

Assessment and Impact of Personal characteristics on Cross cultural adjustment aspect among Under graduate students

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Abstract: Cross Culture adjustment basically refers to the extent to the which a person is capable of adjusting with multifarious challenging situations of the local region. Hence, the present study may encourage greater understanding and increase in conversations of cultural intelligence and adjustment as an integral leadership quality and competency for college students.

Totally two colleges from each of four segments of Bangalore focusing under graduation programme on random sampling basis as a representation. Descriptive survey method of research used for the study. Finally, 50 each from 8 colleges accounting total sample as 400 under graduate students.

Data base covering of two components a) Eight characteristics on Socio-economic status of respondents. b) Cross cultural adjustment tool accountable with 68 statements on five point Likert scale, ranging from 1-5 scores from strongly disagree to strongly agree with three dimension, General adjustment, Interactional adjustment and Academic adjustment. The minimum score for the cross cultural adjustment as 68 and maximum score as 340. Statistical measures used are number, percent, mean and standard deviation. Under inferential statistical test applied are Chi-square test to measure the association between selected socio economic characteristics and Cross cultural adjustment and F-test for comparing means of different aspects of Cross cultural adjustment.

Majority of the respondents (46.0 %) found as 18 years of age, boys predominant (56.0 %), belongs to 1st year PUC and language background as English (90.0%) followed by Hindi (82.0 %). Further, second ordinal position with majority (48.0 %) and number of sibling being as one (40.0 %). Academic performance found as 61-72 marks noticed with 40.0 percent and higher respondents emerging from home (56.0 %) as residence. Regarding type of family majority (72.0 %) emerged from nuclear family background and income status with Rs.75,000-1,00,000 possess with 42.5 percent.

The result indicate that 56.0 percent of respondents possess with adequate cross cultural adjustment level as compared to remaining 44.0 percent respondents noticed with moderate cross cultural adjustment level. Regarding Interactional (70.0%) and Academic aspects (56.0%) showed adequate level as compared to general aspects (48.0%).

There exists significant difference between mean response on different aspects of cross-cultural adjustment scores among respondents ($F=3.06^*$, $p<0.05$). The Association between age group ($\chi^2 = 10.52^*$), gender ($\chi^2 = 14.18^*$) and class studying ($\chi^2 = 27.09^*$) on cross cultural adjustment level among under graduate students found to statistically significant ($p<0.05$).

INTRODUCTION

The prevailing trend of cross-cultural migration is consistent throughout nations, as students are crossing borders in pursuit of obtaining superior and cost-effective education. Studies have extensively demonstrated that individuals with high cultural intelligence are more adept at managing stress and effectively resolving issues that arise from international interactions.

Cross cultural intelligence is a complex talent that includes cultural knowledge, mindfulness, and a range of behavioural abilities. Cultural intelligence is the ability of an individual to effectively adjust and adapt to different cultural environments (Thomas and Inkson (2004).

Research has shown that students with higher levels of Cultural quotient exhibit better adjustment in multicultural environments, leading to improved academic and social outcomes (Sherman *et al.*, 2019). This interaction necessitates a seamless adjustment to diverse educational, social, and cultural norms, which can be a challenging process.

Cognitive cultural intelligence enables an individual to comprehend the interconnectedness between their native culture and the culture of the host country (Brislin et al., 2006). Motivational cultural intelligence is associated with an individual's internal intention and desire to acquire knowledge about a new culture, enabling them to adapt to an unfamiliar cultural environment.

An individual with motivational cultural intelligence directs their energy and endeavours towards acquiring knowledge about novel cultural norms (Deci and Ryan, 1985). Behavioural cultural intelligence is effective when engaging with individuals from diverse cultural and ethnic origins. This aspect of cultural intelligence is reflected in an individual's verbal and non-verbal communication abilities, as well as their behaviour (Ang and Van Dyne, 2008; Ang et al., 2007). Cross-cultural adjustment refers to the gradual process by which an individual engages with and acclimates to an unfamiliar setting. While previous research has provided insights into how personality affects cross-cultural adjustment, the emphasis on fixed personality traits overlooks the possible dynamic changes in personality that occur during the process of adapting to a different culture (Liu *et al.*, 2015). This aspect includes recognizing how various elements of learning interact to shape learning patterns (Abdelrahman *et al.*, 2020). The new cultural and academic environment can impact both their mental well-being as well as their academic achievement (Duru and Poyrazli, 2011; Gómez et al., 2014) and satisfaction (Merola et al., 2019).

In view of the present current trend of students and faculty frequently relocating to different countries and worldwide institutions for educational and personal growth, it is imperative to thoroughly examine the various learning methods employed by undergraduate students in different fields and settings. The present study was conducted on Cross-Cultural Adjustments among under graduate Students in Bangalore.

METHODOLOGY

- 1) Research Study area: Consists of Bangalore district situated in Karnataka state. The geographically region divided into four segments, Bangalore north, Bangalore south, Bangalore East and Anekal.
- 2) Sample location: Totally two colleges from each segments focusing under graduation programme

on random sampling basis as a representation. Survey method of descriptive research used for the present study.

- 3) Sample size: From the identified eight colleges 50 students each accounting total study sample comprising of 400 students.
- 4) Data base and Description: Based on the thorough review of literature, questionnaire prepared covering
 - i) Socio-economic status: It is comprising of variables age, gender, class, language known, ordinal position, siblings, academic performance, place of residence, type of family and family income.
 - ii) Cross cultural adjustment tool: The component basically refers to the extent to the which any person is capable of adjusting with multifarious challenging situations of the local region. It is accountable with 68 statements. It has got three dimension, General adjustment (17 statements), Interactional adjustment (18 statements) and Academic adjustment (33 statements).

Each statement rated on a 5-point Likert scale, ranging from 1-5 scores i.e., strongly disagree (score-1), disagree (score-2), undecided (score-3), agree (score-4) and strongly agree (score-5). The minimum and maximum score for the cross cultural adjustment is 68-340.

- a) General adjustment: Adjustment in general environment like climatic conditions, health related issues and food pattern etc.
- b) Interactional adjustments: Talks about Interacting with people in academic activities, interacting with people in non-academic's activities and Interpersonal relationships, social gatherings.
- c) Academic adjustment: Students are from different culture they have their own standards, and learning ways in new setting, in emotional and social situations. Students cross culture adjustments in the local region plays vital role in the academic performance.
- b) Applied Statistical tools and techniques
 - a) Descriptive statistics: Number, Percentage, Mean and Standard deviation computed for the basic information of data
 - b) Inferential statistics: Statistical F-test for comparing means of different aspects of Cross cultural adjustment. Further, Chi-square test to measure the association between selected socio

economic characteristics and Cross cultural adjustment.

RESULTS

Section-1 : Background Information

TABLE – 1 Classification of Respondents by Age group and Gender

N=400

Characteristics	Category	Respondents	
		Number	Percent
Age group	18 years	184	46.0
	19 years	136	34.0
	20 years	80	20.0
Gender	Boys	224	56.0
	Girls	176	44.0
Total		400	100.0

Table-1 depicts the classification of respondents by age group and Gender. The result indicates that higher respondents (46.0 %) found in the age group of 18 years followed by 19 years (34.0 %) and 20 years of age group (20.0 %).

Further, regarding gender it is evident that boys found on majority (56.0%) as compared to representation of girls (44.0%).

TABLE – 2 Classification of Respondents by Class studying and Language known

N=400

Characteristics	Category	Respondents	
		Number	Percent
Class studying (PUC)	1 st year	222	55.5
	2 nd year	178	44.5
Language known @	Kannada	100	25.0
	English	360	90.0
	Hindi	328	82.0
	Others	144	36.0

@ Multiple Response

Classification of respondents by class studying and language known indicated in Table-2. It is seen that majority of respondents noticed (55.5%) studying in 1st year PUC as against remaining 44.5 percent studying in 2nd year PUC (Figure-1).

Regarding languages known it is seen from the results that majority (90.0%) with English followed by Hindi (82.0%), followed by other (36.0%) and Kannada language (25.0%).

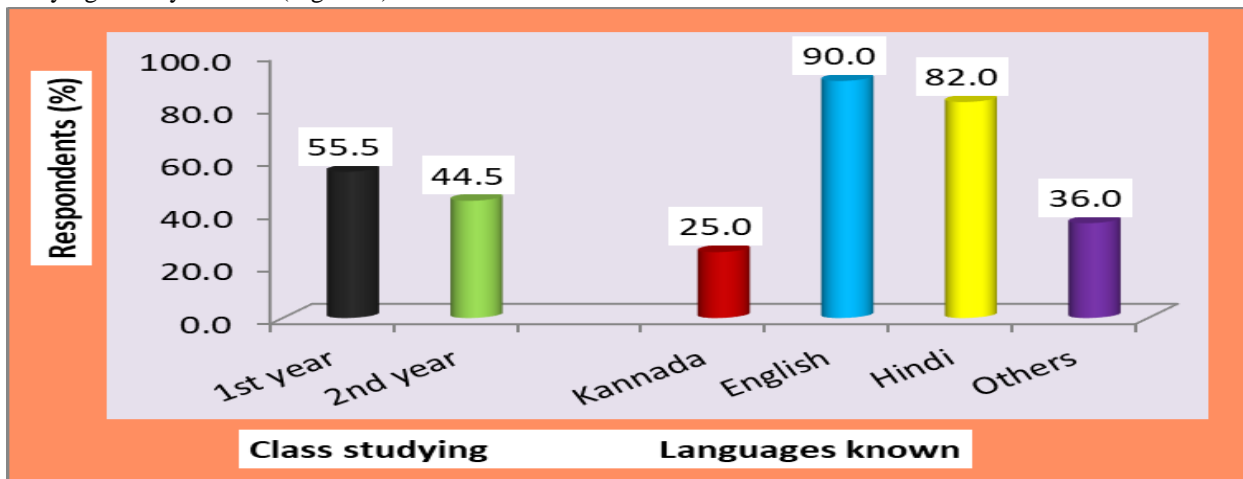


Figure . 1 : Respondents by Class studying and Language known

TABLE – 3 Classification of Respondents by Ordinal position and Number of Siblings

N=400

Characteristics	Category	Respondents	
		Number	Percent
Ordinal position	First	160	40.0
	Second	192	48.0
	Third	48	12.0
Number of Siblings	No	88	22.0
	One	160	40.0
	Two	104	26.0
	Three	48	12.0
Total		400	100.0

Table-3 and Figure-2 depicts the classification of respondents by ordinal position and number of siblings. It is seen from the data that higher respondent noticed as second ordinal position (48.0%) followed by first ordinal position (40.0%) and third (12.0%).

Result on number of siblings shows that higher response (40.0%) showed with one siblings followed by two siblings (26.0%) and no siblings (22.0%).

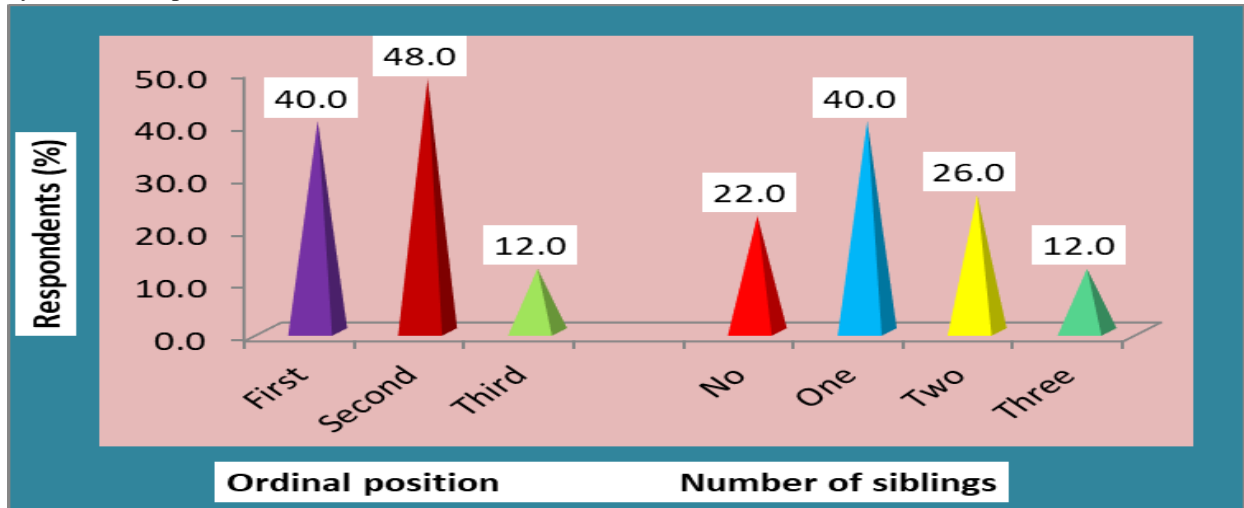


Figure. 2: Respondents by Ordinal position and Number of Siblings

TABLE – 4 Academic performance, Place of residence and Mode of Transport

N=400

Characteristics	Category	Respondents	
		Number	Percent
Previous academic performance (%)	61-72	160	40.0
	73-80	152	38.0
	81+	88	22.0
Place of residence	Home	224	56.0
	Hostel	176	44.0
Total		400	100.0

Classification of respondents by academic performance, place of residence and mode of transport indicated in Table-4. The respondents with academic performance noticed with 61-72 % found with 40.0 respondents followed by 38.0 percent with 73-80 percent and 81+ (22.0%).

Regarding place of residence majority of respondents (56.0%) residing in home compared to hostel (44.0%). Guzel (2016) undertook a comparative analysis relating to acculturation and acculturative stress among domestic and international students. The outcome, as expected, was that international students

face more acculturative stress than the domestic students of the USA.

TABLE – 5 Classification of Respondents by Type of Family and Family income

N=400

Characteristics	Category	Respondents	
		Number	Percent
Type of Family	Nuclear	288	72.0
	Joint	112	28.0
Family income/month	< Rs.75,000	102	25.5
	Rs.75,000-1,00,000	170	42.5
	>Rs.1,00,000	128	32.0
Total		400	100.0

Table-5 and Figure-3 established on classification of respondents by type of family and family income. Respondents from nuclear family noticed with 72.0 percent as compared to remaining 28.0 percent emerged from joint family background.

Respondents with 42.5 percent found with family income of Rs.75,000-1,00,000 per month followed by 32.0 percent with income more than Rs.1,00,000 and 25.5 percent of the respondents noticed with income of less than Rs.75,000 per month.

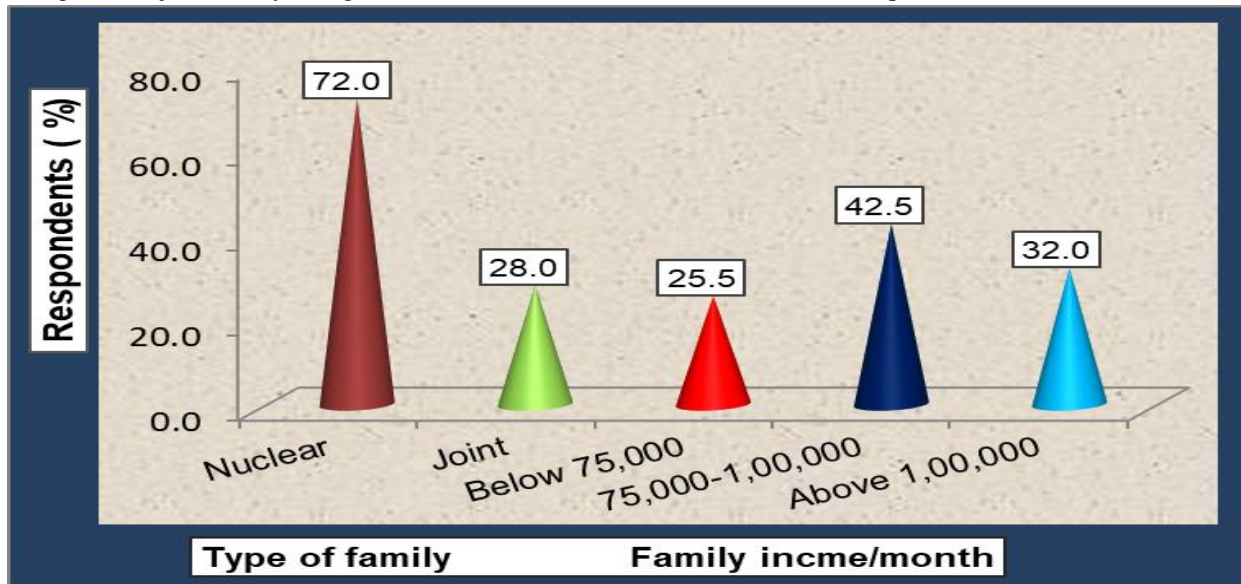


Figure . 6: Respondents by Type of Family and Family income.

Section – 2 : Overall and Aspect wise Cross Cultural adjustment level among students

TABLE -6 Respondents on Overall Cross Cultural adjustment level

Cross cultural adjustment Level	Category	Respondents	
		Number	Percent
Inadequate	≤ 50 % Score	0	0.0
Moderate	51-75 % Score	176	44.0
Adequate	> 75 % Score	224	56.0
Total		400	100.0

Response on overall cross cultural adjustment level among students indicated in Table-6. The result indicate that 56.0 percent of respondents possess with adequate cross cultural adjustment level as compared

to remaining 44.0 percent respondents noticed with moderate cross cultural adjustment level. It is interesting to note that none of the respondents noticed with inadequate cross cultural adjustment level.

TABLE – 7Aspect wise Respondent on Cross Cultural adjustment level

No.	Cross Cultural adjustment Aspects	Category	Respondents		χ^2 Test
			Number	Percent	
I	General	Moderate	208	52.0	40.72**
		Adequate	192	48.0	
II	Interactional	Moderate	120	30.0	
		Adequate	280	70.0	
III	Academic	Moderate	176	44.0	
		Adequate	224	56.0	
Aspect wise Total			400	100.0	

** Significant at 1% level, $\chi^2 (0.05, 2df) = 5.991$

Table-7 indicates aspect wise respondent on cross cultural adjustment level among students. The findings show that 52.0 percent of respondents showed moderate cross cultural adjustment level as compared to remaining 48.0 percent specify adequate level regarding general aspect.

Majority (70.0 %) of the respondents noticed with adequate level followed by 30.0 percent showed moderate on the aspect of interactional level of respondents.

With respect to academic aspect higher respondents (56.0 %) showed adequate level as compared to 44.0 percent indicate moderate academic level.

Further, the difference in respondents measured levels of three different aspects of cross cultural adjustment found to be statistically significant ($\chi^2 = 40.72^*$, $p < 0.01$).

Alexandra (2022) conducted a study on students' reflection of Cross-cultural experiences finds students developing by removing barriers, supporting this student group and developing meaningful study experiences. Students experience a range of behaviors and emotions when reacting to unfamiliar or uncertain cultural experiences.

TABLE -8Response on Aspect wise Mean scores on Cross Cultural adjustment

N=400

No.	Aspects	Statement s	Max. Score	Scores			
				Mean	SD	Mean(%)	SD(%)
I	General	17	85	61.80	8.86	72.7	10.4
II	Interactional	18	90	69.40	9.96	77.1	11.1
III	Academic	33	165	123.80	18.97	75.0	11.5
	Combined	68	340	255.00	33.41	75.0	9.8
F-Test				3.06*			

* Significant at 5% level,

Response on aspect wise mean cross cultural adjustment scores among students are established in Table-8 and Figure- 4. Mean response of 72.7 percent observed on general aspect as compared to 77.1 percent response on interactional aspect. Academic aspect specifies mean response of 75.0 percent. However, the over mean Cross cultural adjustment scores found to be 75.0 percent.

The mean response scores of three aspects of cross cultural adjustment subjected for statistical test. The

result indicates that there exists significant difference between mean response on different aspects of cross cultural adjustment scores ($F=3.06^*$, $p < 0.05$).

Paula (2000) reviewed that interactions with local people help them on greater cross culture adjustment, greater contacts, and when an individual possess the personality trait of openness, and sociability was also related to cross culture adjustment.

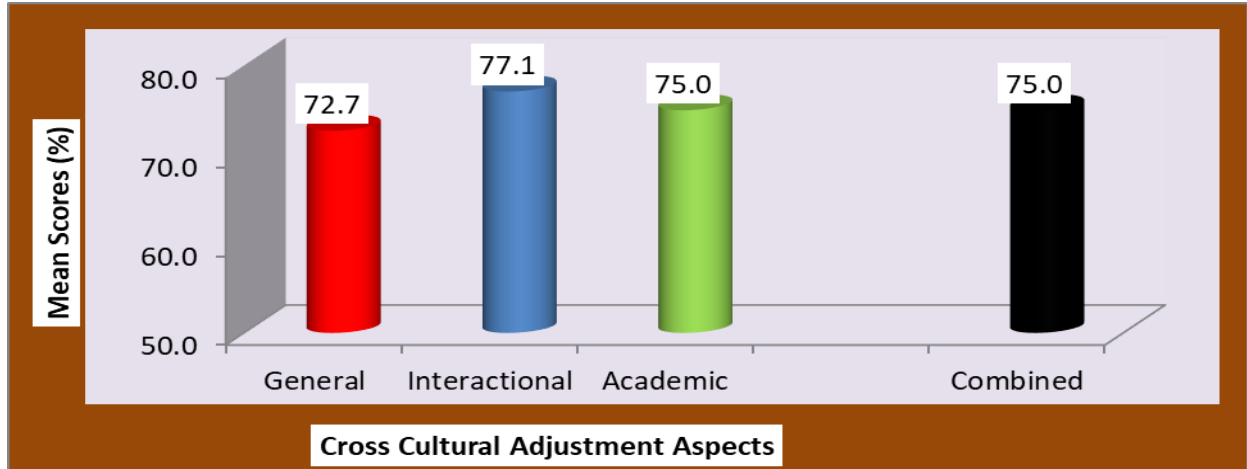


Figure . 4 : Response on Aspect wise Mean scores on Cross Cultural adjustment among students

Section – 3 : Association between Personal characteristics and Cross Cultural adjustment Level

TABLE – 9 Association between Age, Gender and Class studying on Cross Cultural Adjustment Level among students N=400

Demographic Variables	Category	Sample	Cross Cultural adjustment Level				χ^2 Value	P Value
			Moderate		Adequate			
			N	%	N	%		
Age group	18 yrs	184	72	39.1	112	60.9	10.52*	P<0.05 (5.991)
	19 yrs	136	56	41.2	80	58.8		
	20 yrs	80	48	60.0	32	40.0		
Gender	Boys	224	80	35.7	144	64.3	14.18*	P<0.05 (3.841)
	Girls	176	96	54.5	80	45.5		
Class studying	1 st year	222	72	32.4	150	67.6	27.09*	P<0.05 (3.841)
	2 nd year	178	104	58.4	74	41.6		
Combined		400	176	44.0	224	56.0		

* Significant at 5% Level,

Note : Figures in the parenthesis indicate Table value

The association between age, gender and class studying on cross cultural adjustment level among under graduate students depicted in Table-9.

It is evident from the result that 60.9 percent of respondents with 18 years possess with adequate cross cultural adjustment level as compared to 19 years (58.8 %) and 20 years (40.0 %). Cavanaugh (2007) study stated that age, opportunity, and experience help individuals to develop ability to act effectively in various situations, including cross-cultural situations. Regarding gender 64.3 percent of boys found with adequate cross cultural adjustment level as compared to girls (45.5 %).

Ngonyama (2020) cross-cultural adjustment experiences of academic expatriates in some South African universities: Academic expatriates experience general and interaction adjustment challenges associated with the use of local languages and understanding of local culture, nevertheless female

expatriates were found to be better adjusted in interaction and general adjustment as compared to the male counterparts.

With respect to class studying, students of 67.6 percent with 1st year noticed with higher adequate cross cultural adjustment level as compared to students of studying in 2nd year under graduate (41.6 %).

Further, the Association between age group ($\chi^2 = 10.52^*$), gender ($\chi^2 = 14.18^*$) and class studying ($\chi^2 = 27.09^*$) on cross cultural adjustment level among students found to statistically significant ($p < 0.05$).

CONCLUSION

The research study emphasizes that the cross cultural adjustment need to attended on priority basis. Step need to be taken by well-coordinated with planned effort by the concerned authorities for improvement and enhancing the cultural intelligence of the students admitted in their institutions in order to ensure better

academic achievement and adjustment to the cross cultural situations.

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