

Multiple regression model on factors that Contribute to the Adjustment and adaptation of International Students at HSTU Dinajpur Bangladesh

By

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Abstract: The significance of this study was to analyze levels of acculturative stress and socio-cultural adaptation among international students in HSTU. Attaining knowledge on the factors of acculturative stress and socio-cultural adaptation, can help in determining students' overall acculturation experiences, as well as provide insight on whether the university is providing a positive educational experience for these students and make improvements to the services and resources they provide. To develop the model, the acculturative stress as dependent variable of the respondents were entered into the regression equation with socio-cultural adaptation, motivation factors, academic adaptation and some socio demographic variable as dummy the results shows a significant correlation ($R=0.659$, Sig $F=0.000$) between acculturative stress and socio-cultural adaptation of the respondents. Meanwhile, about 43% ($R^2 =0.434$) of the total variation of these predictors scores are explained by acculturative stress scores. It also shows negative and significant relationship between acculturative stress and socio-cultural adaptation ($\beta= -0.470$, Sig. $t= 0.000$) and also academic adaptation has positive and significant relationship ($\beta=0.357$, Sig. $t=0.000$); this indicated that the person with moderately high acculturative stress show low level of socio-cultural adaptation and responses quick to the academic activities. Confirmed the null hypotheses, the Chi-square analyses are applied. From the analysis we found that result indicate that gender, marital status, financial support, place of living and country of origin were not significantly different between acculturative stress. Multicultural training workshops should be offered to university staffs such as the teaching staff as well as those who work at the international student office. This will help them to be more aware of the intercultural diversity of the students as well as the adjustment process experienced by international students.

Keywords: Adaptation, Multicultural, Socio-cultural adaptation.

1.0 Introduction

The advantage of the multiple regression analysis technique is its display of the combined effects of a set of independent variable as well as separate effects of the effects of a set of each independent variable controlling on others. Multiple regressions enable us to express the variations of acculturative stress scores which are explained by every independent variable considered in the study. Independent variables used in the multiple regression equation are as follows; acculturative stress, motivation factors, socio-cultural adaptation. Some of the variable are interval (e.g. acculturative scores, motivation factors scores and socio-cultural adaptation scores) are place in the regression equation directly, while others are nominal (e.g. Marital status are transformed into the dummy variables). The means, standard deviation cases and correlation matrixes of the variables are demonstrated in the table (4.9.1) below. To explain the variation on acculturative stress scores (dependent variable) based on socio-cultural adaptation, motivation factors, academic adaptation and some of socio demographic factors (independent variable), the data was submitted to multiple regression. This techniques enable us to explain; the correlation between dependent variable and entire set of independent variables multiple R; and the proportion of variance in the dependent variables associated with the variance in any of the independent variable beta 1, the significance level of F for multiple regression R, and T statistics, that is a measure of the distance of beta from zero in probability distribution.

2.0 Material and method

Data were collected through direct interview of the respondents using a pre-tested structured questionnaire. The respondents were international student in HSTU, and the purposive sampling method was used for the selection of respondents. All the male respondents are living in Dometry-2 (International Hall) while the female students are living in Fazilatun Nessa Mouzib Hall. To maintain information about basic socio-demographic variables, the first section of the questionnaire package requested the participants to report information about their age group, gender (male, female), marital status in terms (married, single, widow and divorce), current educational degree they were pursuing including bachelors, masters, and doctorate; major source of financial support including scholarship, parents and family, personal earning, loan, savings, were recorded from each respondent.

3.4 Study Variables and Assessment Tools

The following variables were assessed:

- i. Socio demographic variables
- ii. Facility available
- iii. Acculturative stress
- iv. Socio-cultural adaptation
- v. Academic adaptation

The assessment tools which were used to measure the study variables among international students of university include a socio-demographic questionnaire, acculturative stress scale and socio-cultural adaptation as well as academic adaptation. Pre-testing was carried out for the questionnaires before they were used in the main study. The estimated time to complete the whole questionnaire package was approximately 30 minutes.

Motivation Factors

The *Motivation Factors Scale* was modified for the present study to identify adequacy of the present services and resources provided by university in relation to international students' higher spirit of learning and culture, and to be rated on 5-point Likert-type scale (1 = *strongly agree*, 2 = *Agree*, 3 = *Neutral*, 4 = *Disagree*, 5 = *Strongly disagree*) that assesses the adequacy of academic environment.

Acculturative stress

The *Acculturative Stress Scale* was modified for the present study to be rated on 4-point Likert-type scale (1 = *All the time*, 2 = *Most of time*, 3 = *Sometime*, 4 = *Not at all*) that assesses stress problems. The scale comprised of subscales, including *Homesickness* (e.g., I feel sad leaving my relatives behind), and related question.

Socio-cultural Adaptation

The socio-cultural adaptation scale was designed to assess the extent to which students experience socio-cultural adjustment problems in terms of university academic life, contact with people, and daily life, using items with a 5-point Likert-type scale ranging from 1 = "*Very easy*" to 5 = "*Very difficult*." The scale measured one's behavioral-adaptation difficulty and cognitive-adaptation difficulty.

Academic Adaptation

The academic adaptation scale was designed to assess the extent to which students experience academic adjustment problems in terms of university academic assimilation and performances, using items with a 5-point Likert-type scale ranging from 1 = "*Strongly agree*" to 5 = "*Strongly disagree*." The scale measured one's academic adaptation difficulty and cognitive-adaptation difficulty. The questionnaire consisted of five sections, each addressing different aspects of acculturative stress and socio-cultural adaptation.

Software used for statistical analysis

The data in this study were analyzed by statistical package for social science (SPSS). SPSS 22.0 consists of many programs design for statistical data analysis and to display the result to perform; MS Excel for graphical representation and MS Word for word processing to complete the write-up. In the study both description statistics (frequency distribution) and inferential statistics (ie multiple regressions) are used for data analysis. Descriptive statistics are collection

of methods for classifying and summarizing numerical data. Inferential statistics are method for making inferences about the characteristics of population. In using inferential we look for bivariate relationship, properties of bivariate relationship including whether the relationship is positive or negative, strength of the relationship whether symmetrical or asymmetrical, and linear or curvilinear.

3.0 Result and Discussion

The means, standard deviation cases and correlation matrixes of the variables are demonstrated in the table (3.0.1) below. To explain the variation on acculturative stress scores (dependent variable) based on socio-cultural adaptation, motivation factors, academic adaptation and some of socio demographic factors (independent variable), the data was submitted to multiple regression. This techniques enable us to explain; the correlation between dependent variable and entire set of independent variables multiple R; and the proportion of variance in the dependent variables associated with the variance in any of the independent variable beta 1, the significance level of F for multiple regression R, and T statistics, that is a measure of the distance of beta from zero in probability distribution.

**Table 3.0.1: Mean Standard deviation and number of subjects of the variables D
 (Dummy variable).**

VARIABLES	MEANS	STD. DEV	CASES
Acculturative stress score	66.33	9.998	137
Motivation factors	32.4891	7.29032	137
Socio-cultural Adaptation Scores	69.91	15.121	137
Academic Adaptation	20.35	6.309	137
Gender:			
Male=D1	.82	.382	137
Female=D2	.18	.382	137
Level of degree:			
Bachelors(Honors)=D3	.72	.453	137
Masters-D4	.28	.453	137
Marital Status:			
Single=D5	.9124	.28374	137
Married=D6	.0803	.27274	137
Divorce=D7	.0073	.08544	137
Country of origin:			
Bhutan=D8	.0073	.08544	137
India=D9	.0073	.08544	137
Djibouti=D10	.0073	.08544	137
Nepal=D11	.7080	.45634	137
Nigeria=D12	.0365	.18821	137
Somalia=D13	.2336	.42466	137
Live most:			
Capital city=D14	.4307	.49699	137
City=D15	.3577	.48107	137
Rural area=D16	.2117	.41000	137
Visited Home Country:			
Never=D17	.2336	.42466	137
Only once=D18	.1241	.33089	137
Twice=D19	.2628	.44176	137
Three and above=D20	.3796	.48706	137

Table 3.0.2: Regression of acculturative stress on Socio-cultural adaptation and academic adaptation.

Multiple R	=0. 659 ^a	Standard Error	=8.044
R Square	=0. 434	F	=5.360
Adjusted R	=0.353	Sig F	=.000 ^b
Variable	Beta	t	Sig t
Socio-cultural Adaptation	-0.311	-5.331	.000
Academic Adaptation	0.565	0.357	.000

Table 3.0.3: Regression of Acculturative Stress on Socio-cultural Adaptation, Academic Adaptation, motivation and dummy variables.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	83.328	5.191		16.052	.000
	Motivation factors	-.193	.127	-.141	-1.527	.129
	Sociocultural Adaptation	-.311	.058	-.470	-5.331	.000
	Academic Adaptation	.565	.123	.357	4.577	.000
	Dummy Variable 2	3.402	1.926	.130	1.766	.080
	Dummy Variable 4	12.251	8.513	.555	1.439	.153
	Dummy Variable 6	-7.654	3.531	-.209	-2.168	.032
	Dummy Variable 7	-17.366	9.730	-.148	-1.785	.077
	Dummy Variable 8	1.061	8.336	.009	.127	.899
	Dummy Variable 9	-1.717	8.631	-.015	-.199	.843
	Dummy Variable 10	3.646	12.337	.031	.296	.768
	Dummy Variable 12	1.447	10.271	.027	.141	.888
	Dummy Variable 13	-6.115	9.370	-.260	-.653	.515
	Dummy Variable 15	-2.039	1.710	-.098	-1.192	.236
	Dummy Variable 16	-.406	1.964	-.017	-.207	.837
	Dummy Variable 17	-4.610	4.318	-.196	-1.068	.288
	Dummy Variable 18	-2.564	2.939	-.085	-.872	.385
	Dummy Variable 20	-.762	1.792	-.037	-.425	.672

The effect of acculturation stress on socio-cultural adaptation, motivation factors, academic adaptation and dummy variables.

The acculturative stress as dependent variable of the respondents were entered into the regression equation with socio-cultural adaptation, motivation factors, academic adaptation and some socio demographic variable as dummy the results shows a significant correlation which determined the ($R=0.659^a$, Sig $F=0.000$) between acculturative stress and socio-cultural adaptation of the respondents. Meanwhile, about 43% ($R^2 =0.434$) of the variation of these predictors scores are explained by acculturative stress scores. The beta also shows negative and significant relationship between acculturative stress and socio-cultural adaptation ($\beta = -0.311$, Sig. $t= 0.000$) and also academic adaptation with positive and significant relationship ($\beta=0.565$, Sig. $t=0.000$). This indicated that the person with moderately high acculturative stress shows low level of socio-cultural adaptation and responses quick to the academic activities. The results are presented above in Table (3.0.2). Table (3.0.3) represents all the analysis including the dummy variables that are not significantly associated despite the variability of the beta in some cases indicated negatively but some of the dummy variables are positively as shown clearly in the above table. The normal p-plot graph regression standardized residual of effect of acculturative stress scores on the variables are presented in the figure below.

Normal P-P Plot of Regression Standardized Residual

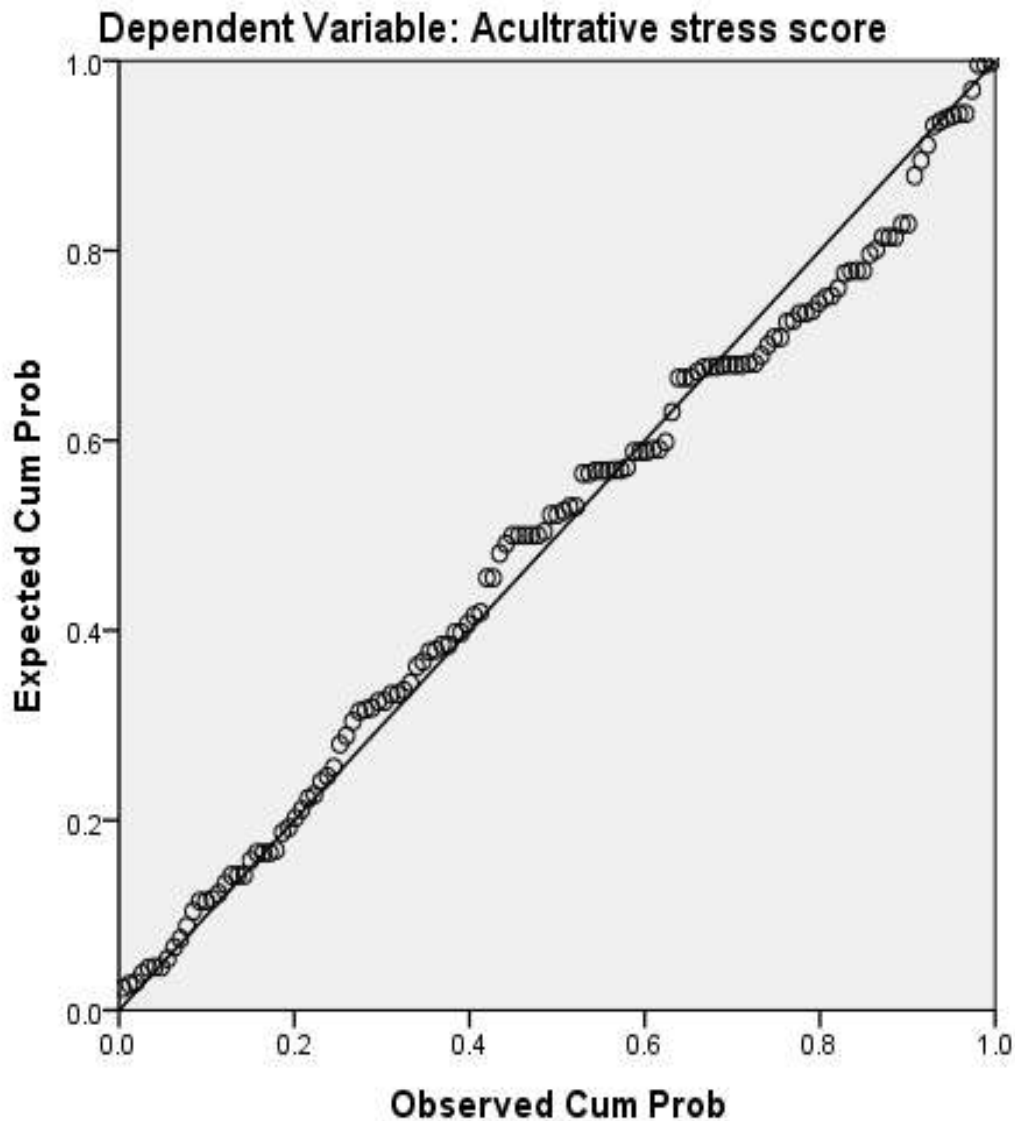


Figure 3.0.1: Normal P-Plot regression standardized residual of effect of acculturative stress scores on the variables.

The effect of acculturation stress on socio-cultural adaptation.

The acculturative stress of the respondents were entered into the regression equation in individual case, the results show a significant correlation ($R=0.482$, Sig $F=0.000$) between acculturative stress and socio-cultural adaptation of the respondents. Meanwhile, about 23% ($R^2=0.232$) of the variation of the socio-cultural adaptation scores are explained by acculturative stress scores. The beta also shows negative and significant relationship between acculturative stress and socio-cultural adaptation ($\beta = -0.319$ Sig. $T= 0.000$). This indicated that the person

with moderately high acculturative stress shows low level of socio-cultural adaptation. The results are presented below in table (3.0.4). By acculturation, international students become capable of recognizing and identifying the contextual and individual differences of the cultural patterns, this provides them with a greater ability to maximise their adaptation or functional fitness in the host society. This belief is supported by Kim (1988) who argues that strangers with high cognitive complexity can view events in the host society with a more advanced, refined, differentiated, and elaborated and integrated manner. Change in cognitive complexity enables the person to increase compatibility with host nationals, thus gaining more adjustment with less stress. He also testified that acculturation can affect adjustment activity by participation in various inter-personal activities and various events, such as communications taking place in restaurants, supermarkets, highways, mass media, and library activities. Strangers receive input from the new environment which potentially provides them with the basis for an adaptive transformation. The relational network of students has the potential to serve many important functions in facilitating their adaptation to the host culture. Perhaps the most widely recognized adaptive function is the provision of emotional support to the students who rely on it for a sense of security and well-being. The relational network helps to ease the loneliness, stress and difficulty that the strangers may encounter, particularly during the initial phase of the adaptation process. International students also learn not only what to do, but also how they are doing in comparison to the nationals.

Table 3.0.4: Regression of acculturative stress on socio-cultural adaptation

Multiple R	=0.482 ^a	Standard Error	=8.792
R Square	=0.232	F	=40.856
Adjusted R	=0.227	Sig F	=.000 ^b
Variable	Beta	t	Sig t
Socio-cultural Adaptation	-0.319	-6.392	.000

The effect of acculturation stress on socio-cultural adaptation and motivation factors.

The acculturative stress of the respondents were entered into the regression equation, the results indicated a high and significant correlation ($R=0.500^a$, $\text{Sig } F=0.000^b$) between acculturative stress on socio-cultural adaptation and motivation factors of the respondents. Meanwhile, about 24% ($R^2 =0.239$) of the variation of the socio-cultural adaptation scores are explained by acculturative stress scores. The beta also shows negative and significant relationship between acculturative stress on socio-cultural adaptation ($\beta = -0.258$ Sig. $t= 0.000$) and motivation factors ($\beta = -0.221$ Sig. $t= 0.000$) and t values of socio cultural adaptation -4.293 and motivation factors of -1.769; these indicated that the person with moderately high acculturative stress shows low level of socio-cultural adaptation. The results are presented below in Table (3.0.5).

Table 3.0.5: Regression of acculturative stress on socio-cultural adaptation and motivation

Multiple R	=0.500 ^a	Standard Error	=8.724
R Square	=0.250	F	=22.314
Adjusted R	=0.239	Sig F	=.000 ^b
Variable	Beta	T	Sig t
Socio-cultural Adaptation	-.258	-4.293	.000
Motivation Factors	-.221	-1.769	.000

4.0 Summary/ Conclusion and Recommendations

The acculturative stress as predictor variable was entered into the regression equation with socio-cultural adaptation, motivation factors, academic adaptation and some socio demographic variables as dummy; the result shows a significant correlation ($R=0.659^a$, Sig F=0.000) between acculturative stress and socio-cultural adaptation of the respondents. Meanwhile, about 43% ($R^2=0.434$) of the variation of these predictors scores are explained by acculturative stress scores. The beta also shows negative and significant relationship between acculturative stress and socio-cultural adaptation ($\beta = -0.470$, Sig. t= 0.000) and also academic adaptation with positive and significant relationship ($\beta=0.357$, Sig. t=0.000); this indicated that the person with moderately high acculturative stress shows low level of socio-cultural adaptation and responses quick to the academic activities. Meanwhile, the effect of Acculturation stress on Socio-cultural Adaptation. The result indicated that of acculturative stress of the international students showed a significant correlation ($R=0.482$, Sig F=0.000) between acculturative stress and socio-cultural adaptation of the respondents. Meanwhile, about 23% ($R^2 =0.232$) of the variation of the socio-cultural adaptation scores are explained by acculturative stress scores. The beta also shows negative and significant relationship between acculturative stress and socio-cultural adaptation ($\beta = -0.319$ Sig. t= 0.000); this indicated that the person with moderately high acculturative stress shows low level of socio-cultural adaptation. The result indicated that acculturation of international students become capable of recognizing and identifying the contextual and individual differences of the cultural patterns, this provides them with a greater ability to maximize their adaptation or functional fitness in the host society.

4.0.1 Conclusion

Conclusively, the results of the current study have practical utility in the higher education sector. Departments of student affairs of universities and student service organizations may benefit from the findings of the present study. Theoretically, studies were replicated to determine how the students' socio-cultural and demographic characteristics influence acculturative stress. The findings from this study suggest the need for further exploration of the interrelationship between acculturative support systems, stressors and stress among international students utilizing more vigorous methodological approaches. Family scholars and other professionals can use findings from this study to promote positive international education through implementing culturally

sensitive interventions that begin with sensitivity awareness, education and advocacy for international students.

4.0.2 Recommendation

It is important for university to put emphasis on social support in designing any intervention programmes to promote socio-cultural adjustment among international students. Multicultural training workshops should be offered to university staffs such as the teaching staff as well as those who work at the international students' office. This will help them to be more aware of the intercultural and inter cultural diversity of the students as well as the adjustment process experienced by international students.

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