

According to the table 4.4.1.8 the obtained value of F is 5.348 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 5.348 is larger than this so there exists a significant difference between the means of subgroups. As significance value Sig. 0.022 is also smaller than the p value. There existed a significant difference between the respondents of two age levels for the English Language problem area, F(127)= 5.348. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 10.93(SD=4.19) and age group 22-29years averaged 9.02(SD=5.20).

Table 4.4.1.9: Difference between Age groups and Student Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	89.706	1	89.706	26.299	.000
Within Groups	433.193	127	3.411		
Total	522.899	128			

*p≤0.05

According to the table 4.4.1.9 the obtained value of F is 26.2 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 26.2 is greater than this so there existed a significant difference between the means of subgroups. As significance value Sig. .000 is also smaller than the p value. There existed a significant difference between the respondents of two age levels for the student services problem area, F(127)=26.2. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 4.58(SD=1.48) and age group 22-29years averaged 2.89(SD=2.23).

Table 4.4.1.10: Difference between Age groups and Financial Aid Problem Area

ANOVA					
Financial Aid					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	26.368	1	26.368	2.862	.093
Within Groups	1170.004	127	9.213		
Total	1196.372	128			

*p≤0.05

According to the table 4.4.1.10 the obtained value of F is 2.86 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 2.86 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .093 were also greater than the p value. No significant difference was found between the respondents of two age levels for the financial aid problem area, F(127)= .442. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 5.47(SD=3.00) and age group 22-29years averaged 4.55(SD=3.08).

Table 4.4.1.11: Difference between Sub-groups of Age and Placement Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	34.607	1	34.607	2.643	.106
Within Groups	1662.975	127	13.094		
Total	1697.581	128			

*p≤0.05

According to the table 4.4.1.11 the obtained value of F is 2.64 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 2.64 is smaller than this so there existed no significant difference between the means of subgroup. As significance value Sig. 0.106 was also greater than the p value. No significant difference was found between the respondents of two age levels for the placement services problem area, F(127)= 2.64. On

three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 5.47(SD=3.00) and age group 22-29years averaged 4.55(SD =3.08).

4.4.2.: Difference between Sub-groups for Geo-Graphical Distribution And 11 Problem Areas

Table 4.4.2.1: Difference between sub-groups for geo-graphical distribution and Admission-Selection Problem

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	221.392	4	55.348	4.912	.001
Within Groups	1397.275	124	11.268		
Total	1618.667	128			

*$p \leq 0.05$

According to the table 4.4.2.1 the obtained value of F is 4.91 with (4,124) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 4.91 is greater than this so there exists a significant difference between the means of subgroups. As significance value Sig. .001 is also smaller than the p value. There existed a significant difference between the respondents of two age levels for the admission selection problem area, F(4,124)=4.91

Table 4.4.2.2: Difference between Sub-groups for Geo-graphical Distribution and Orientation Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	49.144	4	12.286	2.302	.062
Within Groups	661.848	124	5.337		
Total	710.992	128			

*p≤0.05

According to the table 4.4.2.2 the obtained value of F was 2.302 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 2.302 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.062 was also greater than the p value. No significant difference was found between the respondents of different levels for the orientation services problem area, F(4,124)= 2.302.

Table 4.4.2.3: Difference between Sub-groups for Geo-graphical Distribution and Academic Records Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	40.156	4	10.039	1.716	.151
Within Groups	725.332	124	5.849		
Total	765.488	128			

*p≤0.05

According to the table 4.4.2.3 the obtained value of F is 1.716 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 1.716 is smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig.0.151 is also greater than the p value. No significant difference was found between the respondents of two age levels for the academic records problem area, F(4,124)= 1.716.

Table 4.4.2.4: Difference between Sub-groups for geo-graphical distribution and Social-Personal Problem area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	22.305	4	5.576	.545	.703
Within Groups	1268.455	124	10.229		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.2.4 the obtained value of F is 0.545 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value .703 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.703 was also greater than the p value. No significant difference was found between the respondents of different levels for the social personal problem area, F(4,124)= .545.

Table 4.4.2.5: Difference between Sub-groups for Geo-graphical Distribution and Living-dining Problem area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	208.070	4	52.018	5.418	.000
Within Groups	1190.488	124	9.601		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.2.5 the obtained value of F is 5.418 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 5.418 is greater than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.00 was also smaller than the p value. There existed a significant difference between the respondents different geo-graphical region for the living-dining problem area, F(4,124)= 2.302.

Table 4.4.2.6: Difference between Sub-groups for Geo-graphical Distribution and Health Services problem area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	135.858	4	33.964	4.007	.004
Within Groups	1050.979	124	8.476		
Total	1186.837	128			

*p≤0.05

According to the table 4.4.2.6 the obtained value of F is 4.007 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 4.007 is greater than this so there exists a significant difference between the means of subgroups. As significance value Sig. 0.004 is also smaller than the p value. There existed a significant difference between the respondents different geo-graphical region for the health services problem area, F(4,124)= 4.007.

Table 4.4.2.7: Difference between Sub-groups for Geo-graphical Distribution and Religious Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	6.302	4	1.575	.549	.700
Within Groups	355.900	124	2.870		
Total	362.202	128			

*p≤0.05

According to the table 4.4.2.7 the obtained value of F is 0.549 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value .549 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.700 is also greater than the p value. No significant difference was found between the respondents of different levels for the religious services problem area, F(4,124)= .549.

Table 4.4.2.8: Difference between Sub-groups for Geo-graphical Distribution and English Language Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	139.779	4	34.945	1.586	.182
Within Groups	2731.911	124	22.032		
Total	2871.690	128			

*p≤0.05

According to table 4.4.2.8 the obtained value of F is 0.545 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value .545 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.703 is also greater than the p value. No significant difference was found between the respondents of different levels for the English language problem area, F(4,124)= .545

Table 4.4.2.9: Difference between Sub-groups for Geo-graphical Distribution and Student Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	2.709	4	.677	.161	.957
Within Groups	520.190	124	4.195		
Total	522.899	128			

*p≤0.05

According to the table 4.4.2.9 the obtained value of F is 0.161 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value .161 is smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig. 0.957 is also greater than the p value. No significant difference was found between the respondents of different levels for the student services problem area, F(4,124)= .161

Table 4.4.2.10: Difference between Sub-groups for Geo-graphical Distribution and Financial Aid Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	84.361	4	21.090	2.352	.058
Within Groups	1112.011	124	8.968		
Total	1196.372	128			

*p≤0.05

According to the table 4.4.2.10 the obtained value of F is 2.352 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value .058 is smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig. 0.58 is also greater than the p value. No significant difference was found between the respondents of different levels for the financial aid problem area, F(4,124)= 2.352

Table 4.4.2.11: Difference between Sub-groups for Geo-graphical distribution and Placement Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	124.930	4	31.232	2.463	.049
Within Groups	1572.652	124	12.683		
Total	1697.581	128			

*p≤0.05

According to the table 4.4.2.11 the obtained value of F is 2.463 with (4,124) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 4 column and down 124 rows on table for critical value of F is 2.45. The obtained F value 5.418 is greater than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.049 is also smaller than the p value. There existed a significant difference between the respondents different geo-graphical region for the placement services problem area, F (4,124)= 2.463.

4.4.3: Difference between Sub-groups for Duration of Stay And 11 Problem Areas

Table 4.4.3.1: Difference between groups for Duration of stay and Admission-Selection Problem

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	47.631	1	47.631	3.850	.052
Within Groups	1571.036	127	12.370		
Total	1618.667	128			

*$p \leq 0.05$

According to the table 4.4.3.1 the obtained value of F is 3.850 with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.85 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig.0.052 was also greater than the p value. No significant difference was found between the respondents of two age levels for the Admission selection problem area, $F(127) = 3.85$.

Table 4.4.3.2: Difference between Sub-groups for Duration of stay and Orientation Services

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	44.247	1	44.247	8.428	.004
Within Groups	666.745	127	5.250		
Total	710.992	128			

*p≤0.05

According to the table 4.4.3.2 the obtained value of F is 8.42 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 8.42 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.004 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Orientation Services problem area, F(127)= 8.428

Table 4.4.3.3: Difference between Sub-groups for Duration of stay and Academic Records Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	18.510	1	18.510	3.147	.078
Within Groups	746.979	127	5.882		
Total	765.488	128			

*p≤0.05

According to the table 4.4.3.3 the obtained value of F was 3.147 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.147 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.078 was also greater than the p value. No significant difference was found between the respondents of levels for the academic record problem area, F(127)= 3.147

Table 4.4.3.4: Difference between Sub-groups for Duration of stay and Social Personal Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	145.224	1	145.224	16.100	.000
Within Groups	1145.536	127	9.020		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.3.4 the obtained value of F was 16.1 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 16.1 is greater than this so there existed a significant difference between the means of subgroups. As significance value Sig..000 was also smaller than the p value. There existed a significant difference between the respondents with different length of stay for the social personal problem area, F(127)=16.1.

Table 4.4.3.5: Difference between Sub-groups for Duration of Stay and Living-Dining Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	19.481	1	19.481	1.794	.183
Within Groups	1379.077	127	10.859		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.3.5 the obtained value of F is 1.794 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 1.794 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.183 was also greater than the p value. No significant difference was found between the respondents with different duration of stay for the Living dining problem area, F(127)= 1.794

Table 4.4.3.6: Difference between Sub-groups for Duration of stay and Health Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	94.030	1	94.030	10.928	.001
Within Groups	1092.808	127	8.605		
Total	1186.837	128			

*p≤0.05

According to the table 4.4.3.6 the obtained value of F was 26.2 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level , along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 10.92 was greater than this so there existed a significant difference between the means of subgroups. As significance value Sig. 001 was also smaller than the p value. There existed a significant difference between the respondents with different length of stay for the health services problem area, F(127)= 10.928.

Table 4.4.3.7: Difference between Sub-groups for Duration of Stay and Religious Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	2.204	1	2.204	.778	.380
Within Groups	359.997	127	2.835		
Total	362.202	128			

*p≤0.05

According to the table 4.4.3.7 the obtained value of F was .778 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .778 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.380 was also greater than the p value. No significant difference was found between the respondents of two levels for the religious services problem area, F(127)= .77

Table 4.4.3.8: Difference between Sub-groups for Duration of Stay and English language Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	461.593	1	461.593	24.324	.000
Within Groups	2410.097	127	18.977		
Total	2871.690	128			

*p≤0.05

According to the table 4.4.3.8 the obtained value of F was 24.32 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 24.32 was greater than this so there exists a significant difference between the means of subgroups. As significance value Sig.000 was also smaller than the p value. There existed a significant difference between the respondents with different length of stay for English language problem area, F(127)=24.32.

Table 4.4.3.9: Difference between Sub-groups for Duration of stay and Student Services

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	68.102	1	68.102	19.017	.000
Within Groups	454.797	127	3.581		
Total	522.899	128			

*p≤0.05

According to the table 4.4.3.9 the obtained value of F was 19.017 with (1,127) degrees of freedom for α= 0.05 Comparing the critical value of F for the 0.05 significant level , along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 19.017 was greater than this so there existed a significant difference between the means of subgroups. As significance value Sig.000 was also smaller than the p value. There existed a significant difference between the respondents with different duration of stay for the student services problem area, F(127)=19.017

Table 4.4.3.10: Difference between Sub-groups for Duration of stay and Financial Aids Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	45.742	1	45.742	5.049	.026
Within Groups	1150.630	127	9.060		
Total	1196.372	128			

*p≤0.05

According to the table 4.4.3.10 the obtained value of F was 5.049 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level , along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 5.049 was greater than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.026 was also smaller than the p value. There existed a significant difference between the respondents with different length of stay for the financial aids problem area, F(127)=5.049.

Table 4.4.3.11: Difference between Sub-groups for Duration of stay and Placement services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	44.128	1	44.128	3.389	.068
Within Groups	1653.453	127	13.019		
Total	1697.581	128			

According to the table 4.4.3.11 the obtained value of F was 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.389 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.068 was also greater than the p value. No significant difference was found between the respondents of two levels for the placement services problem area, F (127) = 3.389.

4.4.4: Difference Between Groups For Type Of Residence And 11 Problem Areas

Table 4.4.4.1: Difference between Sub-groups for Type of Residence and Admission-Selection problem area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	57.425	1	57.425	4.671	.033
Within Groups	1561.241	127	12.293		
Total	1618.667	128			

*p≤0.05

According to the table4.4.4.1 the obtained value of F was 4.671 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 4.671 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.033 was also smaller than the p value. There existed a significant difference between the respondents of different type of residence for the Admission-selection problem area, F(127)= 4.671

Table 4.4.4.2: Difference between Sub-groups for Type of Residence AndOrientation Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	18.249	1	18.249	3.346	.070
Within Groups	692.744	127	5.455		
Total	710.992	128			

*p≤0.05

According to the table 4.4.4.2 the obtained value of F was 3.346 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.346 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.07 was also greater than the p value. No significant difference was found between the respondents of two levels for the orientation services problem area, F (127) = 3.346

Table 4.4.4.3: Difference between Sub-groups for Type of Residence and Academic records Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	18.510	1	18.510	3.147	.078
Within Groups	746.979	127	5.882		
Total	765.488	128			

*p≤0.05

According to the table 4.4.4.3 the obtained value of F was 3.147 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.147 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.078 was also greater than the p value. No significant difference was found between the respondents of two levels for the academic record problem area, F (1,127) = 3.147.

Table 4.4.4.4: Difference between Sub-groups for Type of Residence and Social- Personal Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	145.224	1	145.224	16.100	.000
Within Groups	1145.536	127	9.020		
Total	1290.760	128			

*p≤0.05

According to the table4.4.4.4 the obtained value of F was 16.10 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 16.10 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.00 was also smaller than the p value. There existed a significant difference between the respondents of different type of residence for the Social-personal problem area, F(1,127)= 16.10.

Table 4.4.4.5: Difference between Sub-groups for Type of Residence and Living dining Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	19.481	1	19.481	1.794	.183
Within Groups	1379.077	127	10.859		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.4.5 the obtained value of F is 1.794 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.92. The obtained F value 1.794 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .183was also greater than the p value. No significant difference was found between the respondents of two levels for the living dining problem area, F (1,127) = 1.794.

Table 4.4.4.6: Difference between Sub-groups for Type of Residence and Health Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	34.068	1	34.068	3.753	.055
Within Groups	1152.769	127	9.077		
Total	1186.837	128			

*p≤0.05

According to the table 4.4.4.6 the obtained value of F was 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.389 was smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig. 0.068 was also greater than the p value. No significant difference was found between the respondents of two levels for the health services problem area, F (127) = 3.389.

Table 4.4.4.7: Difference between Sub-groups for Type of residence and Religious Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	4.208	1	4.208	1.493	.224
Within Groups	357.994	127	2.819		
Total	362.202	128			

*p≤0.05

According to the table 4.4.4.7 the obtained value of F was 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.389 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.068 was also greater than the p value. No significant difference was found between the respondents of two levels for the student services problem area, F (127) = 3.389.

Table 4.4.4.8: Difference between Sub-groups for Type of Residence and English Language Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	30.466	1	30.466	1.362	.245
Within Groups	2841.224	127	22.372		
Total	2871.690	128			

*p≤0.05

According to the table 4.4.4.8 the obtained value of F was 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.389 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.068 was also greater than the p value. No significant difference was found between the respondents of two levels for the religious services problem area, F (127) = 3.389.

Table 4.4.4.9: Difference between Sub-groups for Type of residence and Student Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	39.983	1	39.983	10.515	.002
Within Groups	482.917	127	3.802		
Total	522.899	128			

*p≤0.05

According to the table4.4.4.9 the obtained value of F was 10.515 wit h (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 10.515is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.004 was also smaller than the p value. There existed a significant difference between the respondents of different type of residence for the Orientation Services problem area, F(127)= 10.515

Table 4.4.4.10: Difference between Sub-groups for Type of Residence and Financial Aids Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	67.791	1	67.791	7.629	.007
Within Groups	1128.581	127	8.886		
Total	1196.372	128			

*p≤0.05

According to the table 4.4.4.10the obtained value of F was 7.629 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 7.629 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.007 was also smaller than the p value. There existed a significant difference between the respondents of different type of residencefor the financial aids problem area, F(127)= 7.629.

Table 4.4.4.11: Difference between Sub-groups for Type of Residence and Placement Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	2.340	1	2.340	.175	.676
Within Groups	1695.241	127	13.348		
Total	1697.581	128			

*p≤0.05

According to the table 4.4.4.11 the obtained value of F was .175with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 3.389 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .676was also greater than the p value. No significant difference was found between the respondents of two levels for the placement services problem area, F (127) = .175.

4.4.5: Difference between Sub-groups with different Source of Income and 11 problem area

Table 4.4.5.1: Difference between Sub-groups with different Sources of Income and Admission-Selection Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	69.919	1	69.919	5.733	.018
Within Groups	1548.748	127	12.195		
Total	1618.667	128			

*$p \leq 0.05$

According to the table 4.4.5.1 the obtained value of F is 5.733with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 5.733 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.018 is also smaller than the p value. There existed a significant difference between the respondents of different source of income for the admission-selection problem area, F(127)= 5.733.

Table 4.4.5.2: Difference BetweenSub-groups for Sources Of Income And Orientation Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	11.317	1	11.317	2.054	.154
Within Groups	699.675	127	5.509		
Total	710.992	128			

*p≤0.05

According to the table 4.4.5.2 the obtained value of F is 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.389 is smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig. 0.068 is also greater than the p value. No significant difference was found between the respondents of two groups with different source of income for the orientation services problem area, F (127) = 3.389.

Table 4.4.5.3: Difference between Sub-groups for Source of Income and Academic records Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	28.805	1	28.805	4.966	.028
Within Groups	736.683	127	5.801		
Total	765.488	128			

*p≤0.05

According to the table 4.4.5.3 the obtained value of F is 4.966 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 4.966 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.028 is also smaller than the p value. There existed a significant difference between the respondents of different source of income for the academic records problem area, F(127)= 4.966.

Table 4.4.5.4: Difference between Sub-groups for Source of Income and Social-personal Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	64.500	1	64.500	6.680	.011
Within Groups	1226.260	127	9.656		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.5.4 the obtained value of F is 6.680 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 6/680 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.011 is also smaller than the p value. There existed a significant difference between

the respondents of different source of income for the social-personal problem area, F(127)= 6.680

Table 4.4.5.5: Difference between Sub-groups for Source of Income and Living-dining Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	.038	1	.038	.003	.953
Within Groups	1398.520	127	11.012		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.5.5 the obtained value of F is 3.389 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.389 is smaller than this so there exists no significant difference between the means of subgroups. As significance value Sig. 0.068 is also greater than the p value. No significant difference was found between the respondents of two sub-groups with different source of income for the living-dining problem area, F (127) = 3.389.

Table 4.4.5.6: Difference between Sub-groups for Source of Income and Health Services problem area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	.463	1	.463	.050	.824
Within Groups	1186.374	127	9.342		
Total	1186.837	128			

*$p \leq 0.05$

According to the table 4.4.5.6 the obtained value of F is 0.050 with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .050 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .824was also greater than the p value. No significant difference was found between the respondents of two groups with different source of income for the health services problem area, F (127) = .050

Table 4.4.5.7: Difference between Sub-groups for Source of Income and Religious services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	8.852	1	8.852	3.182	.077
Within Groups	353.350	127	2.782		
Total	362.202	128			

*p≤0.05

According to the table 4.4.5.7 the obtained value of F is 3.182 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.182 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.077 was also greater than the p value. No significant difference was found between the respondents of two levels for the religious services problem area, F (127) = 3.182.

Table 4.4.5.8: Difference between Sub-groups for Source of Income and English language problem area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	5.088	1	5.088	.225	.636
Within Groups	2866.602	127	22.572		
Total	2871.690	128			

*p≤0.05

According to the table 4.4.5.8 the obtained value of F is .225 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .225 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.636 was also greater than the p value. No significant difference was found between the respondents of two groups with different source of income for the English Language problem area, F (127) = .225

Table 4.4.5.9: Difference between Sub-groups for Source of Income and Student Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	.200	1	.200	.049	.826
Within Groups	522.699	127	4.116		
Total	522.899	128			

*$p \leq 0.05$

According to the table 4.4.5.9 the obtained value of F is .049 with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .049 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.826 was also greater than the p value. No significant difference was found between the respondents of two groups with different source of income for the student services problem area, F (127) = .049.

Table 4.4.5.10: Difference between Sub-groups for Source of Income and Financial Aids Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	26.957	1	26.957	2.928	.090
Within Groups	1169.415	127	9.208		
Total	1196.372	128			

*$p \leq 0.05$

According to the table 4.4.5.10 the obtained value of F is 2.928 with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 2.928 was smaller than this so there existed no significant difference between the means of subgroup levels. As significance value Sig. 0.090 was also greater than the p value. No significant difference was found between the respondents of two sub-groups with different source of income f or the financial aids problem area, F (127) = 2.928.

Table 4.4.5.11: Difference between Sub-groups for Source of Income and Placement Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	39.451	1	39.451	3.022	.085
Within Groups	1658.130	127	13.056		
Total	1697.581	128			

*p≤0.05

According to the table 4.4.5.11 the obtained value of F is 3.022 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 3.022 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.085 was also greater than the p value. No significant difference was found between the respondents of two groups with different source of income for the placement services problem area, F (127) = 3.022.

4.4.6 Difference between Sub-groups for English Language Proficiency and 11 problem areas

Table 4.4.6.1: Difference between Sub-groups for EnglishLanguage Proficiency and Admission-Selection problem area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	427.038	2	213.519	22.577	.000
Within Groups	1191.629	126	9.457		
Total	1618.667	128			

*p≤0.05

According to the table 4.4.6.1 the obtained value of F is 22.57 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 22.57 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 was also smaller than the p value. There existed a significant difference between the respondents with different English language proficiency for the admission-selection problem area, F(127)= 22.57.

Table 4.4.6.2: Difference between Sub-groups for EnglishLanguage Proficiency and Orientation Services

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	140.693	2	70.346	15.542	.000
Within Groups	570.299	126	4.526		
Total	710.992	128			

*p≤0.05

According to the table 4.4.6.2 the obtained value of F is 15.542 with (1,127) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 15.542 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 was also smaller than the p value. There existed a significant difference between the respondents with different English language proficiency for the orientation services problem area, F(127)= 15.542.

Table 4.4.6.3: Difference between Sub-groups for EnglishLanguage Proficiency and Academic Records Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	147.692	2	73.846	15.061	.000
Within Groups	617.796	126	4.903		
Total	765.488	128			

*p≤0.05

According to the table4.4.6.3 the obtained value of F was 15.061 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.07. The obtained F value 15.061 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 was also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the academic record problem area, F (2,126) 15.061.

Table 4.4.6.4: Difference between Sub-groups for EnglishLanguage Proficiency and Social Personal Problem area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	58.437	2	29.219	2.987	.054
Within Groups	1232.323	126	9.780		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.6.4 the obtained value of F was 2.987 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.07. The obtained F value 2.987 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.054 was also greater than the p value. No significant difference was found between the respondents of two sub-groups for the social personal problem area, F (2,126) = 2.987

Table 4.4.6.5: Difference between Sub-groups for EnglishLanguage Proficiency and Living dining Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	228.704	2	114.352	12.316	.000
Within Groups	1169.854	126	9.285		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.6.5 the obtained value of F was 12.316 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.07. The obtained F value 12.316 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 was also smaller than the p value. There existed a significant difference between the respondents with different English language proficiency for the Living dining problem area, F(127)= 12.316.

Table 4.4.6.6: Difference between Sub-groups for EnglishLanguage Proficiency and Health Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	60.484	2	30.242	3.383	.037
Within Groups	1126.353	126	8.939		
Total	1186.837	128			

*p≤0.05

According to the table 4.4.6.6 the obtained value of F was 3.383 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.07. The obtained F value 3.383 was larger than this so there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.037 was also smaller than the p value. There existed a significant difference between the respondents with different English language proficiency for the health services problem area, F(2,126)= 3.383.

Table 4.4.6.7: Difference between Sub-groups for EnglishLanguage Proficiency and Religious Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	28.481	2	14.241	5.377	.006
Within Groups	333.720	126	2.649		
Total	362.202	128			

*$p \leq 0.05$

According to the table 4.4.6.7 the obtained value of F is 5.377 with (1,127) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.07. The obtained F value 5.377 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.006 is also smaller than the p value. There existed a significant difference between the respondents of different English language proficiency for the religious services problem area, $F(127) = 5.377$.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	268.216	2	134.108	6.490	.002
Within Groups	2603.474	126	20.662		
Total	2871.690	128			

*$p \leq 0.05$

According to the table 4.4.6.8 the obtained value of F was 6.490 with (2,126) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.07. The obtained F value 6.490 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.002 is also smaller than the p value. There existed a significant difference between the respondents with different English language proficiency for the English Language problem area, F (2,126)=6.490.

Table 4.4.6.9: Difference between Sub-groups for EnglishLanguage Proficiency and Student Services Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	40.593	2	20.297	5.302	.006
Within Groups	482.306	126	3.828		
Total	522.899	128			

*p≤0.05

According to the table 4.4.6.9 the obtained value of F was 5.302 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.90. The obtained F value 5.302 was larger than this so there existed a significant difference between the means of subgroups. There existed a significant difference between the respondents with different English language proficiency for the student services problem area, F (2,126)=5.302.

Table 4.4.6.10: Difference between Sub-groups for EnglishLanguage Proficiency and Financial Aids Problem Area

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig*.
Between Groups	40.518	2	20.259	2.208	.114
Within Groups	1155.854	126	9.173		
Total	1196.372	128			

*$p \leq 0.05$

According to the table 4.4.6.10 the obtained value of F was 2.208 with (2,126) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 2 column and down 126 rows on table for critical value of F is 3.90. The obtained F value 2.208 is smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.114 is also greater than the p value. No significant difference was found between the respondents of different sub-groups for the financial aids problem area, F (2,126) =2.208.

Table 4.4.6.11: Difference between Sub-groups for EnglishLanguage Proficiency and Placement Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	275.281	2	137.641	12.193	.000
Within Groups	1422.300	126	11.288		
Total	1697.581	128			

*p≤0.05

According to the table4.4.6.11 the obtained value of F is 12.193 with (2,126) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 12.193 is larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the respondents for the placement services problem area, F (2,126)=12.193.

4.4.7: Difference between Sub-groups for Goals after Completion of Degree And 11 Problem Areas

Table 4.4.7.1: Difference between Sub-groups for Goals after Completion of Degree and Admission-Selection Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	153.606	3	51.202	4.369	.006
Within Groups	1465.061	125	11.720		
Total	1618.667	128			

*$p \leq 0.05$

According to the table4.4.7.1 the obtained value of F is 4.369 with (3,125) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 4.369 was larger than this so there existed a significant difference between the means of subgroups. There existed a significant difference between the respondents with different goals after completion of degree for the admission-selection problem area, F (3,125)=4.369.

Table 4.4.7.2: Difference between Sub-groups for Goals after Completion of Degree and Orientation Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	97.369	3	32.456	6.612	.000
Within Groups	613.623	125	4.909		
Total	710.992	128			

*p≤0.05

According to the table4.4.7.2 the obtained value of F was 6.612 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 6.612 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.00 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree f or the Orientation Services problem area, F(3,125)= 6.612.

Table 4.4.7.3: Difference between Sub-groups for Goals after Completion of Degree and Academic Records Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	20.493	3	6.831	1.146	.333
Within Groups	744.995	125	5.960		
Total	765.488	128			

*p≤0.05

According to the table 4.4.7.3 the obtained value of F was 1.146 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value 1.146 was smaller than this so there existed no significant difference between the means of subgroup levels. As significance value Sig. .333was also greater than the p value. No significant difference was found between the respondents with different goals after completion of degree for the academic record problem area, F (3,125) = 1.146.

Table 4.4.7.4: Difference between Sub-groups for Goals after Completion of Degree and Social-Personal Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	190.693	3	63.564	7.223	.000
Within Groups	1100.067	125	8.801		
Total	1290.760	128			

*p≤0.05

According to the table 4.4.7.4 the obtained value of F was 7.223 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 7.223 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.00 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the social-personal problem area, F(3,125)= 7.223

Table 4.4.7.5: Difference between Sub-groups for Goals after Completion of Degree and Living-Dining Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	18.493	3	6.164	.558	.644
Within Groups	1380.065	125	11.041		
Total	1398.558	128			

*p≤0.05

According to the table 4.4.7.5 the obtained value of F was .558 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 3.389 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. .644was also greater than the p value. No significant difference was found between the respondents with different goals after completion of degree for the living-dining problem area, F (3,125) = .558

Table 4.4.7.6: Difference between Sub-groups for Goals after Completion of Degree and Health Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	88.244	3	29.415	3.347	.021
Within Groups	1098.593	125	8.789		
Total	1186.837	128			

*$p \leq 0.05$

According to the table4.4.7.6 the obtained value of F was 3.347 with (3,125) degrees of freedom for $\alpha = 0.05$. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 3.347 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.021 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the health services problem area, $F(3,125) = 3.347$.

Table 4.4.7.7: Difference between Sub-groups for Goals after Completion of Degree and Religious Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	27.169	3	9.056	3.379	.020
Within Groups	335.033	125	2.680		
Total	362.202	128			

*p≤0.05

According to the table4.4.7.7 the obtained value of F was 3.379 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F is 2.68. The obtained F value 3.379 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.020 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the Religious Services problem area, F(3,125)= 3.37

Table 4.4.7.8: Difference between Sub-groups for Goals after Completion of Degreeand English language Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	175.799	3	58.600	2.717	.048
Within Groups	2695.891	125	21.567		
Total	2871.690	128			

*p≤0.05

According to the table4.4.7.8 the obtained value of F was 2.717 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F was 2.68. The obtained F value 2.717 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.048 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the English Language problem area, F(3,125)= 2.717

Table 4.4.7.9: Difference between Sub-groups for Goals after Completion of Degreeand Studcnt Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	69.385	3	23.128	6.375	.000
Within Groups	453.514	125	3.628		
Total	522.899	128			

*p≤0.05

According to the table4.4.7.9 the obtained value of F was 6.375 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F was 2.68. The obtained F value 6.375 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.000 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the Student Services problem area, F(3,125)= 6.375

Table 4.4.7.10: Difference between Sub-groups for Goals after Completion of Degreeand Financial Aid Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	72.249	3	24.083	2.678	.050
Within Groups	1124.123	125	8.993		
Total	1196.372	128			

*p≤0.05

According to the table 4.4.7.10 the obtained value of F was 2.678 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F was 3.90. The obtained F value 2.678 was smaller than this so there existed no significant difference between the means of subgroups. As significance value Sig. 0.050 was also greater than the p value. No significant difference was found between the respondents with different goals after completion of degree for the financial aid problem area, F (3,125) = 2.678

Table 4.4.7.11: Difference between Sub-groups for Goals after Completion of Degree and Placement Services Problem Area

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig*.
Between Groups	179.869	3	59.956	4.938	.003
Within Groups	1517.712	125	12.142		
Total	1697.581	128			

*p≤0.05

According to the table 4.4.7.11 the obtained value of F was 4.938 with (3,125) degrees of freedom for α= 0.05. Comparing the critical value of F for the 0.05 significant level, along 3 column and down 125 rows on table for critical value of F was 2.68. The obtained F value 4.938 was larger than this so there existed a significant difference between the means of subgroups. As significance value Sig. 0.003 was also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the placement Services problem area, F (3,125)= 4.938.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, RECEOMMENDATIONS

5.1 Summary:

This study was designed to investigate the adjustment problems faced by foreign students at International Islamic University Islamabad, female campus.

The study was a survey and was designed to explore "the adjustment problems of foreign students at IIUI ". The main objectives of the study were to; find out the difficulties being faced by foreign students in admission and selection process of university, identify the difference between academic performances of students who live on-campus and those who live off-campus halls, examine the treatment received by foreign students at orientation meetings of university, find out the difficulties faced by foreign students in use of English language and to determine the placement services for foreign students after completion of their study.All the female foreign students at female campus of IIUI were selected as the population of the study. A sample of 129 female teachers was selected from the population for study through simple random sampling. It was 30% percent of the total population.

Questionnaire was used as an instrument to collect information for the study. It consisted of two parts. Part I was constructed by the researcher to collect personal background information of students (appendix A). It was designed to determine the

problems of the students on the basis of age,gender, geographical region, length of stay at International Islamic University Islamabad, place of residence, source of financial support, degree of satisfaction with program and goal after graduation/post-graduation from International Islamic University Islamabad.

Part II, consisted of the Michigan International Student Problem Inventory (MISPI), developed and modified by Porter in 1993 to identify the problems of foreign students. The international and overseas students in the sample received a slightly modified copy of the widely used Michigan International Student Problem Inventory (MISPI) (Porter 1993) that addressed the 11 potential problem areas for foreign students.For the validation of the questionnaire it was circulated among the educational experts for their valued opinion. Reliability was calculated by using Cronbach alpha on each sub scale. Data was analyzed in accordance with the objectives of the study. Data were presented in tabular form followed by interpretation. Percentage and frequencies were used to describe the demographic characteristics of the respondents. Mean and standard devation was applied to find out Problem areas of concern to respondents. Analysis of Variance technique was applied to examine the differences between subgroups within each problem area.

5.2 Findings:

Following findings were drawn from the analysis and interpretation of data:

1. The calculated percentage showed that majority of the students were of age 21 years or less(56.6%) and 43.4% were between age 22-29 years(Table 4.1.1).

2. According to the tabulated data, most foreign students were coming from Asia with percentage 55.8% followed by Middle East 27.9%. Students ocming from China and Europe were 5.4% and 2.3%(Table 4.1.3).
3. The calculated values showed that 69.8% of the foreign students had been living in Pakistan for the last one year or more. 30.2% students were living less than 12 months(Table 4.1.4).
4. Table 4.1.5 showed that 90.7% of the of foreign students had been livng on-campus housing and only 9.3% were using off-campus housing.
5. According to the calculated value 95.3% of foreign students were meeting their financial needs from private suport either family or personal. Only 4.7%were getting govermental support or organizational funding(Table 4.1.6).
6. The calculated values in the table 4.1.7 showed that 39.5% of foreign students had English proficiency of level 5. 36.4% and 19.4% foreign stduents had level 4 and level 6 English language subscale.
7. The calculated percentages showed that 82.2% of foriegn students had plans of returning to their homes. 13.2% foriegn students had plans to enrol in IIUI or another university in Pakistan. Only 4.7% intended to live in Pakistan.
8. English language subscale showed the highest mean value of 10.10. Therefore it was the problem area of most concern to respondents. This was followed by Admission-selection(8.67), Living-Dining(8.26), Student Activities(8.16), Health Services(7.40), Social-Personal (5.80), Financial Aid(5.07), Oreintation Services(5.01), Academic Records(4.86), Placement Services(3.84) and religious services(2.85)(Table 4.2).

9. Item no. 54,'Understanding Pakistani accent' with a mean 1.40 and 0.71 standard deviation remained most porblem of concern to the respondents for English Language subscale. It was followed by 'holding a conversation with local friends, giving oral reports in class,'and 'having a non-English speaking room mate with 1.24, 1.02 and .93 mean value respectively(Table 4.3.1).
10. Item no.64 of Admission-selection subscale,'Differences in Pakistan and home education system' had the highest mean 1.39 on the table. It was followed by,'concern about value of studying in Pakistan, 'registration for classes each term, and choosing courses with mean value of 1.27, 1.16 and 1.08 respectively(Table 4.3.2).
11. Item no.69,'changes in weather condition', of living-dining subscale showed a mean value of 1.19 and dispersion of .93. It was followed by 'taste of food in Pakistan,' costs of buying food, and 'lack of invitations to visit in Pakistani homes' with mean value 1.12, 1.05 and .89 respectively(Table 4.3.3).
12. Item no. 77,' Lack of opportunities to meet more Pakistani people,' of the student activities subscale showed highest mean value 1.09. Being accepted in social groups, 'Activities of International student offices and Concern about political discussions followed the most concerning item with mean score of .51 and .49(Table 4.3.4).
13. Item No.79 feeling under tension remained the most problematic for the students in health services problem area with mean score of .98. It was followed by, 'not finding suitable food, 'need more time to rest and Hearing difficulties. My

height and physical shape was of least concern to the students with mean score .42.(Table 4.3.5).

14. Item No.80 'Feeling lonely on Social-personal subscale scored 1.08 mean score and was of high concern to the students. It was followed by 'homesickness, 'trying to make friends', 'feeling inferior to others,' and 'not feeling ease when among people' with mean score of .94, .82, .66 and .73 respectively(Table 4.3.6).
15. Item No.17 'Lack of money to meet expenses' on financial aid problem area showed a highest dispersion by scoring a mean of .95. It was followed by 'finding employment between college terms, 'finding part-time work,' and immigration work restrictions(Table 4.3.7).
16. Item No. 62 'attitude of some students toward foreign students of Orientation services subscale with mean 1.28 was of highest concern to the students followed by college orientation program insufficient and treatment received at orientation.' Campus size was of least concern to the students with mean of .69(Table 4.3.8).
17. According to the table 3.9, item No. 42'concerned about grades remained of most concerned to the students with mean score .99 and dispersion of .85.It was being followed by 'writing or typing term papers, feel unprepared for academic demands in Pakistan and 'frequent college examinations' with mean score of .97, .94 and .89 respectively.
18. Students found the item no. 33'staying in Pakistan and finding a job' most problematic with mean of .95 and standard deviation of .91 of Placement

services problem area. It was followed by 'Desire enrolling at another college, obtaining Pakistani citizenship, and trying to extend stay in Pakistan with mean score of .85, .78 and .79 respectively(Table 4.3.10).

19. Item no. 50 'Spiritual versus materialistic values showed the highest dispersion with mean score of .59and standard deviation of .75. It was followed by 'Confused about religion and morals in Pakistan, 'Criticism of my home country's religion and Finding worship group of my own faith with mean score of .51, .49, and .48 respectively(Table 4.3.11).
20. The obtained value of F was .442 with (1,127) degrees of freedom for α= 0.05 for difference between age groups and admission-selection problem area. Comparing the critical value of F for the 0.05 significant level, along 1 column and down 127 rows on table for critical value of F is 3.90. The obtained F value .442 is smaller than this so there existed no significant difference between the means of subgroup levels. No significant difference was found between the respondents of two age levels for the Admission selection problem area, F(127)= .442(Table 4.4.1).
21. The obtained F value showed that there existed a significant difference between the means of subgroup levels of age for orientation services subscale. As significance value Sig. 0.026 is also greater than the p value. There existed a significant difference between the respondents of two age levels for the orientation services problem area, F= 5.079. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the

respective problem area age group 21 years or less averaged 5.41(SD=2.41) and age group 22-29years averaged 4.48(SD=2.19)(Table 4.4.2).

22. The obtained F value 5.348 showed that there existed a significant difference between the means of subgroup levels of age for English Language subscale. As significance value Sig. 0.022 is also smaller than the p-value. There existed a significant difference between the respondents of two age levels for the English Language problem area, F= 5.348. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 10.93(SD=4.19) and age group 22-29years averaged 9.02(SD=5.20)(Table 4.1.8)
23. The obtained F value 26.2 showed that there existed a significant difference between the means of subgroup levels of age for students activities subscale. There existed a significant difference between the respondents of two age levels for the student activities problem area, F=26.2. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area age group 21 years or less averaged 4.58(SD=1.48) and age group 22-29years averaged 2.89(SD=2.23)(Table 4.1.9).
24. The obtained F value 4.91 showed that there existed a significant difference between the means of subgroup levels of geo-graphical region for admission-selection subscale. As significance value Sig. .001 is also smaller than the p value. There existed a significant difference between the respondents of five levels of geo-graphical region for the Admission selection problem area, F(4,124)=4.91. On three point scale with two being likely to face major

problems and zero(0) being facing no problem with the respective problem area group belonging Africa scored mean value of 10.10, Europe, Middle East,Asia, and China.

25. The obtained F value 5.418 showed that there existed a significant difference between the means of subgroup levels of geo-graphical region for living-dining subscale. As significance value Sig. 0.00 is also smaller than the p value. There existed a significant difference between the respondents different geo-graphical region for the living-dining problem area, F(4,124)= 2.302.On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area group belonging Africa scored mean value of 9.08, Europe, Middle East, Asia, and China.
26. The obtained F value 4.007 showed that there existed a significant difference between the means of subgroup levels of geo-graphical region for health services subscale. As significance value Sig. 0.004 is also smaller than the p value. There existed a significant difference between the respondents different geo-graphical region for the health services problem area, F(4,124)= 4.007.On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area group belonging to Middle East scored mean value of 8.41, followed by Europe, Asia, China and Africa(Table 4.2.6).
27. The obtained F value 5.418 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.049 is also smaller than the p value. There existed a significant difference between the

respondents of different geo-graphical region for the placement services problem area, F (4,124)= 2.463 (Table 4.2.11).

28. The obtained F value 8.42 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.004 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Orientation Services problem area, F(127)= 8.428. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area, group living for less than 12 months scored 5.90 mean value showing greater concern for orientation services subscale(Table 4.3.2).
29. The obtained F value 16.1 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig..000 is also smaller than the p value. There existed a significant difference between the respondents of two age levels for the social personal problem area, F =16.1. On three point scale with two being likely to face major problems and zero(0) being facing no problem with the respective problem area, group living for less than 12 months scored 7.41 mean value showing greater concern for social-personal services subscale(Table 4.3.4).
30. The obtained F value 10.92 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 001 is also smaller than the p value. There existed a significant difference between the respondents with different duration of stay for the health services problem area, F =10.928(Table 4.3.6).

31. The obtained F value 5.049 that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.026 is also smaller than the p value. There existed a significant difference between the respondents with different duration of stay for the financial aids problem area, F =5.049(Table 4.3.10).
32. The obtained F value 4.671 showed that there existed a significant difference between the means of subgroup levels for the respondents with type of residence for admission-selection subscale (Table 4.4.1).
33. The obtained F value 16.10 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.00 is also smaller than the p value. There existed a significant difference between the respondents of on-campus housing and off-campus housing for the Social-personal problem area, F= 16.10(Table 4.4.4.4).
34. The obtained F value 10.515showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.004 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Orientation Services problem area, F= 10.515. Group living off-campus housing scored 5.58 mean value showing greater concern for student services subscale (Table 4.4.4.9).
35. The obtained F value 7.629 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.007 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the financial aids problem area,

F(127)= 7.629. Group living off-campus housing scored 7.33 mean value showing greater concern for financial aids subscale (Table 4.4.4.10).

36. The obtained F value 5.733 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.018 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the admission-selection problem area, F(127)= 5.733. Group with private or family support showed a mean value 8.83 of showing greater concern for admission-selection subscale(Table 4.4.5.1).
37. The obtained F value 4.966 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.028 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the academic records problem area, F(127)= 4.966. Group having governmental financial support showed a greater concern for academic records subscale with mean value 7.00(Table 4.4.5.3).
38. The obtained F value 6.680 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.011 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the social-personal problem area, F(127)= 6.680. Group having public financial support showed a mean value of 9.00 for social-personal problem area(Table 4.4.5.4).
39. The obtained F value 22.57 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the

respondents of different duration of stay for the admission-selection problem area, F(127)= 22.57. Group with level 6 English Language proficiency showed greater concerns for admission-selection subscale with mean value of 11.44(Table 4.4.6.1).

40. The obtained F value 15.542 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Orientation Services problem area, F(127)= 15.542. Group with level 6 English Language proficiency showed greater concerns for admission-selection subscale with mean value of 7.08(Table 4.4.6.2).
41. The obtained F value 15.542 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Orientation Services problem area, F(127)= 15.542(Table 4.4.6.3).
42. The obtained F value 12.316 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the Living dining problem area, F(127)= 12.316(Table 4.4.6.5).
43. The obtained F value 3.showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.037 is also

smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the health services Personal problem area, F(2,126)= 3.383(Table 4.4.6.6).

44. The obtained F value 5.377 is larger than this so there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.006 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the religious services problem area, F(127)= 5.377(Table 4.4.6.7).

45. The obtained F value 6.490 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.002 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the English Language problem area, F (2,126) = 6.490(Table 4.4.6.8).

46. The obtained F value 12.193 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.000 is also smaller than the p value. There existed a significant difference between the respondents of different duration of stay for the placement services problem area, F (2,126)= 12.193(Table 4.4.6.11).

47. The obtained F value 6.612 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.00 is also smaller than the p value. There existed a significant difference between the respondents with different goals after completion of degree for the Orientation Services problem area, F(3,125)= 6.612 (Table 4.4.7.2).

48. The obtained F value 7.223 showed that there existed a significant difference between the means of subgroup levels. As significance value Sig. 0.00 was also smaller than the p value. There existed a significant difference between the respondents of different goals after completion of degree for the social-personal problem area, F(3,125)= 7.223(Table 4.4.7.4).

5.3. Discussion:

This study was conducted to determine and analyze the adjustment problems being experienced by foreign students while their stay at International Islamic University Islamabad. Data was collected from the foreign female students enrolled during the academic year 2012-2013 at International Islamic University Islamabad. A questionnaire was used to collect the responses consisting of two parts; part I constructed by researcher herself to collect the personal information of the respondents, Part II was adapted from internet consisting of Michigan International Student Problem Inventory which had been in use for last 40 years to study the problems of foreign students internationally. It was lastly modified in 2002.The current study revealed the potential problem areas of foreign students while their study at IIUI. The mean and standard deviation values showed significant differences in responses of respondents with different demographic characteristics. ANOVA values showed that significant differences existed between respondents of with different demographic characteristics within each subscale individually. They were mostly concerned with problems of English Language problem area. This was followed by Living-Dining, Admission-Selection, Social-Personal, Health Services, Academic Records, Placement Services, Financial Aid, Student Activities, Orientation Services and Religious Services in that

order. Majority of them were concerned with limited English vocabulary, understanding Pakistani accent, the weather, taste of food in on-campus housing, loneliness, homesickness, making friends, grades, writing or typing term papers, and getting admitted to colleges or universities in Pakistan.

This was found by the current study that foreign students faced a considerable amount of adjustment problems while studying at an International University. This result was supported by Sonari (1993). His study revealed the nature and extent of the problems experienced by international students enrolled in an English language program. He found out that significant differences existed between subgroups based on the variables of age, gender, geographical region, length of stay in the United States, place of residence, major source of financial support, level of English proficiency, degree of satisfaction and primary goal among foreign students in English Language program.

Another study done by Panadian (2008) on cultural issues faced by Asian students in Malaysian University; Multiculturalism in higher education: A case study of middle Eastern students' perceptions and experiences in a Malaysian university. The findings of this study revealed perceptions of foreign students on the larger community which involved notions of perceived discrimination, prejudice, tolerance and stereo- typing.

In addition, a study was done by Yaesmeen(2008) on cultural gap and psychological adjustment at IIUM: a study of Bangladeshi students. Students studying in International Islamic University Malaysia (IIUM) were experiencing a cultural gap manifested in the themes of homesickness, food problem, financial problem, and language problems.

Among the methods used by the foreign students to adjust to the gap include looking at the positive aspects of the local culture and involving co-curricular activities.

The findings of current study were consistent with those of previous studies from other parts of the world. The uniqueness and significance of this study lied in the fact that it was the first study in Pakistan at International Islamic University Islamabad that studied the experience of foreign students in an Asian Muslim country covering 11 potential problem areas including admission-selection, orientation services, academic records, social-personal, living-dining, health services, religious services, English language, student services, financial aid and placement services.

5.4. Conclusions:

The following conclusions were based on the findings of the study. Since the study only involved the foreign students at IIUI, it may be generalized to students in lower levels with caution.

1. Foreign students enrolled at IIUI, were mostly concerned with problems of English Language. This was followed by Living-Dining, Admission-Selection, Social-Personal, Health Services, Academic Records, Placement Services, Financial Aid, Student Activities, Orientation Services and Religious Services in that order. Majority of them were concerned with limited English vocabulary, understanding Pakistani accent, the weather, taste of food in on-campus housing, loneliness, homesickness, making friends, grades, writing or typing term papers, and continuation of admission toother colleges or universities in Pakistan. In the light of the above findings it wasspeculated that foreign

students shared si milar problems but the d egree of difficulty differed among them depending on their cultural and educational backgrounds.

2. Certain subgroups of personal background characteristics were significantly different when tested on individual subscales. This revealed that variables that were not significant when tested under overall problems could be significant within a subscale.

3. Significant differences were found between older and younger foreign students, between foreign students with different length of stay and among studentsfromdifferent geographical regions. Age and geographical region had a bearing on the problems experienced by foreign students.

4. The majority of the respondents were older than average, living on-campus housing, from Asia, had been in Pakistan for less than one year with English proficiency of level 5, supported by private funds, and had plans of returning to their homes after completion of the degree.

5. Majority of respondents were concerned about admission-selection process because of differences in Pakistan and home education system. They were concerned about value of studying in Pakistan.

6. Significant differences were found between older and younger foreign students for orientation services, student activities and English Language subscale.

7. Significant differences were found between respondents from different geographical region for admission-selection, health services, living-dining and placement services problem areas.

8. Significant differences were found between respondents with different length of stay for orientation services, social-personal, health services and financial aid subscale.

9. Significant differences were found between respondents with different type of residence for admission-selection, social-personal, student services and financial aid subscales.

10. Significant differences were found between respondents with different source of income for academic records and social-personal subscale.

11. Significant differences were found between respondents with different level of English language proficiency for admission-selection, orientation services, academic records, living-dining, health services, religious services, placement services and English Language problem area.

12. Significant differences were found between respondents with different goals after completion of degree for orientation services and social-personal problem areas.

5.5 Recommendations:

The following recommendations were based on the results of the study:

1. The findings indicated that respondents were mostly concerned with problems in English Language such as limited vocabulary, understanding Pakistani accent, pronunciation, speaking English and writing English. These problems were concerned with interpersonal communication and academic success. This fact called for university to made it compulsory for every foreign students to pass an English Language test to practice their Englishlanguage before leaving their home country. In addition students

may be introduced to local families with the help of a "host family program." Organized discussions involving topics of mutual interest to foreign students and local students may be undertaken. Foreign students may also be provided with opportunities to present programs about their country or some aspect of it to local audiences.

2. The study showed that some students were concerned about lack of invitations to visit in Pakistani homes. The students' affair department of university may serve as a resource by providing lists of local volunteer organizations and homes interested in international students' friendship.

3. The findings of the study indicated that a large number of respondents felt lonely, homesick and had problems making friends. Social and personal problems can compound the adaptive process of international students. The Overseas Students' Department may provide opportunities for the students to interact with students from their home countries and locals through international coffees, international talent shows, international film nights, cultural exhibitions, sports and games, banquets, and picnics. The various student unions and cultural centers may be useful resources and networks to provide emotional support and solidarity to the students. Foreign students can break the monotony of university life by volunteering free time to humanitarian organizations. In this way they can contribute to causes that they believe in and at the same time meet people of same mind and inclination.

4. The study showed that respondents were concerned about part-time jobs. Foreign Students' Department may serve as a resource by keeping a file of current job openings

on campus. University may induce a placement office within campus which can highlight the vaccancies being vaccant within the university for foreign students.

5. Lack of opportunities to meet more Pakistani students was a concern to a large number of respondents. Aget-together for foreign students as well as for local students, games and sports, picnics, volunteer opportunities and the involvement of the local community may help in bringing Pakistani and foreign students together.

6. The study showed that a greater number of respondents sought fellow students from their homeland for help. The Students' Affair Departmental office may introduce a mentoring program involving "seasoned" international students and new students. So that the older ones can help and guide the new comers in facing and dealing with adjustment problems.

7. Admission-Selection was the third problem area of concern to respondents. The Office of the English Language Programs may provide students with resources on admissions to other language workshps and seminars being held in the university such as catalogs and presentations on admissions and how to go about it.

8. On-campus living foreign students indicated the residential and living-dining problems while residing at univeristy hostels.These problems may be resolved by introducing orientation sessions of univeristy hostels for foreign students alongwith the oreintation meetings of university at the start of every semester.

5.6 Suggestions for Further Research:

1. A comparative study may be done between international students enrolled in degree programs and international students enrolled in English Language Programs to identify differences or similarities in their problems.

2. A more comprehensive study involving a representative sample of students enrolled in intensive English language programs in Pakistan may be undertaken to give it a national flavour.

3. Because of language difficulties only students at intermediate and advanced levels of English proficiency were used in the study. A more comprehensive study may be done to include students at basic levels to determine differences between the levels.

4. Due to accessibility issues, only female foreign students were included in the study. During the research, it was found that a good number of males foreign students were also visiting the male campus of University. A more comprehensive study may be done including them also.

5. Similar research to this study could be done using a population in several universities, which could potentially give results that are more generalizable and more applicable to other universities.

6. Future studies could also include qualitative methods for additional understanding and depth. Focus groups and case studies could be helpful in revealing more information.

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41. Feel unprepared for academic demands in IIUI

42. Concerned about grades

IV. Social-Personal

25. feeling inferior to others

26. Trying to make friends

43. Homesickness

44. Feeling superior to others

63. Not feeling at ease in public

64. Attitude of some local people to skin color

V. Living-Dining

8. Taste of food in Pakistan

9. Problems regarding housing

27. Not being able to room with local student

45. Bathroom facilities cause problems

46. Distances to classes from residence

47. Relationship with roommate

65. Changes in weather conditions

VI. Health Services

10. Poor eye sight

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34. Immigration work restrictions

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95. Unexpected financial needs

57. Costs of buying an automobile

72. Finding well-paying jobs

XI. Placement Services

16. Insufficient help from placement office

19. Finding a job upon returning home

20. Trying to extend stay in Pakistan

32. Not enough time in Pakistan for study

33. Staying in Pakistan and getting a job

36. Changes in home government

37. Desire enrolling at another college

58. Desire not to return to home country

59. Pakistan education not what was expected

Appendix C

CONSENT TO PARTICIPATE IN A SURVEY STUDY

Name of Student _____

This is to give my consent to participate in a survey study by Humaira Jabeen for her dissertation towards the fulfillment of the requirements of a MS degree at International Islamic University Islamabad. I understand that my participation is completely voluntary and that if I agree to participate in the study, I will complete and return my questionnaire.

I give my consent on the condition that:

1. My identity will not be revealed.
2. My information will be treated with utmost confidentiality.
3. The questionnaire will be destroyed after the study is completed.
4. My information will be used solely for the purpose of the study.
5. I can withdraw my consent or discontinue participation at any time.
6. The researcher will answer any questions I have about the study.

On the basis of the above conditions, I agree to participate in this study.

_____

Humaira Jabeen Date

_____

Participant's Signature Date

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Appendix A

PERSONAL BACKGROUND INFORMATION AND THE MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

SECTION A

PERSONAL BACKGROUND INFORMATION

Direction: Please answer each question by placing an "X" in the appropriate space.

1. **Age**

☐21 years or less ☐ 22-29 years ☐30 years and over

2. **Gender**

☐Female ☐ Male

3. **Your geographical region**

☐ Africa ☐ Asia ☐ Europe ☐ Latin America ☐ Middle East

4. **How long have you been in the Pakistan?**

☐ Less than 12 months ☐ 1 year or more

5. **Where do you live?**

☐ On-campus housing ☐ Off-campus housing

6. **What is your main source of your financial support?**

☐ Private (Family or personal support)

☐ Public (Government, organization or foundation)

7. **What is your level of English proficiency?**

☐level 4 ☐ Level 5 ☐ Level 6

9. **What is your goal after completion of the program?**

☐ Enroll in IIU or another college in the Pakistan

☐ Return home

☐Live in the Pakistan

SECTION B

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

(Modified)

Direction: This is a checklist of problems commonly faced by foreign students while studying in the International Universities. Please read each item carefully, pause at each statement, and if it represents a major problem you (personally) might encounter, circle 2 to the right of the statement. If the statement represents a minor problem you (personally) might encounter, circle 1, and if the statement does not represent a problem you (personally) might encounter or does not apply to you, circle 0 to the right of the statement.

After completing the checklist please answer the question that follows.

Sr. No.	Statements			
1	Evaluation of my former school credentials	0	1	2
2	Concern about value of studying in Pakistan	0	1	2
3	Choosing courses	0	1	2
4	Treatment received at orientation meetings questions	0	1	2
5	Concept of being a "foreign student"	0	1	2
6	Frequent examinations	0	1	2
7	Compulsory class attendance	0	1	2
8	Taste of food in Pakistan	0	1	2
9	Problems regarding housing	0	1	2

10	Poor eye sight	0	1	2
11	Recurrent headaches	0	1	2
12	Religious practices in IIUI	0	1	2
13	Giving oral reports in class	0	1	2
14	Speaking English	0	1	2
15	Ability to write English	0	1	2
16	Insufficient help from placement office	0	1	2
17	Lack of money to meet expenses	0	1	2
18	Not receiving enough money from home	0	1	2
19	Finding a job upon returning home	0	1	2
20	Trying to extend stay in Pakistan	0	1	2
21	Finding jobs that pay well	0	1	2
22	Registration for classes each term	0	1	2
23	Getting admitted to IIUI	0	1	2
24	Insufficient advise from academic adviser	0	1	2
25	Feeling inferior to others	0	1	2
26	Trying to make friends	0	1	2
27	Not being able to roam with a local student	0	1	2
28	Finding adequate health services	0	1	2
29	Nervousness	0	1	2
30	Variety of religious groups in Pakistan	0	1	2
31	Understanding lectures in English	0	1	2
32	Reading textbooks written in English	0	1	2

33	Staying in Pakistan and getting a job	0	1	2
34	Immigration work restrictions	0	1	2
35	Wonder if Pakistan education useful for job at home	0	1	2
36	Changes in home government	0	1	2
37	Desire to not return to home country	0	1	2
38	Understanding university catalogs	0	1	2
39	Immigration regulations	0	1	2
40	Campus size	0	1	2
41	Feeling unprepared for academic demands at IIUI	0	1	2
42	Concern about grades	0	1	2
43	Homesickness	0	1	2
44	Feeling superior to others	0	1	2
45	Bathroom facilities cause problems	0	1	2
46	Distances to classes from residence	0	1	2
47	Relationship with roommate	0	1	2
48	Need more time to rest	0	1	2
49	Concern about my mental health	0	1	2
50	Spiritual versus materialistic values	0	1	2
51	Understanding local student's "slang"	0	1	2
52	My limited English vocabulary	0	1	2
53	My pronunciation not understood	0	1	2
54	Activities of international houses	0	1	2
55	Problems when shopping in the local market	0	1	2

56	Finding part-time work	0	1	2
57	Unexpected financial needs	0	1	2
58	Desire enrolling at another university	0	1	2
59	Pakistani education not what was expected	0	1	2
60	Differences in Pakistan and home education system	0	1	2
61	College orientation program insufficient	0	1	2
62	Attitude of some students toward "foreign students"	0	1	2
63	Not feeling at ease in public	0	1	2
64	Attitudes of some local people to skin color	0	1	2
65	Changes in weather conditions	0	1	2
66	Service received at health center	0	1	2
67	Health suffering due to academic pace	0	1	2
68	Having a non-English speaking roommate	0	1	2
69	Holding a conversation with local friends	0	1	2
70	Activities of foreign student organizations	0	1	2
71	Lack of opportunities to meet more local people	0	1	2
72	Finding employment between college terms	0	1	2

Please answer the following question.

To whom do you most frequently go for help in resolving problems, which have confronted you? For example, counselors, foreign student adviser, fellow students from your home country, faculty.Please list in order of preference.

1._____

2._____

3._____

Appendix B

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

ARRANGED BY SUBSCALES

I. Admission-Selection

1. Evaluation of my former school records

2. Concern about value of studying in Pakistan

3. Choosing courses

22. Registration for classes

23. Getting admitted to International Islamic University Islamabad

38. Understanding university catalogs

39. Immigration regulations

101. Difference in Pakistan and home education systems

II. Orientation Services

4. Treatment received at orientation meetings

5. Concept of being a "foreign student"

40. Campus size

61. University orientation program insufficient

62. Attitude of some students toward "foreign students"

III. Academic Records

6. Frequent college examinations

7. Compulsory class attendance

24. Insufficient advice from academic adviser

41. Feel unprepared for academic demands in IIUI

42. Concerned about grades

IV. Social-Personal

25. feeling inferior to others

26. Trying to make friends

43. Homesickness

44. Feeling superior to others

63. Not feeling at ease in public

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V. Living-Dining

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5. I can withdraw my consent or discontinue participation at any time.
6. The researcher will answer any questions I have about the study.

On the basis of the above conditions, I agree to participate in this study.

_____

Humaira Jabeen Date

_____

Participant's Signature Date