SATISFACTION AND LOYALTY IN RELATION TO STUDENT ENGAGEMENT AND SOCIO-CULTURAL ADAPTATION AMONG INTERNATIONAL STUDENTS

A Thesis

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By

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DECLARATION

I declare that the Ph.D. Thesis entitled **"Satisfaction and Loyalty in relation to Student engagement and Socio-cultural adaptation among International students"** has been prepared by me under the guidance of Dr. Anoop Beri, Ex-Associate Professor, Lovely Professional University, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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ABSTRACT

The present era is of academic globalization as the number of students aspiring and seeking foreign education is increasing. International student's mobility and quality assurance in higher education etc. has gained a lot of importance in policymaking. Both developed as well as developing nations take interest in student mobility phenomenon and try to know the underlying push and pull factors. India is emerging as a service hub of the global knowledge economy and it is a study abroad destination of international students. The role of international students assumes importance as ambassadors of the Indian culture and economy. India must take initiatives to tackle the challenges posed by globalization for its economic progress at the global level. India must take the opportunity of being a potential competitor in the international market. Inward student mobility should be taken as a source of financial income through educational services. It will also add revenue-generating capacity to the Indian higher education institutions. However, the inbound student mobility is very low in comparison to outward student mobility in India. This research would provide service marketing literature an understanding of the individual variables that intertwined to make-up the international student's experience satisfactory with the Indian higher education, ultimately leading to student loyalty towards these educational institutions.

From the review of literature, it can be said that no study found showing the relationship between student satisfaction and loyalty with other variables like student engagement and socio-cultural adaptation. There is scant research on the role of socio-cultural adaptation in the satisfaction of international students. Due to this lack of research, strategic planning may be affected as universities will focus only on the improvement of their services for international students. The present study aims at expanding the research in this area to fill the identified gap in the literature. Research on student satisfaction and loyalty to their engagement and socio-cultural adaptation would help a better understanding of student expectations of services of higher education institutions. The present study attempts to explore the relationship between socio-cultural adaptation, student engagement, student satisfaction, and

loyalty. Also, it will facilitate the strategic objectives of the educational institutions effectively in the Indian context.

In the present study, student satisfaction is defined as a student's attitudinal outcomes of the service quality at higher education institutions. Students evaluate their institutional and academic experiences and decide that their perceptions meet or exceed their expectations. Student Loyalty is defined as a student's favorable attitude toward the higher education institution through positive word-of-mouth by recommending it to others and a tendency to use the same university for further education. Student Engagement is defined as the quality of effort students themselves devote to the educationally purposeful activities that contribute directly to the desired outcomes. Socio-cultural adaptation is operationally defined in terms of behavioral competence of higher education students in the new cultural milieu. It refers to the student's ability to manage effective interactions in a new culture and is closely linked with culture-learning skills and social skills. International students are those students who have crossed their national borders for education and are currently enrolled in Indian universities in undergraduate and postgraduate courses under different streams.

The objectives of the study were : (i) To explore the levels of Satisfaction, Loyalty, Engagement, and Socio-cultural Adaptation of International students studying in India (ii) To examine the difference in Satisfaction of International students on the basis of selected demographic variables of the institution and students (iii) To study the impact of Engagement and Socio-cultural Adaptation on the Satisfaction of International students (iv) To examine Satisfaction as a predictor of Loyalty in the case of International students (v) To investigate the challenges faced by the International students studying in India.

The present study used the triangulation approach of research design, as it involved both qualitative as well as quantitative approaches. For the quantitative part, a descriptive survey method has been employed and for the qualitative part of the study, the investigator performed a case study research by using multiple case studies for different universities to explore the challenges faced by international

students. A sample of 677 students was taken from different private, state and central universities. The sample demographic characteristics were: Male (53%), Female (47%), 18-21 years of age (44.3%), 22-25 years (40%), 26-29 years (10%), 30 and above (4.70%), Asian (67.5%), African (32.5%), Public university students (63.8%), Private university students (36.2%). The data was collected through four standardized scales: Students' Satisfaction, Students' Loyalty, Student engagement, and Socio-cultural Adaptation scale. Keeping in view, the different objectives of the study, the obtained data were analyzed using the statistical techniques i.e. mean, SD, percentage, t-test, ANOVA and Regression analysis.*'SPSS-21'*statistical software was used to analyze the data for the present research to study. An open-ended questionnaire is administered to explore the challenges faced by international students. Also, focus group interviews have been taken from students. Both the open-ended data as well as interview data combined to write the case studies for each university.

Results highlighted that about 54% of international students are found satisfied with the service quality of Indian universities. Out of the tested institutional (type & accreditation status) as well as the student demographic variables (age, gender, geographical region, prior multicultural exposure), most of them found having a significant role in determining students' satisfaction. Students are found more satisfied with the service quality of Private universities. Also, there were significant differences found in the satisfaction of students on the basis of the accreditation level. However, students are found more satisfied in non-accredited universities in comparison to other accredited universities. Further, student satisfaction has been compared on the basis of selected demographic variables of students (age, gender, geographical region, and prior multicultural exposure). The significant differences in satisfaction are found due to age, gender, geographical regions while no significant differences found due to prior multicultural exposure. In the present study, international students belonging to the age group 18-21 are found most satisfied. Females are found more satisfied in comparison to their male counterparts. The level of satisfaction of international students is found different among all eight different geographical regions. Post-hoc analysis revealed that significant differences exist in

the satisfaction of students between Western and Middle Africa, Western Africa and East Asia, Middle Africa and Southeast Asia, Middle Africa and South Asia, and Southeast Asia and East Asia. Study revealed that Student enagement and Socio-cultural adaptation have significant positive impact on the level of Satisfaction among international students. Also, Satisfaction is found a significant predictor of Loyalty in case of international students.

The present study reported that International students are facing the major challenges of language barrier that limits their social interaction (70% Universities), not getting accommodation in hostels due to fewer seats (60% universities), local language use inside the classroom and having no counseling cell to deal with International student's personal and social-adjustment problems (60% Universities), lack of awareness programs to stop segregation and discrimination (40% universities), untrained staff having no empathy and English proficiency to deal with International students, unavailability of International menu in food shop or hostel canteen, less use of technology in official work and more paperwork, no separate International hostel inside the campus, daily travel to University due to unavailability of nearby accommodation, non-existence of International student office dedicated to the welfare of International students, no organization of cultural events for cultural understanding and integration of Indian and International students (30% Universities). Other Universities' students reported some of their unique challenges. The present study reported the international student's challenges mainly in four domains of personal adjustment, socio-cultural adjustment, academic challenges, and visa-related challenges. However, there were some unique challenges reported due to the location and infrastructure of the University. International students in different universities might have different expectations as some of the challenges are common and some are unique for a particular University. These challenges might affect their Satisfaction and Engagement levels. This might be a reason that non-accredited University students are found more satisfied in comparison to others.

The results of the present study provide policymakers and administrators with ground-level realities and empirical information on international students'

satisfaction and loyalty. International recruiters, admissions officers, and policymakers can gain a better understanding of different demographic factors in providing services and enhancing satisfying experiences. Future researchers can be conducted on a comparative study of international students, exploring gender differences in satisfaction with the service qualities of institutions. Further studies may be conducted to explore the challenges of international students qualitatively by taking other stakeholders opinions like faculty, non-teaching staff, and administrators. The suggestions provided may form an important resource for further studies to ensure International student satisfaction and loyalty for Indian campuses.

ACKNOWLEDGMENT

Aaradhya Srivastava

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ABBREVIATIONS		DESCRIPTION
HEI	-	Higher Education Institutions
M	-	Male
F	-	Female
SERVQUAL	-	Service quality model
SERVPERF	-	Service performance model
IPA	-	Importance-performance analysis
SSI	-	Student satisfaction index
ACSI	-	American customer satisfaction index
ECSI	-	European customer satisfaction index
SSI	-	Student satisfaction index
NSSE	-	National survey of student engagement
SCAS	-	Socio-cultural adaptation scale
PME	-	Prior multicultural exposure
NAAC	-	National assessment and accreditation council
NA	-	Not accredited
SS	-	Student satisfaction
Df	-	Degree of freedom
Sig.	-	Significant value
EFA	-	Exploratory factor analysis
CFA	-	Confirmatory factor analysis
CR	-	Composite reliability
AVE	-	Average variance extracted
MSV	-	Maximum shared variance
KMO	-	Kaiser-Meyer-Olkin

LIST OF APPENDICES

INTRODUCTION

1.1   THEORETICAL ORIENTATION OF THE PROBLEM

The globalization of higher education includes student mobility across national borders. In different countries, the higher education institutions (HEIs) are under the strong influence of globalization. This phenomenon gave rise to a global higher education market with high revenue-generating capacity. Also, it leads to intense competition among HEIs to attract more foreign students(Wende, 2003). Teichler (2004) reported the debate on globalization in advanced education concentrating on marketization, rivalry, and administration in advanced education. Student mobility is an essential aspect of globalization of higher education. Many students take it as an invaluable opportunity to raise their skills and standards of education. Now, students have choices to join courses beyond their national borders and they are grasping this opportunity to make themselves ready for the present global market scenario. The individuals who can bear the high cost of advanced education look forward to the openings abroad while the others need to trade off with sub-standard instruction.Teichler and Jahr (2001) reported that students going abroad not only differ from other home graduates in terms of slightly higher status and income as well as are more frequently employed abroad after graduation, using their international competences more frequently than graduates whowere not mobile during their course of study.

The present era is of academic globalization as the number of students aspiring and seeking foreign education is increasing. International students mobility and quality assurance in higher education etc. has gained a lot of importance in policymaking. Both developed as well as developing nations take interest in student mobility phenomenon and try to know the underlying push and pull factors.Push factors are those factors that motivate students to go abroad for higher education from their home countries like the absence of seats, lack of quality education, absence of job prospects globally for the available education, tough competition in the entrance

examination, and inaccessibility of courses of choice in the home nation and pull factors are those factors that attract students towards foreign countries for getting higher education such as the image of developed countries institutions as world-class, prestigious degree, getting choice of courses, better job prospects with a foreign degree (Anbalagan, 2011).

Lim, Yap & Lee(2011) reported major pull factors as agent recommendation, lower costs, and comfortable climate, the recommendation of their parents and relatives, familiarity of the country, and perceived favorable study environment in influencing international students in selecting Malaysia as the host country. Phang(2013) reported three groups of overlapping factors influencing international students' decisions on study destination. These include communication, location, and social factors. Communication factors relate to perceived quality of communication between the respondents and the university as well as channels of communication, location factors related to study destination's attractiveness which includes an institutional image, a desired program/course, language, international environment, and costs and social factors related to the social network of the respondents.

Indian higher education system has a wide range of courses, but having acceptability at the local level and low-quality standards at the global level (Mishra,2013).Indian higher education is unable to meet the growing demand of quality institutions, in terms of internationalization of its educational services. As a result, the outward student mobility is high in India in comparison to inward student mobility. According to a report by Das(2017) on study abroad trends, India is the second contributor for international students population in the world after China. Being a developing country, India is facing the scarcity of resources for developing world-class standard quality higher education institutions. India's advanced education is unable to meet the growing demand for high-quality education. It has neglected the global standard of education.The reasons cited for low inward mobility of foreign students in India as per the academicians are poor quality transport & residential facilities. Researchers reported that most international students take various factors into prime consideration such as safety, proximity to the host country, lower cost of

living, and the perception of better job prospects on the completion of their degree (González et al.,2011).

Globalization of higher education must be realized as an opportunity for a huge developing country like India. Traditional Indian HEIs are not able to transfer the competencies to survive in the current global era. There is a need to adapt to certain global demands and needs of the respective society. The country should enroll the international students with a welcoming approach and the service quality standards of higher education institutions must be as per the expectations of incoming students from abroad. Indian higher education is marked by a paradigm shift in a remarkable increase in hosting international students fromthe last few years. However, inward student mobility is very low in comparison to outward. India must take initiatives to tackle the challenges posed by globalization for its economic progress at the global level. India must take the opportunity of being a potential competitor in the international market. Inward student mobility should be taken as a source of financial income through educational services.
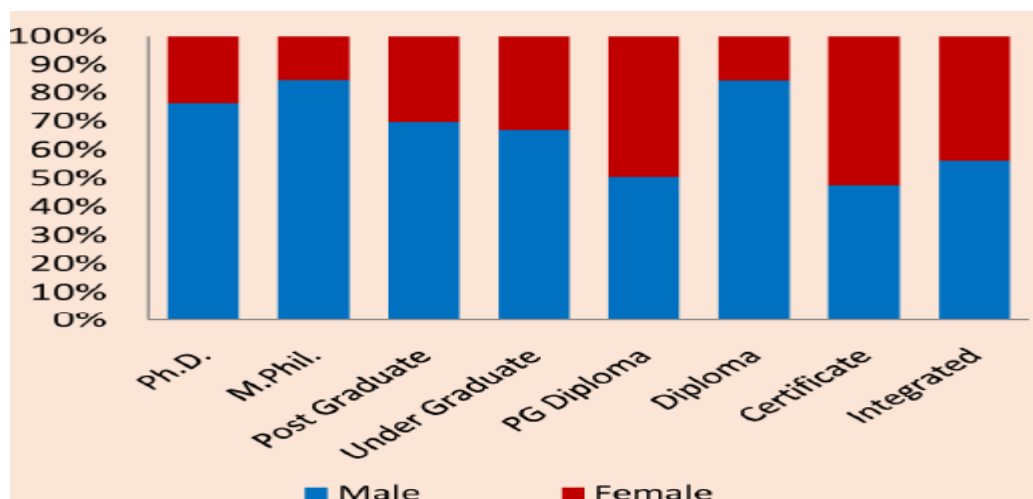
Figure 1.1 : Gender wise and level wise International student enrolment in India (Adapted from AISHE 2018-2019 Report)

India is a culturally and religiously diverse country. It is the 13th most favored study destination (IIE Project Atlas, 2018). International students consider India as a safe and politically stable country with shared cultural values and even geographical proximity. Even many Asian students derive financial benefits in terms of low fees

and low living cost in comparison to other countries. Even the Indian government promotes the inflow of students through ICCR scholarship. As per the All India Survey on Higher Education Report 2018, Nepal is the largest contributor of student flow, followed by Afghanistan. Amongst the African countries, Sudan and Nigeria were the leading contributors. The total number of international students enrolled in India is 47,427 as per AISHE 2018-2019 report. India is getting international students from 164 countries across the globe. Out of the total international student population, the number of women students is less in comparison to males. As shown in fig. 1.1, the percentage of International female students is lower at almost all the levels of education in comparison to male students.The real challenge in front of India is to expand its higher education capacities to keep pace with global demands. Indian higher education institutions must undergo a transformative process of integrating multicultural dimensions in the mission statement of educational institutions. If India needs to rise as a favored destination for advanced education in the globalizing world scenario, it should create the satisfying educational experiences of international students by addressing the difficulties of sub-standard quality education. International students have different cultural backgrounds. Therefore, they are facing much difficulties to adapt to new environment in the host country. These difficulties and problems complicate students lives. Sherry, Thomas & Chui (2010) explained international students as a vulnerable population as they face a lot of challenges in a foreign country. The students may develop a new outlook about their experiences in a new culture. But if the higher education institutions do not address their unique needs, the students may feel disappointed and even exploited due to their adjustment difficulties (Zhang, 2010; Alavi, 2011; Talebloo, 2013).These negative experiences disengaged students psychologically from the university experience. Upon arrival in the host country, international students initially remain very ignorant of the behavioral and cultural norms of the new culture, and to adapt they must learn its features and acquire the sociocultural skills for participating in it. There is an increasing emphasis on student satisfaction because it can help the higher education institutions in winning a stronger competitive position and also is an indicator of student retention and loyalty. Student satisfaction contributed to decreased student attrition rate and contributed in many

ways including financial contribution, academic contribution, and promoting positive word of mouth,which affect the university reputation. Thus, Indian higher education needs to explore International student satisfaction to create a solid foundation for quality control. Student satisfaction is an important area of consideration while formulating institutional strategies.

1.2 STUDENT SATISFACTION

Higher education institutions consider students as the major stakeholders or customers of higher education programs and services (Ravindran & Kalpan, 2012). Earlier satisfaction has been explored in marketing literature; not much attention has been given in the area of student satisfaction. The first and foremost concept of student satisfaction was taken from the Parashraman's work, popularly known as SERVQUAL or the GAP model, based on confirmation of consumer's expectations. Appleton-Knopp & Krentler (2006) confirmed the adequacy of the GAP model in predicting student satisfaction at the end of the semester however, it has little predictive power before educational experience. The second concept for student satisfaction has been taken from Herzberg's two-factor theory of motivation (Herzberg et al, 1967). The theory states that factors causing satisfaction are different from those causing dissatisfaction. Satisfiers are under the self-control whereas dissatisfiers are the part of the environment. Kano (1984) has given the third concept for student satisfaction as the author further extended the categorization of satisfaction causing factors into three groups of dissatisfiers or must be factors, satisfiers or more is better factor and delighters.

Satisfaction is the concept of marketing. Although, it has been applied in the context of higher education by many researchers, still it is in infancy. If educational institutions apply the consumer behavior theory in education and regard students as customers, purchasing the educational services, then, institutions have to ensure their satisfaction with services provided therein. SERVQUAL (Parashuraman *et al*, 1988) is the most widely used tool for measuring service quality among different tools proposed by researchers. Although SERVQUAL is most widely used in a range of service organizations and also its several adaptations have been used by researchers in different service sectors,considerable criticism has been raised

regarding the instrument reliability and validity (Cronin & Taylor, 1994). SERVQUAL is the most widely used service quality methodology and is also modified by many researchers in the educational context.In earlier decades, the constructs of satisfaction and service quality have been used interchangeably and it caused difficulties in defining these constructs and exploring the causal directions of their relationships. The application of the concept of service quality in educational institutions has been suggested by many researchers. Parashuraman et al (1988) considered the directions of causality from satisfaction to service quality. Cronin & Taylor (1992) conducted empirical researches and concluded service quality as an antecedent of satisfaction. Rust and Oliver (1994) stated that satisfaction measurement was based on several dimensions and service quality is one of them. The student satisfaction approach goes alongwith the continuous improvement of service quality (Harvey, 1995). However, it was explored that satisfaction is a multidimensional concept and should be operationalized differently than service quality (Sureshchander *et al.*2002).

Satisfaction conceptualizations in higher education differ according to the kind of view used. For some researchers, it is viewed as a process (relating to its main causes) or as a result (relating to its nature). As a process, satisfaction is analyzed in light of its nature: cognitive or emotional (Oliver, 1981; Westbrook andReilly, 1983; Ngobo, 1999). As a result, service quality is analyzed as the main causes of that satisfaction(Oliver, 1980; Bearden and Teel, 1983; Day, 1984; Tse and Wilton, 1988; Anderson, 1993). However, student satisfaction as a process is used widely (Alves & Raposo, 2007).

Definitions of Satisfaction used by researchers

Danielson (1998) defined satisfaction as the expression of pleasure and pride with the educational experience. Many authors defined student satisfaction as the comparison between experience obtained in the university and expectations to that experience(Franklin, 1994, Elliot & Shin, 1999, Alves & Ropso, 2007).

Elliot & Healy (2001) defined satisfaction as short term run attitude, resulting from a student's evaluation of educational evaluation.

Factors affecting student satisfaction

Academic advising comes out as an important factor for student satisfaction(Khosravi et *al*, 2013). Resource measures such as staff-to-student ratios were found to have a substantial impact on student satisfaction(Lenton, 2015). Factors related to quality of University infrastructure (physical appearance, classroom cleanliness, availability of computers) and academic atmosphere (responsiveness of staff to students) are found as important determinants of student satisfaction(Zineldin et al, 2011). Student satisfaction depends on infrastructure, education programs, lecturers, course information, application of information technology(Bui and Dao, 2013). Hossain *et* al. (2019) found that students were satisfied with teachers' expertise and design of the course curriculum in both public and private universities of Bangladesh. Azam (2018) explored that perceived service quality is positively correlated to satisfaction and both the constructs are positively correlated with student retention within the institution. Van *et* al. (2016) conducted a study on and found that all five domains (Tangibility, Reliability, Responsiveness, Assurance, and Empathy) positively and significantly affected the satisfaction of students. Many studies reported, university image as the most influential construct for student satisfaction. Khan and Yildiz (2020) conducted survey in seven universities of Iraq to determine student satisfaction. Results revealed that career opportunities and a friendly atmosphere foster the reputation of the universities. In the present era of globalization, universities are struggling to gain a good image in the competitive market to attract international students (Aroury *et al.,* 2014). By molding the service quality as per the expectations of international students, Indian universities will gain a good image as a result of their satisfaction.

Approaches to study Student Satisfaction

In the due course of the development of the concept of satisfaction, different theories/approaches based on some standards have been postulated. The following section overviews the earlier & recent foundations of satisfaction.

Earlier approaches to the study of satisfaction

1.   Assimilation Theory : It was introduced by Anderson (1994). The theory states that the consumer makes some kind of post-usage evaluation about the product'sperformance. If the product's performance does not meet the consumer'sexpectations/ perceptions then, the discrepancy arises which may be called as dissonance or negative disconfirmation.

2.   Contrast Theory : It was introduced by Hovland *et al.* (1957). It postulates that post-usage evaluation by the customer gives predictions in oppositedirections for the expectations' effect on the satisfaction, leading to a surprise effect.

3.   Assimilation-Contrast Theory : It is an amalgamation of both assimilation and contrast theories. It explains satisfaction as a function of discrepancy involving expectations and perceived performance. If the discrepancy is relatively small,then, it would be assimilated but if it is not assimilated, then the contrast effect occurs (Payton *et al.*, 2003).

4.   Negative Theory : It was introduced by Anderson (1994). It postulates that if the customer has strong expectations then consumers will respond negatively to both circumstances i.e., dissatisfaction would result if perceived performance is either less than or greater than the expectations.

Recent approaches to the study of satisfaction

1.   Expectancy-Disconfirmation Paradigm : Expectancy theory was developed by Oliver (1980) and it is the most acknowledged conceptualization of customer satisfaction. It explained satisfaction as expected and perceived product performance difference.

2.   Value-Percept Theory : According to this theory, satisfaction is an emotional reaction and also, explained that customers may be satisfied by products and services for which expectations never existed.

3.   Equity Theory : As per equity theory, individual compares their input/output ratio with others and satisfaction exists when consumer perceive their output/input ratio as being fair.

4. Satisfaction Indices : The meaning of satisfaction varies from different products and services point of view. Thus, many organizations used standards for comparing consumer satisfaction which includes the following:

(a) ACSI : It assumes that consumer's experiences influence the evaluation of quality and predict the performance of that particular product orservice. In the ACSI model, the perceived quality is the degree a particular product and/or service fulfills the expectations of customers.

(b) ECSI : This framework includes the core concepts of reputation,expectation, perception quality, perceived value, satisfaction, and loyalty.

(c) SAS : It is based on the ACSI & ECSI indices.

5. GAP Analysis Model : It was developed by Parashuraman *et* al. (1985). GAP analysis states that the gaps in customer experiences and expectations direct the consumers' perceptions to enhance satisfaction, which is important for policy performances**.**

Service quality has a significant positive relationship with student satisfaction (Hassan et. al., 2008). There is a need to know service delivery aspects for international students by Indian higher education institutions. Numerous researches have been done for satisfaction in the developed part of the world. Previous researches reported about the predictors of student satisfaction like teaching expertise, courses offered, learning environment & classroom facilities (Butt & Rehmann, 2010), faculty credentials (Faruky, Uddin & Hossain, 2012), academic involvement and excellence of campus climate (Awan & Rehman, 2013), education, safety, image & prestige of institutions & students preparation before going abroad (Songsthaphorn, Chen & Ruangkanjanases, 2014), the role of teaching & factors of university experience (Jurkowitch, 2006), academic services (Abidina, 2020). Student satisfaction is one of the important factors that need to be given serious attention to ensure students loyalty to the university and enrolment of new students.

1.3   STUDENT LOYALTY

Loyalty is the concept of marketing and it is being used mostly from the customer's perspective for a particular service or brand. Higher education is considered as a service (Lusch & Wu, 2012). In the current globalization era, increased competition has forced Universities to explore the solutions of attracting and retaining more international students in the universities. Thus, the concept of student loyalty emerged in the context of higher education. Recently, much importance is given to the researches in the field of student loyalty. From a marketing perspective, international student loyalty for Indian higher education institutions is a source of competitive advantage. Loyal students are the source of predictable financial income not only up to their study program completion but also after that through positive word of mouth and recommendation of University (Thomas, 2011). The advantage of the loyal student population is even more after program completion.

In the previous marketing researches, Loyalty is characterized by different dimensions. Earlier researches considered loyalty from two perspectives: 1) Behavioural (could be measured in terms of buying frequency and switching cost of consumers) and 2) Attitudinal (could be measured asconsumer's preference towards certain brand/product). Most of the authors used both of these perspectives for defining and measuring loyalty (Day, 1976; Dick & Basu,1994; Petrick, 2005; Dimitriades, 2006).

Definitions of loyalty used by researchers

1)   Loyalty may be defined as Consumer's commitment to keep on repurchasing certain products consistently in the future (Hurriyati, 2005).

2)   Positive behavior towards a particular store or brand(East *et* al., 2005).

3)   An extent is shown by the customer in repurchases behavior, a positive attitude towards the service provider, and a tendency to use service from the same company when there is urgency to fulfillcertain needs(Gremler, Gwinner & Brown, 2001).

4)   Feeling of attachment to or affection for a company's people, products, or service (Kotler, 2009).

5) Consumer commitment towards a particular brand, store, or retailer, shown by a very positiveattitude and reflected by a consistent purchase behavior(Sheth et al, 2004).

6) Response related to a promise to stick to the commitment of continuing relations, usually reflected by a continuing purchase behavior towards the same service(Bendapudi & Berry, 1997).

7) Includes positive word of mouth (i.e., recommendation), complaining behavior, switching behavior,and willingness to pay more. (Zeithaml, *et* al.,1996).

8) Reflected in the behavioral intention of the customers(repeated use) expressing a preference forproduct /service and recommendation to others (Cronin *et* al., 2000).

Type of loyalty and its measuring indicators

There are three different ways to measure loyalty: behavioral loyalty, attitudinal loyalty, and a composite measure of loyalty:

1) The behavioral approach refers to the revealed behavior i.e. the pattern of past purchases (Chaudhuri & Holbrook, 2001), or the measurement of probabilities of future purchase behavior based on past purchase (Bandyopadhyay & Martell, 2007). The behavioral definitions fail to explain how and why loyalty develops and changes over time (Rai & Srivastava, 2012).

2) The attitudinal approach infers loyalty from psychological involvement, favoritism, and a sense of goodwill towards a particular product or service (Kim *et* al., 2004; Bowen & Chen, 2001). Preferences for the particular brand or product, consumers intentions, or the emotional bond created between them and the services provider, promotion by word of mouth, and willingness to pay more are the indicators of attitudinal loyalty (Kim *et* al., 2004).

3) The composite loyalty definitions suggest that loyalty should always comprise favorable attitudes, intentions, and repeat-purchase (Bowen & Chen, 2001; Rundle-Thiele *et* al.,2005). Thus, it includes both behavioral andattitudinal components.

Oliver (1999) viewed loyalty as a deeply held commitment to rebuy or patronize a preferred product/service consistently in the future, there by causing repetitive same brand or same brand purchasing despite situational and marketing efforts having the potential to cause switching behavior. This definition also includes both attitudinal and behavioral components of loyalty (Rai & Srivastava, 2012).

Initially, loyalty is defined from behaviorists perspective (repurchase behavior) but recently, new approaches emerged having cognitive (brand performance aspects), affective (brand's likeableness),conative (consumer's socially committed intention to rebuy the brand, and action (commitment to theaction of rebuying) components (Oliver et al., 2014).

Recent studies have demonstrated loyalty is a multidimensional concept (Chaudhuri & Holbrook, 2001; Bandyopadhyay & Martell, 2007; Rundle-Thiele et al.,2005; East et al., 2005). Thus, Student loyalty may be viewed in terms of students decided to sustain and develop their relationships with a particular educational institution and recommending the same to others through positive word of mouth.

Factors affecting student Loyalty

Many researchers explored various factors that serve as antecedents of loyalty. Repurchase intentions are affected by perceived service quality (Zeithaml, et al., 1996; Zeithaml, 2000). Recommendation through positive word of mouth is found dependent on the quality of product or service (Anderson & Mittal, 2000; Bell et al., 2005). A lot of previous researches support that satisfaction leads to loyalty (McDougall & Levesque, 2000; Abdullah et al., 2000). Some studies found trust as a significant driver of sustaining loyalty (Sharma, 2003; Sirdeshmukh, 2002). Image of the organization in terms of fulfilling expectations of consumers and the services provided is also a contributor to loyalty development(Helgesen & Nesset, 2007; Nguyen & Leblanc, 2001).

To sustain and develop international student's loyalty towards Indian higher education institutions it is important to explore what factors drive student loyalty. Previous researches reported several factors that act as antecedents of student loyalty

such as satisfaction(Thomas, 2011), role of institutional structures and cultures,service quality (Thomas, 2011;Yu & Dean, 2001; Roostika,2011), image(Brown & Mazzarol,2009), price(Virvalaite *et* al., 2009) and trust (Hennig-Thurau *et* al., 2001; Ball *et* al., 2004). Paswan and Ganesh (2009) found that student satisfaction with augmenters that deliver the core educational service had the strongest impact on the student loyalty. Chen (2016) explored that the relationship quality positively influences the international student loyalty. The study also found that student trust and commitment enhances the loyalty of students. Arizal and Listihana (2018) found that improved service quality enhances both the satisfaction and happiness of students. The study also found that tangibility, reliability, and assurance dimensions have a significant influence on both constructs and both of then have a positive influence on loyalty.

Relationship between Satisfaction and Loyalty

Past research studies have revealed the relationship between student loyalty and student satisfaction(Thomas, 2011; Mohammad & Awang, 2009; Moore et. al, 2012; Dib & Alnizer, 2013; Kumar & Yang, 2014; Brown et al., 2009; Mohammad and Awang, 2009; Annamdevula and Bellamkonda,2016). Brown et al. (2009)researched by surveying students in four types of Australian universities. The findings revealed that student loyalty is predicted by student satisfaction. Student satisfaction in turn is predicted by the perceived image of the university. Mohammad and Awang(2009) examined that service quality is the antecedent of student satisfaction and the consequence of student satisfaction is student loyalty. Also, the corporate image had a direct influence on both student's satisfaction and loyalty. Gulid(2011)studied mixed factors of service marketing affecting student loyalty towards an MBA degree and also explored the relationship between student satisfaction and loyalty. The results showed that service marketing mixed factors had a strong effect on student satisfaction and loyalty. Findings indicated that the product and price aspects are the most important factors influencing student satisfaction and loyalty. Moore et. al (2012) explored first-year students perceptions of the institution and its effect on the development of student loyalty. The study examined the salience of relationship appeal, satisfaction, affective commitment, and trust in student loyalty. The results

revealed student satisfaction as the most important determinant of student loyalty, followed by affective commitment. Dib and Alnazer(2013) proposed a model for analyzing the influence of perceived service quality, perceived value, and image of the institution on the student's satisfaction in higher education institutions in Syria. The results showed that the institutional image emerged as a construct that most influences student satisfaction. It is also found that student satisfaction has a positive influence on student loyalty. Ali *et* al. (2016) found that student satisfaction with provided services improves their perception of the institutional image that positively affects student loyalty also. Ganić *et* al. (2018) tested the effect of service quality dimensions on loyalty using the SERVPERF instrument through the mediation effect of satisfaction". The results confirmed that satisfaction leads to student loyalty. Annamdevula and Bellamkonda (2016) confirmed the mediating role of satisfaction between service quality and student loyalty using SEM. Findings revealed that age and gender play a major role in determining the perceptions of students about the investigated constructs. Lin *et* al. (2020) found that perceived value, perceived quality and value co-creation are determinants of student satisfaction which positively influences student loyalty.

1.4   STUDENT ENGAGEMENT

Student engagement is a measure of institutional quality (Kuh, 2001). Wolf-Wendel *et* al., (2009) mentioned two conceptualizations of student engagement, the first one includes the students involved in educational activities (Astin, 1993) and the second is the institutional efforts in maintaining the environment that promotes student involvement (Kuh, 2001). In education, the term student engagement has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioral, physical, and social factors play in the learning process and social development. Student engagement helps administrators to identify activities that engaged students and areas of improvement in HEIs (Pike & Kuh, 2005). Many researchers support that student engagement will improve their learning, grades, and personal development (Carini, Kuh & Klein, 2006; Kuh, Chen & Nelson Laird, 2007). Student engagement may be taken as a solution to the drop-out of students (Engle & Tinto, 2008). Many

researchers examined the relationship between student engagement and persistence. Tinto (2000) revealed that many students discontinue their education because they feel disconnected from peers, professors, and administrators at the institution. Campus involvement leads to higher levels of institutional commitment, which in turn compels a student to persist. Thus, student engagement is positively related to persistence (Tinto, 2000). Student engagement in various educational activities affects the quality of life after studies in a positive way. (Pascarella & Terenzini, 2005; Tinto, 2000).

Table 1.1: Definitions of Student engagement used by researchers

S. No.	Author & year	Definition
1.	Chapman (2003)	"students' cognitive investment in, active participation in, and emotional commitment to their learning"
2.	Australian Council of Educational Research (ACER)	"students' involvement with activities and conditions likely to generate high-quality learning"
3.	Coates (2007)	"Engagement encompasses salient academic as well as certain non-academic aspects of the student experience"
4.	Kuh et al.,(2007)	"participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes"

Factors affecting student engagement

Studies reported several factors affecting student engagement such as student motivation and effort (Schuetz, 2008), the way educators practice and relate to their students (Umbach & Wawrzynski, 2005), roles of institutional structures and cultures (Porter, 2006), family background and economic status(Law, 2005; Miliszewska & Horwood, 2004).

Several authors proposed the different dimensions of student engagement. Fredricks *et* al, (2004) identified three dimensions of student engagement: 1. Behavioral

engagement 2. Emotional engagement 3. Cognitive engagement. NSSE benchmarks for student engagement activities are considered educationally purposeful, as it leads to deep levels of learning and the production of enduring and measurable gains and outcomes (Kuh et al., 2005). NSSE five indicators for student engagement include:

- level of academic challenge;
- student-faculty interaction;
- active and collaborative learning;
- enriching educational experiences &
- a supportive learning environment.

Student engagement data can provide the administrator with information about the institutional climate and may direct the interventions at an institution-wide level. Student engagement is an important measure of assessing student outcomes and it provides information to accreditation agencies by assessing the impact of education institutions on students. Through collaboration among academicians student engagement interventions may be a part of the key to promote academic success in higher education.

Relationship between Engagement and Satisfaction

Prior studies reported the positive relationship between engagement and satisfaction (Astin, 1993; Pike, 1993). Student satisfaction was predicted by student engagement (NSSE, 2005). Peck, L. (2017) explored that student engagement and student satisfaction are the significant predictors of retention of first-year students. Korobova (2012)found that the best predictors of satisfaction were the five benchmarks of effective educational practice: level of academic challenge, student-faculty interaction, enriching educational experiences, supportive campus environment/ quality of relationships, and supportive campus environment/ institutional emphasis. Awan and Rehman(2013) explored the influence of personal and institutional factors on undergraduate business student's satisfaction in different universities of Pakistan. Results indicated that overall satisfaction can be attributed to two significant predictors which are student's academic involvement and excellence of campus climate. Srivastav, A. K. (2017) explored that self-efficacy

and institutional climate are the factors which influence student engagement. The study has also revealed that student engagement further predicts student satisfaction. de Silva et al. (2018) explained that both the satisfaction and engagement are required for student retention. The study explored the suitability of learning materials in an engineering unit of study to tackle the needs of learners with different learning styles. Luo *et* al. (2019) conducted a research study to test the moderating effect of emotional engagement between behavioral and cognitive engagement with student satisfaction. The study found that Emotional engagement positively predicted student satisfaction and also moderated the effect of cognitive engagement on satisfaction.

1.5 SOCIO-CULTURAL ADAPTATION

Socio-cultural adaptation refers to the"capacity to fit in the new social environment" and to establish connections with individuals from the new culture successfully. Socio-cultural adaptation theory has been proposed by (Ward and Kennedy(1999). It fuses correspondence and social collaboration abilities, and it is described by the improvement of sufficient social and cultural aptitudes to deal with day by day social circumstances and requests of the standard social setting. Socio-cultural adaptation includes a comprehension of the new culture's standards and qualities. Socio-cultural adaptation does not only require international students to acknowledge standards and norms of the new culture, however, it obliges them to know about esteem contrasts and be set up to viably manage them (Masgoret and Ward, 2006).

Culture is never static, however progressive, making changes within individuals by exposure to different societies (Samovar et al., 2017). Sojourners' identities fluctuate in the host country's cultural context. The socio-cultural adaptation reframes the identities while transitioning to a host country which enables the individuals to live successfully within a new society. Thus, socio-cultural adaptation facilitates the satisfaction experiences of international students by guiding their behavior within the social context of the host country. Socio-culturally adjusted sojourners can meet social demands in their host culture through their behavioral competence and social skills (Searle and Ward, 1990). Ethnocentrism can be a major barrier to adjust to the

new culture. It refers tothe belief that one's way of doing things is superior to that of others. International students possessing strong ethnic identity has been shown to face greater social difficulties in a new culture (Ward and Kennedy, 1992),while those who integrate to the norms of host culture through bicultural identity has been shown tolead greater well being (Sawrikar and Hunt,2005). Integration acculturation strategy enables international students to successfully negotiate the host culture as it inculcates a set of skillsin students to deal effectively with the new culture.

Socio-cultural adaptation assumes an essential part in the advancement of the day by day living abilities by delivering socially built examples related to identifying with others to wind up distinctly a sociallyable being. Belongingness sense pays a critical part bysecuring against the negative impacts of homesickness that can undermine the change procedure and lessens the fulfillment encounters (Thurber and Walton, 2012).Psychological adaptation is influenced by the level ofsocio-cultural adaptation. Psychological adaptation precedes sociocultural adaptation (Ward and Kennedy, 1993). By measuring outcomes of socio-cultural adaptation, we can predict the level of satisfaction of sojourners, as they areclosely connected (Chebotareva, 2014). Socio-cultural adaptation of international students often has a major bearing onacademic outcomes and psychological well-being (Li *et* al., 2019). Matching shared value profile causes individuals'feeling of 'cultural fit' and satisfaction occurring whenexperiencing this 'cultural fit'.

Factors affecting Socio-cultural adaptation

Socio-cultural adaptation is a social learning process through which individuals learn to navigate in a new culture. It is a kind of linear learning of cultural skills and values of the host culture. Understanding of host language, as well as non-verbal cues such as body gestures, cultural etiquette, are required for successful living in the host society. It is the behavioral aspect of cultural adaptation. English proficiency is very much required to understand classroom lectures as well as communication with peers, professors, and people in the host society. If international students are lacking English proficiency, it will decrease the quality of their communication as well as interpersonal relationships in the host society (Liu, 2009). The socio-cultural adaptation was best predicted by the length of stay in the

host culture, cultural distance, acculturation strategies, interaction with natives of the host society, English proficiency (Ward & Kennedy, 1993). There are five antecedents of Socio-cultural adaptation including cultural distance, social interaction, social resources, social stressors, and family-related variables (Bierwiaczonek and Waldzus, 2016). International students showing limited capabilities to establish social circles in the new cultural environment are exposed to socio-cultural stressors, creating more challenges for their survival in host culture (Smith & Khawaja, 2011). Many researchers reported anxiety and introversion personality traits negatively associated with socio-cultural adaptation (Wang & Mallinckrodt, 2006; Ying & Han, 2006).

Relationship between socio-cultural adaptation and student satisfaction

Prior studies illustrated the relationship between socio-cultural adaptation and satisfaction (Shafaei and Razak, 2016; Yu and Wright, 2016). Yang (2010) explored that international students with balanced possible selves had lower depression because they had better academic adaptation and satisfaction and also, lower socio-cultural differences which were mediated by satisfaction with the quality of contact with host-nationals. Shafaei and Razak (2016) surveyed international students from six Malaysian public universities. The results supported the significant positive influence of socio-cultural adaptations of international students on their well-being and perceived academic satisfaction and ultimately on positive word of mouth in recommending the institution. Yu and Wright (2016) conducted a research study on international students from five different countries in Australia. Studies found that international students face academic as well as socio-cultural adaptation challenges that affect their levels of satisfaction. The factors directly related to satisfaction were community integration, local student interactions, and advisor relationships.

1.6   REVIEW OF RELATED LITERATURE

International Student Satisfaction

Lapidus and Brown (1993) researched to investigate the satisfaction of international students for the four areas including campus life, academic instruction, student guidance, and instructional support. The findings indicated that instruction factors

perceived as most important followed by guidance and campus life factors. International students are found less satisfied with all statistically significant variables and also they reported the cases of discrimination.Kitcharoen (2004) examined the Importance- Performance attributes of service quality among students and university staff members of ten randomly selected Thai universities. The gap between importance and performance from both perspectives were also evaluated. The study found that students' satisfaction with a service quality was significantly explained by age, tangible importance, empathy importance, reliability performance, and empathy performance and the staff members' satisfaction with a service quality was significantly explained by tangible importance, reliability importance, assurance importance, and reliability performance. These findings of this study may be concluded that students had a higher perception about the Importance attributes of a service quality than staff members but lower perception about the Performance attributes than staff members.

Thomas and Galambos(2004) investigated the effect of student's characteristics and experiences affecting student satisfaction. The study utilized regression and decision tree analysis and revealed that faculty preparedness as the principal determinant of satisfaction, followed by social integration and pre-enrollment opinions. The study found that student satisfaction is significantly influenced by precollege attitude as well as campus experiences while the demographic characteristics are not found significant in this study. Arambewela and Hall (2006) tested the relationship among the SERVQUAL constructs, country of origin and satisfaction among four cohorts of Asian international postgraduate students studying in Australian universities. The findings indicated that all SERVQUAL constructs had a differential impact on student satisfaction. The tangibles construct was the most significant in forming satisfaction among all groups of students. The study revealed the country of origin as an important predictor of satisfaction and choice in the international education environment.

Jurkowitch, Vignali & Kaufmann (2006) examined how overall student satisfaction in Austrian Universities of Applied Sciences can be broken down into dimensions of the student's learning experience. The study proposed a student satisfaction model

for international students in Austria. The model clearly showed that student satisfaction consists of two components: Teaching and Factors of university experiences. Keok and Thong (2007) conducted an exploratory study to know the relationship of satisfaction of transnational engineering students with perception, using SERVQUAL-TRANS survey instrument. The results revealed an insignificant relationship between learning outcome and student satisfaction while significant positive relation was found between satisfaction and contributing factors including course-curriculum, tangibles, and leadership.

Zhang et. al(2008) established a college student satisfaction index model(CSI) in higher education, using the theoretical framework of ASCI and ECSI models. The researchers measured perception value while taking into consideration the special position of China's higher education in which public education is given priority and had certain monopolization. An empirical research is conducted which showed that the student activity strongly influences the student's perception of education quality and perceived value. The study found that the CSI model possess strong applicability in higher education setting. Bagchi(2010) reported that the quality of teaching can be measured by student satisfaction. The study explained student satisfaction as the gap between student perception and expectations. The study focused on this gap from the instructor's perspectives. The study reported that the instructors have to do four critical tasks i.e. understanding student's expectations, deploying that understanding into course-design and course-delivery, and managing student's perception. This overall approach of QFD, a well-known tool of quality management found suitable for delivering student satisfaction in higher education.

Butt and Rehman(2010) researched to investigate the determinants of student satisfaction in higher education in Pakistan. Results revealed that the factors like teacher's expertise, courses offered, learning environment and classroom facilities are significantly and positively related to the student's satisfaction.

Moro-Egido & Panades (2010) surveyed undergraduate full-time and part-time students to explore their satisfaction. The study showed that the decision to do a job while studying emerged as a key determinant of student satisfaction. The findings of

the study indicated that part-time students are more likely to express less satisfaction with their college experiences. Also, high GPAs and short degree completion times positively affect a student's overall satisfaction. Thiuri(2010) examined the services important to international students at the Rochester Institute of Technology in Western New York and their satisfaction with institutional programs and activities. The study results revealed that academic services provide the most satisfaction in meeting the expectations of the international students.

Arshad et al. (2011) conducted an empirical study using modified SERVQUAL to investigate the service quality perception of the students about the level of service quality provided by their institutes/universities and significant determinants of service quality of business institutes/universities in Pakistan.It has been found that service quality determinants as reliability, responsiveness, competence, tangibility, and communication are the significant determinant of service quality for the business institutes. There was no significant difference between male and female perceptions about service quality levels for business institutes/universities. Dimas et. al (2011) adopted a multi-criteria methodology in the estimation of student satisfaction to explore the relationship between student satisfaction and quality characteristics. The results confirmed the significance of analyzing student satisfaction and the implications that are assigned to specific quality dimensions of higher education. The students considered high importance criterion as the image-fame of the department, and low importance the criteria program study, academic staff, administrative services, and equipment (Tangibles).

Hanaysha, Abdulla, & Warokka (2011) explored students' satisfaction on services provided by HEIs in the Malaysian learning institutions. The study found a significant relationship between the five dimensions of service quality and students' satisfaction. Hotami and Yuruk (2011) researched to measure the academic expectation and satisfaction levels of senior class students within the Faculty of Economics and Administrative Sciences Faculty of Education of Afyon Kocatepe University comparatively. Results revealed significant differences especially in the academic expectation and satisfaction levels of students in the Faculty of Economics

and Administrative Sciences Faculty and the students of the Faculty of Education comparatively.

Jalali et. al (2011) explored the factors affecting student satisfaction in higher education institutions in Malaysia. Results showed that academic-related activities found more important than non-academic activities. The overall services offered by the university were moderate from students perspectives. Race and nationality also influenced the perception of service quality in higher education. Khan et al. (2011) studied the impact of the quality of service on the satisfaction level of students using the SERVQUAL model. The study explored that all four dimensions have positive relationship with satisfaction while Tangible was having an insignificant relation with student satisfaction. It implied that tangibles i.e. the physical appearance of the educational institution was not a matter of consideration for students. The study concluded that better provision of service quality contributes towards increased level of students' satisfaction and which ultimately increases their willingness to excel in their studies.

Romsa(2011) conducted a study to explore the predictors of student retention and satisfaction services at a public university in the MidWest. The study used multiple regression analysis to determine the independent variables (course-related interactions with faculties, out-of-class faculty interactions, and GPA) predicting students overall student satisfaction. Results indicated that none of the three variables significantly predicted overall satisfaction. The findings also indicated that students overall satisfaction and GPA were significant in predicting student retention.Sumaedi et al. (2011) investigated the factors that affected students' satisfaction in two public universities from Indonesia. The study aimed to examine the impact of student perceived quality and perceived price on student satisfaction using multiple regression. The research results showed that perceived quality and perceived price have a positive influence on satisfaction. Thomas (2011) validated a model having satisfaction, institutional reputation, and student loyalty. Data was gathered from leading Indian universities for this study. The study reported that satisfaction leads to loyalty. The study highlighted that student satisfaction is influenced by teaching quality and teaching staff's role. The variables like teacher's

feedback and their access and teaching quality are perceived as the most important variables affecting satisfaction. The findings reported that the institutional reputation positively impacted loyalty via the satisfaction.

Arokiasamy and Abdulla (2012) explored the level of student satisfaction with current services offered by Malaysian university colleges. Results reflected that students were satisfied with many core services & facilities like teaching, administrative support, library, labs, accommodation, medical, and sports. This study found that the satisfaction level at higher learning institutions in Malaysia are correlated with the service quality offered and there was no significant difference of opinion among male and female respondents. Dadoa, Petrovicovaa, and Rajicc (2012) analyzed the influence of satisfaction on behavioral intentions in the Serbian higher education setting. Researchers found that both service quality and student satisfaction are important determinants of behavioral intentions. The study explored that service quality is indirectly related to behavioral intentions, through satisfaction. Faruky,Uddin, and Hossain(2012) investigated the determinants of satisfaction of private students in ten private universities in Bangladesh. Researchers analyzed the student's attitude in private universities of Bangladesh with particular reference to the satisfaction attitude. Faculty credentials are found as the most influential factor affecting the student's satisfaction of the private universities in Bangladesh.

Gao (2012) used Importance-performance analysis(IPA) to measure student satisfaction international post-graduate business students of a British university. Results suggested that universities should focus on the areas of student education, student feedback and service recovery, and staff motivation and development. Ibrahim et al. (2012) investigated students perception about the service quality offered at public and private Technical Education and Vocational Training (TEVT) institutes in Malaysia and their overall satisfaction. The findings of the study revealed that students in public institutes are more satisfied with the services that they received compare to private institutes. Raj and Arokiasamy (2012) surveyed Malaysian private university colleges to explore the level of student satisfaction with current services offered by these institutions. The results of the study revealed that

students are satisfied with many core services such as administrative support, teaching, library, labs, accommodation, medical, and sports. The study found no significant differences in opinion genderwise.

Solinas (2012) explored student satisfaction to identify the aspects of teaching affecting it. It was found that the efficiency of services has a positive influence on student satisfaction. Results also revealed gender-based differences in student satisfaction. In male students, the main factor associated with satisfaction is to always achieve good results while in females, the interest in the subject, degree to acquire social prestige & the possibility of future work. Temizer and Turkilmaz (2012) developed a student satisfaction index (SSI) model, adopted from ECSI for the higher education institutions. Using this model, student satisfaction could be evaluated from different aspects such as the image of the university, expectations, perceived quality, perceived value, and loyalty. Bruçaj (2013) examined the role of student satisfaction regarding quality assurance in Albanian private higher education institutions. The study concluded that those Albanian universities which focused on reaching quality standards by having a clear strategy of student's expectations have more chances of success in this competitive environment.

Ibrahim et al. (2013)explored the areas perceived as less satisfactory to international students were the staff's willingness to help overseas students, staff's sincerity in resolving students' problems, and the quality of feedback given by academics. Mehdipour and Zerehkafi(2013) investigated the Students Satisfaction of Osmania University (OU) in Hyderabad City. The majority of students of Osmania University informed about good rapport between faculty and students, availability of principle when needed, warm staff, and supportive students. Students were found satisfied with the Osmania University services. Min and Khoon (2013) investigated the role of demographic factors in the satisfaction with the service quality of private higher education institutions in Singapore. The results revealed that, among the demographic variables, gender, nationality and the present level of study are influential in the evaluation of service quality, but the age factor does not make any significant difference in the key elements of the service quality evaluation.

Prasad and Verma (2013) explored the factors that underlie the desired expectations to reveal the students' satisfaction for Indian management education. The study revealed that university service quality can be measured with eight dimensions scale where employability and industry-institute interaction contributed to student satisfaction for management graduating students. Seng and Ling(2013)revealed satisfaction as a multi-dimensional construct and indicated that student satisfaction was influenced positively by instructors, learning resources, academic courses, and student engagement in Malaysian context. Learning resources were found as the most important aspect influencing student satisfaction while student engagement as the least influencing factor on student satisfaction. Yeh and Tao (2013) explored the benefits and challenges of personal response system that affect the satisfaction and continuance intension of Taiwanese college students. The study reported that class environment and learning benefits have positive effects whereas, technology and student-based challenges have negative effects on student satisfaction.

Ahmed and Masud (2014) conducted a study and explored seven dimensions of service quality namely administrative services, tangibles, academic programs, academic staff, delivery of teaching, assurance, and empathy. They tested these seven dimensions of service quality to measure their relationship with the overall student's satisfaction of students. The study focused on the responsiveness of academic staff to improve the academic programs by ensuring that academic staffs show a better positive attitude towards students.Arambewala and Hall (2014) developed a model of international student satisfaction by investigating the key factors responsible for choosing Australia as a study destination and how these factors influence the student's satisfaction. The results showed that the role of teaching staff and teaching quality have a strong influence in generating student satisfaction.Asgari and Borzooei(2014) explored the effect of five dimensions of SERVQUAL namely, assurance, empathy, reliability, responsiveness, and tangibles on international students' satisfaction, which enhances their learning outcomes. Price with two dimensions which are monetary and non-monetary plays a role as a predictor variable of students' satisfaction.

Al-Asmi and Thumiki(2014) conducted a study to investigate the influencing factors of satisfaction and their association with student demographics. Results indicated that student satisfaction with the advising system is highly influenced by feel good, critical situations and IT factors. Results found that student satisfaction with advising system is independent of the gender but depends on the educational level. A significant positive correlation was found between student satisfaction and training on advising. Hui(2014) examined that the service quality related to both educational and non-educational services varies among nationality groups, therefore, has a differential impact on student satisfaction. Eight factors that have been investigated in the study are accommodation, economic consideration, safety, education, technology, social image and prestige, and culture integrated. Kumar and Yang (2014) conducted a study on international students to explore their satisfaction level, determinants of satisfaction and its relationship with student loyalty. Four determinant factors were revealed in the study namely reputation, access, program issues, and carrier prospects. Results confirmed that satisfaction exerts a significant positive effect on student loyalty.

Kuwaiti and Maruthamuthu (2014) rvealed the instructor's effectiveness as the strongest predictor of the overall satisfaction of the students.Makewa and Ngussa (2014) conducted research to explore student's demographics and satisfaction in selected educational experiences. Results revealed that despite a range of demographic differences, all groups of respondents are found to be satisfied with educational guidance and counseling, physical environment, assessment, and proper time management. Results indicated that the higher the education level, the greater the level of satisfaction with academic experiences. Mansori *et* al (2014)investigated that the SERVQUAL factors influence student satisfaction. Also, it is mostly affected by the tangibility. Other two factors influencing significantly the student satisfaction are staff's empathy towards students and staff's responsiveness in providing the services. Results revealed that the rest two factors of SERVQUAL, reliability, and assurance did not show any effect on overall student satisfaction.

Mazumdar (2014) surveyed to evaluate the importance and satisfaction of students at five different public and private universities in Bangladesh. Results indicated that

students from private universities in Bangladesh are more satisfied than students of public universities. Negricea, Edu, and Anram(2014) developed a model to study the impact of specific academic quality on student satisfaction in higher education institutions of Romania. The research highlighted a causal relationship between specific academic quality and student satisfaction. The findings of the research revealed that the tangible elements of the university, the compliance with university values and the reliability are variables with a significant impact on student satisfaction. Nell and Cant (2014) identified the most important service feature of student administration, according to students using the SERVQUAL scale. Students were found the most satisfied with the assurance dimension and least satisfied with the empathy dimension. The results further suggested that the ability of the Student Administrative departments to perform the service accurately and on time was the most important feature while the appearance of the Student Administration department's physical facilities, equipment, staff, and communication materials was the least.

Songsathaphorn, Chen, and Ruangkanjanases (2014) investigated the influential factors having a positive effect on Chinese students satisfaction towards Thai higher education. The findings showed that four factors have a significant positive influence on Chinese students satisfaction towards Thai higher education which are education, safety, image and prestige of the institution, and the student's preparation before going abroad. Wang, Tong, and Wong (2014) found that the quality of teaching staff has a positive and significant influence on overall student satisfaction and school image and reputation. Workie (2014) explored student satisfaction with service quality in higher education institutions. Results indicated a positive relation of faculty and staff-advising and classes to that of the university experience, ultimately influencing the student satisfaction. Results revealed that faculty advising has the strongest influence in increasing student satisfaction. Then, classes and staff advisory, class environment, course organization, and university experience respectively in increasing current levels of student satisfaction.

Celik and Akyol (2015) explored the socio-economic and demographic determinants of student satisfaction focusing on cultural facilities and recreational ports. Results

revealed age group as a significant determinant of student satisfaction. Also, it was found that younger-aged, higher income, or tuition-loan holder students were less likely to have higher satisfaction than their counterparts. Kacire *et* al. (2015) found a positive relationship between perceived diversity climate and the general satisfaction of university students. Suarman(2015) explored the impact of the relationship between students and lecturers towards student satisfaction and also investigated the differences of students perceptions of lecturers teaching quality and gender-based analysis of student satisfaction. The study used the SEM approach to explore the impact of the lecturer-student relationship as an intermediary influence on student satisfaction and teaching quality. Results showed that female students have a higher perception of their satisfaction. The findings also confirmed the relationship between lecturer and student as an important factor in determining the lecturer's quality in teaching and contributed to student satisfaction.

Santini *et* al. (2017) conducted a meta-analytical study of researches of the past 30 years to explore the antecedent and consequent constructs of satisfaction. Results explored six antecedent dimensions (perceived value of educational services, resources provided to the student, service quality perception, marketing orientation, identity of the higher education institution, university environment) and one consequent dimension (loyalty) related to student satisfaction. Sabatayeva *et* al. (2018) found that the relevance of academic courses to future job prospects and social activities were determinant variables in predicting the overall satisfaction of international students with overseas education. Muhammad et al. (2018) found that among five dimensions of service quality, academic aspects had a maximum contribution to satisfaction.

Kéri (2019) proposed a conceptual model of international student satisfaction. The study proposed that the overall satisfaction of students with overseas education is affected by school-related and non-school related satisfaction. This overall satisfaction leads to the loyalty of international students. Lukášová and Kuchařová (2019) used qualitative research to identify the criteria of student satisfaction. Researchers found the general categories of student satisfaction criteria as academic quality, organization of teaching and the attitude of the study department,

organizational climate, facilities and equipment of a faculty, library services, catering services, and faculty reputation. The study concluded that improving theses services would enhance the satisfaction of students.

International Student Loyalty

Helen and Ho (2011) proposed a conceptual model of student loyalty and also explored the key determinants of relationship commitment. Results revealed that relationship commitment is a strong driver of student loyalty. Also, relationship benefits, relationship termination costs, and shared values are found to have a positive influence on the relationship commitment. Phadke(2011) developed a student loyalty model in Indian setting using data of business students from the city Bangalore. Structural equation modeling was used to validate the framework by testing the relationships. The study revealed that perceived fee fairness, satisfaction and affective commitment, educational service quality, perceived value, are the key determinants of student loyalty.

Thomas (2011) developed and validated a model linking student satisfaction, institutional reputation, and student loyalty. Data was gathered from leading Indian universities for this study. The study reported student satisfaction as a major driver for loyalty. The study highlighted that student satisfaction is influenced by teaching quality and teaching staff's role. The variables like teacher's feedback and their access and teaching quality are perceived as the most important variables affecting student satisfaction. The study also reported that the institutional reputation positively impacted student loyalty via the mediating variable of student satisfaction. Fares, Achour, and Kachkar (2013) explored that student loyalty is positively effected by service quality, satisfaction, and university reputation.

Olaleke et al(2014) analyzed the marketing–mix strategy and student loyalty in education. Findings revealed a significant positive correlation between instructional quality and active participation of students. It indicated better implementation of marketing mix elements especially people, process, and physical evidence that would lead to higher student loyalty. Ramli, Othman, and Salleh(2015) developed and tested a model to investigate the predictors of Brand loyalty of public higher

education institutions(PubHEIs) in Malaysia. Results emphasized that to raise strong emotional brand attachment, a PubHEI must meet student's expectations in terms of teaching and learning quality and in turn strong emotional attachment will lead to student loyalty. The results of the study confirmed that perceived teaching and learning quality and emotional brand attachment are the key predictors of brand loyalty. Aritonang (2014) developed an empirical model of student loyalty in the Indonesian higher education context by specifically investigating the effects of satisfaction, trust, and social identification on it. The findings revealed that satisfaction, trust, and social identification affect positively on loyalty. The results supported that all three variables are significant predictors of student loyalty and trust mediates the relationship between satisfaction and loyalty.

Wardi *et*. al (2018) found that service quality positively enhances student loyalty for a particular institution.Dharmayanti and Semuel (2018) explored that the financial sustainability of the university is determined by student satisfaction and loyalty. Loyal students provide a competitive advantage to the institution over others. Chandra *et* al. (2019) revealed the significant influence of the university image on both student satisfaction and student loyalty. Sin *et* al. (2018) explored the satisfaction level of international students towards the service quality of UTM using SERVQUAL. The study found that international students were not satisfied with university service quality and the three dimensions (responsiveness, assurance, and empathy) had a significant impact on student loyalty. Ismanova (2019) explored that the perceived service quality impacts student loyalty specifically through a fully mediating effect of commitment. Cahyono *et* al. (2020) explored that service quality has significant impact on student loyalty. Student loyalty can be improved by improving all five aspects of service quality.

Jamaludin *et* al. (2018) explored that to facilitate the destination loyalty intentions, the educational institutions have to develop a support system to enhance cross-cultural adjustment. Pham *et* al. (2019) revealed that satisfaction and disconfirmation are the direct and indirect antecedents of student loyalty. Intrinsic value was found as the most important predictor of loyalty through the mediating roles of satisfaction and disconfirmation.Yousaf *et* al. (2018) found that trust created

through effective service delivery is the only way to student loyalty. The study explored reliability as the strongest direct determinant of loyalty, followed by integrity. Ismanova (2019) found that to enhance student loyalty, the university has to stimulate emotional bonds with students and their identification with university along with providing high-quality services. Ammigan (2019) found that dimensions of satisfaction (arrival, learning, living, and support services) positively influenced recommendation to other students. The learning experience was found more impactful for recommendations.

International Student Engagement

Cobbs(2008) examined the differences between traditional and non-traditional undergraduate student's levels of engagement using the National Survey of student engagement.Results revealed a higher level of engagement for full-time non-traditional students in the area of student-faculty interactions, active collaborative learning, and enriching educational experiences. Also, female non-traditional students are more engaged than traditional students. Gaydos(2008) explored the role of value of school, student-teacher relationships, and classroom/homework participation related to the institutional identification. The study considered behavioral and emotional engagement factors as mediating variables to determine their impact on perceived level of academic demands. The study suggested that classroom participation or behavioral engagement persuades students more significantly than the emotional engagement factors. Parikh (2008) explored the relationship between engagement and academic performance of international students at a research-intensive university. Findings indicated that international students are found to be more engaged in activities that are positively correlated to GPA, including library and computer use, reading unassigned materials, hours spent on academic work, use of scientific method and experimentation.

Foot(2009) investigated the international students' academic engagement qualitatively how they perceive their academic engagement activities. Researchers used the case study method using focus groups comprised of international students sorted further into geographically or culturally homogenous groups. NSSE

framework is used to filter the thematic data. The research revealed that variation in international students academic needs depends on the country of origin and their home culture.LaNasa et al (2009) explored the underlying structure of the five benchmarks of the NSSE framework, their interdependence, and the extent to which the inputs reflect the five dimensions of student engagement survey(NSSE). The study addressed the instrument construct validity using first-time freshmen cohort's responses to a confirmatory factor analysis and proposed an alternative eight dimensions of student engagement which was found slightly better. Fattor (2010) explored student engagement in three domains of behavioral engagement, emotional engagement, and cognitive engagement using student engagement. Findings indicated no significant differences in engagement levels across three engagement sub-scales and also no significant differences in engagement are found by ethnicity.

Irungu (2010) examined the extent of five benchmarks of engagement(level of academic challenge, student-faculty interactions, enriching educational experiences, active and collaborative learning, and supportive campus environment)predicting various dimensions of self-reported academic, personal and social growth/outcomes for senior undergraduate international students. The findings indicated that all five engagement benchmarks recorded a positive correlation between engagement and outcomes.Rupayana(2010) developed and validated student academic engagement scale(SAENS) having two dimensions namely enjoyment and effort. SEANS showed higher relation with student outcomes than NSSE. Results indicated that student engagement is affected by student characteristics as well as institutional characteristics.

Zhou (2010) explored the relationship between first-year college student engagement and their outcomes-academic performance represented by student persistence and GPA. The study also explored the impact of certain student characteristics (gender, race/ethnicity, GPA, father's educational level, mother's educational level, financial aid, and enrollment status) on student outcomes by utilizing NSSE data. Findings revealed that student's demographic characteristics did not have a significant impact on either persistence or academic performance.Student engagement does not show a significant relationship with

student persistence and academic performance, either as a single variable or analyzed by using the five benchmark variables.Dogan (2014) developed a student engagement scale (SES)to assess student engagement in Turkey by determining its validity and reliability.The explored factors of the scale were emotional, behavioral, and cognitive engagement. The results indicated SES as a reliable and valid tool to assess student engagement. Horne (2018) surveyed international students studying in U.S. universities. The study reported huge discrepancies among domestic and international students on the level of satisfaction and belonging to the institution. Studies reported that academic settings can play an important role in shaping the student experience.

Wekullo (2019) conducted a systematic review of ten years of literature on student engagement and found that student engagement varied depending on the student's background, major, region, and type of institution. Fredricks et al. (2019) explained the classification of engagement interventions based on the multidimensional nature of engagement (i.e., behavior, emotion, and cognition). Hwang (2020) examined the individual and institutional factors affecting the student's experiences that determine student engagement over campus depending on the level of interaction with people over the campus. Khieowan and Sukchuay (2020) explored that international students with higher metacognition are more successful learners as they direct their own learning to solve the learning problems. Also, metacognitive engagement makes international students more successful learners irrespective of language and cultural barriers. Xiao (2020) conducted a study on Chinese international students in Canada to increase their engagement. Study revealed cultural differences, language barriers, financial burdens and employment barriers, and gender-based differences as the influential factors of engagement Results reported that international students require academic and social engagement support for their better engagement. Snijders *et* al. (2020) investigated the relationship management approach in the context of international education. Findings indicated that both student engagement and student loyalty can be achieved by using this approach. Jarecke (2020) explored that student-faculty interactions significantly predicted satisfaction, leading to the retention of students over campus. Pedler *et* al. (2020) highlighted the teacher's role to ensure meaningful engagement of students.

Socio-cultural Adaptation of International Students

Ward and Kennedy (1999) examined socio-cultural adaptation as the result of many intermingled factors. On the level of personality characteristics, adjustment to a foreign culture for study abroad students has been related to personality characteristics of extraversion, agreeableness, conscientiousness, optimism, and hope. Khan and Khan (2007) examined a trend analysis of the cross-cultural adaptation of academic sojourners for intercultural communication (number of casual acquaintances, casual friends, intimate friends, participation in host organizations and use of host mass media) and trends in psychological domain (perceptual complexity, attitude toward the host society and satisfaction level) of academic sojourners over the years in process of adaptation. They found that the linearity of association with the members of the host society was increased with time spent in the host society.

Sumer (2009) identified important gender differences concerning acculturation dimensions and coping processes. Identification with the host culture and Escape-Avoidance were predictors of socio-cultural adaptation for both genders. Brisset et. al. (2010) conducted a study on the psychological and socio-cultural adaptation of Vietnamese international students in France. Attachment intimacy and trait-anxiety moderated by psychological distress were found to be relevant to the process of adaptation.Ukomadu (2010) explored that psychological factors, person-environment fit conditions, socio-cultural factors, higher education organization culture, student support services, and transition and adjustment processes are essential frameworks for explaining the Nigerian student's transition and adjustment to American higher education. Akhtaruzzaman and Hoque (2011) investigated that the Bangladeshi students at the University Islam Antarabangsa (UIA), Malaysia were experiencing a cultural gap, manifested in their homesickness, food problems, financial intricacy and language complexity.

Wilson (2011) conducted a study to determine the relationship between socio-cultural adaptations of international graduate students on selected demographic characteristics. The findings suggested the need for improving university

communication with international students, expanding international orientation, including more Americans in international activities, expanding English language improvement activities, and continually assessing international programs. Recher(2012) examined the psychometric properties of cultural maintenance motivation(MCM) and cultural exploration motivation(MCE) influencing acculturation behaviors when individuals immigrate to another country and also investigated a dual-process model. The findings suggested that MCM predicted the psychological adaptation through ethnic peer-connections whereas MCE predicted socio-cultural adaptation which in turn predicted psychological adaptation.

Wilson (2013) researched by reviewing, revising, and expanding the socio-cultural adaptation construct, aimed to provide a thorough understanding of sojourner adaptation. The study concluded that direct linkage was found between migration motivation and positive psychological outcomes. Behavioral competency and discrimination were found to have a mediating effect on the relationship between them. The study also investigated the operationalization of behavioral competency through revision of an existing measure of socio-cultural adaptation by investigating five domains namely ecological, interpersonal, personal interests and community involvement, language, and professional/work adjustment.

Muhammad and Mustafa (2013) explored the differences in the level of four learning outcomes of Malaysian international students on the impacts of socio-cultural adaptation in Japan. Results revealed that the struggles of adaptation issues significantly influence impacts on students' learning and development: independence, self-confidence, expanding world-view, psychological adjustment, understanding of cultural differences, self-cultural awareness, objectivity in making decisions, and problem-solving skills. The researchers found that for a successful socio-cultural adaptation, individuals need to express their willingness to learn and accept other cultures through psychological, behavior, and cognitive changes.

GulRaihan and Sandaran (2017) conducted a survey on socio-cultural adaptation challenges of international students studying in Malaysian higher education institutions, using R-SCAS. It was found that socio-cultural adjustment of

international students mainly influenced by language adaptation and academic adaptation, while interpersonal adaptation has little influence. Mahmood and Beach (2018) explored that increased competency among five R-SCAS domains decreased the levels of acculturative stress. The results showed a negative correlation between socio-cultural adaptation and acculturative stress.

Chang, W. H. (2016) explored the predictors of socio-cultural adaptation among international students. Students having high social self- efficacy, openness to change have less socio-cultural adaptation difficulties when they perceived discrimination. English fluency has been found no direct effect on socio-cultural adaptation but it enhances social self-efficacy. Presbitero (2016) explored that cultural intelligence serves as a moderator in lessening the impact of culture shock on both psychological as well as socio-cultural adaptation of international students.

Zhang *et* al. (2018) found that Chinese international students encountered frustration in the host culture. The study revealed that students used experiential learning strategies (looking the reality beyond the stereotype and taking initiative and imitating host behavior) in leisure which acts as an effective facilitator of socio-cultural adaptation. Brunsting *et* al. (2018) conducted a ten-year systematic review of the literature to explore the predictors of psychosocial adjustment of international students. The predictors were courses with intercultural dialogue, collaborative or teamwork-based leadership programs, and the events sponsored by their cultural group. Yu *et* al. (2019) surveyed Asian international students studying in Hong Kong public universities to explore the predictors of socio-cultural adaptation. The study found that English proficiency, social support, low level of perceived discrimination, contact with domestic students, and proficiency in the local language enhanced socio-cultural adaptation. Gebregergis *et* al. (2020) conducted survey on international students studying in China. The study revealed prior travel experience, self-efficacy, and self-esteem as predictors of socio-cultural adaptation.

Above mentioned literature review interconnected all the variables of satisfaction, loyalty, engagement, and socio-cultural adaptation of the international students. The review of literature in the context of the present study pointed towards the issues of

international students in the host country, student engagement, and their socio-cultural adaptation which constantly influences their satisfaction with institutional service quality. It is worth studying the satisfaction of international students as satisfaction is a predictor of retention and positive word of mouth (i.e., student loyalty). Based on the review of literature, the existing researchable problem leads to the study of student satisfaction and loyalty with student engagement and socio-cultural adaptation.

1.7   SIGNIFICANCE OF THE STUDY

International students face the challenges of living in a foreign culture including racial discrimination, language problems, accommodation difficulties, separation reactions, dietary restrictions, financial stress, loneliness, etc (Furnham, 1997). Many international students at some point face a degree of culture shock, exhibiting itself in feelings of powerlessness, meaninglessness, normlessness, self and social estrangement, and social isolation (Furnham, 1997). Adapting to a new country can cause a lot of pressure on international students, leaving them dissatisfied with their academic sojourn. Student satisfaction is one of the important factors that need to be given serious attention to ensure students loyalty to the university and enrolment of new students. Many researchers reported student satisfaction as a major driver for student loyalty (Thomas, 2011; Mohammad & Awang, 2009; Brown et. al, 2009; Moore et. al, 2012; Guild, 2012; Anil & Ecli, 2013; Dib & Alnizer, 2013; Kumar & Yang, 2014;Ng and Priyono,2018). Focusing on student satisfaction not only enables universities to reorganize accordingly but also allows universities to develop asystem for continuous monitoring in meeting or exceeding the students' needs effectively (Elliot and Shin, 2002). Therefore, the student satisfaction approach is important in developing a culture of continuous quality improvement (Aldrige and Rowley 1998). Maximizing student satisfaction is a continuing challenge for the educational policymakers.Student engagement is essential to most effectively achieving the overall purpose of the university. Its measurement can provide evidence for an institution's fulfillment of its commitment. It can be used for institutional planning, and it provides a tool for assessing the degree to which engagement is aligned throughout the university. Undergraduate student engagement

is increasingly on the agendas of Universities. Engaged individuals have a sense of personal attachment to their work and organization(MacLeod, 2009).

India is emerging as a service hub of the global knowledge economy and it is a study abroad destination of international students. The role of international students assumes importance as ambassadors of the Indian culture and economy. It will also add revenue-generating capacity to the Indian higher education institutions. However, the inbound student mobility is very low in comparison to outward student mobility in India. This research would provide service marketing literature an understanding of the individual variables that intertwined to make-up the international student's experience satisfactory with the Indian higher education, ultimately leading to student loyalty towards these educational institutions. Research on student satisfaction and loyalty to their engagement and socio-cultural adaptation will help a better understanding of student expectations of services of higher education institutions. Exploring student satisfaction at the higher education level is essential as it will facilitate the strategic objectives of the educational institutions effectively in the Indian context.

Although many researches has been done in recent years, yet the struggle to rightly unfold the concept of student satisfaction is still in progress. Most of the previous studies explored the causes of student satisfaction and dissatisfactions and proposed several models based on service marketing literature. These researches have been done mostly in developed countries context. These studies explored that service quality features (teacher's expertise, courses offered, university management, campus life, academic as well as administrative services and infrastructure) of the universities influence student satisfaction. Investigator found only a few studies that explored socio-cultural adaptation with student satisfaction (Yang, 2010 & Ukomadu, 2010), but not in the Indian context. A few researchers explored student satisfaction with student engagement (Sahin & Salley, 2008; Korobova, 2012). In the education sector, HEIs deal with different groups of students, each has given the same quality services, but the level of student satisfaction is a subjective interpretation. Thus, it is strongly recommended that the researcher should explore

student satisfaction beyond the service quality dimensions, with other variables like student engagement.

From the review of literature, it can be said that no study found showing the relationship between student satisfaction and loyalty with other variables like student engagement and socio-cultural adaptation. There is scant research on the role of socio-cultural adaptation in the satisfaction of international students. Due to this lack of research, strategic planning may be affected as universities will focus only on the improvement of their services for international students. The present study aims at expanding the research in this area to fill the identified gap in the literature. The researcher thus wants to explore the relationship between socio-cultural adaptation, student engagement, student satisfaction, and loyalty. Also, it will facilitate the strategic objectives of the educational institutions effectively in the Indian context.

1.8 STATEMENT OF THE PROBLEM

In the light of above-mentioned discussion the problem under investigation may be stated as follows:

"SATISFACTION AND LOYALTY IN RELATION TO STUDENT ENGAGEMENT AND SOCIO-CULTURAL ADAPTATION AMONG INTERNATIONAL STUDENTS"

1.9 OPERATIONAL DEFINITIONS OF THE TERMS USED

The operational definitions of the terms used in the present study are:

Student Satisfaction is defined as a student's attitudinal outcomes of the service quality at higher education institutions. Students evaluate their institutional and academic experiences and decide that their perceptions meet or exceed their expectations about service quality.

Student Loyalty is defined as a student's favorable attitude towards the higher educational institution through positive word-of-mouth by recommending the institution to others and a tendency to use the same university for further education.

Student Engagement is defined as the quality of effort students themselves devote to the educationally purposeful activities that contribute directly to the desired outcomes.

Socio-cultural adaptation is operationally defined in terms of behavioral competence of higher education students in the new cultural milieu. It refers to the student's ability to manage effective interactions in a new culture and is closely linked with culture-learning skills and social skills.

International students are those students who have crossed their national borders for education and are currently enrolled in Indian universities in undergraduate and postgraduate courses under different streams.

1.10   OBJECTIVES

Based on the above mentioned contextual background, major objectives of the present study are as under:

1) To explore the levels of Satisfaction, Loyalty, Engagement, and Socio-cultural adaptationof International students studying in India.
2) To examine the difference in Satisfaction of International students on the basis of selected demographic variables of the Institution and students.
3) To study the impact of Engagement and Socio-cultural adaptation on the Satisfaction of International students.
4) To examine Satisfaction as a predictor of Loyalty in the case of International students.
5) To investigate the challenges faced by the International students studying in India.

1.11   HYPOTHESES

Based on the objectives of the study, the hypotheses are as follows:

$H0_{1I}$: There exists no significant difference in the level of Satisfaction among the International students enrolled in different accredited universities.

$H0_{1II}$: There exists no significant difference in the Satisfaction of International students on the basis of the type of the Institution.

$H0_{1III}$: There exists no significant difference in the Satisfaction of International students on the basis of their age.

$H0_{1IV}$: There exists no significant difference in the Satisfaction of International students on the basis of their gender.

$H0_{1V}$: There exists no significant difference in the Satisfaction of International students on the basis of their geographical region.

$H0_{1VI}$: There exists no significant difference in the Satisfaction of International students on the basis of their prior exposure to multicultural experience.

$H0_2$: There exist no significant impact of Student engagement and Socio-cultural adaptation on Satisfaction of international students.

H_3 : Satisfaction is a significant predictor of Loyalty in the case of international students.

1.12   DELIMITATIONS

The present study will be delimited to:

1)   International students who are studying in 10 selected Indian universities only.

2)   Students enrolled in Graduate and Postgraduate programs only.

3)   Students of Traditional (Arts & Humanities, Languages, Commerce) & Professional courses (Management, Medical Sciences, Agriculture, Fine Arts, Life Sciences, Engineering) only.

4)   Only NAAC accreditation have been considered for the present study.

5)   While writing and analyzing case studies, the University names have not been disclosed to hide the identity.

<h1 align="center">Chapter – II</h1>

<h1 align="center">METHODS AND PROCEDURE</h1>

The present chapter deals with the methods, selection of the sample, scales along with their description, research design, procedure and statistical technique used for data analysis and interpretation.

2.1   METHODOLOGY

The present study used the triangulation approach of research design, as it involved both qualitative as well as quantitative approaches.Triangulation provides the opportunity of analyzing the research topic from different perspectives (Breitmayer, 1991).For the quantitative part, a descriptive survey method has been employed. This type of research method includes proper analyses, interpretation, comparisons, identification of trends and relationships. The descriptive survey method is concerned with the description of data and characteristics of a population. The descriptive survey research method is used because the study aims at exploring the levels of student satisfaction and loyalty, student engagement, and socio-cultural adaptation of international students and attempts to find the relationship among these variables. For the qualitative part of the study, the investigator performed a case study research by using multiple case studies for different universities to explore the challenges faced by international students. Using case study research, a particular phenomenon can be viewed and explored from multiple perspectives.

2.2   SAMPLING

Mostly, international students join the universities located in Pune, Delhi, Hyderabad, Bengaluru, Manipal, and Mysore due to proximity from their home countries and availability of the choice of professional courses. (AIU Occasional paper, 2014). A trend analysis has been done to explore the state-wise international students' strength.

Selection of Universities

While selecting universities, the criterion sampling technique of purposive sampling method has been used. Investigator contacted the officials of all top 15 universities having more than 400 international students (AIU, 2012-13 Report). To finalize the list of top 10 Universities, investigator sequentially checked all universities with possibilities of sampling. While checking sequentially to fulfill the criteria of sampling, three Universities have been removed from the list. Mysore University, and Annamalai University have been left as these universities have international students in many affiliated colleges. Visvesvaraya Technical University has been left due to many affiliated colleges and also, the unavailability of courses other than only technical courses over the campus.

Table 2.1 : Trend of State-Wise International Student's Enrolment as per AISHE Reports (2011-19)

AISHE Reports	Level wise Percentage	State wise representation of international students as per their maximum enrolments							Total population in India
	UG & PG	Karnataka	Tamil Nadu	Maharashtra	Uttar Pradesh	Punjab	Telangana	Delhi	
2011-12	76 & 18	12058	4866	4242	3580	1055	3580	1878	33,151
2012-13	77.1 & 16.6	13241	4401	3888	1886	1886	1416	1840	34774
2013-14	76.8 & 16.2	13903	5460	5006	2816	2157	2103	1546	39517
2014-15	77.4 & 15.6	13956	5698	5135	3263	1518	3060	1995	42,293
2015-16	78.5 & 14.1	14348	5377	4649	3407	2459	3032	2063	45424
2016-17	76.9 & 14.5	13050	4889	4619	3602	3246	2341	2632	47575
2017-18	77.4 & 14.8	12041	3542	4306	4465	3375	2877	2266	46144
2018-19	73.4 & 1615	10023	4101	5003	4514	4533	2020	2141	47427

Table 2.2 : Institutions having more than 400 international students in 2012-13

Sr.No.	University/ HEI	Number
1	Manipal University, Manipal	2742
2	Pune University, Pune	1746
3	Bharati Vidyapeeth University, Pune	1406
4	Osmania University, Hyderabad	1366
5	Bangalore University, Bengaluru	1196
6	Mysore University, Mysore	1,124
7	Lovely Professional University, Phagwara	1092
8	Visvesvaraya Technical University, Belgaum	970
9	Delhi University, Delhi	832
10	Symbiosis International University, Pune	719
11	Annamalai University, Annamalai	666
12	Sharda University, Meerut	539
13	Banaras Hindu University, Varanasi	462
14	Aligarh Muslim University, Aligarh	415
15	Panjab University, Chandigarh	409

Source: AIU, New Delhi

Table 2.3 : Sample Universities in Different States and Union Territory

S. No.	States/Union territories	Universities(Govt./Private)
1.	Punjab	• Lovely Professional University
2.	Uttar Pradesh	• Banaras Hindu University • Aligarh Muslim University • Sharda University
3.	Karnataka	• Bangalore University
4.	Maharashtra	• Pune University • Symbiosis International university
5.	Telangana	• Osmania University
6.	Sikkim	• Manipal University
7.	Delhi	• Delhi University

The investigator did not get permission in Bharati Vidyapeeth University for data collection. Thus, only those top ten universities (both government and private universities), from serial no. 1 to 14 (refer Table 2.2) have been finalized for the present study that have maximum international students at their campuses (excluding affiliated colleges) and have both undergraduate and post-graduate programs at their campus.

Sample Size

To determine the sample size for the present study, the investigator explored AISHR reports from the AIU website (Table 2.1). As per AIU report 2014, the number of foreign students in Indian campuses during the year 2010-11 and 2011-12 were 27,531 and 33,151 respectively. The investigator personally contacted the concerned authorities in Sept, 2015 for the exact population of international students in India. The investigator obtained the information of the approximate population size of 30,000 from AIU. The sample size of the present study was calculated using an online sample size calculator to be 380. Student satisfaction has been highlighted as an important aspect by AIU as it can provide information about the university campus environment and can make the enrolments conducive. In the process of trend analysis it was realized that, in the coming years, it would be useful to include more information.Considering the year wise trend of international student's enrolment in India (AISHE reports) and for better generalizability of the present study, the sample size was doubled to approximately 800 students.

Selection of International Students

Sampling of the international student population was difficult because the standard statistical methods require sampling frame which was difficult to obtain due to the unavailability of required university wise data. Also, it was very expensive both in terms of time and money to distinguish members of different nationalities within the entire population. Snowball sampling is particularly suitable for the hard-to-reach population (Sudman and Kalton,1986), for the unavailability of the sampling frame (Biernacki and Waldorf, 1981) and when representation from diverse communities is needed. As international students were hard-to-reach populations on campus

because different nationality groups had networks that were difficult to penetrate. Also, the international students felt that their opinion about satisfaction with service quality was very private. Thus, snowball sampling as a non-probability approach to sampling design was found suitable, culturally competent and as a convenience method for the present study. Also, it suited the needs of the investigator whose exclusive concern was accessing the hidden population.For the present study, approximately a sample of 800 international students of both public and private universities have been taken from different streams i.e. Arts & Social Sciences, Commerce & Management, Sciences, Sciences, Engineering & Computer Science, and Medical Sciences.

2.3   TOOLS USED FOR PRESENT STUDY

For data collection, the following tools have been used:

1)   Student's satisfaction constructed by the investigator

2)   Student loyalty scale constructed by the investigator.

3)   Student engagement scale constructed by the investigator.

4)   Revised socio-cultural adaptation scale by Wilson, J. (2013).

5)   An open-ended questionnaire for exploring challenges faced by the international students constructed by the investigator.

2.3.1   International Students' Satisfaction Scale (2017)

International Students' Satisfaction Scale (2017) has been constructed by the investigator. It is 5 point scale, having 21 statements consisted of 5 factors of International students' satisfaction. The development and validation procedure of the scale as follows:

Need for International Student Satisfaction Scale Development

In recent years, due to globalization of higher education, two prominent areas of researches overlap first the service quality of universities and second the student satisfaction (Mariani et *al*, 2015). The services provided by the universities become crucial for international students satisfaction, retention, successfulcourse completion, and ultimately, leading to loyalty. Although, there is a lot of tools

developed to explorethe satisfaction of students with service quality of higher education institutions but not yet been fully explored in international students context specifically. Thus, the researcher aims to develop and validate a scale for exploring the satisfaction of international students.

"SERVQUAL" developed by Parasuraman *et al,* 1991, 1994 can be considered as the most frequently used model among all models for measuring service quality by the researchers. This tool measures the satisfaction from the perceived quality of the service from the perspective of the five dimensions of service quality:Tangibility, Reliability, Responsiveness, Assurance, and Empathy which are generally accepted in the academic world. Some researchers stated about quality dimensions from customers' perspective that resulted in creating an opinion about the product/service and that lead to the occurrence of the satisfaction phenomenon. Thus, SERVQUAL can be seen from the perspective of two situations: (1) as a tool that measures the level of service quality and (2) in the situation in which SERVQUAL is considered as a goodpredictor of general satisfaction (Bitner and Hubert, 1994). Review of literature reflected no consensus among researchers on the definition and measurement ofstudent satisfaction. Studies on satisfaction have been done mostly from the customer's perspective. The dimensional issue of satisfaction with service quality requires a re-examination of SERVQUAL dimensionsin the context of international students studying in Indian universities.

Item Generation

An initial pool of 49 statements was framed from an extensive review of the literature.The items were shown to 10 subject experts from the education and management departments of five universities for content validation. As per the feedback from experts, 11 items were deleted and someothers are modified. Thus, the preliminary draft of the student satisfaction scale had 38 items.

Scoring

Student satisfaction is a seven-point Likert scale, and the scores assigned 1 to 7 each statement to each response category: Strongly disagree(SD), Disagree(D), Somewhat disagree (SDA), Neither agreeor disagree (NAOD), Somewhat agree (SWA), Agree (A), Strongly Agree(SA). All items are positively worded statements.

Initial Try-out

Preliminary draft of the tool having 38 items was administered on a sample of 100 international students (50 males and 50 females) of engineering and management streams from two states (Punjab and U.P.) of India, using purposive sampling technique. Students were asked to rate the level of satisfaction with university services in each of the five dimensions. This method could generate reflection on each factor which considered being significant to the overall student satisfaction. After scoring, the scores were arranged in descending order. Upper 25% of respondents with the highest total score and lower 25% of respondents with the lowest total score on the scales were extracted to form criterion groups so that statements can be evaluated (Garrett & Henry Edward, 1937). Data was analyzed using SPSS 21, by employing an independent sample t-test. Only items having a value greater than 2, which is a significant at 0.05 level of significance with df=98 (Netemeyer *et al,* 2003). After item analysis, out of the total 38 items, 13 items were rejected. Thus, the scale after item analysis was finalized with 25 items.

Assessment of Content Validity

Content validity is established by using expert opinion and feedback regarding the relevance of items in theconcerned area. Only those statements retained which had 80% or more unanimity by 10 experts of five different universities (Garrett & Henry Edward, 1937).

Exploratory Factor Analysis (EFA)

After establishing the content validity of the tool, the initial draft of the tool having 25 items is administeredon 500 international students of five Indian Universities, out of which only 388 sheets were found valid for further analysis. For EFA, 388 samples (196 males and 192 females) of average age 21.8 were selected.EFA was performed to check sampling adequacy. The results of EFA indicated the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy was found to be.872, Barlett'sTest of Sphericity showed significant correlationamong variables $\chi^2 = 714.42$ with df= 186 and sig=0.000. Hence, the sample passed the basic dataadequacy check for EFA.

Table 2.4 : KMO and Bartlett's Test Results for Student Satisfaction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	714.42
	Df	186
	Sig.	.000

Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is useful when researchers have clarity about a scale − the number of factors or dimensions underlying items, the links between specific items and specific factors, and the association between factors. Confirmatory factor analysis (CFA) using AMOS 20.0 was carried out to test the five-factor structure. Four items have been deleted as they were not able to explain the construct up tothe acceptable range. Finally, the 21-items scale was finalized with CFA.The fit indices (CMIN/DF=3.840,GFI=0.912, AGFI=.805, CFI=.954, RMSEA=0.082) were found in the acceptable range. Also, theconvergent and discriminant validity have been established for the scale.

Convergent validity

Any measure is said to possess convergent validity if items within the same construct are highly correlated (Netemeyer et *al*, 2003). There are following three conditions reported for establishing convergentvalidity: a. CR should be greater than 0.7 b. AVE should be greater than.05 and c. CR should be greater thanAVE (Hair *et al,* 1998). Table 2.5 shows all the conditions are met to qualify the convergent validity (Hair *et al,*1998).

Table 2.5 : Values of Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Variance (MSV) and Average Shared Variance (AVE)

S. No.	Constructs	CR	AVE	MSV	ASV
1.	Tangibility	.91	.69	.27	.17
2.	Reliability	.91	.71	.31	.19
3.	Responsiveness	.85	.59	.22	.14
4.	Assurance	.88	.63	.27	.07
5.	Empathy	.89	.73	.31	.09

Discriminant Validity

Discriminant validity refers to the extent to which measures of theoretically unrelated constructs do not correlate highly with one another (Brown *et al,* 1998)." "The discriminant validity of the measures in the present study was established by comparing the average variances extracted with the squared correlation between constructs (Fornell & Larcker, 1981). From Table 2.5, it can be seen that all AVEs are higher thansquared inter-construct correlations. This result provides evidence of discriminant validity.
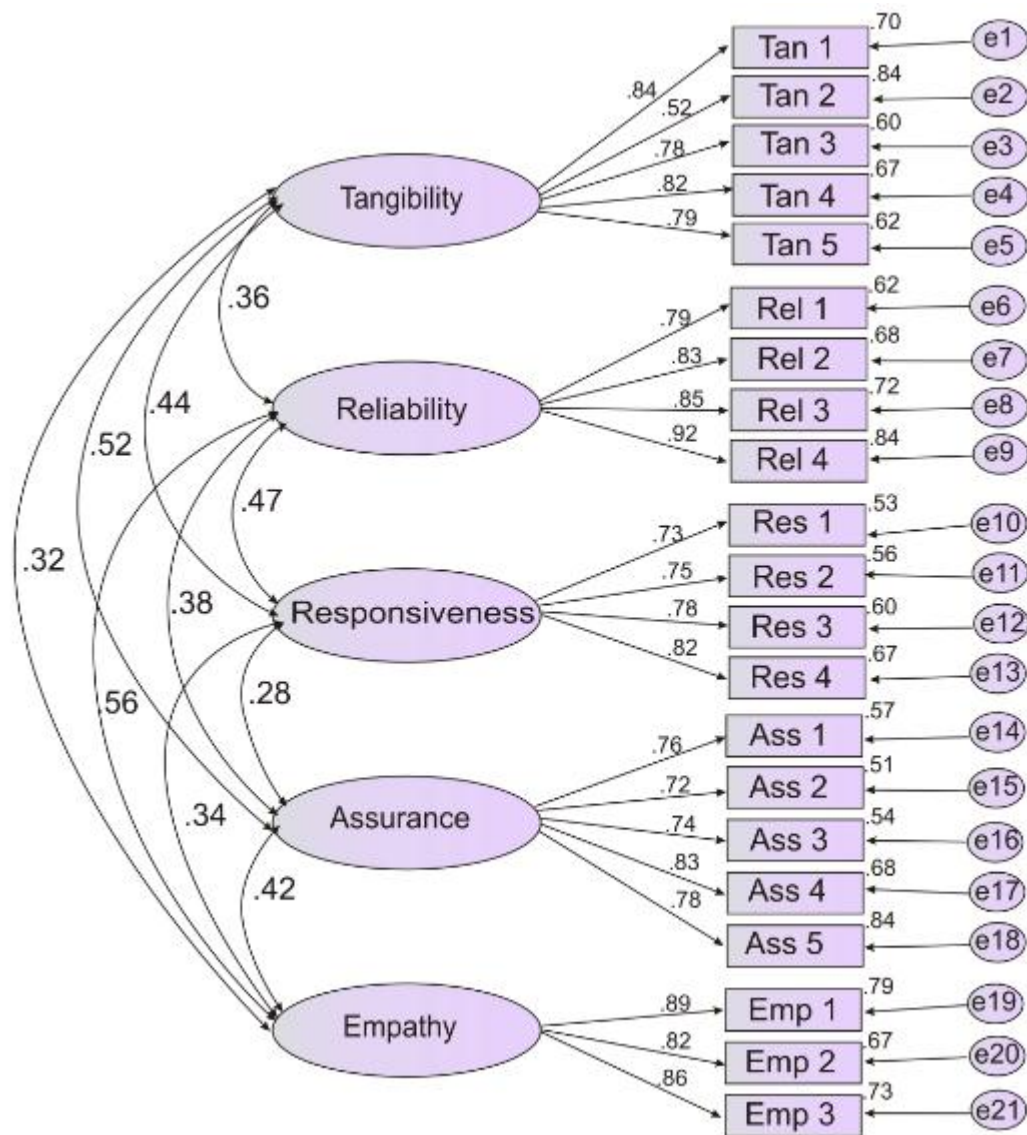
Figure 2.1: Measurement Model

Development of Norms

Respondents of the scale were selected from four Universities representing all types of NAAC accreditation and one non-accredited university (including 2 public and 2 private universities), using convenient sampling technique ensuring that respondents are appropriate in terms of representativeness for proposed population. Interpretation of z – score and performance level of respondents have been reported in Table 2.7.

Table 2.6 : Descriptive results of Student Satisfaction

Respondents	Mean	SD
280	94.23	24.75

Table 2.7 : Interpretation of Z - Score and Levels of Student Satisfaction

Level of Satisfaction	Tangibility Z-score	Reliability Z-score	Responsiveness Z-score	Assurance Z-score	Empathy Z-score	Overall Satisfaction Z-score
Extremely Satisfied	1.91 and Above	1.80 and Above	1.7 and Above	1.86 and Above	1.8 and Above	1.6 and Above
Very Satisfied	1.8 to.96	1.7 to.82	1.6 to.88	1.85 to 1.12	1.7 to.98	1.5 to.84
Satisfied	0.95 to.12	0.81 to 0.16	0.87 to.06	1.11 to 0.09	0.97 to.16	0.83 to 0.08
Neutral	0.11 to 0.72	-0.17 to -1.14	.05 to -0.76	0.08 to 0.94	-0.17 to.66	0.07 to -0.68
Dissatisfied	-.73 to -.56	-1.15 to -2.12	-0.77 to -1.58	-0.95 to -1.97	-.67 to 1.48	-.69 to -1.44
Very Dissatisfied	-1.57 to -2.3	-2.11 to -3.0	-1.59 to -2.3	-1.98 to -2.56	-1.49 to -.2.2	-1.45 to -2.1
Extremely Dissatisfied	-2.4 and Below	-3.1 and Below	-2.4 and Below	-2.57 and Below	-2.3 and Below	-2.2 and Below

Applicability of the Scale

In the current era, many universities incorporated student satisfaction in their marketing strategy. It is a benchmark of good universities, providing quality education. Evaluation of student satisfaction with the service quality of universities is a prerequisite for the survival of universities. It helps higher education institutions

to identify areas that make them distinctive and also, helps them to explore critical areas that need improvements. From an academic point of view, the study provides a conceptual understanding of student satisfaction and a measure of satisfaction based on the SERVQUAL model having Tangibility, Reliability, Responsiveness, Assurance and Empathy dimensions. This newly developed and validated tool can be used in future studies to explore the international student satisfaction. The administrators as well as policymakers may be benefitted and can draw meaningful information from satisfaction exhibited by the international students. Thus, it would help in formulating strategies to enhance student satisfaction and thus, ultimately, enhancing the competitive advantagefor Indian universities for attracting more international students.

2.3.2 International Student's Loyalty Scale (2018)

International Student's Loyalty Scale (2018) has been developed and validated by the investigator. The scale is 5 point Likert scale having 3 factors of 10 statements. The development and standardization procedure of the scale as follows:

Need of New Scale for International Student Loyalty

Student loyalty scale (SLS)- is a 10 item measure of International students loyalty for Indian universities. It was developed and its preliminary validation evidence is presented. The instrument is developed and validated by collecting data from International students studying in five Indian Universities from two states and one union territory. Confirmatory factor analysis supported the three-dimensional structure (i.e., cognitive, affective, and conative) of the tool. The managerial implications of the tool have been discussed.

From the conceptual point of view, it is necessary to identify whether the construct is a formative or a reflective one (Petter et al., 2007; Diamantopoulos and Winklhofer, 2001). In loyalty research, mostly loyalty is taken as a reflective construct (Jarvis et al., 2003). Thus, in the present research, tool construction and development procedures would be done by considering loyalty as a reflective construct.

Item Generation

An initial pool of 23 statements was framed from an extensive review of the literature. The items were shown to 10 subject experts from the education and management departments of five universities for content validation. As per the feedback from experts, 5 items were deleted and some others are modified. Thus, the preliminary draft of the student loyalty scale had 18 items.

Scoring

Student loyalty is a five-point Likert scale, and the scores assigned 1 to 5 each statement toeach response category: Strongly agree (SD), Agree (A), Neutral (N), Disagree (D), Strongly disagree(SD). Out of the total 18 items, 13 items are positively worded and 5 are negatively worded statements.

Initial Try-out

Preliminary draft of the tool having 18 items was administered on a sample of 100 international students (50 males and 50 females) of engineering and management streams from twostates (Punjab and U.P.) of India, using purposive sampling technique. After scoring, the scores were arranged in descending order. Upper 25% of respondents with the highest total score and lower 25% of respondents with the lowest total score on the scales were extracted to form criterion groups so thatstatements can be evaluated (Edwards, 1983). Data was analyzed using SPSS 21, by employing an independent sample t-test. Only items having a value greater than 2, which is significant at 0.05 level of significance with df=98 (Garrett, 1937). After item analysis, out of the total 18 items, 5 items were rejected. Thus, the scale after item analysis was finalized with 13 items (10 positive and 3 negative items).

Assessment of Content Validity

Content validity is established by using expert opinion and feedback regarding the relevance of items in the concerned area. Only those statements retained which had 80% or more unanimity by 10 experts of five different universities (Edwards, 1983).

Exploratory Factor Analysis (EFA)

After establishing the content validity of the tool, the initial draft of the tool having 13 items is administered on 500 international students of five Indian Universities, out of which only 380 sheets were found valid for further analysis. For EFA, 380 samples (196 males and 190 females) of average age 21.8 were selected. Students responded to the pool of 13 items obtained as a result of item analysis for student loyalty on the five-point Likert scale. EFA was utilized to explore the factor structure of the scale.Principle component analysis with varimax rotation has been applied.

The results of EFA indicated the Kaiser-Meyer-Olkin(KMO) measure of sample adequacy was found to be 0.864, Barlett'sTest of Sphericity showed significant correlation among variables $\chi2$ = 4103.763 with df=378 and sig=0.000. Hence, the sample passed the basic data adequacy check for EFA. Itexplored 4 factors, out of which only three has been retained as the fourth factor contained only oneitem. The three-factor structure has been accepted. Decisions for retaining the items have been takenby considering the following rules: 1. Eigen value>1 2. Each factor has at least three item loadings and 3.Item loading value>0.5 4. The theoretical construct of the factor. The total variance explained is 72%with all the factor loadings above 0.5. The items loaded in each factor yielded theoretically interpretable rational of being grouped. Within the EFA, all the factors had Eigen value>1 and they accounted for 72 % of the total variance explained. A total of 10 items (8 positive and 2 negatively worded) retained and the factor naming is done on theoretical bases and the nature of items into cognitive, affective, and conative factors (Oliver,2014). The items loaded on factors within 3 theoretically derived factors have solid interpretable reasoning of being grouped. Internal consistencies were examined for each of the dimensions separately and also for the overall scale. Cronbach alpha values were calculated to provide further evidence of the internal consistency of the proposed 3-factor scale. All the factors demonstrated by high Cronbach's alpha values, indicated that items within each proposed factor represent the same construct well.

Table 2.8 : KMO and Bartlett's Test Results for student loyalty

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.864
Bartlett's Test of Sphericity	Approx. Chi-Square	4103.76
	Df	378
	Sig.	.000

Confirmatory Factor Analysis (CFA)

A follow-up study has been conducted for CFA on 278 respondents. Confirmatory factor analysis using AMOS 20 was carried out to test the 3-factor structure. Convergent and discriminant validity has been established for the scale.

Table 2.9 : Values Of Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Variance (MSV) And Average Shared Variance (AVE)

S.No.	Constructs	CR	AVE	MSV	ASV
1.	Cognitive	.88	.66	.38	.34
2.	Affective	.90	.70	.38	.24
3.	Conative	.81	.78	.29	.20
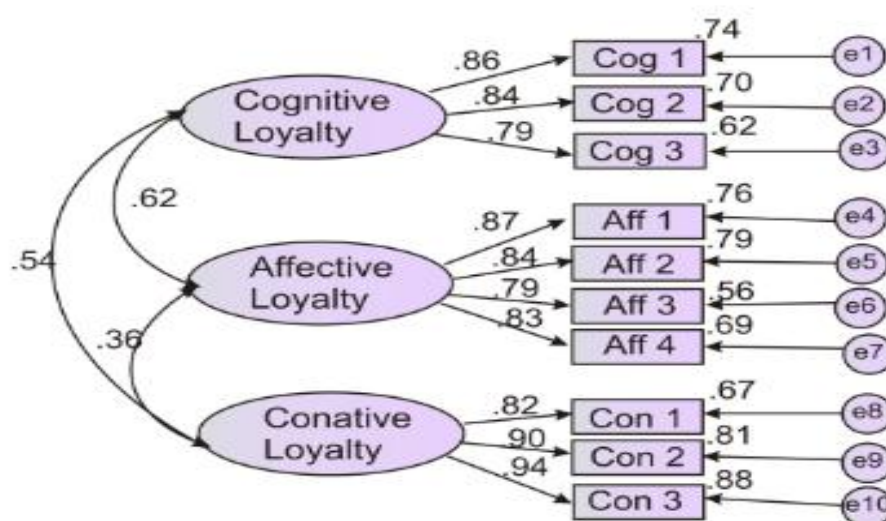
Figure 2.2 : Measurement model

Convergent Validity

Any measure is said to possess convergent validity if items within the same construct are highly correlated(Netemeyer et al., 2003). There are following three conditions reported for establishing convergent validity: a. CR shouldbe greater than 0.7 b. AVE should be greater than.05 and c. CR should be greater than AVE (Hair et al, 2006). Table 2.9 shows all the conditions are met to qualify the convergent validity (Hair et al, 2006).

Discriminant Validity

Discriminant validity refers to the extent to which measures of theoretically unrelated constructs do notcorrelate highly with one another (Brown et al., 1993). The discriminant validity of the measures in the present study was established by comparing the average variances extracted with the squared correlation between constructs (Fornell and Larcker, 1981). From Table 2.9, it can be seen that all AVEs are higher than squared inter-construct correlations. This result provides evidence of discriminant validity.

Earlier studies revealed that there is no consensus among researchers on the definition and measurement of loyalty. Studies on loyalty have been done mostly from the customer's perspective. The purpose of this study was to conceptualize student loyalty and the development and refinement of a scale for measuring international student loyalty exclusively in Indian higher education context. First,an 18-item measure was developed and purified for measuring student loyalty using standard scale development procedures. Then, confirmatory factor analysis was applied to data collected from international students. CFA results confirmed three dimensions of student loyalty: cognitive, affective,and conative. Finally, the scale has 10-items for measuring student loyalty. All the items have an accepted range of item reliability. The values of coefficient alpha, CR,and AVE were above the recommended range, thus, establishing the reliability of theconstructs. Convergent and discriminant validity was established for all three constructs.

Development of Norms

Respondents of the scale were selected from four Universities representing all types of NAAC accreditation and one non-accredited university (including 2 public and 2 private universities), using convenient sampling technique ensuring that respondents are appropriate in terms of representativeness for proposed population. Interpretation of z – score and performance level of respondents have been reported in Table 2.11.

Table 2.10 : Descriptive Results of Student Loyalty

Respondents	Mean	SD
277	31.97	5.99

Table 2.11 : Interpretation of Z - Score and Levels of Student Loyalty

Level of Loyalty	Cognitive Loyalty Z-score	Affective Loyalty Z-score	Connative Loyalty Z-score	Overall Loyalty Z-score
Very High	2.3 and Above	1.9 and Above	2.4 and Above	2.0 and Above
High	2.2 to.53	1.8 to.43	2.3 to 0.5	1.9 to 0.2
Neutral	0.52 to -1.24	0.42 to -1.04	0.4 to -1.4	0.1 to -1.6
Low	-1.25 to -2.9	-1.05 to -2.4	-1.5 to -3.2	-1.7 to -3.3
Very Low	-2.27 and Below	-2.01 and Below	-2.19 and Below	-2.16 and Below

Applicability of the Scale

The present study makes both academic and practical contributions. From an academic point of view, the study provides a conceptual understanding of student loyalty. The study provides a measure of loyalty having cognitive, affective, and conative dimensions. The reliability and validity have been established using data collected from international students from five Indian universities from two states and one union territory. This newly developed and validated tool can be used in future studies to explore the international student loyalty. The administrators as well

as policymakers may be benefitted and can draw meaningful distinctions among the cognitive, affective, and conative phases of loyalty exhibited by the international students. Thus, it would help in formulating strategies to enhance student loyalty and thus, ultimately, added to the source of competitive advantage for Indian universities.

2.3.3 International Students' Engagement Scale (2018)

International Students' Engagement Scale (2018) is a 24 item self-reporting scale, based on NSSE benchmarks, having five dimensions as active and collaborative learning, level of academic challenge, enriching educational experiences, student-faculty interaction, and supportive campus environment. The instrument is developed and validated by collecting data from international students studying in Indian higher education institutions.

Need for International Student Engagement Scale Development

Student engagement studies in other countries mainly focused on the outcomes throughout the college years and no study has explored the relationship among student engagement, socio-cultural adaptation, and student satisfaction and loyalty. In the Indian higher education context, it is imperative to develop a broader understanding of student engagement concept that continues to be important in promoting the positive outcomes for students. Currently no tool is available in Indian higher context to measure International student engagement. A refined student engagement measure is needed to create interventions for the individualized needs of international students studying in Indian higher education institutions. The conceptualization and measurement of student engagement can be used to guide the student support services/ programs for contributing successful academic experiences for international students coming to India for getting their higher education. Working in the area of student engagement would result in better outcomes.

Indian higher education institutions are witness of increasing diversity on their campuses in recent years. The persistence as well as the loyalty of students be ensured if they feel themselves as part of the campus community. It may be

challenging for international students to become engaged in Indian campuses. Thus, Student engagement from the perspective of campus diversity is of vital importance and it cannot be overlooked. The present section reports the development and validation of the student engagement scale (SES).

Student engagement in higher education context is an important area of research that fills a long standing void in the academic literature. The diverse populations of students experience campus environment differently and encounter different barriers to success. As Indian higher education is witnessing the increasing diversity over its campuses, it becomes a necessity of the hour to create an engaging campus environment. The mission statement of Indian higher education institutions must include diversity in all its forms taking into consideration the strong presence of international students over the campuses. Colleges and Universities must be committed to respecting diversity and supporting the coexistence of sub-communities so that they can feel comfortable in the larger campus community. The administrators must be strategic to handle diversity issues over the campus to maintain a conducive academic and social environment.

Taking into consideration the existence of student diversity on Indian university campuses, it is important to create optimal learning environments in which all students feel connected. Educators must have the required expertise to analyze the campus environment and determine where gaps in engagement and achievement exist. Studies on engagement have been done mostly in developed countries. The dimensional issue of student engagement in higher education requires a re-examination of NSSE dimensions in the context of international students studying in Indian universities.

Item generation

An initial pool of 76 statements was framed from the review of literature based on the NSSE framework. The items were shown to 10 subject experts from education and psychology of six universities for content validation. As per the feedback from experts, 17 items were deleted and some are modified. Thus, the preliminary draft of the student engagement scale had 59 items.

Scoring

Student engagement is a five-point Likert scale, and the scores assigned 1 to 5 each statement to each response category: Never (N), Rarely (R), Sometimes (ST), Often (O), Always (A). All the 59 items positively worded in present tense statements.

Initial Try-out

Preliminary draft of the tool having 59 items was administered on a sample of 100 international students (50 males and 50 females) of engineering and management streams from two states (Punjab and U.P.) of India, using purposive sampling technique. Students were asked to rate the level of their engagement in each of the five dimensions. This method could generate reflection on each factor which considered being significant to the overall student engagement. After scoring, the scores were arranged in descending order. Upper 25% of respondents with the highest total score and lower 25% of respondents with the lowest total score on the scales were extracted to form criterion groups so that statements can be evaluated (Garrett& Henry Edward, 1937). Data was analyzed using SPSS 21, by employing an independent sample t-test. Only items having a value greater than 2, which is significant at 0.05 level of significance with df=98 (Netemeyer et al, 2003). After item analysis, out of the total 59 items, 28 items were rejected. Thus, the scale after item analysis was finalized with 31 items.

Assessment of Content Validity

Content validity is established by using expert opinion and feedback regarding the relevance of items in the concerned area. Only those statements retained which had 80% or more unanimity by 10 experts of five different universities (Garrett& Henry Edward, 1937).

Exploratory Factor Analysis (EFA)

After establishing the content validity of the tool, the initial draft of the tool having 31 items is administered on 500 international students of five Indian Universities, out of which only 380 sheets were found valid for further analysis. For EFA, 382 samples (192 males and 190 females) of average age 21.4 were selected. EFA was

performed to check sampling adequacy. The results of EFA indicated the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy was found to be.831, Barlett'sTest of Sphericity showed significant correlation among variables $\chi^2 =$ 723.322 with df= 178 and sig=0.000. Hence, the sample passed the basic data adequacy check for EFA.

Table 2.12 : KMO and Bartlett's Test Results for Student Engagement

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.831
Bartlett's Test of Sphericity	Approx. Chi-Square	723.322
	Df	178
	Sig.	.000

Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a useful method when researchers have clarity about a scale – the number of factors or dimensions underlying items, the links between specific items and specific factors, and the association between factors. Confirmatory factor analysis (CFA) using AMOS 20.0 was carried out to test the five-factor structure. Seven items have been deleted as they were not able to explain the construct up to the acceptable range. Finally, the 24-items scale was finalized with CFA. The fit indices (CMIN/DF=3.740, GFI=0.914, AGFI=.825, CFI=.973, RMSEA=0.078) were found in the acceptable range. Also, the convergent and discriminant validity have been established for the scale.

Table 2.13 : Values Of Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Variance (MSV) And Average Shared Variance (AVE)

S. No.	Constructs	CR	AVE	MSV	ASV
1.	Level of academic challenge	.91	.68	.25	.18
2.	Active and collaborative learning	.94	.72	.21	.12
3.	Student-faculty interaction	.93	.74	.16	.13
4.	Enriching educational experiences	.88	.66	.25	.12
5.	Supportive campus environment	.94	.80	.18	.14
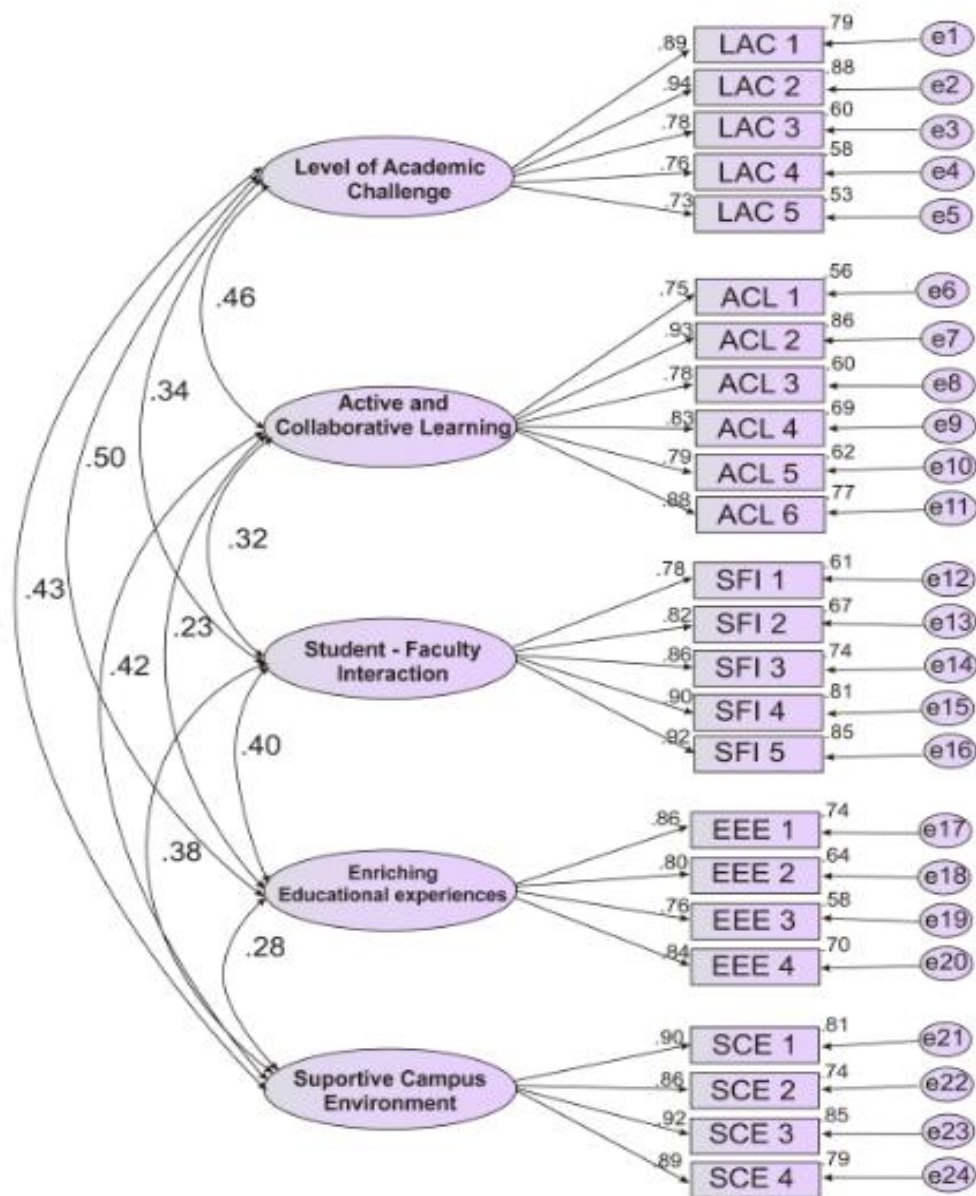
Figure 2.3: Measurement Model

Tests of Validity for Student Engagement Scale

Convergent Validity

Any measure is said to possess convergent validity if items within the same construct are highly correlated (Netemeyer et al, 2003). There are following three conditions reported for establishing convergent validity: a. CR should be greater than 0.7 b. AVE should be greater than.05 and c. CR should be greater than AVE

(Hair et al, 1998). Table 2.13 shows all the conditions are met to qualify the convergent validity (Hair et al, 1998).

Discriminant Validity

Discriminant validity may be defined as the extent up to which measures of theoretically unrelated constructs do not correlate highly with one another. The discriminant validity of the measures in the present study was established by comparing the average variances extracted with the squared correlation between constructs (Fornell & Larcker, 1981). From Table 2.13, it can be seen that all AVEs are higher than squared inter-construct correlations. This result provides evidence of discriminant validity.

Earlier studies revealed that there is no consensus among researchers on the definition and measurement of student engagement. The purpose of this study was to conceptualize student engagement and the development and refinement of a scale for measuring international student engagement exclusively in the Indian university context. First, a 59-item measure was developed and purified for measuring student engagement based on NSSE using standard scale development procedures. Then, confirmatory factor analysis was applied to data collected from international students. CFA results confirmed five dimensions of student engagement: active and collaborative learning, level of academic challenge, enriching educational experiences, student-faculty interaction, and supportive campus environment. Finally, the scale has 24-items for measuring student engagement. All the items have an accepted range of item reliability. The values of coefficient alpha, CR, and AVE were above the recommended range, thus, establishing the reliability of the constructs. Convergent and discriminant validity was established for all the five constructs.

Development of Norms

Respondents of the scale were selected from four Universities representing all types of NAAC accreditation and one non-accredited university (including 2 public and 2 private universities), using convenient sampling technique ensuring that respondents are appropriate in terms of representativeness for proposed population. Interpretation of z – score and performance level of respondents have been reported in Table 2.15.

Table 2.14 : Descriptive Statistics for Student Engagement

Respondents	Mean	SD
264	43.86	6.74

Table 2.15 : Interpretation of Z - Score and Levels of Student Engagement

Level of Student Engagement	Level of Academic challenge Z-score	Academic & Collaborative learning Z-score	Student Faculty Interactions Z-score	Enriching Educational Experiences Z-score	Supportive Campus Environment Z-score	Overall Student Engagement Z-score
Highly Engaged	1.5 and above	1.8 and above	2.0 and above	1.5 and above	1.82 and Above	2.3 and Above
Engaged	1.4 to 0.13	1.7 to 0.33	1.9 to 0.67	1.4 to 0.07	1.7 to 0.47	2.2 to 0.67
Neutral	0.12 to -1.24	0.32 to -1.14	0.66 to -0.66	0.06 to -1.36	0.46 to -0.86	0.66 to -0.96
Disengaged	-1.25 to -2.5	-1.15 to -2.5	-0.67 to -1.9	-1.37 to -2.7	-0.87 to -2.1	-0.97 to -2.5
Highly Disengaged	-2.6 and Below	-2.6 and Below	-2.0 and Below	-2.8 and Below	-2.2 and Below	-2.6 and Below

Applicability of the Scale

The present scale is administrable to international students from different nationalities/ethnic backgrounds, studying in Indian higher education institutions, as it sufficiently fulfills the reliability and validity criteria. In the current era, many universities are interested in exploring student engagement in developed as well as developing countries. It is a benchmark of good universities, providing quality education. Evaluation of student engagement helps higher education institutions to identify areas that make them distinctive and also, helps them to explore critical areas that need improvements. From an academic point of view, the study provides a measure of student engagement based on the NSSE framework. This newly developed and validated tool can be used in future studies to explore the international student engagement. The administrators as well as policymakers may be benefitted by drawing meaningful information from engagement exhibited by the international students. Thus, it would help in formulating strategies to enhance

student engagement in educationally purposeful activities and thus, ultimately, enhancing student retention over Indian university campuses.

Limitations and Future Research

The development of the present scale was limited to only two states of North India. Further a sample of 382 international students was used in the validation process.

2.3.4 Socio-cultural Adaptation Scale

For exploring socio-cultural adaptation of international students RSCA-Scale by Wilson (2013) has been used. The scale has been divided into following five domains of Interpersonal communication(7 items), Academic/ work engagement (4 items), Personal interests & Community involvement (4 items), Ecological adaptation (4 items), Language proficiency (2 items). SCAS-R items are based on a Likert scale of 1 (= Not at all competent) to 5 (= extremely competent). Individual item scores are then averaged. Higher scores represent greater competency (skills or behaviors) in a new cultural environment.

The overall reliability of the 21-item scale was found to be excellent, as Wilson (2012) reported the Cronbach's alpha to be.92. This tool has been widely used in cross-cultural transition and adaptation researches (Wilson, Ward, & Fischer, 2013). Previous researchers used SCAS to explore the different aspects of socio-cultural adaptation of international students(Mohd, 2010; Yusoff, 2011; Ina Suryani *et al.,* 2012; Awang *et al.,* 2013; GulRaihan and Sandaran, 2017; Mahmood and Beach, 2018). Thus, present study used R-SCAS to explore the socio-cultural adaptation of international students in India.

Adoption procedure for Socio-cultural adaptation scale for International students:

Socio-cultural adaptation scale was adopted for international students studying in Indian Universities and and its evidence is presented. The instrument is validated by collecting students data from International students studying in five Indian Universities from two states and one union territory. Confirmatory factor analysis supported the five dimensional structure of the tool.

Exploratory factor analysis (EFA)

The results of EFA indicated the Kaiser-Meyer-Olkin(KMO) measure of sample adequacy was found to be.914, Barlett's Test of Sphericity showed significant correlation among variables $\chi2 = 8109.358$ with df=210 and sig=0.000. Hence, the sample passed the basic data adequacy check for EFA.

Table 2.16 : KMO and Barlett's Test Results For Exploratory Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.914
Bartlett's Test of Sphericity	Approx. Chi-Square	8109.358
	Df	210
	Sig.	.000

Internal Consistency

For the present socio-cultural adaptation scale (21 items) Cronbach alpha has been calculated by SPSS 21 and the value of 'α'= 0.852. This reflects that the scale has good internal consistency based on the recommended criterion for the coefficient alpha of 0.70 and above by (Nunnally& Bernstein, 1994).

Confirmatory Factor Analysis (CFA)

A follow-up study has been conducted for CFA on 342 respondents. Confirmatory factor analysis using AMOS 20 was carried out to test the 5-factor structure. Convergent and discriminant validity has been established for the scale.

Convergent Validity

Any measure is said to possess convergent validity if items within the same construct are highly correlated(Netemeyer et al., 2003). There are following three conditions reported for establishing convergent validity: a. CR shouldbe greater than 0.7 b. AVE should be greater than.05 and c. CR should be greater than AVE (Hair et al, 2006). Table 2.17 shows all the conditions are met to qualify the convergent validity (Hair et al, 2006).

Discriminant Validity

Discriminant validity refers to the extent to which measures of theoretically unrelated constructs do not correlate highly with one another (Brown et al., 1993). The discriminant validity of the measures in the present study was established by comparing the average variances extracted with the squared correlation between constructs (Fornell and Larcker, 1981). From Table 2.17, it can be seen that all AVEs are higher than squared inter-construct correlations. This result provides evidence of discriminant validity.

The values of coefficient alpha, CR,and AVE were above the recommended range, thus, establishing the reliability of the constructs. Convergent and discriminant validity was established for all five constructs.
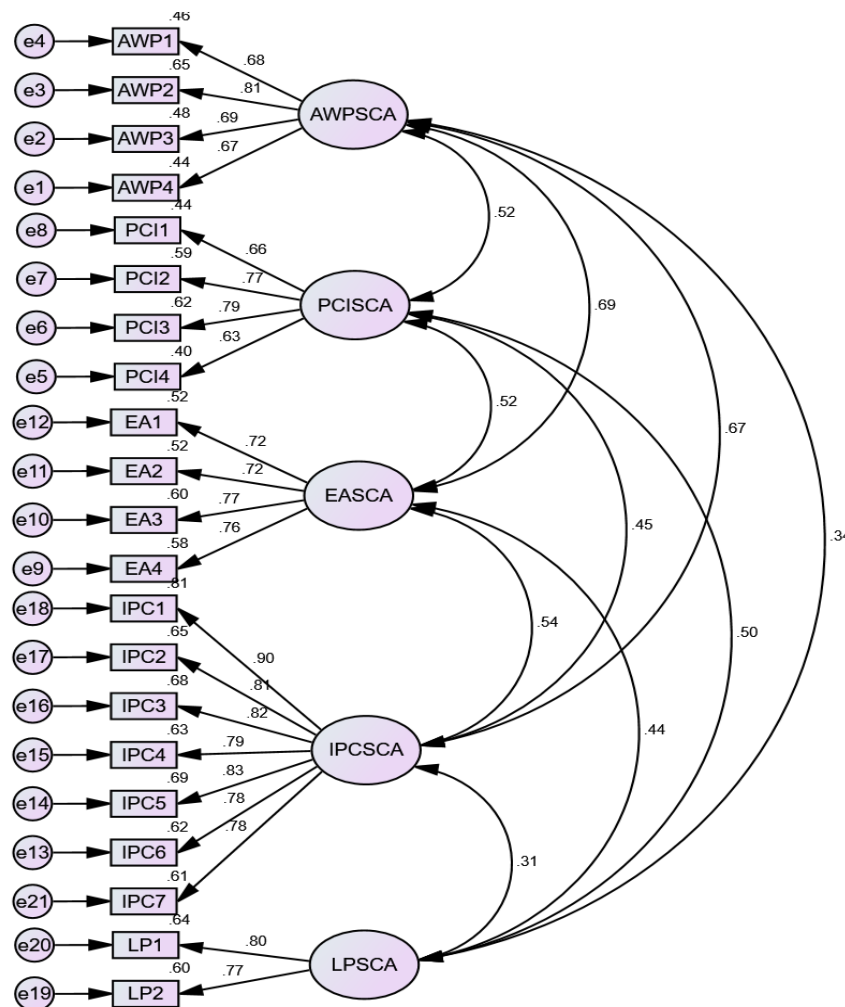
Figure 2.4 : Measurement Model

Table 2.17 : Validity and Reliability of Measurement Model

	CR	AVE	IPCSCA	AWPSCA	PCISCA	EASCA	LPSCA
IPCSCA	0.934	0.670	**0.818**				
AWPSCA	0.804	0.508	0.671	**0.713**			
PCISCA	0.806	0.511	0.450	0.523	**0.715**		
EASCA	0.831	0.552	0.538	0.686	0.522	**0.743**	
LPSCA	0.763	0.617	0.309	0.342	0.499	0.442	**0.786**

2.3.5 International Student's Challenges Questionnaire

An open-ended questionnaire for exploring the challenges of international students has been constructed by the researcher. Researcher conducted eight focus group interviews with fifty four international students from four Indian universities for initial try-out. Further, the open-ended questionnaire has been used to collect more information from students.Open-ended questionnaires have been administered on 100 students. Notes taken from these discussions, open-ended questionnaires as well as literature reviews used for identifying the domains of challenges faced by international students. This study consisted of a development phase (literature review, open-ended questionnares, and focus group discussions) and a prospective phase (survey). The themes emerged in 14 domains: loneliness, participation in community activities,accommodation in hostel/rented houses, cultural differences, recreational activities, role and status change, health problems, time-management, communication, adjustment in university, security, academic system,financial and visa-related challenges. Finally, a scale has been constructed having four dimensions Academic adjustment challenges, Social-adjustment challenges,Personal adjustment challenges and Visa-relared challenges (Srivastava and Beri,2017). As per the suggestions, the questionnaire have been kept open-ended to cover the unique challenges of International students in selected sample universities.The open-ended questionnaire covered all these four broader dimensions of challenges as explored in scale. Further, for content validity, the questionnaire has been shown to a panel of

three professors, dealing with issues of International students. As per experts opinion, some additions have been made to cover the challenges due to inadequate services within universities.

2.4   STATISTICAL TECHNIQUES

In the present study, descriptive statistics, multiple correlations, Factor analysis, ANOVA & Regression statistical techniques have been used to analyze and interpret the quantitative data. For the qualitative part of the study, open-ended results combined with focus group interviews have been used to write the case studies for each sample university. A case study is a research strategy that investigates a phenomenon within its real-life context and is used when the purpose of the study is to reach an in-depth and detailed understanding of an issue (Alizai, 2017; K.Yin, 2014). Data was collected through in-depth face-to-face interviews because it allowed participants to explain their viewpoints thoroughly. The interviews were mainly conducted in English. Each meeting lasted about 40–50 min, and the students were all asked the same questions. The interviews were audio-recorded and then transcribed by the researcher. Particular care was taken to protect the confidentiality of the participants. Then, based on the obtained qualitative data, case studies have been written.

Chapter – III

RESULTS AND INTERPRETATIONS

The present chapter is concerned with the statistical analysis of collected data, description, and interpretation of results of the existing study "Satisfaction and Loyalty in Relation to Student Engagement and Socio-cultural adaptation". Both descriptive and inferential statistics of quantitative analysis as well as qualitative analysis are applied for the data analysis. The results of the study are presented in two sections, comprising (3.1) description of the study, and (3.2) data analyses, interpretation, and discussion of the results, under which hypotheses are discussed.

3.1   DESCRIPTION OF THE STUDY

Description of the study comprises the list of selected universities in India and the number of selected students. It also included the demographical information of the selected sample of international students. During data collection, 1200 questionnaires were distributed among the international students and 817 responses were received with generating the response rate of 69.75 percent. Further, in the screening process, 114 responses have been found with missing observations. Hence such responses have been filtered out. The data has been further filtered to seek the presence of outliers. As it is observed that a very small portion of the sample was coming from the regions falling out of the two selected continents, hence such observations have been deleted. Likewise, some of the responses were deleted based on the age of the respondents since the age difference is more than nine years, therefore, due to the credibility of the results, such responses were deleted. Overall, Thirty-six responses have been deleted due to the presence of the outliers like in age, regions falling out of two selected continents. The final sample consists of 677 responses that have used for the further analysis. The data was collected in the academic year 2018-19, through administered a survey from following NAAC Accredited and non-accredited Indian Universities:

Table 3.1 : Number of International Students from Each Selected Indian University

S. No.	Universities	Total Distributed Survey sheets	Received Sheets	Sheets removed in data cleaning	Male Responses	Female Responses	Total Responses
1	Manipal University	120	73	7	23	43	66
2	Aligarh Muslim University	120	88	13	47	28	75
3	Sharda University	120	94	18	34	42	76
4	Delhi University	120	78	16	27	35	62
5	Bangalore University	120	72	42	20	10	30
6	Osmania University	120	92	6	65	21	86
7	Banaras Hindu University	120	108	15	47	46	93
8	Pune University	120	96	10	55	31	86
9	Symbiosis University	120	43	7	15	21	36
10	Lovely Professional University	120	82	15	26	41	67
					359	318	677

3.1.1 Sample Demographics

Table 3.2 : Demographic Characteristics of the International Students

	Particulars	**Frequency**	**Percentage(%)**
Gender	*Male*	*359*	*53.0*
	Female	*318*	*47.0*
Age	*18-21 years*	*300*	*44.3*
	22-25 years	*271*	*40.0*
	26-29 years	*74*	*10.0*
	30 and above	*32*	*4.70*
Continent	*Asian*	*457*	*67.5*
	African	*220*	*32.5*
Ownership	*Public*	*432*	*63.8*
	Private	*245*	*36.2*
Prior Multicultural Exposure	*Yes*	*185*	*27.3*
	No	*492*	*72.7*
Accreditation	*A+*	*234*	*34.6*
	A	*300*	*44.3*
	B	*76*	*11.2*
	NA	*67*	*9.9*

Describing a population-based on few selected demographic characteristics such as gender, age, country, etc. gives a better understanding of the composition and these demographic categories can be used to analyze the data more accurately. The demographic characteristics of the respondents were given below in table 3.2.The sample of the study consists of the 677 respondents from some selected regions of Asia and African continents. The responses are received from international students coming from the two continents to study in Indian universities. Out of the 677

respondents, the male and female respondents are 359 and 318 respectively. Male respondents form the 53 percent of the total respondents while female respondents form 47 percent of the total respondents. Thus, the percentage of male international students is higher in the sample in comparison to female students.

The sample consists of international students belonging to the age range from 18 years to 38 years. Since the age distribution of the respondents is so dispersed, the age of the respondents is clubbed into four basic groups for data analysis purposes. The total count of the lower age group which ranges from 18 years to 21 years is 300 students. Mediocre age groups of the international students consist of 22 years to 25 years and 26 years to 29 years of age. The number of international students whose age lies within 22 years to 25 years is 271 and shares 40 percent of the total respondents. The number of international students in the age group of 26 years to 29 years is 74 and forms 10 percent of the total respondents. The age of the fourth group of the respondents ranges from the 30 years and above, and shares 4.70 percent of the total respondents. Thus, maximum international students (44.3%) belong to the age group 18-21 years and minimum belong to 30 and above age group (4.7). Almost 84% of the data includes international students belonging to 18-21 and 22-25 years of age groups.
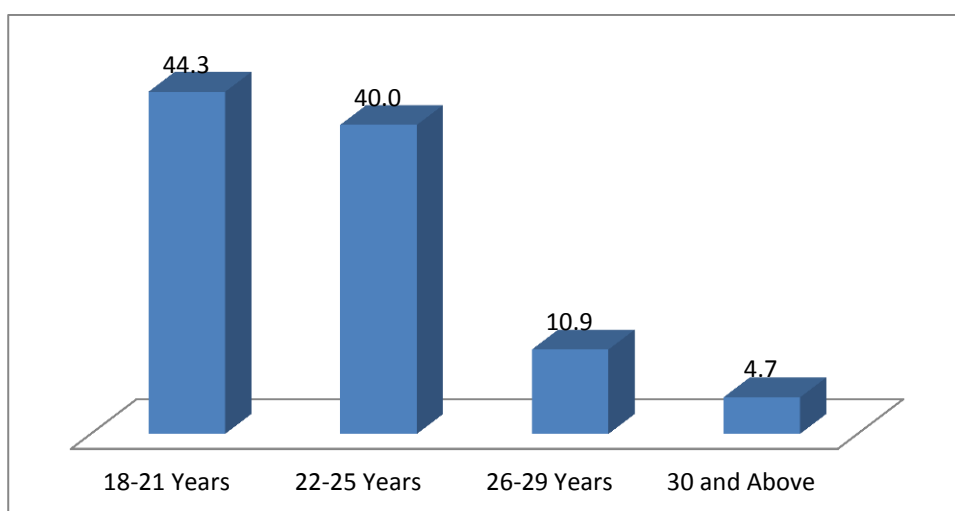
Fig 3.1 : Age-wise Distribution of International Students

74

The sample consisted of international students from different countries. For analysis purposes, the international students were widely divided into two major geographical regions of the world i.e., Asia and Africa. The sample includes 457 international students from Asia and 220 students from the African continent which is approximately half than the students from the Asian continent. The majority (67.5%) of the student were from neighboring countries of Asia and only 32.5% were from Africa.
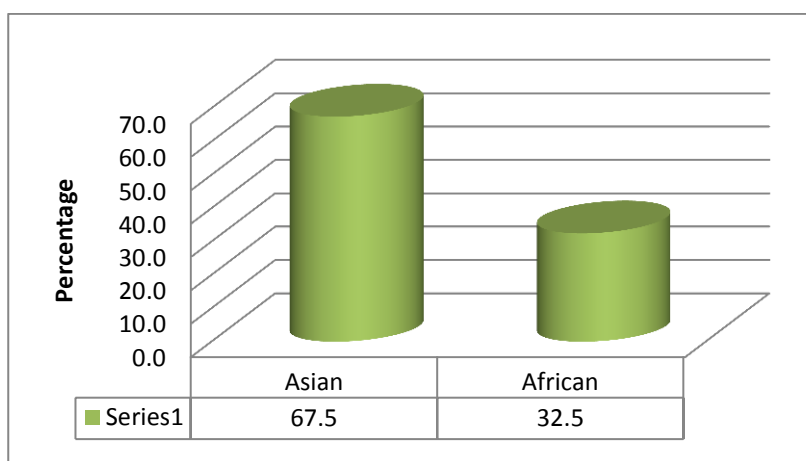
Fig 3.2 : Continent-wise Distribution of International Students

The number of international students from public/government universities is 432 which is 63.8 percent of the total sample. Likewise, the number of the international students from private universities is 245 which constitute the 36.2 percent of the total respondents. Thus, majority of the international students belong to government universities.
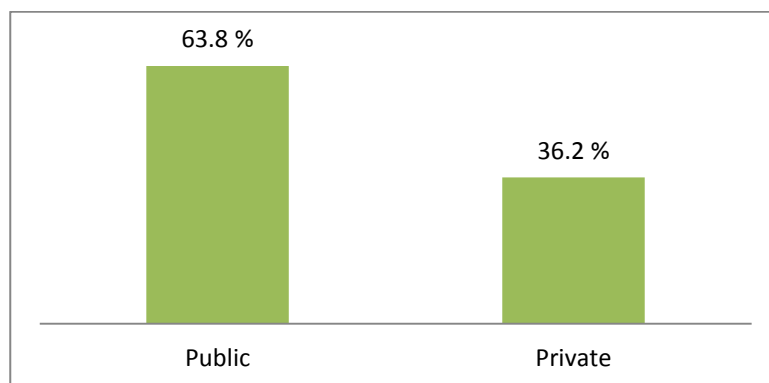
Fig 3.3 : Distribution of International Students in Public/Private Indian Universities

75

Since the international students are from different regions and continents, their exposure to the multicultural environment has been examined. Fig3.4 represents the number of international students with and without any prior multicultural exposure. It is observed that the number of international students who are having prior multicultural exposure is185 out of the total sample of 677 and 492 out of 677 students are not having any kind of multicultural exposure before coming to India. Thus, the majority of students (72.7%) are not having any kind of prior multicultural exposure before coming to India.
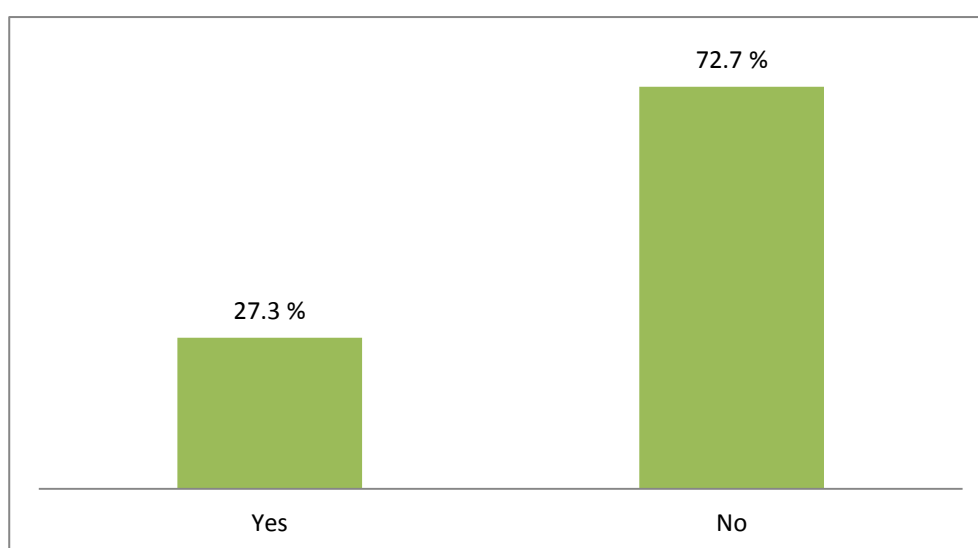
Fig 3.4 : Prior-multi cultural exposure of International students

Finally, sample distribution in Indian universities is classified based on NAAC accreditation. NAAC accredits the Indian universities and institutes into 3 broad categories that are A+, A, and B. The universities which are not accredited are considered as non-accredited (NA). Therefore, figure 3.5 depicts the number and percentage of the overall sample of International students in such universities. In A+ rating universities, the number of respondents is 234 which constitutes 34.6 percent of the total sample and is the second-highest accommodating rank. Likewise, the number of international students from A-rated universities is 300 which is 44.3 percent of the total sample and is accommodating the highest number of students among all.
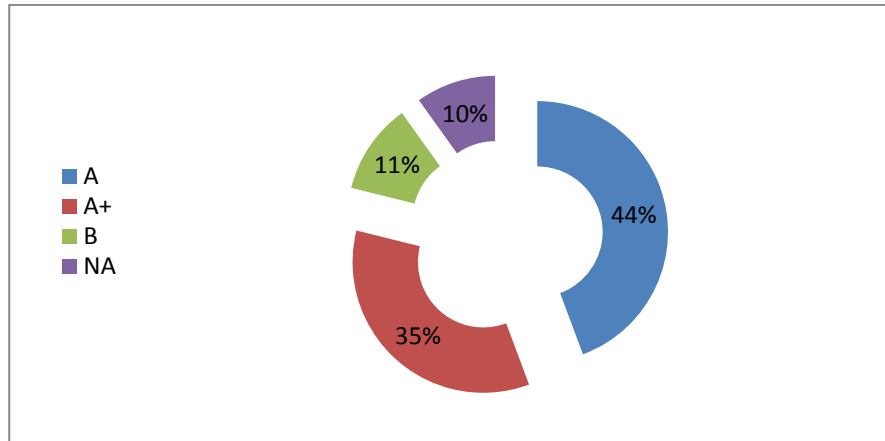
Fig. 3.5 : University Accreditation-wise Sample Distribution of International Students

The third-highest number of international students are from B rated universities which accommodate 76 international students. Lastly, universities that are not allotted with any kind of rating accommodated the lowest number of international students with a frequency of 67 students that form 9.9 percent of the total sample. Thus, from figure 3.5, it can be seen that maximum students belong to A rating universities, and then, A+ rating universities while there is an almost equal percentage of students that belong to B rating and non-accredited (NA) universities.Surprisingly, more international students are from A rating universities than A+ rating universities.

Along with the several demographic features of the international students, the streams of the respondents are also recorded. Figure 3.6 shows five different types of streams consisting of Arts & Social Sciences, Commerce & Management, Sciences, Engineering & Computer Science and Medical Sciences. The whole sample of 677 students is divided into these five streams for better analysis and comparison purposes. The stream which is having the highest number of international students in Arts and Social Sciences with 189 students forming 27.9 percent of the total sample. The second-highest number of students are from Commerce and Management stream with 146 students constituting 21.6 percent of the total sample. Likewise, third, fourth, and fifth highest number of students are being accommodated in Sciences, Engineering and Computer Sciences, Medical sciences respectively. The number of international students in the Sciences stream is

135 which is 19.9 percent of the total sample. International students from Engineering and Computer Sciences are 118 which is 17.4 percent. Finally, the lowest numbers of the international student are from Medical sciences.
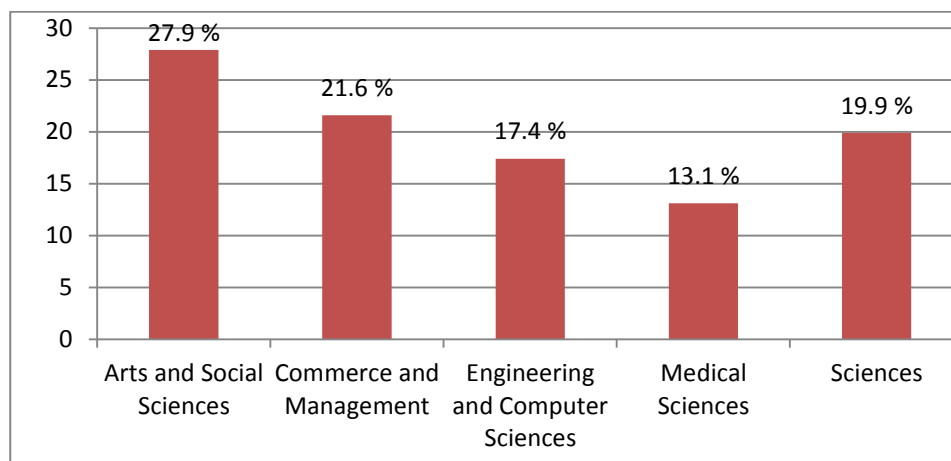
Fig 3.6 : Stream-wise Distribution of International Students in Indian Universities

Table 3.3 and Fig 3.7 represent further bifurcation of the sample based on regions that are located in two different continents namely Asia and Africa. From each continent, the international students are further divided into four different regions. In Asia, the regions are East Asia, South Asia, South East Asia, and Western Asia. Likewise in Africa, regions are Eastern Africa, Middle Africa, Southern Africa, and Western Africa.
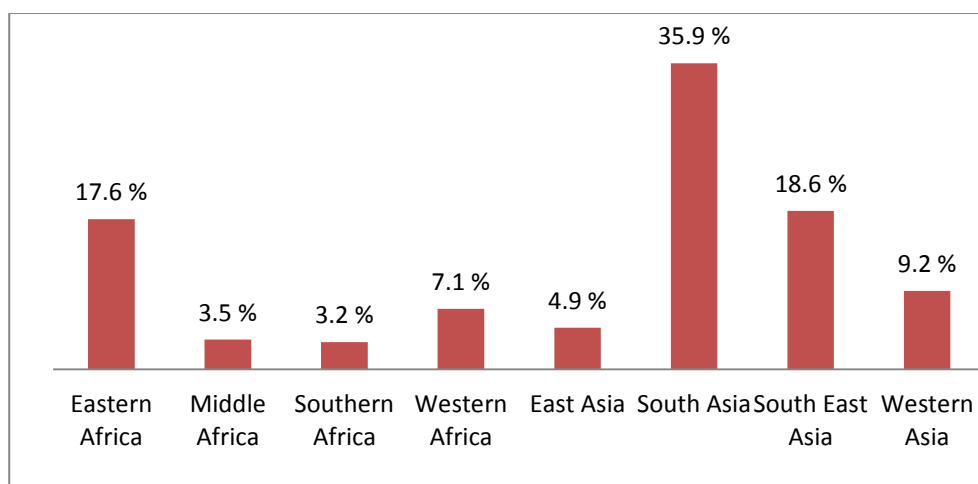
Fig 3.7 : Region-wise Division of International Students in Indian Universities

The highest number of international students is recorded from the South Asian region with 243 students constituting 35.9 percent of the total sample. Likewise, the lowest number of international students is recorded from Southern Africa. Along with this, South East Asia and Eastern Africa have been recorded with second and third highest regions contributing to the sample of international students with 126 and 119 numbers of students respectively.

Table 3.3 : Region-wise distribution of International students in Indian Universities

Regions	Countries	Frequency	Percentage
Eastern Africa	Burundi, Djibouti, Eritrea, Ethiopia, Kenya, Malawi, Mauritius, Mozambique, Seychelles, Somalia, South Sudan, Uganda, Tanzania, Zambia, Zimbabwe	119	17.6
Middle Africa	Angola, Cameroon, Chad, Congo, Gabon, Egypt, Sudan	24	3.5
Southern Africa	Lesotho, South Africa, Swaziland	22	3.2
Western Africa	Cape Verde, Gambia, Ghana, Nigeria, Senegal	48	7.1
East Asia	China, Japan, Tibet, Mongolia, Tajikistan, Turkmenistan	33	4.9
South Asia	Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Sri Lanka	243	35.9
Southeast Asia	Cambodia, Indonesia, Laos, Malaysia, Myanmar, Thailand, Vietnam	126	18.6
Western Asia	Iran, Jordan, Oman, Palestine, Syria, Yemen	62	9.2

The number of international students in all the universities selected in the sample and their prior multi-cultural exposure has been cross-tabulated and presented the distribution in Table 3.4. Broadly, it is found that the majority of the students ($n = 492$) do not have any prior multicultural exposure. Among the students who are having prior multi-cultural exposure ($n = 182$), the maximum number of students ($n = 24$) are enrolled in University2 while the least number of students ($n = 5$) are

enrolled in University5. Likewise, among the group of international students who are not having any prior multi-cultural exposure, the maximum number of students are enrolled in University7 ($n = 74$) while least are enrolled in University5 ($n = 25$) and University9 ($n = 25$).

Table 3.4 : University-Wise Distribution of International Students with and without Prior Multicultural Exposure (PME)

| | | | PME | | |
			Yes	No	Total
University Count	Manipal University	Count	20	46	66
		% within University Count	30.3%	69.7%	100.0%
	Aligarh Muslim university	Count	24	51	75
		% within University Count	32.0%	68.0%	100.0%
	Sharda University	Count	18	58	76
		% within University Count	23.7%	76.3%	100.0%
	Delhi University	Count	21	41	62
		% within University Count	33.9%	66.1%	100.0%
	Bangalore University	Count	5	25	30
		% within University Count	16.7%	83.3%	100.0%
	Osmania University	Count	23	63	86
		% within University Count	26.7%	73.3%	100.0%
	Banaras Hindu University	Count	19	74	93
		% within University Count	20.4%	79.6%	100.0%
	Pune University	Count	23	63	86
		% within University Count	26.7%	73.3%	100.0%
	Symbiosis University	Count	11	25	36
		% within University Count	30.6%	69.4%	100.0%
	Lovely Professional University	Count	21	46	67
		% within University Count	31.3%	68.7%	100.0%
Total		Count	185	492	677
		% within University Count	27.3%	72.7%	100.0%
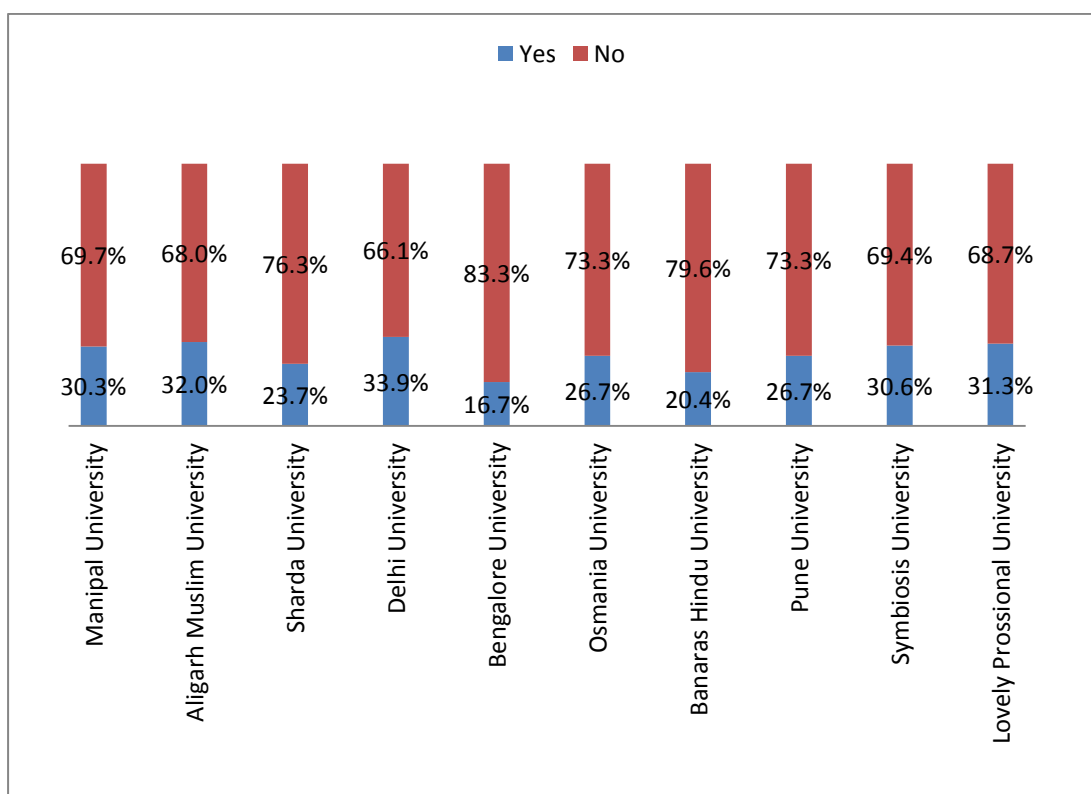
Figure 3.8 : University-wise distribution of international students with and without Prior Multicultural Exposure in Indian universities

Likewise, the distribution of male and female international students ($N = 677$) from different regions of Asia and Africa is provided in Table 3.5 and figure 3.9. The international students from the Asian continent are in majority and the number of male students is greater than female students. The maximum number of male students ($n = 126$) is from South Asia while the maximum number of female students ($n = 117$) is also from the same region. The least number of male students are from Middle ($n = 15$) and Southern Africa ($n = 15$) while the least number of female students also from Southern Africa ($n = 7$). Additionally, the lower number of female students are from Middle Africa ($n = 9$) and western Asia ($n = 10$). The regions which have an overall lower contribution of international students in Indian universities, the lownumber of female students is unsurprising since the proportion of male and female students in these regions is almost the same. The results are surprising in the case of Western Asia where the proportion of female students than male students is very low.

81

Table 3.5 : Region-wise distribution of Male and Female International Students

| | | | Gender | | |
			Male	Female	Total
Regions	Eastern Africa	Count	61	58	119
		% within Regions	51.3%	48.7%	100.0%
	Middle Africa	Count	15	9	24
		% within Regions	62.5%	37.5%	100.0%
	Southern Africa	Count	15	7	22
		% within Regions	68.2%	31.8%	100.0%
	Western Africa	Count	22	26	48
		% within Regions	45.8%	54.2%	100.0%
	East Asia	Count	18	15	33
		% within Regions	54.5%	45.5%	100.0%
	South Asia	Count	126	117	243
		% within Regions	51.9%	48.1%	100.0%
	Southeast Asia	Count	50	76	126
		% within Regions	39.7%	60.3%	100.0%
	Western Asia	Count	52	10	62
		% within Regions	83.9%	16.1%	100.0%
Total		Count	359	318	677
		% within Regions	53.0%	47.0%	100.0%
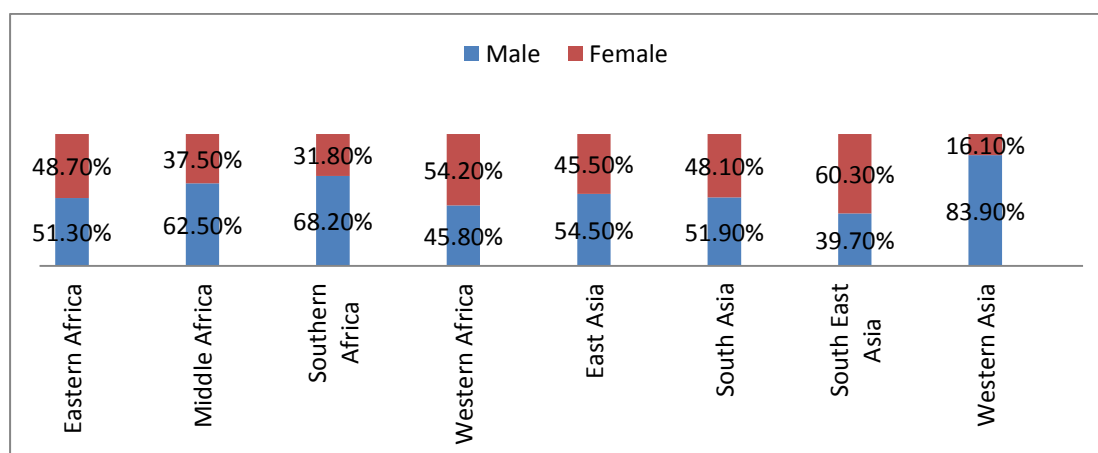
Figure 3.9: Region-wise distribution of Male and Female International Students enrolled in Indian Universities

82

3.2   DATA ANALYSES, INTERPRETATION AND DISCUSSION OF THE RESULTS

Analysis of data, interpretation, and discussion of the results has done keeping in view the objectives of the study. Presentation of results is following the below-given sequence:

3.2.1   Descriptive Analysis

To distribute the responses of the sample over the study variables, level of the all the study variables have been calculated.

3.2.1.A. Result pertaining to the Demography wise Levels of Student Satisfaction

Table 3.6: Age-wise Levels of Satisfaction

Variable	Age	Count	ED	VD	D	N	S	VS	ES	Total
Satisfaction	18-21 Years	Freq	0	2	24	56	93	95	30	300
		% of Total	0.0%	.3%	3.5%	8.3%	13.7%	14.0%	4.4%	44.3%
	22-25 Years	Freq	1	14	14	48	99	71	24	271
		% of Total	.1%	2.1%	2.1%	7.1%	14.6%	10.5%	3.5%	40.0%
	26-29 Years	Freq	2	1	11	13	26	16	5	74
		% of Total	.3%	.1%	1.6%	1.9%	3.8%	2.4%	.7%	10.9%
	30 and Above	Freq	0	0	7	6	9	9	1	32
		% of Total	0.0%	0.0%	1.0%	.9%	1.3%	1.3%	.1%	4.7%

ED= Extremely Dissatisfied*; VS*= Very Dissatisfied*; D*= Dissatisfied*; N*= Neutral*; S*= Satisfied*; VS*= Very Satisfied*; ES*= Extremely Satisfied.

Table 3.6 provides details of different age-group wise levels of student satisfaction. Maximum students belong to the age group 18-21 yrs. In the 18-21 yr age group total 32.1 % of students are found satisfied and 26% are found dissatisfied. Table 3.6 shows that a low percentage of students are satisfied with the increasing age group. In the age group 30 & above, 19% of students are found satisfied and 7 % are found dissatisfied. After comparing different age groups, it can be seen that maximum students belong to satisfied level of student satisfaction. Thus, it can be said that maximum students are satisfied irrespective of age.

Table 3.7: Gender wise Levels of Satisfaction

Variable	Gender	Count	ED	VD	D	N	S	VS	ES	Total
Tangibility	Male	Freq	9	27	49	68	79	92	25	349
		% of Total	1.3%	4.0%	7.2%	10.0%	11.7%	13.6%	3.7%	51.6%
	Female	Freq	2	15	29	75	93	86	28	328
		% of Total	.3%	2.2%	4.3%	11.1%	13.7%	12.7%	4.1%	48.4%
Reliability	Male	Freq	10	15	30	68	101	96	29	349
		% of Total	1.5%	2.2%	4.4%	10.0%	14.9%	14.2%	4.3%	51.6%
	Female	Freq	2	5	13	48	97	131	32	328
		% of Total	.3%	.7%	1.9%	7.1%	14.3%	19.4%	4.7%	48.4%
Responsiveness	Male	Freq	8	25	44	81	100	75	16	349
		% of Total	1.2%	3.7%	6.5%	12.0%	14.8%	11.1%	2.4%	51.6%
	Female	Freq	3	6	30	74	78	107	30	328
		% of Total	.4%	.9%	4.4%	10.9%	11.5%	15.8%	4.4%	48.4%

Variable	Gender	Count	ED	VD	D	N	S	VS	ES	Total
Assurance	Male	Freq	9	21	36	70	105	84	24	349
		% of Total	1.3%	3.1%	5.3%	10.3%	15.5%	12.4%	3.5%	51.6%
	Female	Freq	0	18	24	66	86	95	39	328
		% of Total	0.0%	2.7%	3.5%	9.7%	12.7%	14.0%	5.8%	48.4%
Empathy	Male	Freq	15	19	55	60	94	83	23	349
		% of Total	2.2%	2.8%	8.1%	8.9%	13.9%	12.3%	3.4%	51.6%
	Female	Freq	3	12	37	50	75	115	36	328
		% of Total	.4%	1.8%	5.5%	7.4%	11.1%	17.0%	5.3%	48.4%
Overall Satisfaction	Male	Freq	3	13	37	69	117	89	21	349
		% of Total	.4%	1.9%	5.5%	10.2%	17.3%	13.1%	3.1%	51.6%
	Female	Freq	0	4	19	54	110	102	39	328
		% of Total	0.0%	.6%	2.8%	8.0%	16.2%	15.1%	5.8%	48.4%

ED= Extremely Dissatisfied*; VS=* Very Dissatisfied*; D=* Dissatisfied*; N=* Neutral*; S=* Satisfied*; VS=* Very Satisfied*; ES=* Extremely Satisfied.

Table 3.7 provides details of gender-wise levels of student satisfaction in different domains. In Tangibility, 29% of males and 30.5 % of females are found satisfied. In Reliability, 33.4% male and 38.4% females are found satisfied while in Responsiveness, 28.3 % males and 31.7 % females are found satisfied. In Assurance, 31.4% males and 32.5% females are found satisfied and in Empathy, 29.6 % males and 33.4% females are found satisfied. From table 3.7 depicts that students have the highest satisfaction level in the Reliability (males 33.4% & females 38.4%) and lowest satisfaction level in the Tangibility dimension (males 29% & females 30.5%), irrespective of gender. Overall, 33.5% of males and 37.1% of females are found satisfied with the service quality of Universities.

Table 3.8: Geographical region-wise Levels of Student Satisfaction

Variable	Region	Count	ED	VD	D	N	S	VS	ES	Total
Satisfaction	Eastern Africa	Freq	0	2	9	24	47	27	10	119
		% of Total	0.0 %	.3%	1.3%	3.5%	6.9%	4.0%	1.5%	17.6%
	Middle Africa	Freq	0	1	5	8	6	4	0	24
		% of Total	0.0%	.1%	.7%	1.2%	.9%	.6%	0.0%	3.5%
	Southern Africa	Freq	0	1	5	5	7	1	3	22
		% of Total	0.0%	.1%	.7%	.7%	1.0%	.1%	.4%	3.2%
	Western Africa	Freq	0	1	3	5	18	11	10	48
		% of Total	0.0%	.1%	.4%	.7%	2.7%	1.6%	1.5%	7.1%
	East Asia	Freq	0	1	6	12	7	7	0	33
		% of Total	0.0%	.1%	.9%	1.8%	1.0%	1.0%	0.0%	4.9%
	South Asia	Freq	2	10	15	33	77	86	20	243
		% of Total	.3%	1.5%	2.2%	4.9%	11.4%	12.7%	3.0%	35.9%
	Southeast Asia	Freq	0	0	6	24	44	35	17	126
		% of Total	0.0%	0.0%	.9%	3.5%	6.5%	5.2%	2.5%	18.6%
	Western Asia	Freq	1	1	7	12	21	20	0	62
		% of Total	.1%	.1%	1.0%	1.8%	3.1%	3.0%	0.0%	9.2%

ED= Extremely Dissatisfied*; VS=* Very Dissatisfied*; D=* Dissatisfied*; N=* Neutral*; S=* Satisfied*; VS=* Very Satisfied*; ES=* Extremely Satisfied.

Table 3.8 shows the geographical region-wise levels of student satisfaction. Among all the eight geographical regions, the level of satisfaction of international students differs from different geographical regions. Maximum students are found satisfied from South Asia, followed by Southeast Asia and the minimum level of satisfaction is reported from Southern Africa. A total of 27.1% of students are found satisfied from South Asia and a total of 4 % are found dissatisfied. From southeast Asia, a

total of 14.2 % of students are found satisfied and.9 % are found dissatisfied. The minimum level of satisfaction has been reported from Southern Africa in which a total of 1.1 % of students are found satisfied while 0.8 % are dissatisfied.

Table 3.9: Prior multicultural exposure (PME) wise Levels of Satisfaction

Variable PME Count			ED	VD	D	N	S	VS	ES	Total
Tangibility	Yes	Freq	2	14	26	39	45	48	11	185
		% of Total	.3%	2.1%	3.8%	5.8%	6.6%	7.1%	1.6%	27.3%
	No	Freq	9	28	52	104	127	130	42	492
		% of Total	1.3%	4.1%	7.7%	15.4%	18.8%	19.2%	6.2%	72.7%
Reliability	Yes	Freq	0	8	13	42	54	57	11	185
		% of Total	0.0%	1.2%	1.9%	6.2%	8.0%	8.4%	1.6%	27.3%
	No	Freq	12	12	30	74	144	170	50	492
		% of Total	1.8%	1.8%	4.4%	10.9%	21.3%	25.1%	7.4%	72.7%
Responsiveness	Yes	Freq	0	13	23	47	44	50	8	185
		% of Total	0.0%	1.9%	3.4%	6.9%	6.5%	7.4%	1.2%	27.3%
	No	Freq	11	18	51	108	134	132	38	492
		% of Total	1.6%	2.7%	7.5%	16.0%	19.8%	19.5%	5.6%	72.7%
Assurance	Yes	Freq	1	11	17	42	58	43	13	185
		% of Total	.1%	1.6%	2.5%	6.2%	8.6%	6.4%	1.9%	27.3%
	No	Freq	8	28	43	94	133	136	50	492
		% of Total	1.2%	4.1%	6.4%	13.9%	19.6%	20.1%	7.4%	72.7%
Empathy	Yes	Freq	4	8	32	35	39	53	14	185
		% of Total	.6%	1.2%	4.7%	5.2%	5.8%	7.8%	2.1%	27.3%
	No	Freq	14	23	60	75	130	145	45	492
		% of Total	2.1%	3.4%	8.9%	11.1%	19.2%	21.4%	6.6%	72.7%

87

Variable PME Count			ED	VD	D	N	S	VS	ES	Total
Overall satisfaction	Yes	Freq	0	5	17	43	60	45	15	185
		% of Total	0.0%	.7%	2.5%	6.4%	8.9%	6.6%	2.2%	27.3%
	No	Freq	3	12	39	80	167	146	45	492
		% of Total	.4%	1.8%	5.8%	11.8%	24.7%	21.6%	6.6%	72.7%

ED= Extremely Dissatisfied*; VS=* Very Dissatisfied*; D=* Dissatisfied*; N=* Neutral*; S=* Satisfied*; VS=* Very Satisfied*; ES=* Extremely Satisfied.

Table 3.9 reflects the dimension wise levels of student satisfaction concerning their prior multicultural exposure. Upon comparing the different dimension wise levels of satisfaction, students having no prior multicultural exposure have been reported highest satisfaction level in the Reliability dimension (53.8%) and it is followed by Responsibility (44.9%) and Tangibility (44.2%). While students with prior multicultural exposure also reported the highest satisfaction with the Reliability aspect of service quality, followed by Assurance (16.9) and Empathy (15.7). Students without Prior multicultural exposure reported highest dissatisfaction in Empathy (14.4%), followed by Tangibility (13.1%) and Responsiveness (11.8) while students with prior multicultural exposure reported highest dissatisfaction in Empathy (6.5%),followed by Tangibility (6.2%) and Responsiveness (5.3%). Thus, irrespective of prior multicultural exposure, maximum students reported their highest satisfaction level in Reliability and highest dissatisfaction level in the Empathy dimension. Overall, 17.7 % of students are found satisfied with prior multicultural exposure and 52.9% of students are found satisfied without multicultural exposure.

Table 3.10: University Ownership wise Levels of Student Satisfaction

Variable	Ownership	Count	ED	VD	D	N	S	VS	ES	Total
Tangibility	Public	Freq	9	39	61	109	111	83	20	432
		% of Total	1.3%	5.8%	9.0%	16.1%	16.4%	12.3%	3.0%	63.8%
	Private	Freq	2	3	17	34	61	95	33	245
		% of Total	.3%	.4%	2.5%	5.0%	9.0%	14.0%	4.9%	36.2%
Reliability	Public	Freq	10	17	38	89	131	119	28	432
		% of Total	1.5%	2.5%	5.6%	13.1%	19.4%	17.6%	4.1%	63.8%
	Private	Freq	2	3	5	27	67	108	33	245
		% of Total	.3%	.4%	.7%	4.0%	9.9%	16.0%	4.9%	36.2%
Responsi-veness	Public	Freq	10	24	57	110	126	88	17	432
		% of Total	1.5%	3.5%	8.4%	16.2%	18.6%	13.0%	2.5%	63.8%
	Private	Freq	1	7	17	45	52	94	29	245
		% of Total	.1%	1.0%	2.5%	6.6%	7.7%	13.9%	4.3%	36.2%
Assurance	Public	Freq	8	29	46	100	129	94	26	432
		% of Total	1.2%	4.3%	6.8%	14.8%	19.1%	13.9%	3.8%	63.8%
	Private	Freq	1	10	14	36	62	85	37	245
		% of Total	.1%	1.5%	2.1%	5.3%	9.2%	12.6%	5.5%	36.2%
Empathy	Public	Freq	17	24	75	81	115	93	27	432
		% of Total	2.5%	3.5%	11.1%	12.0%	17.0%	13.7%	4.0%	63.8%
	Private	Freq	1	7	17	29	54	105	32	245
		% of Total	.1%	1.0%	2.5%	4.3%	8.0%	15.5%	4.7%	36.2%
Overall Satisfaction	Public	Freq	3	15	45	101	152	99	17	432
		% of Total	.4%	2.2%	6.6%	14.9%	22.5%	14.6%	2.5%	63.8%
	Private	Freq	0	2	11	22	75	92	43	245
		% of Total	0.0%	.3%	1.6%	3.2%	11.1%	13.6%	6.4%	36.2%

ED= Extremely Dissatisfied*; VS*= Very Dissatisfied*; D*= Dissatisfied*; N*= Neutral*; S*= Satisfied*; VS*= Very Satisfied*; ES*= Extremely Satisfied.

Table 3.10 shows the ownership wise levels of student satisfaction. In Public Universities, the highest satisfaction level has been reported in Reliability (41.1%) and the lowest satisfaction level in the Tangibility dimension (31.7%). In the case of Private Universities, the highest level of dissatisfaction has been reported in Assurance (3.7%) and the lowest level of dissatisfaction in Reliability (1.4%). Table 3.10 depicts that 39.6% of students are found satisfied in Public Universities whereas 31.1% of students are satisfied in Private Universities.

Table 3.11: University Accreditation wise Levels of Student Satisfaction

Variable Accreditation Count			ED	VD	D	N	S	VS	ES	Total
Satisfaction	A+	Freq	3	11	21	50	81	57	11	234
		% of Total	.4%	1.6%	3.1%	7.4%	12.0%	8.4%	1.6%	34.6%
	A	Freq	0	4	25	52	104	79	36	300
		% of Total	0.0%	.6%	3.7%	7.7%	15.4%	11.7%	5.3%	44.3%
	B	Freq	0	2	8	17	20	22	7	76
		% of Total	0.0%	.3%	1.2%	2.5%	3.0%	3.2%	1.0%	11.2%
	NA	Freq	0	0	2	4	22	33	6	67
		% of Total	0.0%	0.0%	.3%	.6%	3.2%	4.9%	.9%	9.9%

ED= Extremely Dissatisfied*; VS*= Very Dissatisfied*; D*= Dissatisfied*; N*= Neutral*; S*= Satisfied*; VS*= Very Satisfied*; ES*= Extremely Satisfied.

Table 3.11 shows the University accreditation wise levels of student satisfaction. Upon comparing the levels of satisfaction at different accredited Universities, the A+ grade Universities have 22% of students are satisfied and 5.1 % are dissatisfied. While A grade Universities have 32.4% satisfied students and 4.3% dissatisfied. In B grade universities, 7.2 % of students are satisfied and 1.5 % are dissatisfied. In non-accredited Universities, 9% of students are satisfied while.3% of students are found dissatisfied. Thus, maximum students are found satisfied in A grade Universities.

Table 3.12 : Percentage-wise Distribution of Overall Sample on the Different Levels of Satisfaction

Levels	Frequency	Percentage
Extremely Dissatisfied	17	2.5
Very Dissatisfied	41	6.1
Dissatisfied	85	12.6
Neutral	167	24.7
Satisfied	196	29
Very Satisfied	135	19.9
Extremely Satisfied	36	5.3
Total	677	100

The level of satisfaction of the respondents has been measured on a seven-point Likert scale. Out of the total number of respondents ($N = 677$), the respondents who seem to be satisfied with the service quality of Indian university are 54.2 percent ($n = 367$) of the total number of respondents and those who are not satisfied are 21.2 percent ($n = 143$) of the total number of respondents. The rest of the respondents are found to be neutral. The satisfied students are further classified into three categories which include satisfied ($n = 196$), very satisfied ($n = 135$), and extremely satisfied ($n = 36$). Likewise, the same classification has been done to measure the dissatisfaction among respondents. The categories include extremely dissatisfied ($n = 17$), very dissatisfied ($n = 41$), and dissatisfied ($n = 85$). From the overall results, the maximum number of respondents is found to be satisfied while the least number of respondents are found to be extremely dissatisfied. Overall, it can be concluded that the greater number of the respondents are satisfied (54.2%) and less are dissatisfied (21.2%). While others expressed their neutral opinion about satisfaction with service quality of Indian university.

3.2.1.B   Results Pertaining to Demography wise Levels of Student Loyalty

Table 3.13: Age-wise Levels of Loyalty

Variable Age Count		SD	D	N	L	SL	Total
Student Loyalty 18-21 Years	Freq	0	9	90	181	20	300
	% of Total	.0%	1.3%	13.3%	26.7%	3.0%	44.3%
22-25 Years	Freq	0	13	80	166	12	271
	% of Total	.0%	1.9%	11.8%	24.5%	1.8%	40.0%
26-29 Years	Freq	0	6	29	33	6	74
	% of Total	.0%	.9%	4.3%	4.9%	.9%	10.9%
30 and Above	Freq	0	5	13	14	0	32
	% of Total	.0%	.7%	1.9%	2.1%	0.0%	4.7%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.13 provides details of different age-group wise levels of Student Loyalty. Maximum students belong to the age group 18-21 yrs. In the 18-21 yr age group total 29.7 % of students are found loyal, out of which 3% are strongly loyal and 1.3% are found disloyal. For the age group 22-25, 26.3% of students are loyal while for age –group 26-29, 5.8% of students are loyal. In the age group 30 & above, 2.1% of students are found loyal and 0.7 % are found disloyal. Table 3.13 depicts that none of the students in different age groups belong to extremely disloyal category for Indian Universities. After comparing different age groups, it can be seen that maximum students belong to the loyal category. Thus, it can be said that maximum students are loyal irrespective of age.

Table 3.14: Gender wise Levels of Loyalty

Variable	Gender	Count	SD	D	N	L	SL	Total
Cognitive	Male	Freq	6	23	131	150	39	349
		% of Total	.9%	3.4%	19.4%	22.2%	5.8%	51.6%
	Female	Freq	0	15	92	190	31	328
		% of Total	0.0%	2.2%	13.6%	28.1%	4.6%	48.4%
Affective	Male	Freq	13	39	106	145	46	349
		% of Total	1.9%	5.8%	15.7%	21.4%	6.8%	51.6%
	Female	Freq	5	19	78	172	54	328
		% of Total	.7%	2.8%	11.5%	25.4%	8.0%	48.4%
Conative	Male	Freq	3	26	212	104	4	349
		% of Total	.4%	3.8%	31.3%	15.4%	.6%	51.6%
	Female	Frequ	1	21	178	121	7	328
		% of Total	.1%	3.1%	26.3%	17.9%	1.0%	48.4%
Loyalty	Male	Freq	0	22	121	187	19	349
		% of Total	.0%	3.2%	17.9%	27.6%	2.8%	51.6%
	Female	Freq	0	11	91	207	19	328
		% of Total	.0%	1.6%	13.4%	30.6%	2.8%	48.4%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.14 provides details of gender-wise levels of Student Loyalty in different domains. In the Cognitive domain, 28% of males and 33.7 % of females are found loyal. In the Affective domain, 28.2% males and 33.4% females are found loyal while in the Conative domain, 16 % males and 18.9 % females are found loyal. Maximum disloyalty has been shown in the Affective domain, irrespective of gender. Overall, 30.4% of males and 38.4% of females are found loyal to Indian Universities.

Table 3.15: Geographical region-wise levels of Student Loyalty

Variable	Region	Count	SD	D	N	L	SL	Total
Loyalty	Eastern Africa	Freq	0	7	39	71	2	119
		% of Total	0%	1.0%	5.8%	10.5%	.3%	17.6%
	Middle Africa	Freq	0	3	9	11	1	24
		% of Total	0%	.4%	1.3%	1.6%	.1%	3.5%
	Southern Africa	Freq	0	3	7	9	3	22
		% of Total	0%	.4%	1.0%	1.3%	.4%	3.2%
	Western Africa	Freq	0	2	14	26	6	48
		% of Total	.0%	.3%	2.1%	3.8%	.9%	7.1%
	East Asia	Freq	0	0	18	14	1	33
		% of Total	0%	0.0%	2.7%	2.1%	.1%	4.9%
	South Asia	Freq	0	14	63	156	10	243
		% of Total	0%	2.1%	9.3%	23.0%	1.5%	35.9%
	Southeast Asia	Freq	0	2	39	75	10	126
		% of Total	0%	.3%	5.8%	11.1%	1.5%	18.6%
	Western Asia	Freq	0	2	23	32	5	62
		% of Total	0%	.3%	3.4%	4.7%	.7%	9.2%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.15 shows the geographical region-wise levels of Student Loyalty. Among all the eight geographical regions, the level of loyalty of International students differs from different geographical regions. Maximum students are found loyal from South Asia (24.5%), followed by Southeast Asia(12.6%). However, only 1.7% of loyal students are reported from both Middle and Southern Africa. A total of 2.1% of students are found disloyal from South Asia, followed by 1% disloyal students from Eastern Africa. None of the disloyal students are reported from East Asia. From table 3.15, it is clear that among different geographical regions group, none of the students belong to a strongly disloyal category. Also, 1.5% of students from both South Asia and South East Asia are reported strongly loyal.

Table 3.16: Prior multicultural exposure wise levels of Loyalty

Variable	PME	Count	SD	D	N	L	SL	Total
Cognitive	Yes	Freq	2	12	66	89	16	185
		% of Total	.3%	1.8%	9.7%	13.1%	2.4%	27.3%
	No	Freq	4	26	157	251	54	492
		% of Total	.6%	3.8%	23.2%	37.1%	8.0%	72.7%
Affective	Yes	Freq	3	21	56	80	25	185
		% of Total	.4%	3.1%	8.3%	11.8%	3.7%	27.3%
	No	Freq	15	37	128	237	75	492
		% of Total	2.2%	5.5%	18.9%	35.0%	11.1%	72.7%
Conetive	Yes	Freq	3	19	96	64	3	185
		% of Total	.4%	2.8%	14.2%	9.5%	.4%	27.3%
	No	Freq	1	28	294	161	8	492
		% of Total	.1%	4.1%	43.4%	23.8%	1.2%	72.7%
Overall loyalty	Yes	Freq	0	12	62	101	10	185
		% of Total	.0%	1.8%	9.2%	14.9%	1.5%	27.3%
	No	Freq	0	21	150	293	28	492
		% of Total	.0%	3.1%	22.2%	43.3%	4.1%	72.7%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.16 reflects the dimension wise levels of Student Loyalty with respect to their prior multicultural exposure. Upon comparing the different dimension wise levels of loyalty, students having no prior multicultural exposure have been reported highest loyalty in the Affective domain (46.1%) and it is followed by Cognitive (45.1%) and Conative (25%). While students with prior multicultural exposure reported loyal equally both in the Cognitive and affective domain (15.5%), and 9.9% of students reported loyal in Conative domain. In affective domain 7.7 % of students reported

disloyalty without prior multicultural exposure and 3.5% of students reported disloyalty with prior multicultural exposure. Overall, 16.4% of students are found loyal with prior multicultural exposure and 47.4% students are found loyal without multicultural exposure.

Table 3.17: Ownership wise levels of Student Loyalty

Variable Ownership Count			SD	D	N	L	SL	Total
Cognitive	Public	Freq	4	34	156	198	40	432
		% of Total	.6%	5.0%	23.0%	29.2%	5.9%	63.8%
	Private	Freq	2	4	67	142	30	245
		% of Total	.3%	.6%	9.9%	21.0%	4.4%	36.2%
Affective	Public	Freq	13	48	124	181	66	432
		% of Total	1.9%	7.1%	18.3%	26.7%	9.7%	63.8%
	Private	Freq	5	10	60	136	34	245
		% of Total	.7%	1.5%	8.9%	20.1%	5.0%	36.2%
Conetive	Public	Freq	3	31	246	146	6	432
		% of Total	.4%	4.6%	36.3%	21.6%	.9%	63.8%
	Private	Freq	1	16	144	79	5	245
		% of Total	.1%	2.4%	21.3%	11.7%	.7%	36.2%
Loyalty	Public	Freq	0	25	152	233	22	432
		% of Total	.0%	3.7%	22.5%	34.4%	3.2%	63.8%
	Private	Freq	0	8	60	161	16	245
		% of Total	.0%	1.2%	8.9%	23.8%	2.4%	36.2%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.17 shows the ownership wise levels of Student Loyalty. In Cognitive domain, 35.1% students are loyal from Public Universities and 25.4% students are loyal from Private Universities. In Affective domain, 36.4% students are found loyal

96

from Public Universities and 25.1% students are loyal from Private Universities. In Conative domain, 22.5% students are found loyal from Public Universities and 12.4% students are loyal from Private Universities. From Public Universities, total 37% loyal and 3.7% disloyalstudents are reported. From Private Universities, total 26.2% loyal and 1.2% disloyal students are reported.

Table 3.18: University Accreditation wise levels of Student Loyalty

Variable Accredation Count			SD	D	N	L	SL	Total
Loyalty	A+	Freq	0	15	82	126	11	234
		% of Total	.0%	2.2%	12.1%	18.6%	1.6%	34.6%
	A	Freq	0	11	87	177	25	300
		% of Total	.0%	1.6%	12.9%	26.1%	3.7%	44.3%
	B	Freq	0	5	25	46	0	76
		% of Total	.0%	.7%	3.7%	6.8%	0.0%	11.2%
	NA	Freq	0	2	18	45	2	67
		% of Total	.0%	.3%	2.7%	6.6%	.3%	9.9%

SD=Strongly Disloyal, *D*=Disloyal, *N*= Neutral, *L*= Loyal, *SL*= Strongly Loyal

Table 3.18 shows the University accreditation wise levels of Student Loyalty. Upon comparing the levels of Loyalty at different accredited Universities, the A+ grade Universities has 20.2% loyal students and 2.2% disloyal students. While A grade Universities have 29.8% loyal students and 1.6% disloyal students. In B grade universities, 6.8% students are loyal and 0.7 % are disloyal. In case of non-accredited Universities, 6.9% students are loyal while 0.3% students are found disloyal. Thus, maximum students are found loyal in A grade Universities.

Table 3.19 : Percentage-wise Distribution of Overall Sample on the Different Levels of Loyalty

Levels	Frequency	Percentage
Strongly Disloyal	17	2.5
Disloyal	106	15.7
Neutral	308	45.5
Loyal	230	34
Strongly Loyal	16	2.4
Total	677	100

Table 3.19 shows the levels of loyalty which have been measured on a five-point Likert scale. Out of the total sample of 677 respondents, a greater number of respondents are found to be loyal ($n = 246$; 36.4%) than the respondents who have marked disloyalty ($n = 123$; 18.2%). The number of respondents who have shown their neutral opinion about loyalty is 45 percent ($n = 308$) and shares the maximum number of respondents. Among the respondents who have shown disloyalty are further classified as disloyal and strongly disloyal. Respondents who seem to be strongly disloyal shares 2.5 percent ($n = 17$) of the total sample while the respondents who have marked disloyal on seems to be disloyal are 15.7 percent of the total sample. Likewise, the same classification has been followed for the loyal respondents among whom loyal respondents share 34 percent ($n = 230$) of the total sample and strongly loyal respondents consist of 2.4 percent ($n = 16$) of the total whole sample. Thus, more students are loyal in comparison to disloyal students. The extreme values show almost a similar percentage of students. However, the majority of students belong to the neutral category.

3.2.1.C. Results Pertaining to the Demography wise Levels of Student Engagement

Table 3.20 : Age wise Levels of Student Engagement

Variable Age		Count	HD	D	N	E	HE	Total
Student engagement	18-21 Years	Freq	0	7	85	141	67	300
		% of Total	0.00%	1.00%	12.60%	20.80%	9.90%	44.30%
	22-25 Years	Freq	1	9	78	143	40	271
		% of Total	0.10%	1.30%	11.50%	21.10%	5.90%	40.00%
	26-29 Years	Freq	0	2	22	39	11	74
		% of Total	0.00%	0.30%	3.20%	5.80%	1.60%	10.90%
	30 and Above	Freq	0	1	8	18	5	32
		% of Total	0.00%	0.10%	1.20%	2.70%	0.70%	4.70%
Total		Freq	1	19	193	341	123	677
		% of Total	0.10%	2.80%	28.50%	50.40%	18.20%	100.00%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral, *E*=Engaged, *HE*=Highly Engaged

Table 3.20 provides details of different age-group wise levels of Student Engagement. Maximum students belong to age group 18-21 yrs. In 18-21 yr age group total 30.7 % students are found engaged and 1.0% are found disengaged. In age group 22-25, 27% students are engaged while in age group 26-29, 7.4 % students are found engaged. In age group 30 & above, 3.4% students are found engaged and 0.0 % are found disengaged. After comparing different age groups, it can be seen that maximum students belong to often engaged level. Thus, it can be said that maximum students are engaged irrespective of age groups.

Table 3.21: Gender wise Levels of Student Engagement

Variable	Gender	Count	HD	D	N	E	HE	Total
Level of academic challenge	Male	Freq	3	27	93	144	82	349
		% of Total	0.40%	4.00%	13.70%	21.30%	12.10%	51.60%
	Female	Freq	1	23	88	110	106	328
		% of Total	0.10%	3.40%	13.00%	16.20%	15.70%	48.40%
Active & Collaborative learning	Male	Freq	4	22	95	160	68	349
		% of Total	.6%	3.2%	14.0%	23.6%	10.0%	51.6%
	Female	Freq	0	33	97	115	83	328
		% of Total	0.0%	4.9%	14.3%	17.0%	12.3%	48.4%
Student faculty interactions	Male	Freq	6	66	127	110	40	349
		% of Total	0.90%	9.70%	18.80%	16.20%	5.90%	51.60%
	Female	Freq	15	70	101	90	52	328
		% of Total	2.20%	10.30%	14.90%	13.30%	7.70%	48.40%
Enriching educational experiences	Male	Freq	5	22	75	146	101	349
		% of Total	0.70%	3.20%	11.10%	21.60%	14.90%	51.60%
	Female	Freq	0	19	68	129	112	328
		% of Total	0.00%	2.80%	10.00%	19.10%	16.50%	48.40%
Supportive campus environment	Male	Freq	11	54	116	113	55	349
		% of Total	1.60%	8.00%	17.10%	16.70%	8.10%	51.60%
	Female	Freq	1	32	113	122	60	328
		% of Total	0.10%	4.70%	16.70%	18.00%	8.90%	48.40%
Overall Student Engagement	Male	Freq	1	15	90	193	50	349
		% of Total	0.10%	2.20%	13.30%	28.50%	7.40%	51.60%
	Female	Freq	0	4	103	148	73	328
		% of Total	0.00%	0.60%	15.20%	21.90%	10.80%	48.40%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral, *E*=Engaged, *HE*=Highly Engaged

Table 3.21 provides details of gender wise levels of Student Engagement in different domains. In Level of academic challenge, 33.4% males and 31.9% females are found engaged. InActive and Collaborative learning domain 24.8 % males and 26.9% females are found engaged. In Student-faculty interactions domain, 22.1% males and 21% females are found engaged while in Enriching educational experiences domain36.5 % males and 35.6 % females are found engaged. In Supportive campus environment, 24.8% males and 26.9% females are found engaged. From table 3.7, it is clear that students have highest engagement level in the Enriching educational experiences domain (males 33.4% & females 38.4%) and highest disengagement level in Student-faculty interactions (males 10.6% & females 12.5%), irrespective of gender. Overall, 35.9% males and 32.7% females are found engaged in Universities.

Table 3.22: Geographical region wise levels of Student Engagement

Variable Region		Count	HD	D	N	E	HE	Total
Student Engagement	Eastern Africa	Freq	0	0	23	53	43	119
		% of Total	0.0%	0.0%	3.4%	7.8%	6.4%	17.6%
	Middle Africa	Freq	0	2	9	11	2	24
		% of Total	0.0%	.3%	1.3%	1.6%	.3%	3.5%
	Southern Africa	Freq	0	0	5	13	4	22
		% of Total	0.0%	0.0%	.7%	1.9%	.6%	3.2%
	Western Africa	Freq	0	2	6	20	20	48
		% of Total	0.0%	.3%	.9%	3.0%	3.0%	7.1%
	East Asia	Freq	0	2	20	9	2	33
		% of Total	0.0%	.3%	3.0%	1.3%	.3%	4.9%
	South Asia	Freq	1	4	69	135	34	243
		% of Total	.1%	.6%	10.2%	19.9%	5.0%	35.9%
	South East Asia	Freq	0	7	42	66	11	126
		% of Total	0.0%	1.0%	6.2%	9.7%	1.6%	18.6%
	Western Asia	Freq	0	2	19	34	7	62
		% of Total	0.0%	.3%	2.8%	5.0%	1.0%	9.2%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral*, E*=Engaged, *HE*=Highly Engaged

Table 3.22 shows the geographical region wise levels of Student Engagement. Among all the eight geographical regions, the level of engagement of International students differs from different geographical regions. Maximum students are found engaged from South Asia (24.9%), followed by Eastern Africa (14.2%) and South East Asia (11.3%). Table 3.22 shows that only a few students are reported disengaged in eight different regions.None of the students reported disengaged from Eastern and Southern Africa. Thus, most of the International students are found engaged in Indian Universities.

Table 3.23: Prior multicultural exposure wise levels of Student engagement

Variable PME Count			HD	D	N	E	HE	Total
Level of academic challenge	Yes	Freq	2	15	40	81	47	185
		% of Total	0.30%	2.20%	5.90%	12.00%	6.90%	27.30%
	No	Freq	2	35	141	173	141	492
		% of Total	0.30%	5.20%	20.80%	25.60%	20.80%	72.70%
Active & Collaborative learning	Yes	Count	1	10	56	73	45	185
		% of Total	.1%	1.5%	8.3%	10.8%	6.6%	27.3%
	No	Count	3	45	136	202	106	492
		% of Total	.4%	6.6%	20.1%	29.8%	15.7%	72.7%
Student faculty interactions	Yes	Freq	6	38	58	60	23	185
		% of Total	0.90%	5.60%	8.60%	8.90%	3.40%	27.30%
	No	Freq	15	98	170	140	69	492
		% of Total	2.20%	14.50%	25.10%	20.70%	10.20%	72.70%
Enriching educational experiences	Yes	Freq	1	11	35	75	63	185
		% of Total	0.10%	1.60%	5.20%	11.10%	9.30%	27.30%
	No	Freq	4	30	108	200	150	492
		% of Total	0.60%	4.40%	16.00%	29.50%	22.20%	72.70%
Supportive campus environment	Yes	Freq	3	24	64	60	34	185
		% of Total	0.40%	3.50%	9.50%	8.90%	5.00%	27.30%
	No	Freq	9	62	165	175	81	492
		% of Total	1.30%	9.20%	24.40%	25.80%	12.00%	72.70%

			HD	D	N	E	HE	Total
Overall student engagement	Yes	Freq	1	3	48	98	35	185
		% of Total	0.10%	0.40%	7.10%	14.50%	5.20%	27.30%
	No	Freq	0	16	145	243	88	492
		% of Total	0.00%	2.40%	21.40%	35.90%	13.00%	72.70%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral*, E*=Engaged, *HE*=Highly Engaged

Table 3.23 reflects the dimension wise levels of Student Engagement with respect to their prior multicultural exposure. Upon comparing the different dimension wise level of engagement, students having no prior multicultural exposure have been reported highest engagement level in Enriching educational experiences domain (51.7%) and it is followed by Level of academic challenge (46.4%) and Active and collaborative learning domain (45.5%). While students with prior multicultural exposure reported highest engagement in Enriching educational experiences domain (20.4%), followed by Level of academic challenge domain (18.9%) and Active and Collaborative learning domain. Thus, irrespective of prior multicultural exposure, maximum students reported their highest engagement in Enriching educational experiences domain and highest dissatisfaction level in Student-faculty interactions domain. Overall, 19.7 % students are found engaged with prior multicultural exposure and 48.9% students are found engaged without multicultural exposure.

Table 3.24: Ownership wise levels of Student Engagement

Variable Ownership Count			HD	D	N	E	HE	Total
Level of academic challenge	Public	Freq	3	35	124	169	101	432
		% of Total	0.40%	5.20%	18.30%	25.00%	14.90%	63.80%
	Private	Freq	1	15	57	85	87	245
		% of Total	0.10%	2.20%	8.40%	12.60%	12.90%	36.20%

			HD	D	N	E	HE	Total
Active & Collaborative learning	Public	Freq	4	39	140	165	84	432
		% of Total	.6%	5.8%	20.7%	24.4%	12.4%	63.8%
	Private	Count	0	16	52	110	67	245
		% of Total	0.0%	2.4%	7.7%	16.2%	9.9%	36.2%
Student faculty interaction	Public	Freq	20	83	164	116	49	432
		% of Total	3.00%	12.30%	24.20%	17.10%	7.20%	63.80%
	Private	Freq	1	53	64	84	43	245
		% of Total	0.10%	7.80%	9.50%	12.40%	6.40%	36.20%
Enriching educational experiences	Public	Freq	5	33	89	168	137	432
		% of Total	0.70%	4.90%	13.10%	24.80%	20.20%	63.80%
	Private	Freq	0	8	54	107	76	245
		% of Total	0.00%	1.20%	8.00%	15.80%	11.20%	36.20%
Supportive campus environment	Public	Freq	11	67	157	138	59	432
		% of Total	1.60%	9.90%	23.20%	20.40%	8.70%	63.80%
	Private	Freq	1	19	72	97	56	245
		% of Total	0.10%	2.80%	10.60%	14.30%	8.30%	36.20%
Overall Student Engagement	Public	Freq	1	15	142	213	61	432
		% of Total	0.10%	2.20%	21.00%	31.50%	9.00%	63.80%
	Private	Freq	0	4	51	128	62	245
		% of Total	0.00%	0.60%	7.50%	18.90%	9.20%	36.20%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral, *E*=Engaged, *HE*=Highly Engaged

Table 3.24 shows the ownership wise levels of Student Engagement. In Public Universities, the highest engagement level has been reported in Enriching educational experiences (45%) and lowest engagement level in Student-faculty interactions (24.3%). In case of Private Universities, the highest engagement level has been reported in Enriching educational experiences (27%) and lowest engagement level in Student-faculty interactions (18.8%). Thus, it can be said that irrespective of ownership of the Universities, the highest engagement is reported in Enriching educational experiences. Table 3.24 depicts that overall, 40.5% students in Public Universities and 28.1% students in Private Universities are found engaged.

Table 3.25: University Accreditation wise levels of Student Engagement

Variable Accredation Count			HD	D	N	E	HE	Total
Student Engagement	A+	Freq	1	8	79	112	34	234
		% of Total	.1%	1.2%	11.7%	16.5%	5.0%	34.6%
	A	Freq	0	8	89	149	54	300
		% of Total	0.0%	1.2%	13.1%	22.0%	8.0%	44.3%
	B	Freq	0	3	17	32	24	76
		% of Total	0.0%	.4%	2.5%	4.7%	3.5%	11.2%
	NA	Freq	0	0	8	48	11	67
		% of Total	0.0%	0.0%	1.2%	7.1%	1.6%	9.9%

HD=Highly Disengaged, *D*=Disengaged, *N*=Neutral, *E*=Engaged, *HE*=Highly Engaged

Table 3.25 shows the University accreditation wise levels of Student Engagement. Upon comparing the levels of engagement at different accredited Universities, the A grade Universities have 30% engaged students and 1.2 % disengaged. While A+ grade Universities has 21.5% engaged students and 1.3.3% disengaged students. In B grade universities, 8.2 % students are engaged and 0.4 % are disengaged. In non-accredited Universities, 9% students are found disengaged. Thus, maximum students are found engaged in A grade Universities.

Table 3.26 : Percentage-wise Distribution of Overall Sample on the Different Levels of Student Engagement

Levels	Frequency	Percentage
Highly Engaged	13	1.9
Engaged	87	12.9
Neutral	268	39.6
Disengaged	237	35
Highly Disengaged	72	10.6
Total	677	100

Table 3.26 depicts that among 677 respondents, a greater number of respondents have marked their agreeableness (n = 309; 45.6%) on engagement than the respondents who have marked disagreeableness (n = 100; 14.8%). The number of respondents who have shown their neutral opinion about the student's engagement is 39.6 percent (n = 268) and shares the maximum number of respondents. Among the respondents who have shown disagreeableness are further classified in rare and never categories. Respondents who seem to be disengaged consist of 12.9 percent (n = 87) rarely engaged and 1.9 percent (n =13) never engaged respondents out of the total sample. Likewise, the same classification has been followed for the agreeableness out of whom the often engaged respondents share 35 percent (n = 237) of the total sample, and always engaged respondents consist of 10.6 percent (n = 72) of the total whole sample. Thus, it can be said that the always engaged respondents appear in a larger number than the never engaged respondents. The maximum number of international students belongs to neutral or sometimes engaged category of student engagement.

3.2.1.D. Results Pertaining to the Demography wise levels of Socio-cultural adaptation

Table 3.27: Age-wise Levels of Socio-cultural adaptation

Variable Age Count			NC	INC	NCNI	COM	EXCOM	Total
Socio-cultural adaptation	18-21 Years	Freq	3	11	78	155	53	300
		% of Total	.4%	1.6%	11.5%	22.9%	7.8%	44.3%
	22-25 Years	Freq	0	9	82	136	44	271
		% of Total	0.0%	1.3%	12.1%	20.1%	6.5%	40.0%
	26-29 Years	Freq	0	2	28	36	8	74
		% of Total	0.0%	.3%	4.1%	5.3%	1.2%	10.9%
	30 and Above	Freq	0	2	10	13	7	32
		% of Total	0.0%	.3%	1.5%	1.9%	1.0%	4.7%

NC=Not competent at all*; INC*=Incompetent*; NCNI*=Neither competent nor incompetent*; COM*=Competent*; EXCOM*=Extremely competent.*

Table 3.27 provides details of different age-group wise levels of Socio-cultural adaptation. Maximum students belong to the age group 18-21 yrs. In the 18-21 yr age group total 30.7% of students are found competent in socio-cultural adaptation and 2% are found incompetent. Table 3.6 shows that a low percentage of students are socio-culturally adapted with increasing age group. In age group 30 & above, 2.9% students are found competent in socio-cultural adaptation and 0.3% are found incompetent. After comparing different age groups, it can be seen that maximum students belong to a competent level of socio-cultural adaptation. Thus, it can be said that maximum students belong to competent level of socio-cultural adaptation irrespective of age.

Table 3.28: Gender wise Levels of Socio-cultural adaptation

Variable	Gender	Count	NC	INC	NCNI	COM	EXCOM	Total
Interpersonal communication	Male	Freq	0	29	121	137	62	349
		% of Total	0.0%	4.3%	17.9%	20.2%	9.2%	51.6%
	Female	Freq	4	8	105	162	49	328
		% of Total	.6%	1.2%	15.5%	23.9%	7.2%	48.4%
Academic/work performance	Male	Freq	4	23	113	144	65	349
		% of Total	.6%	3.4%	16.7%	21.3%	9.6%	51.6%
	Female	Freq	4	12	97	148	67	328
		% of Total	.6%	1.8%	14.3%	21.9%	9.9%	48.4%
Personal interests & community involvement	Male	Freq	4	28	133	136	48	349
		% of Total	.6%	4.1%	19.6%	20.1%	7.1%	51.6%
	Female	Freq	5	17	129	127	50	328
		% of Total	.7%	2.5%	19.1%	18.8%	7.4%	48.4%
Ecological adaptation	Male	Freq	2	29	109	151	58	349
		% of Total	.3%	4.3%	16.1%	22.3%	8.6%	51.6%
	Female	Freq	6	18	113	138	53	328
		% of Total	.9%	2.7%	16.7%	20.4%	7.8%	48.4%
Language proficiency	Male	Freq	40	58	108	94	49	349
		% of Total	5.9%	8.6%	16.0%	13.9%	7.2%	51.6%
	Female	Freq	37	41	116	93	41	328
		% of Total	5.5%	6.1%	17.1%	13.7%	6.1%	48.4%
Overall SCA	Male	Freq	0	18	107	169	55	349
		% of Total	0.0%	2.7%	15.8%	25.0%	8.1%	51.6%
	Female	Freq	3	6	91	171	57	328
		% of Total	.4%	.9%	13.4%	25.3%	8.4%	48.4%

NC=Not competent at all*; INC*=Incompetent*; NCNI*=Neither competent nor incompetent*; COM*=Competent*; EXCOM*=Extremely competent.

Table 3.28 provides details of gender-wise levels of Socio-cultural adaptation in different domains. From table 3.7, it is clear that maximum students are found competent in socio-cultural adaptation in the Academic/Work performance domain (males 30.9% & females 31.8%) and least competent in the Language proficiency

domain (males 21.1% & females 19.8%), irrespective of gender. Overall, 33.1% of males and 33.7% of females are found competent in their Socio-cultural adaptation.

Table 3.29: Geographical region-wise levels of Socio-cultural adaptation

Variable Region Count			NC	INC	NCNI	COM	EXCOM	Total
Socio-cultural Adaptation	Eastern Africa	Freq	0	4	29	63	23	119
		% of Total	0.0%	.6%	4.3%	9.3%	3.4%	17.6%
	Middle Africa	Freq	0	5	9	9	1	24
		% of Total	0.0%	.7%	1.3%	1.3%	.1%	3.5%
	Southern Africa	Freq	1	0	6	12	3	22
		% of Total	.1%	0.0%	.9%	1.8%	.4%	3.2%
	Western Africa	Freq	0	2	10	23	13	48
		% of Total	0.0%	.3%	1.5%	3.4%	1.9%	7.1%
	East Asia	Freq	0	1	12	17	3	33
		% of Total	0.0%	.1%	1.8%	2.5%	.4%	4.9%
	South Asia	Freq	1	1	83	109	49	243
		% of Total	.1%	.1%	12.3%	16.1%	7.2%	35.9%
	Southeast Asia	Freq	1	9	31	72	13	126
		% of Total	.1%	1.3%	4.6%	10.6%	1.9%	18.6%
	Western Asia	Freq	0	2	18	35	7	62
		% of Total	0.0%	.3%	2.7%	5.2%	1.0%	9.2%

NC=Not competent at all*; INC*=Incompetent*; NCNI*=Neither competent nor incompetent*; COM*=Competent*; EXCOM*=Extremely competent.

Table 3.29 shows the geographical region-wise levels of Socio-cultural adaptation. Among all the eight geographical regions, the level of socio-cultural adaptation of International students differs from different geographical regions. Maximum students are found competent in Socio-cultural adaptation from South Asia (23.3%) and the least students are socio-cultural competent from Southern Africa (2.2%).

Table 3.30: Prior multicultural exposure wise levels of Socio-cultural adaptation

Variable PME Count			NC	INC	NCNI	COM	EXCOM	Total
Interpersonal communication	Yes	Freq	1	11	59	79	35	185
		% of Total	.1%	1.6%	8.7%	11.7%	5.2%	27.3%
	No	Freq	3	26	167	220	76	492
		% of Total	.4%	3.8%	24.7%	32.5%	11.2%	72.7%
Academic/work performance	Yes	Freq	1	10	52	72	50	185
		% of Total	.1%	1.5%	7.7%	10.6%	7.4%	27.3%
	No	Freq	7	25	158	220	82	492
		% of Total	1.0%	3.7%	23.3%	32.5%	12.1%	72.7%
Personal interests &	Yes	Freq	4	17	56	78	30	185
		% of Total	.6%	2.5%	8.3%	11.5%	4.4%	27.3%
	No	Freq	5	28	206	185	68	492
		% of Total	.7%	4.1%	30.4%	27.3%	10.0%	72.7%
Ecological adaptation	Yes	Freq	1	14	46	88	36	185
		% of Total	.1%	2.1%	6.8%	13.0%	5.3%	27.3%
	No	Freq	7	33	176	201	75	492
		% of Total	1.0%	4.9%	26.0%	29.7%	11.1%	72.7%
Language proficiency	Yes	Freq	26	34	58	45	22	185
		% of Total	3.8%	5.0%	8.6%	6.6%	3.2%	27.3%
	No	Freq	51	65	166	142	68	492
		% of Total	7.5%	9.6%	24.5%	21.0%	10.0%	72.7%
Overall SCA	Yes	Freq	0	8	40	103	34	185
		% of Total	0.0%	1.2%	5.9%	15.2%	5.0%	27.3%
	No	Freq	3	16	158	237	78	492
		% of Total	.4%	2.4%	23.3%	35.0%	11.5%	72.7%

NC=Not competent at all; INC=Incompetent; NCNI=Neither competent nor incompetent; COM=Competent; EXCOM=Extremely competent.

Table 3.30 reflects the dimension wise levels of Socio-cultural adaptation with respect to their prior multicultural exposure. Upon comparing the different dimension wise level of Socio-cultural adaptation, students having no prior multicultural exposure have been reported highest competence level in Academic/Work performance domain (44.6%) and it is followed by Interpersonal communication (43.7%) and Ecological adaptation (40.8%). While students having prior multicultural exposure reported the highest competence level in the Ecological adaptation domain (18.3%), followed by the Academic/Work performance domain (18%).Students reported the highest incompetence in the Language proficiency domain, irrespective of prior multicultural exposure. Overall, 20.2 % of students are found socio-culturally competent with prior multicultural exposure and 46.5% of students without multicultural exposure.

Table 3.31: Ownership wise levels of Socio-cultural adaptation

Variable Ownership Count			NC	INC	NCNI	COM	EXCOM	Total
Interpersonal communication	Public	Freq	2	25	151	183	71	432
		% of Total	.3%	3.7%	22.3%	27.0%	10.5%	63.8%
	Private	Freq	2	12	75	116	40	245
		% of Total	.3%	1.8%	11.1%	17.1%	5.9%	36.2%
Academic/work performance	Public	Freq	6	26	145	181	74	432
		% of Total	.9%	3.8%	21.4%	26.7%	10.9%	63.8%
	Private	Freq	2	9	65	111	58	245
		% of Total	.3%	1.3%	9.6%	16.4%	8.6%	36.2%
Personal interests & community involvement	Public	Freq	6	32	170	168	56	432
		% of Total	.9%	4.7%	25.1%	24.8%	8.3%	63.8%
	Private	Freq	3	13	92	95	42	245
		% of Total	.4%	1.9%	13.6%	14.0%	6.2%	36.2%

Variable Ownership Count			NC	INC	NCNI	COM	EXCOM	Total
Ecological adaptation	Public	Freq	4	34	150	179	65	432
		% of Total	.6%	5.0%	22.2%	26.4%	9.6%	63.8%
	Private	Freq	4	13	72	110	46	245
		% of Total	.6%	1.9%	10.6%	16.2%	6.8%	36.2%
Language Proficiency	Public	Freq	42	69	136	128	57	432
		% of Total	6.2%	10.2%	20.1%	18.9%	8.4%	63.8%
	Private	Freq	35	30	88	59	33	245
		% of Total	5.2%	4.4%	13.0%	8.7%	4.9%	36.2%
Overall Socio-cultural adaptation	Public	Freq	2	16	140	209	65	432
		% of Total	.3%	2.4%	20.7%	30.9%	9.6%	63.8%
	Private	Count	1	8	58	131	47	245
		% of Total	.1%	1.2%	8.6%	19.4%	6.9%	36.2%

*NC=*Not competent at all*; INC=*Incompetent*; NCNI=*Neither competent nor incompetent*; COM=*Competent*; EXCOM=*Extremely competent.

Table 3.31 shows the ownership wise levels of Socio-cultural adaptation. In Public Universities, the maximum students are reported socio-culturally competent in Academic/Work performance (37.6%) and Interpersonal communication domain (37.5%). In the case of Private Universities, the maximum students are reported socio-culturally competent in the Academic/Work performance domain (25%), followed by the Interpersonal communication domain (23%). Students from both Public (16.4%) and Private Universities (9.6%) reported the highest incompetence in the Language proficiency domain. Table 3.31 depicts that overall 40.5% of students are found socio-culturally competent in Public Universities whereas 26.3% in Private Universities.

Table 3.32: University Accreditation wise levels of Socio-cultural adaptation

Variable Accreation Count			NC	INC	NCNI	COM	EXCOM	Total
Socio-Cultural Adaptation	A+	Freq	1	8	70	110	45	234
		% of Total	.1%	1.2%	10.3%	16.2%	6.6%	34.6%
	A	Freq	2	9	89	162	38	300
		% of Total	.3%	1.3%	13.1%	23.9%	5.6%	44.3%
	B	Freq	0	6	17	37	16	76
		% of Total	0.0%	.9%	2.5%	5.5%	2.4%	11.2%
	NA	Freq	0	1	22	31	13	67
		% of Total	0.0%	.1%	3.2%	4.6%	1.9%	9.9%

NC=Not competent at all*; INC*=Incompetent*; NCNI*=Neither competent nor incompetent*; COM*=Competent*; EXCOM*=Extremely competent

Table 3.32 shows the University accreditation wise levels of Socio-cultural adaptation. Upon comparing the levels of socio-cultural adaptation at different accredited Universities, the A+ grade Universities have 22.8% students, A-grade Universities have 29.5%, B grade have 7.9 % and non-accredited Universities have 6.5 % students are found competent in their socio-cultural adaptation. Thus, irrespective of the accreditation status, maximum students are found Socio-culturally competent.

Table 3.33: Percentage-wise Distribution of Overall Sample on the Different Levels of Socio-cultural adaptation

Levels	Frequency	Percentage
Not at all Competent	24	3.5
Incompetent	77	11.4
Neither Competent nor Incompetent	317	46.8
Competent	198	29.2
Extremely Competent	61	9
Total	677	100

113

The responses of the international students have been collected on a five-point Likert scale to assess their competency for socio-cultural adaptation. The results are provided in Table 3.33 which shows the levels of competency of the respondents. Among 677 respondents, greater number of respondents have marked to be competent ($n = 259$; 38.2%) in socio-cultural adaptation than the respondents who have incompetent behaviour ($n = 101$; 14.9%). The number of respondents who have shown their neutral opinion about their socio-cultural competency is 46.8 percent ($n = 317$) and shares the maximum number of respondents. Among the respondents who have shown incompetent behavior are further classified as incompetent and not at all competent. Respondents who seem to be not at all competent consist of 3.5 percent ($n = 24$) of the total sample while the respondents who have shown incompetence about the adaptation of Indian socio-culture are 11.4 percent ($n = 77$) of the total sample. Likewise, the same classification has been followed for the competent respondents out of whom the competent respondents share 29.2 percent ($n = 198$) of the total sample and extremely competent respondents consist of 9.0 percent ($n = 61$) of the total whole sample. Thus, It can be inferred that greater number of respondents are competent ($n = 259$; 38.2%) in socio-cultural adaptation less number of respondents have incompetent behaviour ($n = 101$; 14.9%). The extremely competent respondents appear in greater frequency than the not at all competent respondents. The maximum number of respondents belongs to neither competent nor incompetent category (46.8%).

3.2.2   Comparative Analysis

To fulfill the objective 2 of analyzing the satisfaction of the international students on the basis of the demographic variables of the institution and the students, a test of comparing the means has been applied. This section has divided the analysis into two phases based on the number of groups to be analyzed. First, if the examination of difference is required between two different groups, a t-test has been applied. Second, if the analysis of the means has to conducted between the more than two groups, ANOVA has been applied for the reason. In the first phase, a t-test has been applied to test the threesub hypotheses. The rest three hypotheses has been tested through ANOVA. The following hypotheses have been structured in null form to

understand the difference between the groups in the level of satisfaction. These hypotheses have been provided below.

$H0_{1I}$: There exists no significant difference in the level of satisfaction among the international students enrolled in different accredited universities.

$H0_{1II}$: There exists no significant difference in the Satisfaction of International students on the basis of the type of the Institution.

$H0_{1III}$: There exists no significant difference in the Satisfaction of International students on the basis of their age.

$H0_{1IV}$: There exists no significant difference in the Satisfaction of International students on the basis of their gender.

$H0_{1V}$: There exists no significant difference in the Satisfaction of International students on the basis of their geographical region.

$H0_{1VI}$: There exists no significant difference in the Satisfaction of International students on the basis of their prior exposure to multicultural experience.

T-test compares the means of two groups over a test variable to understand the difference between them. Here, the test variable is the level of satisfaction that has been tested to understand the difference between male and female, students studying in public and private universities, students with and without prior multicultural exposure.

$H0_{1II}$: There exists no significant difference in the Satisfaction of International students on the basis of the type of the Institution.

The difference in the level of satisfaction between the students studying in government and private universities has been analyzed. The number of students studying in government universities is 432 and the number of international students studying in private universities is 245. The mean of international students studying in government universities is 3.88 and for private universities it is 4.58. The standard deviation of international students studying in the government and private

universities is 1.06 and 0.96 respectively. The mean of standard error in the number of international students in government and private universities is 0.051 and 0.061 respectively.

Table 3.34 shows the results of the independent sample t-test inclusive of the results of the Levene's test. The results from the Levene's test shows that the homogeneity of variances is significant. The reason being the large difference in the number of respondents belonging to each category. The results of the independent sample t-test shows that the difference in the level of satisfaction between the international students studying in public and private universities is statistically significant at two-tailed (p-value ≤ 0.01; $df = 675$). Also, the level of satisfaction of students studying in private universities is more than that of studying in public universities. Thus, the hypothesis for **'no significant difference in the Satisfaction of International students on the basis of the type of the Institution($H0_{1III}$)'**, is rejected. Analysis revealed that international students studying in private universities are found more satisfied in comparison to public universities. It is similar to the results obtained by Martirosyan, N. (2015). This might be because Private institutions are provided more accommodation, recreation, and sports facilities and organize cultural programs to promote cultural inclusiveness for international students in comparison to public universities. Thus, public institutions should focus on the service quality aspects to enhance international student satisfaction over the campus.

Table 3.34 : Ownership-wise difference in the level of satisfaction among the International Students in Indian Universities

Table 3.34a : Group Statistics

	Pub/Private	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	Public	432	3.88	1.06	.051
	Private	245	4.58	.96	.061

Table 3.34b: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				Std. Error Difference
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Satisfaction — Equal variances assumed	4.05	.044	-8.57	675	.000	-.70	.08
Satisfaction — Equal variances not assumed			-8.81	550.13	.000	-.70	.08

H0$_{IIV}$: There exists no significant difference in the Satisfaction of International students on the basis of their gender.

The sample size of the present respondents is 677 out of which 359 are male respondents and 318 are female respondents. The mean of male respondents is 4.01 and for female respondents it is 4.28 which is a bit higher than the male respondents. The standard deviation is 1.12 for male respondents and 1.02 for female respondents. The researcher is interested to understand the difference between the male and female respondents in their level of satisfaction with service quality in Indian universities. A t-test is conducted to emphasize the difference between the male and female international students in their level of satisfaction.

One of the important assumptions to apply the t-test is to check for the homogeneity of variances. Levene's test is the measure of homogeneity of variances. It should be statistically insignificant to run a t-test. Table 3.35 shows that the variances are assumed equal (p-value ≥ 0.05). This satisfies the assumption of homogeneity of variances. Next, the results provided in Table 3.35 shows that the difference in the level of satisfaction between male and female international students is statistically significant ($p \leq 0.05$; $df = 675$). It implies that there is a significant difference in the

satisfaction level of male and female international students. Thus the hypothesis for '**no significant difference in the Satisfaction of International students on the basis of their gender (H0$_{IIV}$)**', is rejected.

Researches in some western countries also support gender differences in satisfaction (Brown, 2000; O'Driscoll, 2012; Young et al., 2013). O'Driscoll, 2012 found the communication and academic support as important factors for male students' satisfaction while welfare support as an important predictor for females. Parahoo(2013) found differences in satisfaction due to gender, female satisfaction was found due to the reputation of the institution while for males it was perceived faculty competence. It can be said that both males and females have different expectations with their institutions (Maceli, Fogliasso, & Baack, 2011). Some researchers found that female students were more satisfied with the academic curriculum (Tessema et al, 2012). Akpoiroro and Okon,2015 found significant gender differences in satisfaction with different domains of university service delivery. The existing result is contradictory to the findings of Gatfield, T. (1999); Corts *et* al. (2000); Rosenthal, 2000; Carey et al., (2002); Thiuri (2011); Le*et* al (2016); Kaur & Bhalla (2018) as these researchers found no significant gender differences in satisfaction level of students.

In the present study, male international students are found less satisfied. This finding is in line with studies by Perry, Sekelsy and Skarsten, (2003) and Aldemir & Gülcan(2004). The reason male students are less satisfied than female students can be explained by making use of the expectation-performance theory of satisfaction. In the present study, females are found more satisfied in comparison to male students. It might be because male and female students join the university with different expectations. If those expectations are not met, dissatisfaction occurs. For instance, in some countries females have to face several barriers related to education and living standards. Due to cultural constraints in the home country, females have more realistic expectations with the Indian universities and have a higher level of satisfaction. Chen and Miao (2016) found that international male student satisfaction can be enhanced if the university improves the dormitory facilities, sports, and recreational facilities.

Table3.35: Gender-wise difference in the level of Satisfaction among the International Students in Indian Universities

Table 3.35aGroup Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	Male	359	4.00	1.12	.059
	Female	318	4.28	1.02	.057

Table 3.35 b: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Satisfaction	Equal variances assumed	1.42	.234	-3.25	675	.001	-.27	.08
	Equal variances not assumed			-3.26	550.13	.001	-.27	.08

H0$_{1VI}$: There exists no significant difference in the Satisfaction of International students on the basis of their prior exposure to multicultural experience.

Table 3.36 Prior Multicultural Exposure –wise difference in the level of Satisfaction among the International Students in Indian Universities

Table 3.36a : Group Statistics

	PME	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	Yes	185	4.03	1.02	.07535
	No	492	4.17	1.10	.04965

Table 3.36b Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Satisfaction — Equal variances assumed	.394	.531	-1.49	675	.135	-.14	.09
Satisfaction — Equal variances not assumed			-1.54	353.48	.123	-.14	.09

Table 3.36a shows the descriptive statistics of the international students who are classified into two groups. One group of international students is having the prior multicultural exposure (PME) while the other group is having no such exposure. The number of students who already have multicultural exposure is 185 and the number of students is not having kind of prior exposure to the different cultures is 492. The mean of the respondents who have marked 'Yes' to the prior multicultural exposure is 4.03 and for students who marked 'No' is 4.17. The standard deviation for both the groups is 1.02 and 1.10, and the mean of standard error for both the groups is 0.07 and 0.05.

The results of the Levene's test provided in the table 3.36b shows that the homogeneity of the variance is found to be statistically insignificant at 0.05 level of significance with the p-value of 0.531.t-test results given in table 3.36b demonstrates that there is no statistically significant difference between the students who are having prior exposure to those of not having any kind of multicultural exposure. The results are similar to both the cases of assuming equal variances and not assuming equal variances. The *p*-value of the test when equal variances are assumed is 0.135 and when equality of variances is not assumed, it is 0.123 which is greater than the 0.05 level of significance. Therefore, it can be proposed that the null hypothesis

'**There exists no significant difference in the Satisfaction of International students on the basis of their prior exposure to multicultural experience'($H0_{1VI}$), is accepted.** It implies that there exists no significant difference in the satisfaction level of international students between the international students who are having prior multicultural exposure and who are not having any multicultural exposure.

Evidence from the present study indicates that there exists no significant difference in the satisfaction level between students with prior multicultural exposure and students who do not have this exposure. This interesting finding is attributed to proactive cultural initiatives and integration programs that are spearheaded by Indian universities to bridge the gap between different cultures. This phenomenon of enhancing multicultural interactions were observed by Summers and Volet (2008), who stressed on the importance of universities and their employees in promoting and upholding intercultural contacts amongst students as means of forming social dynamics. Moreover, intercultural friendships formation between international and local students facilitate cultural and academic adjustments which ultimately lead to augmented student satisfaction levels.This is in line with findings from Bochner et al 1982; Furnham &Bochner, 1982, 1986; Furnham & Erdmann, 1995; Quintrell& Westwood, 1994; Westwood & Barker, 1990; Zimmermann, 1995.

ANOVA

The following section deals with the analysis of variance of the multiple groups. ANOVA is the estimation procedure used to analyze the differences in the group means of a sample. Moreover, it is also used to analyze the variations within and between the groups. Likewise, one-way ANOVA refers to the analysis of variance which is conducted between the dependent variable and the group of independent variables. In the present study, the one-way ANOVA is applied to examine the difference in several demographic groups over the dependent variable that is satisfaction. The independent variables include age groups, accreditation status of the universities, and ownership structure (type) of universities. The following sub null hypotheses have been formed and tested using one-way ANOVA.

$H0_{1I}$: There exists no significant difference in the level of satisfaction among the international students enrolled in different accredited universities.

$H0_{1III}$: There exists no significant difference in the Satisfaction of International students on thebasis of their age.

$H0_{1V}$: There exists no significant difference in the Satisfaction of International students on thebasis of their geographical region.

$H0_{1I}$: There exists no significant difference in the level of satisfaction among the international students enrolled in different accredited universities.

Accreditation is a principal mechanism of quality assurance in higher education institutions. It catalyzes positive changes in terms of performance management (Elliott & Goh, 2013). The division of Indian universities based on accreditation has also been applied to examine whether there is any significant difference in the level of satisfaction among international students who are enrolled in such universities. The descriptive statistics provided in table 3.37a shows that out of total respondents (N=677), the distribution of international students in different NAAC accredited universities have high variation. Since the assumption of normality and homogeneity should be fulfilled to analyze the variances, table 3.37b shows the results of the Kolmogorov-Smirnov are found to be statistically insignificant (p-value > 0.05) except 'A+' grade university (p-value <.001). However, it can be concluded that the data normally distributed.

Moreover, table 3.37c demonstrated that the result of the Levene's test is found to be statistically significant (p-value < 0.05). Hence the variances are said to be heterogeneous. Thus, Welch's test has been applied (Field,2013). The Welch statistic for mean difference in satisfaction of international students among accredited institutions is 12.744 which is found to be statistically significant at 0.01 percent level of significance. Table 3.37c provides the results of the Welch's test which shows that difference in the level of satisfaction within and between the groups has been found statistically significant (Welch's f-value =.000 <.001; $df = 3$;

N=677) among the international students enrolled in several NAAC accredited and NA universities.

Thus, the hypothesis for **'no significant difference in the level of satisfaction among the international students enrolled in different accredited universities (H0$_{1I}$)', is rejected.** The significant differences are found in the level of satisfaction in different accredited universities.

Table 3.37: Difference in level of satisfaction among the international students enrolled in different accredited Universities

Table 3.37a : Descriptives

Accreditation status	N	Mean	Std. Deviation	Std. Error
A+	234	3.88	1.14	.075
A	300	4.24	1.04	.060
B	76	4.08	1.09	.126
Not accredited(NA)	67	4.59	.74	.090
Total	677	4.13	1.08	.041

Table 3.37b Tests of Normality

	University	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Satisfaction	A+	.08	234	.000	.97	234	.000
	A	.04	300	.200[*]	.99	300	.023
	B	.09	76	.089	.97	76	.037
	NA	.09	67	.200[*]	.96	67	.022

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.37c : Test of Homogeneity of Variances

Satisfaction

Levene Statistic	df1	df2	Sig.
4.944	3	673	.002

Table 3.37d Robust Tests of Equality of Means

	Statistic[a]	df1	df2	Sig.
Welch	12.744	3	208.124	.000

a. Asymptotically F distributed.

Shingala and Rajyaguru (2015) recommends Games-Howell method of post hoc analysis to conduct multiple comparison within the group when Levene's test shows the heterogeneous variances (p-value =.002 <.05; df = 3). Table 3.37e shows the results of multiple comparisons within the group. Among all the four groups, the level of satisfaction of international students enrolled in NAAC accredited 'A+' university is found to be statistically and significantly different from those who are enrolled in NAAC accredited 'A' universities (p-value =.001 <.05) and in 'NA' universities (p-value =.000 <.001), while there exists no significant difference in the level of satisfaction, has been found from 'B' universities (p-value =.519 >.05). Likewise, the level of satisfaction among international students enrolled in NAAC accredited 'A' universities are found to be statistically and significantly different from those who are enrolled in 'NA' (p-value =.008 <.05) universities. Again, the difference in the level of satisfaction between international students who are enrolled in NAAC accredited 'A' and 'B' is found to be statistically insignificant (p-value =.666 >.05). Moreover, international students enrolled in NAAC accredited 'B' and 'NA' universities are found to be statistically and significantly different (p-value =.007 <.05) in their level of satisfaction. Therefore, it can be concluded that among all three categories of NAAC accredited universities and institutions, the level of satisfaction among international students enrolled in all universities is different from those who are enrolled in 'NA' universities. Moreover, the level of

satisfaction among international students enrolled in NAAC accredited 'B' universities is not different from those who are enrolled in 'A+' and 'A' universities. The existing finding is in line with Cole and Cole, (2008), showing that accreditation may not lead to enhanced student satisfaction. They argued that accreditation seems to strengthen the external ability to acquire strategic resources and creates an attractive image of the institution, rather than student satisfaction. However, some studies support that accreditation improves institutional effectiveness (Zammuto, 2008).

$H0_{1III}$: There exists no significant difference in the Satisfaction of International students on the basis of their age.

Table 3.38a demonstrates the descriptive statistics of the different age groups of respondents ($N = 677$). Since the variation in the number of respondents is high, it is assumed that the groups are not homogenous. Moreover, to meet the assumption of normality of the data, the K-S test and Shapiro-Wilk has been conducted and results are presents in Table 3.38b. According to the Shapiro-Wilk, the age groups in which the number of respondents occurs least have followed the normal distribution. Table 3.38d provides the results of ANOVA which analyzes the difference between the dependent variable satisfaction and independent variable age which has been classified into four subgroups. The results shows that there is a statistically significance difference ($F = 3.384$; $p = 0.018 < 0.05$; $df = 3$) in the level of satisfaction among the several age groups. Hence it can be opined that the **null hypothesis for no significant difference in the Satisfaction of International students on thebasis of their age ($H0_{1III}$), is rejected.**

The existing finding is similar to Carey, et al. (2002) as revealing a significant relationship between age and satisfaction. International students belonging to the age group 18-21 are found most satisfied. New students of age group (18-21yrs) are found to be more satisfied than older. It can be said that with age, some of the students do experience slight dissatisfaction, due to the increase in pressure because of the stress of studies and anxieties about job after education.

Table 3.38: Difference in level of satisfaction among the different age groups of the international students

Table 3.38a : Descriptives

	N	Mean	Std. Deviation	Std. Error
18-21 Years	300	4.26	1.00	.058
22-25 Years	271	4.09	1.13	.068
26-29 Years	74	3.89	1.16	.134
30 and Above	32	3.84	1.12	.198
Total	677	4.13	1.08	.041

Table 3.38b: Tests of Normality

Age		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Mean SQS	18-21 Years	.05	300	.031	.99	300	.005
	22-25 Years	.07	271	.001	.97	271	.000
	26-29 Years	.11	74	.029	.97	74	.085
	30 and Above	.11	32	.200[*]	.94	32	.074

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.38cTest of Homogeneity of Variances

Satisfaction

Levene Statistic	df1	df2	Sig.
.832	3	673	.476

A post-hoc analysis has been done to understand the difference within the groups. Several methods are available to conduct post hoc analysis and those are classified based on whether equal variances are assumed or not assumed. Table 3.38c shows results of the Levene's test. Since the Levene's statistics are found to be statistically insignificant ($p > 0.05$; $df1 = 3$), it is claimed that the equal variances are assumed for the different age groups.

Table 3.38d : ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.76	3	3.92	3.384	.018
Within Groups	779.57	673	1.16		
Total	791.33	676			

Once the assumption of homogeneity of variances is fulfilled, the method to apply post hoc analysis is to be selected. Bonferroni, Tukey, Tukey-Krammer, Dunnett, and all are few among several methods that are provided by the researchers to conduct the post-hoc analysis. Scheffe method is considered to be more flexible and conservative, and gives the robust results when respondents are classified into unequal group sizes (Armitage and Berry, 1994; Wallenstein, 1980; Miller, 1981; Hsu, 1996; Kleinbaum et al., 1998). In the present study, the respondents are divided into four age groups and the number of respondents in each age group is unequal. As referred to in Table 3.38a, the highest number of respondents belongs to the youngest group and the lowest number of respondents is in the oldest groups. Moreover Bonferroni and Scheffe are general methods and can be applied in both planned and unplanned multiple comparisons (Hsu, 1996). Therefore the present study applies the Scheffe method of post-hoc analysis for multiple comparisons.

Table 3.38e shows the results of the multiple comparisons within the age groups to identify the differences in the level of satisfaction. The estimates of the post-hoc analysis of one-way ANOVA are found to be statistically insignificant ($p = 0.05$). Thus, the results of post hoc show no significant difference between and within different age groups.

Table 3.38e : Multiple Comparisons

Dependent variable: Satisfaction

Scheffe

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
18-21 Years	22-25 Years	.16	.090	.382
	26-29 Years	.36	.139	.087
	30 and Above	.42	.200	.226
22-25 Years	18-21 Years	-.16	.090	.382
	26-29 Years	.20	.141	.569
	30 and Above	.26	.201	.644
26-29 Years	18-21 Years	-.36	.139	.087
	22-25 Years	-.20	.141	.569
	30 and Above	.06	.228	.995
30 and Above	18-21 Years	-.42	.200	.226
	22-25 Years	-.26	.201	.644
	26-29 Years	-.06	.228	.995

Analysis of the data surveyed in the study has shown that the level of satisfaction amongst young students in the age group of 18-21 years is substantially higher than that of other higher age groups.Hong & Giannakopoullos, (1994), found evidence that age is a significant determinant of the level of satisfaction for students post their secondary school. This observation is a result of behavioral characteristics and

students' social-psychological adaptation. A study by Zhuravlev (1998) observed that personal characteristics as motivation, value orientations, locus of control (integrity), adaptive personal qualities (attitude towards risk, competition, assessment of personal capabilities in overcoming difficulties etc.) are the most important characteristics for social adaptation. The high level of satisfaction among younger international students is also connected to their ability to easily form friendships and interacts with locals. Participants who reported more friendship variability with host country individuals described themselves as more satisfied, content, and more socially connected, Hendrickson *et* al, (2011)documented that students with more friendship variability with host country individuals were more satisfied, content, and more socially connected.

H0$_{1V}$: There is no significant difference in the Satisfaction of International students on the basis of their geographical region.

Table 3.39 : Difference in the Satisfaction of International students on the basis of their geographical region

Table 3.39a : **Descriptive Statistics**

Regions	N	Mean	Std. Deviation	Std. Error
Eastern Africa	119	4.1090	.98151	.08998
Middle Africa	24	3.4346	1.07078	.21857
Southern Africa	22	3.6886	1.28452	.27386
Western Africa	48	4.4400	1.17486	.16958
East Asia	33	3.5642	.98486	.17144
South Asia	243	4.1900	1.10777	.07106
South East Asia	126	4.3849	.95687	.08525
Western Asia	62	3.9568	1.05013	.13337
Total	677	4.1348	1.08195	.04158

Table 3.39b : Normality Statistics

Tests of Normality

Variable	Regions	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Satisfaction	Eastern Africa	.053	119	.200[*]	.983	119	.143
	Middle Africa	.106	24	.200[*]	.981	24	.908
	Southern Africa	.117	22	.200[*]	.932	22	.134
	Western Africa	.085	48	.200[*]	.972	48	.300
	East Asia	.101	33	.200[*]	.961	33	.278
	South Asia	.091	243	.000	.932	243	.000
	South East Asia	.045	126	.200[*]	.992	126	.652
	Western Asia	.095	62	.200[*]	.953	62	.018

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.39a demonstrates the descriptive statistics of the different geographical region-wise groups of respondents ($N = 677$). Since the variation in the number of respondents is high, it is assumed that the groups are not homogenous. Moreover, to meet the assumption of normality of the data, the K-S test and Shapiro-Wilk has been conducted and results are presents in Table 3.39b. According to the Shapiro-Wilk and KS-test, the region-wise groups have followed the normal distribution.

Table 3.39c : **ANOVA**

Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	42.03	7	6.00	5.361	**.000**
Within Groups	749.30	669	1.12		
Total	791.33	676			

Table 3.39d Test of Homogeneity of Variances

Satisfaction

Levene Statistic	df1	df2	Sig.
.74	7	669	.635

Table 3.39e : Multiple Comparisons

Dependent Variable : Satisfaction

Tukey HSD

(I) Regions	(J) Regions	Mean Difference (I-J)	Std. Error	Sig.
Eastern Africa	Middle Africa	.67	.237	.085
	Southern Africa	.42	.246	.680
	Western Africa	-.33	.181	.600
	East Asia	.54	.208	.152
	South Asia	-.08	.118	.997
	South East Asia	-.27	.135	.456
	Western Asia	.15	.166	.984
Middle Africa	Eastern Africa	-.67	.237	.085
	Southern Africa	-.25	.312	.992
	Western Africa	-1.00[*]	.264	**.004**
	East Asia	-.13	.28392	1.000
	South Asia	-.75[*]	.22644	**.020**
	South East Asia	-.95[*]	.23571	**.002**
	Western Asia	-.52	.25443	.447

131

(I) Regions	(J) Regions	Mean Difference (I-J)	Std. Error	Sig.
Southern Africa	Eastern Africa	-.42	.24561	.680
	Middle Africa	.25	.31238	.992
	Western Africa	-.75	.27248	.108
	East Asia	.12	.29129	1.000
	South Asia	-.50	.23563	.398
	South East Asia	-.69	.24454	.085
	Western Asia	-.27	.26263	.971
Western Africa	Eastern Africa	.33	.18096	.600
	Middle Africa	1.00*	.26458	**.004**
	Southern Africa	.75	.27248	.108
	East Asia	.88*	.23932	**.007**
	South Asia	.25	.16716	.810
	southeast Asia	.05	.17951	1.000
	Western Asia	.48	.20347	.255
East Asia	Eastern Africa	-.54	.20821	.152
	Middle Africa	.13	.28392	1.000
	Southern Africa	-.12	.29129	1.000
	Western Africa	-.87*	.23932	**.007**
	South Asia	-.62*	.19634	.032
	South East Asia	-.82*	.20695	.002
	Western Asia	-.39	.22805	.673
South Asia	Eastern Africa	.08	.11841	.997
	Middle Africa	.75*	.22644	.020
	Southern Africa	.50	.23563	.398
	Western Africa	-.25	.16716	.810
	East Asia	.62*	.19634	.032
	South East Asia	-.19	.11618	.702
	Western Asia	.23	.15058	.780

(I) Regions	(J) Regions	Mean Difference (I-J)	Std. Error	Sig.
Southeast Asia	Eastern Africa	.27	.13528	.456
	Middle Africa	.95*	.23571	**.002**
	Southern Africa	.69	.24454	.085
	Western Africa	-.05	.17951	1.000
	East Asia	.82*	.20695	**.002**
	South Asia	.19	.11618	.702
	Western Asia	.43	.16418	.155
Western Asia	Eastern Africa	-.15	.16576	.984
	Middle Africa	.52	.25443	.447
	Southern Africa	.27	.26263	.971
	Western Africa	-.48	.20347	.255
	East Asia	.39	.22805	.673
	South Asia	-.23	.15058	.780
	South East Asia	-.43	.16418	.155

A post-hoc analysis has been done to understand the difference within the groups. Several methods available to conduct post hoc analysis are classified based on whether equal variances are assumed or not assumed. Table 3.39d shows the results of the homogeneity of variances Levene's test. Since the Levene's statistics are found to be statistically insignificant ($p > 0.05$; $df1 = 7$), it is claimed that the equal variances are assumed for the different geographical regions.

Results of multiple comparisons within the different geographical groups to identify the differences in the level of satisfaction are shown in Table 3.39e. The estimates of the post-hoc analysis of one-way ANOVA are found to be statistically insignificant ($p > 0.05$). Hence it can be opined that the null hypothesis for **'no significant difference in the Satisfaction of International students on the basis of their geographical region (H0$_{1V}$),** is rejected.

Among all the eight groups, the level of satisfaction of international students differs from different geographical regions. Post-hoc analysis revealed that significant differences exist in the satisfaction of students between Western and Middle Africa, Western Africa and East Asia, Middle Africa and Southeast Asia, Middle Africa and South Asia and Southeast Asia and East Asia.

The existing finding is in line with Eimers (2001) who found a significant difference between ethnicity and satisfaction. The study confirms that Asian students attain more satisfaction in comparison to other students who are culturally dissimilar. This might be due to cultural and historical similarities. This finding is similar to Galchenko and van de Vijver (2007); Sodowsky and Plake (1992). It might be due to the provision of financial services or scholarships (mainly ICCR) by the Indian government as It is also reported as one of the important determinants of satisfaction (Hill, 1995). Students belonging to very different cultural backgrounds experienced greater distress in their academic sojourn, leading to a low level of satisfaction (McLachlan and Justice 2009). The findings of the present study are contradictory to Elrod and Remirez (2002) and Perry et al (2003) as they found no significant differences in satisfaction due to ethnicity.

International students consider India as a safe and politically stable country with shared cultural values and even geographical proximity. Asia is the largest source of international students in India with nearly 60 percent of all the international students in the country. Even many Asian students derive financial benefits in terms of low tuition fees and low cost of living in comparison to other countries. Even the Indian government promotes the inflow of students through ICCR scholarship. It is not surprising that students are found more satisfied from the South Asian region due to shared cultural values and geographical proximity with India. The most prominent factor in choosing study destinations is the perception of the quality of higher education (Lee and Tan 1984). Indian higher education is seen to be of better quality as compared to what is available in several countries of the South Asian, Gulf and African regions (Pawar, 2020). Education quality and reputation of degree, climate, and lifestyle of the host country and social links are other determining factors for satisfying experiences of International students (Sojkin, 2012).

Poverty and inequality levels are greater in the West and Middle Africa region as compared to the rest of the world. In terms of education, West and Central Africa are the regions that have the lowest enrolment rates at the primary level. Net enrolment rates are better in other parts of the world and there is a lower drop off between primary and secondary school levels. Students from West Africa are more satisfied with Indian universities in comparison to Middle Africa. There might be two possible reasons, firstly, West Africa students come from a region that does not have better educational and research facilities as compared to middle Africa so, they are more goal-driven for studies and when they come to India, they appreciate current educational experiences and feel satisfied with the significantly better educational facilities and services here. Secondly, absolute poverty is more in West Africa than middle Africa, as a result when West Africa students come to India; they found better living standards here. Middle African students are relatively not concerned about this because this region is relatively better in terms of living standards (UNFPA Report, 2016).

3.3.3 Regression Analysis

To fulfill the objective 3 and objective 4, two different regression equations estimate the relationship between the predictor and the outcome. To examine the impact of student engagement (SE) and sociocultural adaptation (SCA) on satisfaction, multiple regression analysis has been applied. Likewise, for examining the impact of satisfaction on loyalty, simple linear regression analysis has been done. Regression analysis is used to predict the value of one variable based on the value of another variable. The variables are classified as dependent and independent variables to measure the outcome of one over another. Among several other models of regression, the present analysis applies simple linear regression and multiple regression models. To begin with the regression analysis, some of the assumptions namely test of linearity, normality, autocorrelation, multicollinearity, and homoscedasticity need to be fulfilled (Garson, 2012). Therefore, following are the hypotheses that are to be tested using regression analysis;

H0$_2$: There exists no significant impact of Student engagement and Socio-cultural adaptation on satisfaction of international students.

H$_3$: Satisfaction is a significant predictor of Loyalty in the case of international students.

3.3.3.1 Examining the Assumptions of Regression Analysis

Linearity Structure

The foremost assumption to examine a regression analysis is to assess the linearity structure of the variables. The relationship between both the dependent and independent variables should be linear. Linearity structure can be imposed out of positive, negative, and no linearity. The linearity test has been performed using scatter plots. The output of the scatter plots is given in figure 3.10 provided below.
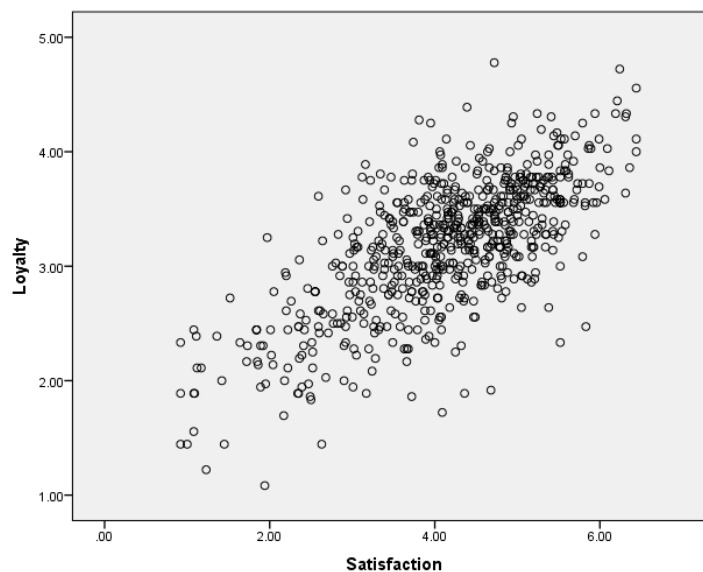
Fig 3.10: Linearity test between satisfaction and loyalty

Since the above figure shows the linearity structure between the satisfaction and loyalty, the linear regression can be performed ahead.

Normality Check

Another important assumption to examine regression analysis is to check for the normality of the standardized residuals. It is assumed that the residuals in the model

136

are random and normally distributed variable with a mean of '0'. Table 3.40 below shows that the mean of the standardized residuals of both the models is zero. Moreover, there are several other methods have been suggested to test the normality of the data. These methods include the skewness and kurtosis z-value, Shapiro-Wilk test and histogram, normal P-P plots, and box plots (Kim, 2013). Since the possibility of finding data for the perfectly normal distribution is cumbersome, hence most of the researchers suggest for the histogram and normal P-P plots since these are the visual representation of the normality and provides an approximate scenario. Hence the current analysis follows the skewness, kurtosis, and histogram with normal P-P plots to check the normality of the data.

Table 3.40: Mean of the standardized residual

		Standardized Residual for SEandSCA	**Standardized Residual For Loyalty**
N	Valid	677	677
	Missing	0	0
Mean		.000	.000
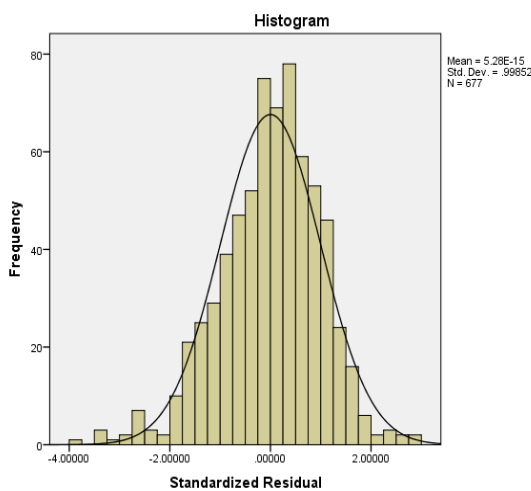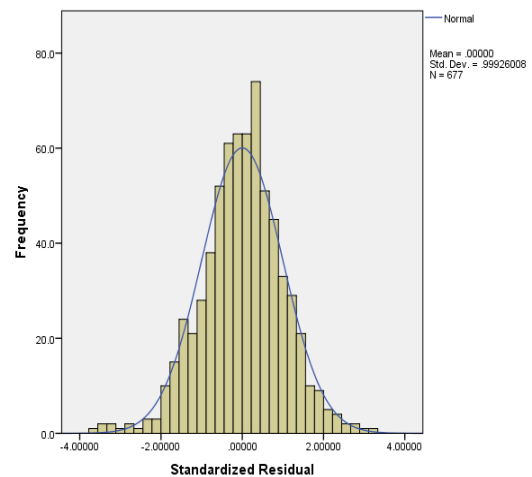
Fig 3.11(a)   Fig 3.11(b)

Fig 3.11(a) and fig3.11(b) shows the histogram and normal probability curve of the standardized residuals of SE and SCA, and loyalty respectively. It can be observed that the normal probability curve has a perfectly symmetrical shape and has no skewness. The acceptance range of the symmetry and kurtosis is -2 to 2 (George & Mallery, 2010). For SE and SCA, the symmetry and kurtosis are found within the recommended range (refer to Table 3.41).For loyalty, Table 3.41 shows the distribution is approximately symmetric since the value of the skewness is -0.086 which falls within the range of -2 to +2. Moreover, the findings are also similar for the kurtosis of the data, when the kurtosis of the distribution is assessed. The table provided above shows the value of the kurtosis 0.984 which is also within the acceptable range of -2 to 2. It can be observed that the data is normally distributed. Therefore it can be summarized that standardized residuals of the shown in Table 3.41 are symmetrical.

Table 3.41: Descriptive Statistics of the Standardized residuals

			Statistic	Std. Error
Standardized Residual Model 1	Mean		.00	.038
	95% Confidence Interval for Mean	Lower Bound	-.07	
		Upper Bound	.07	
	5% Trimmed Mean		.02	
	Median		.08	
	Variance		.99	
	Std. Deviation		.99	
	Minimum		-3.55	
	Maximum		2.66	
	Range		6.21	
	Interquartile Range		1.34	
	Skewness		-.42	.094
	Kurtosis		.26	.188

		Statistic	Std. Error
Standardized Residual Model2	Mean	Mean	.038
	95% Confidence Interval for Mean Lower Bound	-.07	
	Upper Bound	.07	
	5% Trimmed Mean	.00	
	Median	.02	
	Variance	.99	
	Std. Deviation	.99	
	Minimum	-3.51	
	Maximum	4.17	
	Range	7.68	
	Interquartile Range	1.23	
	Skewness	-.08	.094
	Kurtosis	.98	.188

Multicollinearity

Since the present relationship follows the simple regression model, it is not required to test for the multicollinearity as is a situation occurs in only multiple regressions. However, there are several methods are present to examine the problem of multicollinearity (Farrar & Glauber, 1967). Two methods have been applied to ensure the non-existence of the collinearity. Table 3.42 assesses the collinearity between SCA and SE using the condition index. The threshold limit for the condition indices is that a variable is said to be collinear if it represents the condition index greater than 15 (Midi, Sarkar & Rana, 2010). For both the models, no variable is found to be exceeding the threshold limit of condition index. Resultantly, the value of the variance inflation factor (VIF) as well as the value of tolerance is 1 for Model 2. In the case of Model 1, the VIF is 1.14 (refer to Table 3.47). Therefore, it is reported that the assumption of multicollinearity fulfilled, and no multicollinearity exists.

Table 3.42: Collinearity diagnostic of Sociocultural Adaptation and Students Engagement

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Student Engagement	Socio-cultural Adaptation
1	1	2.95	1.00	.00	.00	.00
	2	.03	9.95	.03	.47	.85
	3	.02	12.05	.97	.53	.14

a. Dependent Variable: Satisfaction

Autocorrelation

Autocorrelation is the measure of finding out whether the variable of the study does have any time element. Since the data should be cross-sectional to perform the ordinary linear regression, autocorrelation measures the serial correlation between the unstandardized score of residuals. If any correlation is experienced in the given residuals, the time series analysis is suggested instead of the ordinary least square (OLS). Multicollinearity in the present models has been checked using the Durbin-Watson measure of autocorrelation. The value of Durbin-Watson test should lie between 1 and 3 to call it cross-sectional data (Cohen, Hawawini, Maier, Schwartz, & Whitcomb, 1983). Table 3.48 demonstrates the model summary of the regression Model 2 between satisfaction and loyalty. The value of Durbin-Watson in this model is 1.760 which lies with the recommended range. Likewise, in Table 3.45, the value of Durbin-Watson for the regression Model 1 is found to be 1.328. Hence, it can be summarized that no time element is found in the satisfaction and loyalty variables.

Homoscedasticity Test

The test of homoscedasticity refers to the same variance and is central to the linear regression model. It examines the relationship between the standardized residual and standardized predicted values. It explains a situation where the error term is the same across all the standardized values of the predicted variable. As opposed to this,

heteroscedasticity refers to a situation where the value of the error term is heterogeneous across all the standardized values of the predicted variable. Therefore, to meet the assumption of homoscedasticity, variance should be the same across all the values of the residuals.

Here, in the present case, using simple regression and multiple regression models, the impact of satisfaction on the loyalty, and impact of student engagement and sociocultural adaptation on satisfaction have been examined. To find the evidence of homoscedasticity, scatter plot has been run to demonstrate the results. Fig3.12 (a) and Fig 3.12(b) show the relationship between standardized residual on Y-axis against standardized predicted values on X-axis. The emergence of the observations shows no definite pattern between standardized residual and standardized predicted values in both the model.
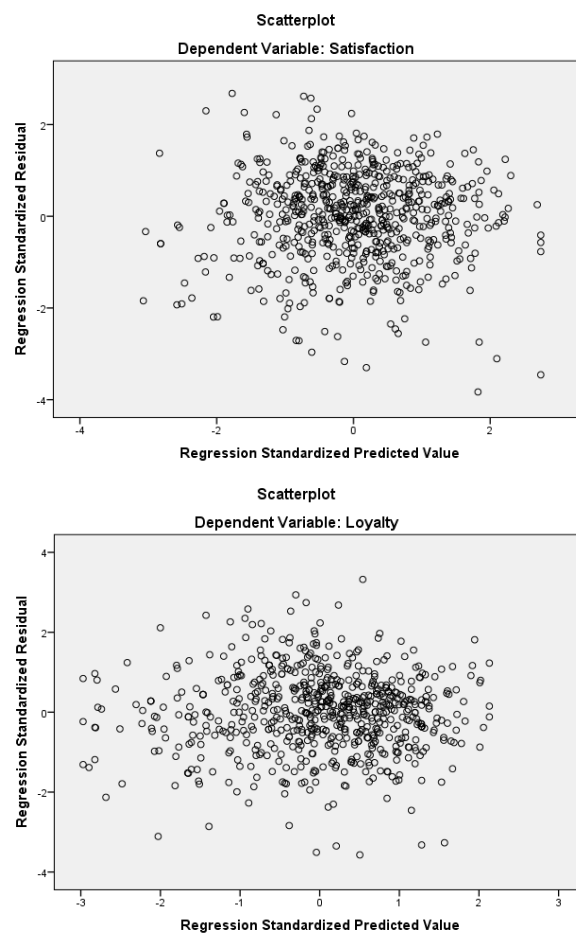
Fig 3.12(a) Fig 3.12(a)

Bivariate Correlation of all the Study Variables

Since the model is composed of only one independent and one dependent variable, the relation between the loyalty and satisfaction has been examined to understand the degree and direction of analysis. Pearson correlation has been performed for the purpose. The result has been summarized in the table below. Table 3.43 shows that the degree of Pearson correlation between loyalty and satisfaction is .700. Therefore, the relationship between satisfaction and student engagement is found to be positive and statistically significant at 0.01 level ($r = 0.379$; *p-value*< 0.01; 2-tailed). The significant positive correlations indicate that the higher the level of student engagement, the higher the level of satisfaction. Likewise, the relationship between satisfaction and socio-cultural adaptation is found to be positive and statistically significant at 0.01 level ($r = 0.217$; *p-value*< 0.01; 2-tailed). Similarly, it is found that the relationship between loyalty and satisfaction is positive and significant (*p-value*< 0.01; 2-tailed).

Table 3.43: Bivariate correlation of all the study variable

		Satisfaction	Student Engagement	Socio-cultural Adaptation	Loyalty
Satisfaction	Pearson Correlation	1	.38**	.22**	.70**
	Sig. (2-tailed)		.00	.000	.00
	N	677	677	677	677
Student Engagement	Pearson Correlation	.379**	1	.35**	.33**
	Sig. (2-tailed)	.000		.00	.00
	N	677	677	677	677
Socio-cultural Adaptation	Pearson Correlation	.217**	.35**	1	.21**
	Sig. (2-tailed)	.000	.00		.00
	N	677	677	677	677

		Satisfaction	Student Engagement	Socio-cultural Adaptation	Loyalty
Loyalty	Pearson Correlation	.70**	.33**	.21**	1
	Sig. (2-tailed)	.00	.00	.00	
	N	677	677	677	677

**. Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

The regression analysis used in the present research has been summarised in the table 3.44 below. The model is consists of the two study variables. Satisfaction and Loyalty are the two variables which are independent and dependent variable respectively. The descriptive statistics show that the mean score of loyalty is 3.19 with a standard deviation of.577 (*N=677*). While the mean score of independent variable satisfaction is 4.13 with a standard deviation of 1.08 (*N=677*). Similarly the mean score of student engagement and socio-cultural adaptation is 3.3129 and 3.2480 respectively.

Table 3.44: Descriptive statistics of the study variables

Variables	N	Mean	Std. Deviation
Satisfaction	677	4.13	1.08
Student Engagement	677	3.31	.69
Socio-cultural Adaptation	677	3.25	.73
Loyalty	677	3.19	.57
Valid N (listwise)	677		

3.3.3.2 Estimating the impact of Student Engagement and Socio-cultural Adaptation on the level of Satisfaction among International students

Table 3.45 provides the summary statistics of the overall model which demonstrates that whether the model is successfully predicting the satisfaction among the

international students. In present multiple regression analysis, a hierarchical method has been chosen so that each set of summary statistics is repeated for each stage of hierarchy (adding up more predictors). In the first model, hierarchy represents only one predictor that is student engagement. In the same model, one more predictor that is socio-cultural adaptation has been added to the hierarchy. The coefficient of multiple correlations (R) and variability (R^2) in the model 1 is found to be 0.379 and 0.144 when only one predictor is used in the model. The R and R^2 increases to 0.390 and .152 (model 2) when both of the predictors have considered in the model. When student engagement has been taken as the only predictor in the model, 14.4 percent of the variability in the satisfaction of the students has been accounted for. The presence of one more predictor has increased the variability in the satisfaction by 0.8 percent. Therefore, student engagement and socio-cultural adaptation cumulatively account for 15.2 percent variability in the level of satisfaction among international students.

To examine whether the change in R^2 is significant, the change statistics in Table 3.45 are considered for the purpose. *F-change* in model one is found to be 113.362 which is greater than the *F-change* 6.384 in model 2. F-change is found to be statistically significant (*p-value* = 000 < 0.01 for model 1; *p-value* = 012 < 0.05 for model 2). This signifies that irrespective of having lower R^2 for both the models, it is significant to include them in the model.

Table3.45: Summary Statistics

Model	R	R Square	Adjusted R Square	Std. Error	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.379[a]	.144	.143	1.00	.144	113.36	1	675	.000	
2	.390[b]	.152	.149	.99	.008	6.38	1	674	.012	1.328

a. Predictors: (Constant), Student Engagement

b. Predictors: (Constant), Student Engagement Socio-cultural Adaptation

c. Dependent Variable: Satisfaction

The degree of prediction in multiple regressions examining the impact of student engagement and socio-cultural adaptation on the satisfaction of international students has been represented in Table 3.46 which splits into two sections containing model 1 and model 2. It describes whether the model can significantly predict the outcome better than the mean as a 'best guess'. "Specifically, *F-ratios* are provided to present the ratio of improvement in the prediction that results from fitting the model relative to the inaccuracy that still exists in the model." In other words, the ratio between the variance explained by the regression model compared to that of residuals is presented by the sum of squares provided on the same table. For the initial model, F-ratio is 113.362 which is highly significant (*p-value*< 0.01). For the second model, F-ratio is 60.325 which is also significant but unlikely happened to be lower than the previous model.It can be interpreted that the initial model has significantly improved the ability to predict the outcome variable, while the second model with extra predictor was a bit stronger in predicting the outcome.

Table 3.46: Degree of prediction of outcome variable

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	113.78	1	113.78	113.36	.000[b]
	Residual	677.54	675	1.00		
	Total	791.33	676			
2	Regression	120.15	2	60.07	60.32	.000[c]
	Residual	671.19	674	.99		
	Total	791.33	676			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Student Engagement

c. Predictors: (Constant), Student Engagement, Socio-cultural Adaptation

Table 3.47 shows the model parameter of the both the models presented in the hierarchy. The first model includes only one predictor that is student engagement to

predict the impact on satisfaction. In the second model, another predictor that is socio-cultural adaptation has been included in the model to examine the cumulative impact on the satisfaction. The second model has been focused to analyze the cumulative impact. To measure the contribution of the predictors to the model, the unstandardized beta coefficient for student engagement is found to be 0.538 ($t = 9.127$; *p-value*< 0.01) and for socio-cultural adaptation, it is 0.141 ($t = 9.127$; *p-value*< 0.05) statistically. Thus, both are found to be positively and significantly predicting the level of satisfaction among international students. Thus, the proposed null hypothesis **H0$_2$: There exists no significant impact of Student engagement and Socio-cultural adaptation on Satisfaction of international students, is rejected.**

The regression equation derived to predict the level of satisfaction among international students is provided as ―

Satisfaction = α + b_1Student Engagement + b_2 Socio-cultural Adaptation + ε

 = 1.894 + 0.538Student Engagement + 0.141Socio-cultural Adaptation + ε

Table 3.47: Coefficient estimates

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.181	.188		11.63	.000		
Student Engagement	.590	.055	.379	10.65	.000	1.000	1.000
2 (Constant)	1.894	.219		8.66	.000		
Student Engagement	.538	.059	.346	9.13	.000	.877	1.140
Socio-cultural Adaptation	.141	.056	.096	2.53	.012	.877	1.140

a. Dependent Variable: Satisfaction

The significant positive relationship between student engagement and student satisfaction indicates that students who are engaged with academic and other activities over the campus are more likely to be satisfied with the institution. The existing results are similar with a few past studies (Astin, 1993; Pike, 1993;Outcalt & Skewes-Cox, 2002; Sahin & Salley, 2008; Korobova, 2012; Srivastav, A. K., 2017). Student satisfaction was predicted by student engagement (NSSE, 2005). Peck, L. (2017) explored that student engagement and student satisfaction are the significant predictors of retention of first-year students. Korobova (2012) also confirmed a positive relationship between student engagement and international student satisfaction. Awan and Rehman(2013) explored the influence of personal and institutional factors on undergraduate business student's satisfaction in both public and private universities of Pakistan. Results indicated that overall satisfaction can be attributed to two significant predictors which are student's academic involvement and excellence of campus climate.

de Silva et al. (2018) explained that both the satisfaction and engagement are required for student retention. Luo *et* al. (2019) conducted a research study to test the moderating effect of emotional engagement between behavioral and cognitive engagement with student satisfaction. The study found that Emotional engagement positively predicted student satisfaction and also moderated the effect of cognitive engagement on satisfaction. Horne (2018) surveyed international students studying in U.S. universities. The study reported huge discrepancies among domestic and international students on the level of satisfaction and belonging to the institution. Studies reported that academic settings can play an important role in shaping the student experience. Zhao & Kuh (2004) found that students involved in studying, doing creative projects, having meaningful interactions with faculty, and participated in community services reported higher satisfaction. Chen et al, (2014) found that supportive campus climate was the most significant factor for African student satisfaction over the campus. Luo *et* al., (2019) found that emotional engagement positively predict satisfaction in case of Chinese students.

Previous researches reported about the predictors of student satisfaction like teaching expertise, academic advising (Sutton & Sankar, 2011), courses offered, learning environment & classroom facilities (Butt & Rehmann, 2010), faculty credentials (Faruky, Uddin & Hossain, 2012), academic involvement and excellence of campus climate (Awan & Rehman, 2013), education, safety, image & prestige of institutions & students preparation before going abroad (Songsthaphorn, Chen & Ruangkanjanases, 2014), the role of teaching & factors of university experience (Jurkowitch, 2006), active learning pedagogy (Hyun *et* al.,2017). Academic advising comes out as an important factor for student satisfaction (Khosravi et *al*, 2013). Resource measures such as staff-to-student ratios were found to have a substantial impact on student satisfaction (Lenton, 2015). Factors related to the academic atmosphere (responsiveness of staff to students) are found as important determinants of student satisfaction (Zineldin et al, 2011). Student satisfaction depends on infrastructure, education programs, lecturers, course information, application of information technology (Bui and Dao, 2013). Hossain *et* al. (2019) found that students were satisfied with teachers' expertise and design of the course curriculum in both public and private universities of Bangladesh. Zhao and Kuh (2004) found that learning community participation is positively linked to engagement and overall satisfaction with the institution. Full-time students spending more time for class preparation or other academic tasks reported higher grades and higher satisfaction with overall academics (Webber *et* al., 2013).

The significant positive relationship between engagement and satisfaction explored in this study can help the administrators to organize the activities involving student's engagement as well as to identify the areas that need improvement. In the present era of globalization, universities are struggling to gain a good image in the competitive market to attract international students (Aroury *et al.,* 2014). By molding the student engagement as per the expectations of international students and the contemporary needs of the job market, Indian universities will gain a good image as a result of their satisfaction. At a particular institution, the level of student engagement may be taken as a measure of institutional quality (Kuh, 2001). When

students emotionally engage in studies at the university, they tend to be more satisfied with their learning experiences. Student engagement is an important measure of assessing student's outcomes in terms of students' success, retention, and satisfaction with the institution. Many students discontinue their education because they feel disengaged from the campus (Tinto, 2000). Thus, student engagement provides the administrator with information about the institutional climate. Academic advising, mentorship, more engagement with campus life, and prompt student feedback on institutional policies can foster student satisfaction (Museus and Ravello, 2010; Sutton, 2006; Kuh et al., 1991). Student engagement can play an important role in improving students learning outcomes as well as it will result in their personal development. The supportive campus climate of Indian universities can promote international students satisfaction. Positive community relationships with peers and faculty can engage the students in educationally purposeful activities and also increase their satisfaction with the institution.

The above analysis also revealed a significant positive relationship between socio-cultural adaptation and student satisfaction which indicates that international students who are more socio-culturally adapted and having behavioral competence and ability to perform their daily tasks successfully in a new culture are more likely to be satisfied. Earlier very few researchers did empirical testing for this relationship. As a response to this gap in the literature, this research provides insight into the relationship between socio-cultural adaptation and satisfaction of international students, and discusses the findings to improve their levels of satisfaction. This obtained result resonates with the illustrated relationship between socio-cultural adaptation and satisfaction in previous studies (Shafaei and Razak, 2016; Yu and Wright, 2016). Shafaei and Razak (2016) surveyed international students from six Malaysian public universities. The results supported the significant positive influence of socio-cultural adaptations of international students on their well-being and perceived academic satisfaction and ultimately on positive word of mouth in recommending the institution. Yu and Wright (2016) conducted a research study on international students from five different countries in Australia. Studies

found that international students face academic as well as socio-cultural adaptation challenges that affect their levels of satisfaction. The factors directly related to satisfaction were community integration, local students' interactions, and advisor relationships.

Higher education brings the opportunity to choose courses globally as well as it brings challenges of stay in host culture. While studying abroad, students have to face challenges of the socially exclusive and culturally irresponsible environment, besides the normal academic rigor. While living in a host country, the normal way of perceiving and behaving may not be appropriate for international students as they are conditioned through certain values and norms by their native society in a particular way. These values and norms create the personal interpretation of experiences.Values and norms change from one culture to another. Understanding of these values and norms is key to understand the culture. International students may feel frustrated as the previously established norms and values to conflict with the host culture context. It is a normal reaction to the challenges of cross-cultural experience. Accepting this challenge offers students a tremendous opportunity for personal growth and awareness about the new culture in which they are now living.

The socio-cultural adaptation reframes the identities while transitioning to a host country which enables the individuals to live successfully within a new society. Thus, socio-cultural adaptation facilitates the satisfaction experiences of international students by guiding their behavior within the social context of the host country. Socio-culturally adjusted sojourners can meet social demands in their host culture through their behavioral competence and social skills (Searle and Ward, 1990).By measuring outcomes of socio-cultural adaptation, we can predict the level of satisfaction of sojourners, as they are closely connected (Chebotareva, 2014).Socio-cultural adaptation of international students often has a major bearing on academic outcomes and psychological well-being (Li *et* al., 2019). Matching shared value profile causes individuals' feeling of 'cultural fit' and satisfaction occurring when experiencing this 'cultural fit'. Socio-cultural adaptation is an external adjustment for effective dealing of situations in day to day life. It leads to

internal adjustment i.e., psychological adjustment dealing with stress by utilizing coping strategies (Ward & Kennedy, 1993).

Studies worldwide highlighted the adverse experiences of international students in their academic sojourn. International students feel themselves as a minority groups in host culture (Mustaffa & Ilias, 2013). They face a lot of challenges like language difficulties,academic problems,cultural and communication problems, loss of social support, financial, psychological, health, and recreational issues.The socio-cultural problems regarding international students experiences may affect the satisfaction of international students negatively. International migration trends for acquiring higher education created a greater need for effective cultural competency to successfully tackle the raised challenges that arise mainly due to cultural contact. Socio-cultural adaptation refers to the behavioral competence of international students in the new cultural milieu. The cultural learning and community involvement enhances the satisfaction experiences of students in their sojourn. Yang (2010) explored that international students with balanced possible selves had lower depression because they had better academic adaptation and satisfaction and also, lower socio-cultural differences. Sojourners need to learn not only culture-specific rules of how host nationals function in the environment but also the behavioral skills that help them fit into the new culture. The finding of the present study may be used by higher education institutions to organize orientation and counseling sessions for abroad students for their better adaptation in the country, leading to the satisfaction of international students.

3.3.3.3 Estimating the impact of Satisfaction on Loyalty

Table 3.48 demonstrates the relationship between loyalty and satisfaction. The level of variance explained by the independent variable is expressed by R Square which is.490. R square is the measure of the phenomenon being explained by the independent variable which is satisfaction in the present case. Since the model is a simple linear regression with only one independent variable, R square change is equal to the R square. The model is significant at *p-value*< 0.01.

Table 3.48: Summary statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.700[a]	.490	.489	.41277	.490	648.69	1	675	.000	1.760

Table 3.49 shows the results of the ANOVA. It shows how well the regression model predicts the outcome. Moreover, since the regression consists of the explained and unexplained variance. The present model has a greater unexplained variance than the explained variance. The sum of squares of the present simple linear regression model is 110.526 and the sum of the squares of the residual of the present model is 115.009. It shows, though, the regression model is explaining lower variance than the residual; it is significant at p-value ≤ 0.01 percent. It signifies that the independent variable is in itself explanatory enough for further investigation.

Finally, the results of the regression coefficients are required to be analyzed. The simple linear regression is divided into constant and beta.Constant and beta are the intercept and slope of the regression line respectively. In this model, the unstandardized coefficients of the regression model are 1.642 for intercept and.374 for slope. The standard error of the unstandardized coefficients is 0.63 for the intercept and.015 for the independent variable. Satisfaction is significantly impacting the level of Loyalty among the international students at.01 percent level of significance (β=.374;*p*-value=.000). Thus, the proposed directional hypothesis **(H$_3$) Satisfaction is a significant predictor of Loyalty in the case of international students, is accepted**.

The regression equation which follows the present model is provided below :

Loyalty = α+ b_1 Satisfaction + ε

Loyalty = 1.642 + 0.374 Satisfaction + ε

Table 3.49: Degree of prediction of outcome variable in Model 2

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	110.526	1	110.526	648.694	.000[b]
	Residual	115.009	675	.170		
	Total	225.535	676			

Table 3.50: Coefficient estimates

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	1.642	.063		26.183	.000		
	Satisfaction	.374	.015	.700	25.469	.000	1.000	1.000

Results revealed the positive relationship between student satisfaction and loyalty. It means higher the student satisfaction, higher will be the loyalty of students. The existing finding is supported by past research studies (Brown et al., 2009; Mohammad & Awang, 2009; Thomas, 2011; Moore et. al, 2012; Dib & Alnizer, 2013; Kumar & Yang, 2014; Annamdevula and Bellamkonda, 2016). Mohammad and Awang(2009) examined that service quality is the antecedent of student satisfaction and the consequences of student satisfaction are student loyalty. Moore et. al (2012) explored first-year students perceptions of the institution and its effect on the development of student loyalty. The results revealed student satisfaction as the most important determinant of student loyalty. Dib and Alnazer(2013) found that student satisfaction has a positive influence on student loyalty. Ali *et* al. (2016) found that student satisfaction with provided services improves their perception of the institutional image that positively affects student loyalty also. Ganić *et* al. (2018) revealed a complete lack of direct effect of service quality dimensions on loyalty. It was only through satisfaction. The results confirmed that satisfaction leads to

student loyalty. Annamdevula and Bellamkonda (2016) confirmed the mediating role of student satisfaction between service quality and student loyalty using SEM. Arizal and Listihana (2018) also confirmed the positive influence of satisfaction on loyalty.

In India, prior researches on student satisfaction have been done in the context of domestic students only and the quantity of such researches is also too low. This research cannot be generalized to the international student population. Unfortunately, Indian universities are under-researched in terms of international student satisfaction research with service quality. It can be said that this kind of research is non-existent in the Indian context. Developed countries mostly prefer to do such research studies. The lack of such research evidence reveals that Indian universities have inadequate information on their service quality domains requiring improvement to enhance the satisfaction of international students. The insight from this study is very crucial for Indian higher education institutions.

Increased competition has forced Universities both in developed or developing countries to explore the solutions of attracting and retaining more international students in the universities. Thus, the concept of student loyalty emerged in the context of higher education. From a marketing perspective, international student loyalty for Indian higher education institutions is a source of competitive advantage. India hosts much smaller numbers of international students in comparison to other countries. Indian Higher education institutions must grasp the opportunities for attracting and retaining international students. Higher education needs to explore international student satisfaction to create a solid foundation for quality control. The student feedback on satisfaction can help to make more accurate decisions to improve student loyalty. Student satisfaction contributed to decreased student attrition rate and contributed in many ways including financial contribution, academic contribution, and promoting positive word of mouth, which affect the university reputation.

Student satisfaction is one of the important factors that need to be given serious attention to ensure students loyalty to the university and enrolment of new students.

Thomas (2011) reported that the institutional reputation positively impacted student loyalty via the mediating variable of student satisfaction.A lot of previous researches support that satisfaction leads to loyalty (McDougall & Levesque, 2000; Abdullah *et al.*,2000).Kumar and Yang (2014) conducted a study on international students to explore their satisfaction level, determinants of satisfaction and its relationship with student loyalty. Results confirmed that satisfaction exerts a significant positive effect on student loyalty.Kéri (2019) proposed that the overall satisfaction of international students with the overseas education is affected by school-related and non-school related satisfaction. This overall satisfaction leads to the loyalty of international students. Sin *et* al. (2018) explored the satisfaction level of international students towards the service quality of UTM using SERVQUAL. The study found that the three dimensions (responsiveness, assurance, and empathy) had a significant impact on international student loyalty.

Student Loyalty is a form of behavior of a student who would recommend the university to friends/acquaintances and attend the same university for further education. It consisted of positive word-of-mouth. It is an activity of student that contains thoughts, ideas, and information about a university which be shared among other persons. Student loyalty is defined as a student's favorable attitude toward the HEI through positive word-of-mouth by recommending to others (Dick & Basu, 1994; Hagel & Amstrong, 1997) and a tendency to use the same university for further education.Most studies define loyalty as repurchase intention. In the context of international students, loyalty may be defined in terms of retention, positive word of mouth, and pursuing higher studies from the same institution. Chandra *et* al. (2019) confirmed the positive and significant influence of student satisfaction on student loyalty. Dharmayanti and Semuel (2018) explored that the financial sustainability of the university is determined by student satisfaction and loyalty. Loyal students provide a competitive advantage to the institution over others. Ismanova (2019) found that to enhance student loyalty, the university has to stimulate emotional bonds with students and their identification with university along with providing high-quality services.Ammigan (2019) found that dimensions

of satisfaction (arrival, learning, living, and support services) positively influenced recommendation to other students.

3.3.4   Case Study

To achieve objective 5 for exploring the challenges faced by international students in 10 sample universities, open-ended questionnaire results and focus group interviews results are combined to write case study of each university. The case studies are reported in the following section:

CASE STUDY 1

About University

The present institution was founded in southeast India. The university offers diploma, undergraduate, postgraduate and Ph.D. courses in Architecture and design, Humanities and social sciences, Law, Computer Studies, Management, Health and Biological Sciences, Media and Communication, and engineering disciplines. As per India Today ranking, this private deemed university ranked 10th amongst the top 50 universities in India in 2017. It is graded A university as per NAAC accreditation. It hosts international students from more than 85 different countries.

Best Practices For International Students

Students can take online admission in the university. They need to apply online application through the university portal. In case, student's application is shortlisted for the desired program, the student can pay fee online after the verification of submitted documents. Scholarships and awards are being offered to deserving international students. Most of the international students face the problems of food, accommodation, health care facilities, guidance and information about the city, etc. University has been implementing many strategies to make the stay experiences satisfying for international students and the students are also satisfied with them. Every year, the university is improving its staff and also the facilities on the campus. They used to bring international students together with the diversity of cultural programs that inculcate the feeling of belongingness with the institution. The

institution claims to alleviate the problems faced by foreign students coming to India. It provides a platform for students to show their talent through innovative solutions to various challenges, intellectual games, and their culture through Foodfest. In most of their programs, they invite not only their university enrolled international students but also any international student from all over the India. Students are offered the best learning resources, industry, exposure, a strong International Students' Alumni network, a global recognition, and above all, a truly enriching India experience. University organizes the International student's convocation ceremony in June each year as International students do not have the permission to stay after the course completion.

Feedback of International Students

University has a good reputation for a degree in medical education as well as in other subjects. Most of the students joined here because of family and friends recommendations, ICCR scholarship, and university's reputation in the medical education field. The role of the church can also be seen in the admission process here. As in many students' cases, their pastor (religious leader) suggested to join this particular university. Most of the alumni from this university mentioned about the good syllabus, good ranking, and the beautiful environment of the campus. Also, they mention a lot about the care and attention given to the international students that's why they got attracted to this university. The students heard about the good weather and about the safe environment of the city where this university is located. Some other reasons for joining are getting their choice of courses and scholarships from the institution for international students. University has good infrastructure having hostels, a gym, and a swimming pool. There is internationalization of education standards, involving foreign textbooks. There is cultural acceptance within the University.

Most of the international students reported that their academic and social expectations met here. The international student's office is the best here. They are helping students in many areas of life for their comfortable stay here. They are organizing international level seminars and events from time to time. Cultural events for international students help to mix them with the Indian students. Here, the

International student office (ISO) helps in the improvement of the social life of international students. But at the departmental level, they need to do some work for international students as there are so many ups and downs in their life. They have to improve interpersonal relationships with international students. There is no platform for the placement or exchange program facilities for international students. They are good at organizing conferences, seminars, etc. It would be a great help if the university can help in getting nice accommodation also. Students reported that they achieved the most of their expectations even they never thought to achieve them. Thus, they found good quality of education over campus.

Most of the students expressed their satisfaction with the studies of the university. They have the opinion that whatever they expected from this university before joining almost all the expectations met except they didn't get the accent of some Indian professors. They wanted to upgrade their knowledge and skills but they didn't get. Some students, especially from medical background, expected to have own university hospital for their practice but they didn't get what expected. Comparing with Indian University education with their country education, students felt like a primary education atmosphere. They felt as there is no encouragement for expressing ideas. Also, some of them expected that they don't have to do struggle in searching jobs after getting a degree from here but now they understand that it's the same as back home studies and there is a struggle in searching for jobs. University provides adequate recreational activities for students and is academically serious. Many international student's activities are performed each year like a food festival in which students got the opportunity of displaying their cultural food, cultural dance, and sports. Students like the empathic behavior of their teachers as well as the staff working in the international student office. Teachers teach very nicely and frequently answer student's queries.

With academics, students feel satisfied with the use of English in teaching but while writing exams students are expected to write down as many pages as he or she can, it is very challenging for them as even the marking procedure depends on the length and the pattern of writing. Most students feel one major academic culture difference that they are treated as primary students not as a mature persons. Also, long hours of

study throughout the week. Students don't like some provisions like they felt too many hours of study from 9 am to 5 pm throughout the week and in their opinion; it is not an international level of education. The academic schedule remains too busy and also the activities organized once in a year for international students must be organized more frequently in a year. They have to train faculty for some of the UN sensitize teaching and non -teaching staff those who segregate them or those who don't have cultural tolerance.

Classmates and local people speak in the local language that is very hard to understand by them. Students found accommodation even more expensive than the tuition fee. Language comes as a major area in social adjustment. Unfamiliarity with the professor's accent, long hours of lectures, and even on weekend classes, use of local language in the classroom, in between English communication, not getting enough time for exam preparation are some of the other problems. Expectations to write the same as written in the textbook in the examination hall, favoritism in marking are other reported academic challenges.

From some countries, getting an Indian visa is a very tough task. Most of the international students are facing visa extension related issues. Even the police verification takes weeks. Some of the students believe that there should be an online mechanism to avoid unnecessary visits to the office. It is very stressful to report to FRRO within 14 days when you are not settled within India. Most of the students face the challenges of the language barrier, cultural differences, discrimination, food problems, changing climate problems, and problems in getting nice accommodation. Also, they need to work for police verification, proceedings of documents like visa, residential permit. These are stressful tasks and they usually ask for money from a student for the work to be done fast. The two most important problems are: first language barrier as most people speak a local language only and second accommodation problems as University is not capable of accommodating all the international students studying on the campus and students find it difficult to get flat in the nearby locality at a reasonable rate. Indian food, getting nice accommodation, segregation, language barrier, and homesickness were the major personal adjustment challenges.

Students need improvement in the time table and also if the university can provide help in placement opportunities here after the course completion. To attract more international students, the university can just reduce the fee or provide more scholarships; lectures should be in English only and It would be good if the university try to bring some external faculty from other universities outside of India. There should be open-mindedness for international students and fight against discrimination within India. There should be a meeting once in a month to know the problems of international students. There should be collaboration with countries and Embassy for easy visa release. University should provide some free trips to make students familiar with the Indian culture. University must be sincere in their advertisement because sometimes what they advertise never exist in reality that gives a bad impression about University. Faculty and staff must not only be good in English communication but also they must learn how to interact with people from different corners of the world.

Major Challenges As Explored From The Feedback

1) International students are expecting more comprehension between students and administrative staff. At the departmental level, International students face some problems. Students are not getting that much cooperation as they are getting in the International student office.

2) Students feel a very high fee structure for different courses here. In students opinion, fees may be reduced on academic merit or previous year performance of students.

3) After course completion, all international students again face problems in getting a job in their home country. There is no platform for the placement or exchange program facilities for international students.

4) Because all the students cannot get accommodation in campus hostels. It would be a great help if the university can help in getting nice accommodation in the local community. Students found accommodation even more expensive than the tuition fee.

5) Some students, especially from medical background, expected to have own university hospital for their practice but they didn't get when expected.

6) Most of the international students are facing visa extension related issues. Even the police verification takes weeks. Some of the students believe that there should be an online mechanism to avoid unnecessary visits to the office.

7) Students expected more variety in academic programs for international students. Unfamiliarity with the professor's accent, long hours of lectures, huge academic workload and even on weekend classes, use of local language in the classroom, not getting enough time for exam preparation, marking procedure depends on the length and the pattern of writing are some of the reported academic challenges.

8) Students face a lot of ups and downs in their daily life. There is no counseling cell within the university to deal with students personal and social adjustment problems.

9) Students feel a lack of awareness programs by the institution to stop segregation and discrimination in the local community.

10) International students expect cooperation of university with FRRO procedures. As many international students reported problems in these procedures.

11) Students expected that International Board should constantly get in touch with them to know their challenges and should solve their problems without fail or delay. Students expected that the university may take students feedback to make improvements in facilities and make follow-up again and again.

CASE STUDY 2

About University

The present university is one of the largest Universities in the country with huge infrastructure. This university got a 151st position as per QS University Ranking: BRICS-2016. University offers courses in six streams of Arts, Commerce & Management, Science, Law, Education, and Engineering. It offers 50 Post Graduate courses. University providedmultiple exit options to UG and PG students with

multiple degrees. University established the MOUs with Universities of international repute. For campus security, University is installing C.C. cameras. Campus accommodates 6 boys and one girls hostel. University health center caters the basic needs of students and staff of the campus. University mission statements include producing socially sensitive citizens, meeting national and global challenges, and promoting leadership qualities among students.

Best Practices for International Students

University have a large strength of international students over the campus. Students got attracted to this university because it has a good reputation in computer studies. Also, the city has a good name in Computer Science in the world where this university is located. This university has a large alumni base. They recommend this university to their country people and tell them about the facilities here. Most students joined here because of friends and relatives recommendations. Some other reasons for joining were not getting a program of interest in their own home country, wish to study abroad to understand new cultures and to improve the English communication skills. Students felt an easy journey towards this university from their home country. Mostly students from Thailand, Afghanistan, and Malaysia have taken admission in this university to learn better, to gain living experiences in India, and to improve their English communication skills. Students expected to gain more knowledge, to complete their degree, make new friends, and good communication skills. University organizes cultural fest from time to time so that Indian and international students can interact and share their cultural values.

Feedback of International Students

Students from Thailand don't know English properly so they were not able to communicate their problems if they want to buy something like the food they can't explain to shopkeepers and even some Indian people make them afraid of their looks. Even local people cannot speak or understand English. Students faced social problems when they buy something in the mall. Local people speak in local language and shopkeepers cheat with prices of things. In academics, students need to

study by themselves as in many countries. Those international students who never studied in English; they are facing a lot of difficulties in understanding the study materials. Students expected to know the culture, the local language, and a lot about the relationship between students and teachers. Some students expected themselves to be good learner but they are not happy as they face a lot of problems in learning as they are slow learners than what they expected. Initially, students expected extra courses for better learning. However, they like the lectures and the programming facility in computer labs.

Students face several personal adjustment problems like food differences, lunchtime differences, not getting welcoming behavior of locals, language barrier, traffic issues, and pollution in the city. Also, those students who could not get accommodation nearby the University found daily transportation a difficult task. Students are facing problems in accommodation facilities. Also, students face a lot of problems while living in the local community. Local Indians have stereotypes about a particular country students for example if one African student did something wrong, then, when another person coming from Africa even after three years in India, the local people think about that person the same wrong as he/she belong to that country. So, awareness should be made among local people for the benefit and societal acceptance of international students.

Students found academic cultural differences between Indians and their own country Universities. At Indian University, there is more focus on education and too much writing in the exam. Students face visa-related problems as the officials delay the procedures, resulting in time wastage. Some professors think about international students that they are very good in English but students are not that competent. They should know proper evaluation of such students as they don't know how to write so many pages in the examination paper. Students are happy with the university service quality. They expressed their opinion that teachers don't give enough time in our country but in India teaches give a lot of time to students. Some students are surprised by this kind of academic environment here.

International students reported that Indian students and teachers are very helpful most of the time and they are very attentive for studies. Students are expecting a better hostel and canteen facility at the university. They found gaps in terms of expected and perceived facilities as they are having more facilities in their home country University than here. University is having old infrastructure and they are still using blackboard. Even the condition of restrooms, toilets and football field is not good. There is not much cleanliness in the toilets. Students don't get enough time to study at home because of a strict time table from 9 a.m. to 5 p.m. The Language barrier in academic learning because some of the professors still use local language in the classroom. They face problems in understanding the accent of Indian professors. Due to cultural and societal differences students face a lot of problems in their daily life. The language barrier comes into play while mixing with locals. Several platforms require government IDs so, international students face problems there. Students do not like the university administrative office. Also, there is no international student help center. International students are expecting more concern for themselves from the University. Getting a Bonafide certificate from the university administrative office for visa extension is a stressful task as the staff is not very supportive of international students so there is a delay to get the required documents ready from the University side. House owners also refused for some documents.

Major Challenges As Explored From The Feedback

1) Students face accommodation issues. They need to travel a lot daily to reach the University as not getting nearby accommodation. They are expecting to have new hostels for international hostels either inside the campus or outside in nearby locality.

2) The university is lacking an international student office dedicated to the welfare of international students so that if students face any challenges they can surely get help from that office.

3) There is no coordination of the University with local house owners regarding document verification for international students.

4) There is no separate window to deal with international students problems regarding certificates or other necessary documents. Even the staff dealing with these students is not trained enough in dealing with international students as they do not show empathy and proficiency in English communication.

5) There is too much paperwork in offices. Staff tends to delay the necessary official work. The processes should be made easy through online platforms.

6) The University is having old infrastructure. Even the condition of restrooms, toilets and football field is not good.

7) University is lagging in terms of technology usage. Teachers are still using blackboard.

8) International students are facing personal and social adjustment issues and expecting an international student help disk or counseling center from the University. The students feel a lack of awareness among local people for international students. Also, the language barrier is the most serious issue for them.

CASE STUDY 3

About University

This private university is one of the largest universities in the country with the most diverse student population. It has students from more than 50 countries and a dedicated international student cell. The University organizes cultural events for students, providing the opportunity for sharing their cultural values. University recommends all international students to be proficient in English for better understanding of instructions in the classroom. University provides ample opportunities for international students to interact and socialize through extracurricular activities. This university is famous in many countries and even on the social media. University has academic excellence in undergraduate and postgraduate courses. For years, the university is having several scholarship schemes based on the marks gained by the students in their previous studies. In most of the

international students' cases, their country government found this university in good ranking among any other university in India. The government in different countries recommended this university to its students.

Best Practices for International Students

University organizes One world –A big cultural event each year in which International students get the opportunity for the exchange of cultural values with different countries students as well as with Indian students and they become extrovert while showing their talent. The education system here enables students to explore their potential. Students got the opportunity to learn more about different kinds of cultures and lifestyles. Students are allowed to go to the teacher's cabin and ask about their queries and doubts and they appreciated this facility as it is not provided in many countries. In terms of technology usage, the university is very good. It is having its own UMS through which students can perform many activities online like they can download study materials, fee payment, etc. Wi-Fi facility is very good on the campus. The library is also well equipped with good books. A good campus environment is maintained like no ragging. Some students got a scholarship from World Bank for this university while some others got their Government scholarship for this university. Some students join this university because of its security services while others for the unavailability of required courses like BBA LLB in their home country. Some other students got admission because of their friends already studied from this university and they recommended it. University reputation is also an important factor in admission. Some students got attracted by the diversity of this university. Advertisements about the reputation and its culturally diverse campus environment attracted students to join the university. Some students join because they wanted to have an exposure to International study experience and that's why they just got admission in this university. For higher degree, this university prefers to give fieldwork rather than classroom lectures every day. Assignment, practical, fieldwork, and industrial visit is implementing by the University that results in a richer learning experience of students. University is organizing interaction sessions from time to time for the international students. University administration is trying to incorporate the feedback provided by the

students in its policies. The international block is working on how to provide a solution to the student's problems.

Feedback of International Students

In the opinion of most of the international student, India is a country of diversity and even every state is different from one another within India itself. Students feel positive in new campus environment. One of the students said that after joining this particular University, his confidence level is increased. He feels more confident and can able to come out of his introvert behavior. It is a good academic culture at this university. Some students felt not much academic culture differences from universities in their country to this country. They feel that here, they got more exposure to define themselves while socializing with other students.

In terms of academic culture differences, students found teachers competent because they teach practically the stuff which made it easy to understand for the students. Nepali students found the academy culture similarity with India. Some students said that they found better education here compared to their own country and also, the university degree is reputed in their country. Nepali students said that in their country there is a four year BBA course whereas here, it is a 3-year course, that's why they joined here. One student said that he didn't find any difference between the subjects that he is learning here. It is similar to his country but the only difference is the use of English medium teaching that is a positive thing. In some other student's opinion the academic cultural differences are positive as well as negative.It is positive in the sense that it has a more informative syllabus and a variety of optional courses and negative in the sense that some teachers are discriminating with other students. Those students who belong to Muslim countries they found a lot many differences in Indian culture. One of the Sri Lankan student said that Indian academic culture is amazing and somehow it is similar to Sri Lanka. The Academic cultural differences include vacation timing and teaching methods.

After joining this University, most of the international students had high expectations about the academics but upon reaching and studying here a little gap is found. Students like the university campus and Library facilities, even the laboratory

and Auditorium facilities are good enough. In terms of technology usage, the university is very good. Students like the Library, Wi-Fi, and UMS facility through which they can perform many activities online like they can download study materials, fee payments, etc. Most of the students wanted the practical exposure for their subjects and they got here. A good campus environment is maintained like no ragging. The students like Engineering, Management, and IT courses.

The students like the campus diversity as they can experience the presence of students from more than 50 countries over here. But one thing they feel deeply that most people in and around the university should be more international student-friendly. Students like the social events organized by the university. Also, the teaching faculty and their dedication to work is appreciable. As the hostels are inside the university, it takes less time to reach to the classes. Accommodation facilities are good enough. Facilities and services like departmental stores, malls, hospitals, and ATM services are good enough. Free Wi-Fi facilities on the campus, Food Court, showrooms, all the facilities are at campus except some lab computers are non-functional. The other facilities are fine but the sports facility needs improvement. Hostel facilities need betterment. There is a major gap in expectations and perceptions of international students for B.Tech ECE students as they never expected too much workload. It took a few months to adapt to the English accent of teachers.

The basic challenges international students face here is the FRRO process which is disappointing for all the international students coming to India. Bureaucracy and corruption is the biggest challenge, police charge without any reason. Food and language are major problems for far away countries students while for neighboring countries like Nepal, Bhutan, Bangladesh; it is not a big concern. Language barrier poses interaction problem with local people. Sometimes, classroom lectures are delivered in Hindi and it is challenging to remind the teachers to teach international students in English. Attendance got blocked due to the late payment of fees. Most of the student's face academics related problems if anybody wants to change course he or she need to change visa. Some students find difficulty with only 3 months visa as visa extension is a time-consuming process and students need to take so many

appointments. One student said that all students are facing visa related problems and discouraging our people from coming to India. The Other student when returned from Afghanistan for his second semester the embassy rejected his visa. Students feel police verification and visa extension is an open way to corruption. Some students feel difficulty in leaving and coming back to University as there is no guidance on how to reach there. Students that don't need a visa for studying in India reported none of the challenges.

The students expected people in and around would be friendlier and what they found was the opposite as they found less friendly behavior on the campus. In the opinion of students, attendance block is really bad and it gives a negative impression of the university. Also, most of the students are non-vegetarian and that food facility is lacking over the campus. It forces them to go outside of campus to buy non-vegetarian food for them, making their daily living difficult. Announcement of any upcoming programs is made only through UMS if a student forgot to check it then he or she lost to attend that program so the announcement should be done verbally in classrooms also. Some of the students reported a long duration of attending classes from morning to evening so they are getting very little time for self-study. Students are expecting some changes in the 9am-5 pm time table of daily classes to get part-time jobs so that they can earn some money for themselves and can bear some of the expenses themselves.

Students face a lot of problems in personal adjustment. One of the students expressed his opinion that a student who has taken admission alone can face issues in making close friends, finding good food and accommodation in comparison to those who have taken admission in a group that is they are having already friends here. The university canteen provides only vegetarian food but most of the international students used to eat only non-veg food. They are having problems with accommodation, food, and whether. They require separate hostels for international students and also, they expect of having separate shops on the campus that provide meals apart from the Indian Standard menu. They said that the biggest challenge here is that food is too spicy with lots of Chili and spices which they can't eat. Students are facing a lot of problems with extreme weather conditions in the area.

Regarding accommodation, some of the students are staying outside of University Campus, their owners used to charge unnecessary.

Students reported about strict rules for accommodation in India. Imperfect living facilities and high charges of rent rooms or PG. Food and Accommodation challenges are common for all the international students. Local students having less interaction with international students, they don't feel a welcoming environment. The most challenging part of communication as reported by students is when they try to communicate with any local Indian they need to communicate to their local language only as they don't know English. International students don't know Hindi or Punjabi so they cannot understand what other person is staying. There is a language barrier problem in the classrooms. Also, some events are organized in the local language, it is a big issue for international students.

There are different kinds of challenges students are facing here. There are academic sessions from 9 am to 5 pm. It's a very busy schedule here. The students need to work hard. It's not appropriate for getting a higher degree as comparatively in other countries students are doing more fieldwork in a higher degree. Some teachers just read the slides in the classroom they are not well prepared for the student questions. However, the learning environment is good inside the campus. Students appreciate its world level curriculum. University doesn't accept the medical certificate in case of absence. Practical aspects are good in teaching but in classroom lectures, teachers used to speak in Hindi (local language) in the classroom. Students feel that marking is done on the quantity and handwriting. Teachers need a bookish answer. In group assignments, Indian students usually get high marks. So much information is given at a time in the classroom lectures. Teachers don't care whether students understand that much information or not. Students face a lot of academic challenges such as a lack of professional teachers for their subject. Some of the teachers not getting ready for lectures so they use Slide Share. Teachers are a bit biased and they tend to differentiate among native and international students. Students need to write too many assignments. Also, understanding the teacher's accent is a problem. Here, the main academic challenge is the use of the Hindi language by teachers. Sometimes, the syllabus doesn't match with what has been taught in the international students.

Time interval during exams is not enough to revise the course material. Some students have a problem catching the speed of the teaching by the teachers, even in administrative block people used to speak in Hindi, without paying attention to international students. Wardens are not professional enough to deal with the students. They can sometimes be hard depending on their mood. Non-observance of Friday programs by Muslims is a big challenge here. Students expressed that Muslims should be allotted to attend Friday programs without affecting their attendance.

Major Challenges as Explored From The Feedback

1) Though the university is providing a welcoming climate inside the institution for international students. Still some teachers do not communicate in the English language with international students, feeling them marginalized inside the classroom.

2) Students face challenges in dealing with staff as they are not trained well.

3) The university is claiming to provide international climate over the campus. But there is no food shop or canteen with an international menu so there is no consideration of the basic need for food for the survival of international students.

4) International students face issues in living with students of different lifestyles so a separate hostel should be provided. University takes much time of leave getting approval in hostels so students find it difficult to deal with an emergency case. Students expected to increase the hostel entry timings.

5) Students face problems in FRRO process. University should give international students some solutions regarding an FRRO.

6) Students face problems in case of attendance blockage due to late fee payment. They have to miss their classes.

7) Students faced a lot of problems because of their high expectations from the university. They discussed that university must be transparent while advertising about the life over campus and also when admission is done to provide good accommodation with international food in hostel mess.

8) Students are expecting more events on the campus by the university administration and provision of more scholarship schemes, internships, and part-time job opportunities for international students. In student's opinion, It would be better if the university events are carried out in English which is understood by everyone.

CASE STUDY 4

About University

University has been established for the last hundred years. It's a having a good fame in the foreign countries. Highly qualified professors are teaching at this university. A lot of international students are coming to this university and recommending this university in their own home country. The present University has been established with a vision of enhancing the quality of human resources. It uses a harmonious blend of ancient and modern wisdom to fullfil its aim to generate and disseminate knowledge. It has shown remarkable progress over nine decades of its establishment. University is accredited with A+ grade. University mission is to achieve excellence in teaching and research. The University has 12 faculties and 53 departments. It aims to nurture the global competitive skills among its students to achieve the international standards of higher education. From time to time, university evaluates the functioning of its various academic and administrative domains. The University helps to enhance the student empowerment through various support services such as counseling, healthcare, mentoring, personality development, communication, and soft skills.

Best Practices For International Students

There is a nice campus environment in the university to study well. Here, the library is well equipped with learning resources that catch student's expectations. International Students like the library facility here because they can get books for one month of study. Many of these students have taken admission in this university because of friend's and relative's recommendations, reputation, and historical background of the university as well as the religious similarity. The campus

environment is conducive for study. Students feel safe from every disturbance on the campus. They like friendly co-education system here. There is a good library facility in different departments of the University along with one central library. The laboratory and classrooms are well equipped. Students like to live in the hostel but they are not used to of the Indian food. The most important thing is that the students like the friendly communication by their Indian classmates. Students expect that after getting this University degree, they will get great job opportunities based on their reputation. Other students joined here because of the low fee structure and high ranking of the university. Most of the students were on ICCR scholarship. They joined due to low fee structure in comparison to other countries. Due to cultural similarity, many students join because they wanted to be easily get adapted here. Others choose this university to advance their technical skills and getting exposure for a better career and a good future.

Feedback Of International Students

They like the Indian degree certificate and also studying in the English language here. Students expected to gain more knowledge from here. One of the students said that they did not expect that lecturers will not come regularly or only two classes will run in a day.In reality, there is less number of faculty availability, very old instructional materials, and non-availability of International girls hostel on the campus. Only one International hostel is there for boys and rest all international students are living outside. Some students are not happy while studying here because they expected a lot about the standards of the university but teachers are still using old traditional methods of teaching.

Students expected about International infrastructural model of the university, use of technological knowledge, much more technologically advanced teaching-learning and more activities for international students like extra-curricular activities, more collaborative activities involving more International sports facilities and about much more fulfilling experiences on the campus but unfortunately could not get the expected facilities. Before coming to the University, students did not imagine even the use of local languages like Hindi and Telugu in the classroom and very restricted

use of English on the campus. Students agree that lessons are good compared to their home country and good programs of English learning. Students expected a lot about all-around development but the university provides them just academic knowledge so they feel a little upset.

In some of the student's opinions, University should build an International student office to handle their queries. Students complain about the non-integration of cultural aspects into teaching. There is no sufficient staff to handle foreigners' queries and motivational lectures for foreigners to study here. Sometimes, there is unavailability of lecturers when students need them. Some of the students said that they are sitting here from seven to eight years but still could not complete their degree because of getting backlogs constantly. There is no time for personal development skills. They also require counseling facilities within institutions. Mostly theory is taught in the classes and there are no practical lessons. There is no clear cut announcement for the session ending examinations that make students confused.

Students feel infrastructural lack in terms of facilities and technology usage. Teachers are good but they do not pay attention to international students. It is also very tough to deal with the harsh behavior of Administrative people like FRRO, examinations cell. International students face a lot of problems here because they don't know the Indian language. To attract more international students, cultural integration is required. Studies and programs must be taken seriously. University management should appoint regular and experienced teachers. Teachers must not fail students intentionally. Teachers must speak in English inside the classroom separate remedial classes should be provided for international students more social events must be organized on the campus research-based methodology should be used for teaching inside the classroom. They should conduct more activities showcasing the culture of different countries and giving equal opportunity for all the students. Online advertisements can be made to attract more international students. University management should listen to the problem of international students and provide solutions also. There should be the renewal of Curriculum. Also, there should be the development of infrastructure facilities and Laboratories. Faculties

must be trained properly in English communication as their accent is not understandable by international students.

International students expected various kinds of support from this University. Students expected better infrastructure of the university. University should provide opportunities for cultural integration which helps to adjust the international students here. Teacher-students meetings should be organized to listen to the problem of the students in studies. Remedial teaching should be provided. Teachers must consider that International students are coming from a different background and they were having a very different syllabus so. it should not be assumed by the teachers that they already studied the content in previous classes. There are so many foreigners from 7-8 years to complete their bachelor degree and even many left after 5 years without completion because they were getting a lot of backlog. Students expect the university to build a system which is equipped for international students. They must announce exam results within 1 month as currently, they are getting exam results after 3 months. University must change the traditional system of teaching. They should organize more conferences, programs, internships, and author debates between Indian and international students for better cultural understanding. Students expected more technological facilities, PowerPoint presentations for much better understanding. They must include modern knowledge in teaching extracurricular activities. There should be changes in the syllabus as per contemporary needs. Proper monitoring should be done in case of hostel facilities. International students are expecting good behavior from the professors that they must explain the subject in English which is understandable for everybody not in the local language. Even if they organize any program, they never inform international students and that program has been organized in local medium only sometimes. Even teachers refused to teach in English inside classroom.

Students face a lot of communication issues. Most of the students and even some lecturers speak in their local language which is very hard to understand. Another problem is academic differences in terms of less use of Technology. Most problems arise from the examination system part as a University does not show the marks to the students. Students did not easily get houses for rent. The owner generally did not

give room to the foreigner. The problems of communication with locals as everybody don't know how to speak in English.

Students feel a lot of academic cultural differences here. They need to fill 32 pages in the examination response sheet which is very different from their own country. There is no interaction between teachers and the students. They are not finding teachers helpful. Class lectures are in the local language. It is a big problem here. Indian education system focuses on theoretical aspects of knowledge and does not tell students to apply that knowledge outside. Most of the students answered that did not face any visa-related challenges only a few backlog students reported that they have visa problem because police gives only one or two-month visa for backlog students.

Accommodation is the main problem upon arrival in India. There is no girls hostel in the university and their owners don't want to provide rooms to the international students nearby. Students have many problems with classroom teaching as the teachers speak in local language. Students are not socially adjusted as University is not organizing social events for cultural integration. University has a lot of holidays that can be reduced. Some students feel bias and they seem teachers are not giving attention to foreigners as much as they are giving to Indians. The most pressing academic challenge is the examination part. Indian education system is very different from their own country. The syllabus is heavy and the semester time is very short Students told that they are receiving low marks in comparison to Indian students because of different handwriting.

Students faced a lot of social adjustment problems. African students expressed that…. In shops or even in buses also priority is given to the local people, some people even don't want to sit beside you because you are black. Boys and girls are separated, a lot of racism. *We are like suspects… they look down upon us. Being an African, we face more challenges in comparison to other countries students. This might be because they never faced foreigners earlier in their life.*

One of the students mentioned that he joined this university due to the ICCR scholarship given by the Govt. of India. Upon joining this University, he found a

very busy academic schedule here of 9 to 5 classes. It seems to be studying in a school. So, he is not getting enough time to self-study or to live a normal life as he expected earlier. Students are not getting enough time to prepare for the examination. Also, there is less use of technology in classroom teaching. He finally said that he found a gap in services whatever he expected earlier prior joining to this University.

"Classroom lectures are in mixed language so we are not able to understand it fully I didn't expect that we need to cope up with them with their teaching like they are teaching in 60 or 70 is they give the structure is no explanation at holder cannot speak properly in English."

Students share their opinion about the hostel services as

The international hostel is only one. There is no sports facility, nothing is here. We did not get proper attention from or teachers. The table in the classroom…. they are very old like made in the year 1980 to 1990. Students feel shy to say that they did not understand. Only a few teachers give us attention and help us. Those who are staying outside can understand your problem the only thing I like that they have a good number of holidays. I like the library facility. No parking facilities there so much crowd of vehicles on the main road, nothing is there. I like only the depth of quality in the lab. They are doing nothing. You think no innovation is there, no thinking nothing creation kind of things, only rote learning. Mind…..it gets busy always we need to copy the books in the exams, no proper use of modern technology. Sometimes my Indian friends ask some questions maybe that question will be helpful to us but teachers answer the same in Hindi language no use of us, whatever is asked, and what answer is replied.

Students said that people from administration say words like you go out of my office, you are stupid. Students said that they get good marks in internal exams but not in external exams. Also, teachers do not take our queries in the classroom, teachers just tell to sit down. Most international students are in 6, 7, or 8 years of their study in a 4 year B.Tech. program. Even if we cannot complete in 8 years, they will say to get out as your time will be completed without a degree. In labs, the

chemical and instruments are outdated. Though some teachers are helpful, I cannot deny but other people are not helpful. You cannot go alone to complain otherwise they will not take you seriously. Just we want to behave nicely with us.

One of the students expressed his opinion that *until and unless we are not satisfied, we will not recommend the institution to our friends. A change in the behavior of faculty and staff is required. If they cannot change their behavior, they must not accept our application. If a student is not getting that much quality in university, he should be allowed to take study transfer to affiliated private colleges. He suggested that if the University management cannot bring faculty from abroad at least appoint faculty from another state so that he/she can understand other cultural views.*

When asked about academic challenges, students shared that…… *there is a shortage of books in library. We are not getting any project for the practical aspect of the subject. Teachers do not come to the practical classes. Though the laboratory is well equipped but guidance is just theoretical. You have to roadbook and do practical by yourself. If you want to do research, no one is there to guide you. Indian competitive exams are distracting. Your batchmates do not come to the class. If 90% of students do not come to the class due to job competitive exams, teachers also do not come to the class. Because of this study was getting affected. The rule should be there. There must be a compulsion of attendance as absenteeism badly affected the study. Teachers should think that Africans came from very far places to at least they should provide us directions. Indian students may be happy with the daily holidays but we are not.*

Teachers do not repeat that in English what they thought in the local language. Teacher strike is going on in the department, no care for anybody; they are having a permanent job so no need to come daily. University is good for computer science courses BCA exactly but it's not good for the Engineering stream. Some professors are very good but if you are sick and go back to college because of the attendance or you didn't go and you go to the next day, teachers don't believe you they don't give notes to you, some students even don't want to give notes to you, even teachers don't give you time we don't know how to approach a professor. There is a gap

.....We have a different syllabus. For Indians, there is a continuation in the progression of knowledge. We have some gap of knowledge; any one month bridge course is enough to cover that gap. In examination, no proper checking, much dependent on handwriting. They compare the written things from the book how much you can memorize from the book ....we cannot get our choice of subjects because of the unavailability of teachers in that subject. There is no mixing of Indians and foreigners.

Major Challenges As Explored From The Feedback

1) University is lacking infrastructural facilities. There is only one boy's hostel and no hostel at all for girls. Students are not getting nearby accommodation. Thus, accommodation is a major problem here.

2) For some courses, students are not getting their choice of optional paper. The syllabus is not upgraded.

3) Teachers are still using the old lecture method of teaching and teachings in the local language in the classroom, leaving the international students feel marginalized.

4) Students are facing problems due to mismanagement of the examination system here.

5) Students do not have a counseling facility over the campus.

6) There is no any International student office to provide support in admission and administrative tasks.

7) University does not organize any cultural event so that Indian and International students can integrate.

8) Students are facing problems with not running of classes. Also, a lot of holidays are provided.

9) There is no International food shop on campus having international cuisine.

CASE STUDY 5

About University

The present public University has a long tradition of imparting knowledge to students from diverse backgrounds from around the globe. Many international students got enrolled over the campus each year. University draws students from different regions of the country as well as from Asia & Africa. University has large Alumni support. This university used to get a lot of international women students due to its popularity in the Gulf and Islamic countries. International students join this university based on similar religious environment over the campus. The degree of this university is considered highly prestigious in their country.

Best Practices For International Students

It is a very famous University with good ranking. There were many reasons for joining this particular university like University accreditation, availability of a range of courses, family and relatives recommendations. The most important thing is that alumni from this university reported a very low cost of living and a peaceful environment in the city where the university is situated. So, most international students prefer to join this university due to the low cost of tuition fees as well as low cost of living here. Some students reported that by chance they got admission in this university and some others joined because of ICCR scholarship. Some of the international students have completed their graduation in India from other universities but join this university in post-graduation. They found this university better than the previous one.

Feedback Of International Students

In the student's opinion, the facilities were not as per the expectations but it is good. Students expected about new buildings, good infrastructure but University infrastructure is old. They are still using chalk and blackboard in the classroom. However, the students like the endeavors of the university to get the infrastructure improved, Photostat shops, canteen, vehicle stand facility inside the campus are good. Library is the best component of the university with a huge collection of

books, periodicals, journals, and theses. Students are very much satisfied with the access of journals worldwide. In the student's opinion, they are satisfied with the free Health Centre facility for the students. Also, they like the lush green campus and garden in the university. Cheap transport is the most liked aspect. The auditorium, playground, and labs are very good. Students like the free Health Centre facility of the University. The University has various services which have no comparison with others but especially the library and a healthy sports environment is good. Though students did not get high-speed Wi-Fi. University has managed to have security over the campus. Each year university organizes some cultural events so that International students can mix and interact with domestic students and exchange their cultural values.

One of the students mentioned that University is a sort of jack of all trades but master of none. Students find gaps in terms of technological advancements. Most of the official work is done on papers. Thus, it is a very slow administrative procedures. Administrative staff delays the formalities of arrival and joining of the international students. Students didn't like a lot of politics and protest on the campus and slow administrative procedures. They found a moderately negative gap as per their expectations about the infrastructure and facilities of the university.

Most of the students face a lot of personal, academic, and social adjustment problems mainly due to language barriers and cultural differences. Even staff and local people make fun of international students because they did not understand their local language students. In many cases, facilities are not provided on students University ID. Unfamiliarity with the professor's accent, long hours of lectures, use of local language with English communication, not getting enough time for exam preparation are some of the other problems. Students reported some of the academic challenges like Lengthy syllabus, language issues, difficult administrative procedures, and no fixed exam schedule. Expectations to write the same as written in the textbook in the examination hall, favoritism in marking are some of the other academic challenges faced by international students. Many teachers ignore international students and use the local language while teaching in the classroom.

Students believe that the university administration is doing nothing for their betterment in terms of accommodation facilities. When asked for information, people from the administration behave rudely in university. Some students reported the prohibition of wearing their cultural dresses in the classroom. It is an old system of teaching in the university. Students reported less cleanliness on the campus. Also, students do not like the existing food facility in the canteen.

Some students want special classes at least for one month for adaptation to the local language just after joining the university. Some students reported that it is hard to maintain minimum credit requirements by the students as teachers speak in the local language in the classroom. There is no special attention given to people coming from other countries who don't know the local language and they are having problems in understanding the content while studying in the classroom. The opinion of students varies in different departments. History students reported no gap in terms of the studies. They found faculty very competent and helpful in studies. International students find a little gap in terms of recreation & sports activities. In University, there is a shortage of hostel rooms for international students so they need to look for accommodation outside of campus. Students living in the local community, outside of campus need to pay a lot of money to the landlord. Again, those who are in the campus hostel are having problems of not getting separate international student hostel. Most students believe that some academic cultural differences are positive and some are negative but overall, they are satisfied with the university.

Major Challenges As Explored From The Feedback

1) International students are facing personal and social adjustment issues, especially due to the language barrier. They are expecting an international student help disk or counseling center from the University.

2) Students face accommodation problems due to a shortage of rooms in the hostel. There is a need to construct International boys and girls hostels as students have to travel daily for their classes.

3) The regular meeting for the International Student Association is of no use as no action has been taken by the university in terms of student services.

4) The students feel a lack of awareness among local people for international students. Also, the language barrier is the most serious issue for them. There is a lack of awareness programs by the institution to stop segregation and discrimination in the local community.

5) There is no separate window to deal with international students problems regarding certificates or other necessary documents. Even the staff dealing with these students is not trained enough in dealing with international students as they do not show empathy and proficiency in English communication.

6) There is too much paperwork in offices. Staff tends to delay the necessary official work. The processes should be made easy through online platforms.

7) The University is having old infrastructure. Even the condition of restrooms, toilets and football field is not good. There is not much cleanliness in the toilets.

8) University is lagging in terms of technology usage. Teachers are still using blackboard.

9) The university is lacking an international student office dedicated to the welfare of international students so that if students face any challenges they can surely get help from that office.

10) International students are getting no opportunity to participate in cultural events so that they can mix well with the domestic students.

CASE STUDY 6

About University

The present Public University is one of the old prestigious Universities in India. It is situated in a peaceful city with pleasant climatic conditions. It has 46 academic departments and 307 recognized research institutes. It provides various programs in

different streams including Arts & Languages, Commerce, Science, and Management Studies. It offers good accommodation facility to students. Due to its excellent facilities and services, it attracts many international students around the world. University provides medical facilities, IT parks, Internet facilities, International student centers, student facilitation center, and banking and postal services over the campus. The university's mission statement includes establishing global linkages and collaborative programs with reputed institutions to attract more international students.

Best Practices For International Students

The computer science department of the university is a good model of education. International students praise the computer science department of the university. University has a big sports complex for students. International students like the sports complex of the university. University organizes a lot of tournaments in which international students can participate. A lot of indoor and outdoor games have been organized.

Feedback Of International Students

Students mostly join this University because of the ICCR scholarship. They expected a lot about academics and social life here. Their expectations almost match for the academic domain but not for the society as they are not getting any opportunity to mix well with Indian students. They also expected of getting accommodation at the University hostel but they did not get it. They are mostly staying outside of campus in the local community and people look them from a racial point of view. African students expressed that domestic students view them differently. It is only because of the negligence of the people.

Students expressed their academic issues as follows:

The process of admission is very slow. Also, getting a degree certificate is a lengthy process. The students cannot take admission to a higher class at some other university or they cannot join any job in their own home country until and unless

their degree certificate is provided by the University and it will take around 8 months to 1-year duration resulting in the year loss for the students.

One of the international women student shared her academic problems as-

It was just a scholarship to choose this university. The university doesn't take any responsibility. There must be some guidance in the admission procedure. Even when you complete your course you need to apply for the degree. Some people don't know where we need to apply. The international center should assist International students. What problems people are facing here there is no direction what to do in steps. Some international students return without applying for the degree transcript. Mark sheet is valid in all country but the degree is also required for a job in our country. My visa will expire soon and the link is not available to apply for the degree. At the back of the degree, I will get verification and then to the Embassy. I am not saying that rules are bad but we are not getting any assistance. Positively I can say we get the facility for guest lecturer seminar for more learning. We get the opportunity to participate in the conferences... India is a good place for education and is cheaper in comparison to other countries. Also lifestyle is simple. You don't need to spend too much money to survive. Negative experiences in terms of facility and lack of empathy.

One of the students expressed her views as- ….*We treat nicely Indian people in our country….. there are some procedures to treat foreign students in my country. All of them talk in English. I found too much problem sometimes even I cried at home why I came here only because of 2-3 people, the images destroying. Here, they are having quality teacher but they cannot have International mentality. Most of the teachers are not having exposure to out of India. So, they must travel out of Asia, Africa and when they come back to India, they will understand we should not talk in Hindi or Marathi. I am sure most of the students in the class never travel even out of the city. But international students travel to a lot of different countries. They don't do sports activities neither for Indian students not for international students.*

Some of the students suggested … Infrastructural development is required for the university. The international hostel should be at the campus. Just upon arrival and

after fulfillment of the admission process, a good orientation program for a few days must be organized. While living in the community outside of University Campus, students are facing a lot of problems because of local people perceptions about them. University has a big campus. Efforts can be done for infrastructure development of the university to tackle the problem of accommodation. University can provide a degree along with the academic transcript.

All the international students are not good at English. So, free English classes should be provided to them. Other provisions should be made by the government that only those international students can enter the Indian universities who have enough knowledge of English as the classroom communication would be in English only. The government should pay attention to the registration process especially the visa renewal process after every 6 months is very slow and students need to pay time unnecessarily.

Students are not getting good accommodation if they will get good accommodation during their academy sojourn, it would be a motivation for them to come for higher studies in India. Orientation programs can involve the mixing of Indian and international students. University must do some efforts to educate native students and staff about the diversity of people present at the campus.

Major Challenges As Explored From The Feedback

1) Lack of any orientation program for international students upon getting admission to the university.
2) Poor infrastructural facility in terms of no international student's hostel over the campus.
3) Accommodation is the main problem of international students.
4) Social adjustment problems due to no interaction of international students with domestic students.
5) Students are not getting the opportunity to witness cultural events on the campus for cultural understanding.
6) Slow admission process at the University. Less use of technology in the official work.

7) The lengthy process of getting a degree certificate, so, students have to lose one year in their home country without any job.

CASE STUDY 7

About University

The present university is a premier university in the country with modern infrastructure. It has a legacy of highest academic standards, diverse educational programs, and distinguished faculty. There are five centers of excellence in teaching and research. Over 5000 programs are offered by the University in different disciplines. University has 15 big libraries. The University has emerged as a center of excellence having faculty and students from different regions within India and Abroad.

Best Practices For International Students

Students joined this university because of its good ranking and outstanding reputation, ICCR scholarship, low fee structure in comparison to other universities, family tradition to study from India, parents and friend's recommendations, low cost of living, alumni recommendations. Some other students reported that they applied in many universities but got prompt response from this University only. Students like the facilities of well-equipped labs and the practical classes, internet facilities. They are satisfied with a proper time table, followed by the university in conducting exams and results declaration. Students praised the English communication skills of the faculty. University has a green campus environment. It is also organizing cultural festivals and extracurricular activities from time to time for students. Students told me that University Campus is really clean compared to other parts of the city. The international girls expressed that the food facility of the international hostel is very good and also the one room service is much better than the other hostels.

Feedback Of International Students

University degree is prestigious in neighboring countries like Nepal, Bangladesh and even Tibetan refugee prefer to join this university due to geographical proximity

from their home country. Some students reported that *in their country even Bachelors can teach in university but here only Ph.D. awarded person can teach in the university. So that expectation met in terms of teacher competence but for other aspects like living life here ICCR scholarship is not enough.*

Students are getting too late admission that's why they miss around two months' classes. It is difficult for students to cover the syllabus in such a short duration. Some of the students come here just after schooling and they face problems upon reaching here. Initially students do not get hostels and they need to stay as guests for two months in the university accommodation. They are facing language issues also. One of the students mentioned that……. *Teachers teach in English and Hindi both languages in the classroom. Hindi portions are missing by the students that are a serious thing. Even University does not have teachers for particular optional courses. Knowledge is theoretical only we cannot apply as we don't have exposure for practicals.*

One of the students expressed that he expected a very high quality and systematic delivery of education but found a gap in terms of poor time management and lack of determination among stakeholders. They faced difficulties with FRRO paper works. It is difficult to cope with studies and do many procedures at the same time such as FRRO and SSR. Administration and staff take too much time in paperwork. Students expressed that……..*Everything is in terms of hard copy documents and the students expected everything to be computerized. It takes a lot of time even for signatures. We need to wait for several days. They do not care for time, being missed lectures. University is not working hard for international students. They should go and learn how Universities abroad are doing even FRRO just need documents they don't care.*

Students expressed that academic culture here is all about clearing competitive exams for jobs. There is too much orientation to cramming then understanding. Sometimes teachers teach in their respective subjects in the Hindi language which is not appropriate for international students. It is quite confusing. Other students told that there is a culture of memorizing which is negative as it only produces robots with no knowledge of technically applying whatever they learn at the workplace. In

188

general, classroom teaching is not engaging all students. There is a need for group discussion. Domestic students ignore international students while discussing about course-related topics.

One of the students expressed about the academic challenges as……. *we do not know how to convert grade to percentage. If any paper is required on how to convert the grade into a percentage, it is very difficult to get any paper to show how to convert it into a percentage. Professors are professional, very fastly speaking in English. Indian students can write fastly and we cannot… Even we cannot understand their handwriting. In my country, graduation courses for 4 years but in India at 3 years. So, if we need a government job in my country, I need to complete post-graduation from here because they will not take a 3-year degree. The examination system is also very different here…. you need to write for 3 hours here.*

Students face a lot of social adjustment challenges. While traveling outside students have to face a lot of challenges in asking about a place and others have a problem in understanding the local language. Language barrier limited social interaction as it is difficult to get information from the local people. The biggest challenge is language and the society is different here from the native place. So, it is quite challenging to adjust to the background also adjusting to the fact that the girls and boys are treated differently here. Students are expecting to organize some excursion visits to places in India to enjoy this incredible country.

Major Challenges As Explored From The Feedback

1) During admission, there is always some communication gap between the FSR office and University departments that extends the admission process, and students have to miss their classes.

2) Accommodation problems. Not getting seats in hostels.

3) Visa extension process takes too much time.

4) Students are facing problems in paperwork as there is no online procedure.

5) Students are facing the challenges of academic culture differences.

6) Language issues limit the social interaction of students.

CASE STUDY 8

About University

This private University has got excellence in Education and health care. It has good infrastructure with Wi-Fi enabled campus. It enrolled more than 28,000 students from India and more than 57 different countries. Its mission statement included becoming the most preferred choice of students and faculty. University claimed to have world-class facilities and pedagogy, which are constantly reviewed and upgraded as per the latest trends.

Best Practices For International Students

It is considered as the best private University in the medical education field. International students joined this university because of several reasons like parents and friends recommendations, affordable fees structure, good reputation of the university, desire to study abroad, facility to do practical on dead bodies for the medical students, alumni recommendations, reputation of University degree in the home country, having low fee structure in comparison to the home country, recommendations from many faculty members graduated from this particular University in their own home country. University organizes cultural events for international students annually.

Feedback Of International Students

Students expressed that they are satisfied with most of the services of the University. Students liked the practical aspect of medical education, distinguished teachers, and library facility. One of the students said that though teachers are knowledgeable still they have contradictory opinions on something that creates confusion in studies. Students mentioned personal adjustment problems such as the use of local language on the campus, weather conditions, cultural differences in wearing clothes, lack of recreational facilities like gym and swimming pool facilities, homesickness, and limited food choice, etc. Medical facility is available on the campus for students but it is for only the minor problems.

Students face social challenges due to the language barrier. They face problems in daily commute as drivers cannot understand where they want to go. The social adjustment challenges include language barriers and making friends in the new culture. Student told at they faced problems in getting RP residential form. Students face academic challenges in terms of the difficulty level of studies, hectic study schedule, the language barrier in communication with local people, the accent of the professors, too much competition in the classroom to achieve good rank, and to fulfill teachers' expectations.

Some of the students had pretty high expectations with University but upon reaching to University campus, they got a cultural shock in terms of use of local languages and University life over campus, accommodation facilities, etc. One of the students said *I thought it would be a University life but unfortunately it was hacked… it is just like a school.* The other student said that he was expecting more guidance from the lectures but they implicated a difficult study style. Medical students are very much satisfied with the body dissection hall facility and they express that we can do all practical here. This kind of facility is very helpful in learning. They mentioned about well-equipped lab having adequate microscopes and specimens. Library and the hostel facilities are so good. Even the support from the academic staff is incredible. They have a willingness to give time out of the class for explaining to the students.

They praised the hostel caretakers and other staff who are readily available for cleaning and the maintenance services in the hostel. One of the students expressed that *….the existing facilities are good but not of high quality like hostel facility, no separate International hostel, no good Wi-Fi facility. There is no fixed time table for the exam so that we can book our return tickets back to our home in advance. Online services must be improved there should not be more paperwork.* Though, they are facing an electricity problem in the hostel and also, the hostel is too much expensive. There is no hot water facility in the hostel. Another most important thing is that students are getting everything from food to beverages from grocery shop just within the walking distance. Students mentioned the lack of recreational facilities like a sports club, debating, etc. Even the gym is not free inside the campus. Most of

the students said that the University is very expensive in terms of provided facilities. There are no many food options available in the canteen, lack of Wi-Fi facility, and the availability of the faculty out of the class. One of the students accept that university should have more faculty who knows how to deal with international student affairs as most of the people of Administration are having less than knowledge on that matter.

Major Challenges As Explored From The Feedback

1) No separate international students' hostel.

2) Electricity and hot water problems in the hostel.

3) Lack of recreational facilities and high charges for gym inside the campus.

4) Most of the students face homesickness so they expect counseling services from the university.

5) Students face financial problems so they are expecting scholarship support from the Institution for the deserving students.

CASE STUDY 9

About University

The present private University has good infrastructure with technologically upgraded classrooms and diverse multicultural environment over the campus. University has 13 schools and each one is equipped with a library with a vast number of books, journals, magazines, and newspapers for students. The university has air-conditioned classrooms with Wi-Fi enabled projectors, tutorial rooms, libraries, and multiple fully-equipped auditoriums. University maintains an eco-friendly environment by being a complete smoke-free zone.It has taken the latest initiatives of solar heating, rainwater harvesting, paper recycling, and other green initiatives. For security measures, the campus is fully CCTV-enabled. University also offers transport facilities to its students and faculty on nominal charges.It aims to provide not only the best educational platforms for students academic excellence but also chances of participation in co-curricular activities through sports and cultural clubs. Student welfare department organizes fests from time to time to

promote culture and sports. Students are encouraged to take maximum participation in cultural and sports activities.

Best Practices For International Students

University provides a lot of good services like free Wi-Fi all over the campus, auditorium facilities, food court, and the necessity students especially like the laboratory and the library facility of this university also the safety and security with the hostel is remarkable. Students feel safe inside the campus is free from ragging where is the availability of hospital inside the University Campus University have well-qualified faculty with good teaching skills. University administration is serious about the studies. It is trying to make sure that every student performs better by understanding their skills. University is organizing cultural events from time to time for international students where they can understand the culture of India and other countries cultures also. University also organizes National and international conferences

The students joined this private university due to many reasons including parents, friends and alumni suggestions, the good ranking of the university, reputation in the medical education field, agent recommendations, cultural similarity, having good courses of choice, campus safety. Some of the students expressed that it gives good medical education and the degree is remarkable in the world of job opportunities. Some other students said that they wanted to take knowledge apart from their motherland. University is having a modern infrastructure and is near to the airport. The education is quite affordable here and the special attention is given to the international students here also the students joined here because of its advertisement as International University and the good courses in Engineering Management and medical education.

Feedback Of International Students

Some students expressed that they did not find any gap between their expectations and reality upon reaching here while others expressed that things were not as how they expected like the hostel food and the infrastructure of the university. Others told that there is less practical knowledge even at the graduate level. The main

problem that students face in academics is with the accent of their professors which is difficult to understand by them. Teaching is more focused on written assignments only. Students expected to have more recreational facilities like swimming, free gym, cycling, etc. One of the students mentioned that it's shocking for me to find out that English was not the common language on the campus.

Other students told that their expectations were met and what they found is the same as the expected, cleaner, and more harmonious environment over the campus. But students have groups based on their origins and religion, only a few students come together and put religion aside. Some students said that attendance is mandatory here. In their home country, only three days per week. Here, it is like a school. They felt that Indian academic culture is very good as compared to their country because here Indian teachers teach the students very well by providing study materials. When asked about academic challenges students expressed that *there is more focus on theory and written assignments not on the practical aspects. Class management is ok but lecture in Hindi is problematic. We need to be a neat conducive environment..... we came from about 2000 miles away .....if they can organize International Space. Students memorize and copy-paste.... if you write in your own words people can't understand. One or two months long local language training is required for us. Otherwise, they should employ the teachers who can teach better and in a creative way. Those who are comfortable with the international students in the class. Some people have Masters and PhD but they are not comfortable with the teaching of international students, some are too young to teach.* Students are not getting enough holidays in summer especially from nursing courses. There is poor communication between University management and students.

Students face problems with the transportation facility as the university situated in some outer area of the city. Some of the students are segregated as a few of the people laugh at them. Students expected that language barrier prevent social interaction. Staff used to take a lot of time to respond to student queries. There is no place specifically for girls recreation and sports. There is no provision to provide language (local) classes over the campus to internationals. Students said that few international students understand a little bit of Hindi, it does not provide the right to

194

teachers to deliver classes in Hindi. Students expressed that hostel management should take advice from international students on what kind of food we want and discuss the budget with them. University is organizing cultural events but these events don't promote the participation of international students. Students are expecting a comfortable stay here. Hostel and mess facility is needed to work out. Students are expecting better support services. One of the students expressed that teaching should be installing modern technologies. Teaching is done traditionally in the local language. Also, the university needs to improve the international division when it comes to deal with FRRO. Students mentioned about slow immigration and registration processes from University and immigration offices in India. One of the students said that the visa extension process is too long and FRRO keeps our passport for a minimum of 3 months which is risky since you can't travel unless you have your passport.

Major Challenges As Explored From The Feedback

1) Less stress on the practical aspects of the teaching-learning process, using local language in the classroom, no use of modern technology in the classroom

2) Lack of international cousin in the hostel and even the same food throughout the year

3) Students are facing the challenges of lacking responsibility and empathy by the staff

4) Students are facing unique challenges of communication due to less use of the English language over the campus. The language barrier prevents the social interaction of the students.

5) Poor communication between University management and the students. Too much time taken to respond to student queries.

6) Students faced social challenges like segregation in the classroom by the classmates.

7) University lacks the support system to check and monitor the issues of international students.

8) Lack of recreational facilities for the students.

CASE STUDY 10

About University

The present University has 140 departments and 4 interdisciplinary centers with a vast range of subjects of humanities, social science, technology, medicine, science, fine and performing arts. It has 6 centers of advanced studies. University has a well-equipped hospital with 927-bed capacity. It provides a wide range of facilities for recreation (sports and hobbies), well equipped library, auditorium, subsidized canteen and printing press. University consists of 15000 students and 1700 teachers. The university has a good prestige in Asia. Students from the USA, Europe, Asia, and Middle East Asia come to study here. It inculcates the spirit of world integration.

Best Practices For International Students

University provides sports facilities, a central library and cyber library, a yoga center, Wi-Fi and the computer center facilities. Apart from these, medical facilities, green campus environment, supportive nature of the staff, cultural diversity over campus, affordable fee structure, extra-curricular activities and events organized by the University. The main reasons for joining this particular university were university reputation and ranking, cultural similarity, ICCR scholarship, desire to study abroad, affordable expenses, friends recommendation, low cost of living as compared to other countries.

Feedback Of International Students

International students do not know the exact procedure of the admission process. They said that it is very confusing to visit various places. They needed clear instructions on where to go to submit documents promptly. Students face problems of not getting proper time to get verified their documents and need to roam around many days to verify documents. There is also no direction where students need to fulfill these formalities. In personal adjacent problems, unavailability of proper food in the hostel and complicated hostel allotment process. Accommodation is the main issue because less number of hostel seats is available for the international students.

196

Most students are not getting hostel accommodation upon admission. They need to stay as a guest in the hostel. Also, there are no much differences in facilities in international as well as Indian hostels, even 4-5 seater rooms given to the students. Accommodations are not enough, difficult to adjust to the weather changes, so many health issues along with weight loss, very less seats availability in the hostel for international students and there is no separate girls International hostel and no AC facility in the available hostel. There is no mess in the international hostel.

When international students come to India, initially they do not get a room in the hostel as very less number of seats are reserved in the hostel. Later, after 1 or 2 years, they might get a seat inside the hostel till then they have to arrange their accommodation outside of campus by themselves. Students are lacking immediate help from the part of Administration. They consider international student office not much support for them. Officials also don't provide do's and don'ts list. Many of the students mentioned the gap in expected and perceived service quality of the university. One of the students said…… *really I expected a lot of valuable things but everything is outdated, the style of teaching…… facing a lot of problems even with office workers…. they can't able to speak English and very lazy ……always extending the task.*

The most pressing academic challenges include language problems, no enough use of technology using old traditional methods of teaching, a big communication gap between the domestic and international students and between faculty and students. Students found so much difference in academic culture. Even classmates speak in the local language. A big gap found between teachers and students, less freedom to express themselves, lack of interaction and discussion in the classroom, too much importance on bookish knowledge, less focus on research skills and analysis, copy-paste, and rote learning. More value is given to writing quantitative not qualitatively, teaching and interaction in the Hindi language without considering international students, very strict academic schedule with less time gap, outdated syllabus, the threat from teachers to students regarding fail or pass, teachers behave like a boss making it one-way communication, not using technology in lecture rooms.

One of the students mentioned about his experiences as….. *some facilities are not up to mark with accommodation like dining and toilet. Maintenance and cleanliness is not proper here. Most teachers speak in Hindi….. some international students are even learning the Hindi language to understand class lectures…..kind of communication gap between the students and professor they are not that much approachable.*

Students found a lot of academic cultural differences here. Students should be given the freedom to express themselves. Teachers are not concerned about student development. They give knowledge only to pass the exams. Nepali students got neglected by their warden due to cultural similarities. They do not consider Nepali students demands. They are provided hostels at last after allotting seats to different countries students. Students had high expectations about technology facilities and in terms of quality of education, they replied that……*you need to do a lot of self-study…..Professors will teach in English that expectation was wrong….. teachers cannot explain even basic concepts they know only on papers…….. facility is just satisfactory not good not bad. Though the central library facility is very good but after sunset University campus is not safe, abuse kind of things are happening…. no safety…… there is so much gender discrimination in sitting also…… still we feel homely here…… electrical appliances were not allowed(in the hostel) but now they didn't say anything.*

Students faced a lot of social adjustment problems as local people comment on their dressing style. It is the most annoying thing that most people are teasing and pasting comments on the African people. People have their judgmental attitude toward Tibet and other countries students also. On the question of social adjustment problems, one student said….. *I expected the society will accept the fact that I am different and it will take time to adapt in this environment there is a gap it is a time for Indians to adapt to the fact that there are different places in the world.* Students faced problems with the staff in the international student's office as they cannot disseminate adequate information to students regarding degree and seat availability in various faculties. *On the degree mark sheet, spelling mistakes happen. If you*

reach home and there you see spelling mistakes on the degree you will not be able to get any job for spelling mistakes on the mark sheet.

MAJOR CHALLENGES AS EXPLORED FROM THE FEEDBACK

1) Students do not get proper information about the places to visit for document verification.
2) Accommodation problems due to fewer seats for international students in the hostel.
3) Students find gaps in educational services. The educational quality not fulfilling contemporary needs and also, not as per the reputation of University.
4) Social adjustment problems due to language barrier and judgmental attitude of people in society.
5) Problems with International students office being not able to disseminate the required information and resolve issues.

Table 3.51 : Major challenges as explored from the analysis of case studies of different universities

S.No.	Challenges	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Count
1	Language barrier limits social interaction	√	√	√		√		√		√	√	7
2	Not getting accommodation in campus hostels due to fewer seats	√	√		√	√		√			√	6
3	Use of local language in the classroom	√	√	√	√					√		5
4	No counseling cell within the university to deal with students personal (homesickness) and social adjustment problems	√	√		√	√			√			5
5	Lack of awareness programs by the institution to stop segregation and discrimination in the local community	√	√			√					√	4
6	Staff dealing with International students are not trained enough showing no empathy and proficiency in English communication		√	√						√		3
7	No food shop or hostel canteen with an international menu			√	√					√		3
8	Too much paperwork in offices, less use of technology in official work		√			√	√					3
9	No separate international student hostel			√			√		√			3
10	Students need to travel a lot as not getting nearby accommodation		√		√	√						3
11	University lacking International student office dedicated to the welfare of international students		√		√	√						3

S.No.	Challenges	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Count
12	No cultural events for cultural understanding and integration of Indian and International students				√	√	√					3
13	Visa extension related issues, takes too much time	√						√				2
14	No cooperation of university with FRRO procedures-	√		√								2
15	No online visa-extension mechanism to avoid paperwork and unnecessary visits to the office	√						√				2
16	Lack of recreational facilities and high charges for gym inside the campus								√	√		2
17	Old infrastructure of university		√			√						2
18	Not much cleanliness		√			√						2
19	University is lagging in terms of technology usage		√			√						2
20	Teachers are still using blackboard		√			√						2
21	No International student's feedback taken to make improvements in facilities	√				√						2
22	Police verification takes weeks	√										1
23	Attendance blockage due to late fee			√								1

S.No.	Challenges	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Count
24	No coordination of the University with local house owners regarding document verification		√									1
25	Lack of any orientation program for international students upon getting admission to the university						√					1
26	Slow admission procedure						√					1
27	No proper information about the places to visit for document verification										√	1
28	Communication gap between the FSR office and University departments that extends the admission process, and students have to miss their classes							√				1
29	Not getting much cooperation from faculty	√										1
30	High fee structure for different courses	√										1
31	No separate window to deal with international students problems regarding certificates or other necessary documents		√									1
32	Staff tends to delay the necessary official work		√									1
33	No use of modern technology in the classroom									√		1
34	Less stress on the practical aspects of the teaching-learning process									√		1

S.No.	Challenges	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Count
35	Poor communication between University management and the students. Too much time taken to respond to student queries									√		1
36	Segregation in the classroom by the classmates										√	1
37	Lack of support system to check and monitor the issues of international students										√	1
38	No platform for the placement or exchange program facilities for international students	√										1
39	No international girls hostel				√							1
40	Electricity and hot water problems in the hostel								√			1
41	Social adjustment problems due to no interaction of international students with domestic students							√				1
42	No classes, a lot of holidays				√							1
43	Accommodation more expensive than the tuition fee	√										1
44	No own university hostel facility for Medical students	√										1
45	University events organization in local languages reducing international students participation			√								1
46	No-part time job opportunities			√								1
47	No more variety in academic programs for international students	√										1
48	Not getting the choice of optional papers				√							1

S.No.	Challenges	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Count
49	Not upgraded syllabus				√							1
50	Unfamiliarity with the professor's accent	√										1
51	Long hours of lectures	√										1
52	Old lecture method of teaching				√							1
53	Huge academic workload and even on weekend classes	√										1
54	Not getting enough time for exam preparation	√										1
55	Students face challenges due to academic culture differences							√				1
56	Mismanagement of the examination system				√							1
57	Marking procedure depends on the length and the pattern of writing	√										1
58	The educational quality not fulfilling contemporary needs and also, not as per the reputation of University									√		1
59	Lengthy process of getting a degree certificate, so, students have to lose one year in their home country without any job						√					1
60	Students face financial problems so they are expecting scholarship support from the Institution for the deserving students								√			1
61	Problems with International students office being not able to disseminate the required information and resolve issues									√		1
62	Wrong advertisement about international campus climate with good accommodation and international food			√								1

Discussion and Conclusion of the Result

In about 70% Universities, International students are facing the major challenges of language barrier that limits their social interaction. Not getting accommodation in hostels due to fewer seats reported in 60% universities. In 50% Universities, the two major reported challenges were local language use inside the classroom and having no counseling cell to deal with International student's personal and social-adjustment problems. Lack of awareness programs to stop segregation and discrimination has been reported in 40% universities. Seven major challenges has been reported by International students within 30% Universities including untrained staff having no empathy and English proficiency to deal with International students, unavailability of International menu in food shop or hostel canteen, less use of technology in official work and more paperwork, no separate International hostel inside the campus, daily travel to University due to unavailability of nearby accommodation, non-existence of International student office dedicated to the welfare of International students, no organization of cultural events for cultural understanding and integration of Indian and International students. In 20% Universities, the 9 major challenges have been reported including visa-extension related issues, not getting University co-operation with FRRO procedures, no online visa-extension mechanism to avoid unnecessary visits to the office, lack of recreational facilities, the old infrastructure of the University, not much cleanliness, some Universities are lagging in terms of technology usage, blackboard use in the classroom and not taking student feedback to improve the facilities. At last, about 10% Universities' International students reported their unique challenges including police verification as time taking procedure, attendance blockage due to late fee, no coordination of the University with local house owners regarding document verification, lack of any orientation program for International students upon getting admission to the university, slow admission procedure, no proper information about the places to visit for document verification, communication gap between the FSR office and University departments that extends the admission process, and students have to miss their classes, not getting much cooperation from faculty, high fee

structure for different courses, no separate window to deal with International students problems regarding certificates or other necessary documents, staff tends to delay the necessary official work, no use of modern technology in the classroom, less stress on the practical aspects of the teaching-learning process, poor communication between University management and the students, too much time taken to respond to student queries, segregation in the classroom by the classmates, lack of support system to check and monitor the issues of International students, no platform for the placement or exchange program facilities for International students, no international girls hostel, electricity and hot water problems in the hostel, social adjustment problems due to no interaction of International students with domestic students, no classes, a lot of holidays, accommodation more expensive than the tuition fee, no own University hospital facility for Medical students, event organization in local languages reducing International students participation, no part- time job opportunities, no more variety in academic programs for International students, not getting the choice of optional papers, not upgraded syllabus, Unfamiliarity with the professor's accent, long hours of lectures, old lecture method of teaching, huge academic workload and even on weekend classes, not getting enough time for exam preparation, students face challenges due to academic culture differences, mismanagement of the examination system, marking procedure depends on the length and the pattern of writing, the educational quality not fulfilling contemporary needs and also, not as per the reputation of University, lengthy process of getting a degree certificate, so, students have to lose one year in their home country without any job, financial problems so students are expecting scholarship support, problems with International students office being not able to disseminate the required information & resolve issues, wrong advertisement about international campus climate with good accommodation and International food.

The analysis of case studies reported that most of the international students faced challenges in basically in four domains of personal, socio-cultural, academic and visa-related. Apart from these four domains, some challenges are due to improper facilities and poor infrastructure of the Universities. International students expect cooperation of university with FRRO procedures. As many international students

reported problems in police verification and visa extension related issues, thereshould be an online mechanism to avoid unnecessary visits to the office. Students reported the lack of coordination of the University with local house owners and police stations regarding document verification for international students. Also, international students reported that their adjustment issues mainly arise because of poor or no accommodation and proper food facilities on the campus. Most of the universities are having poor infrastructure with either fewer rooms reserved for international students or no hostel facility at all. Even the condition of classrooms and restrooms are not good. Not much cleanliness and hygiene are maintained. Teachers are still using the old lecture method of teaching and teachings in the local language in the classroom, leaving the international students feel marginalized. Some Universities are lagging in terms of technology usage. Most of the official works are done on papers, causing the delay of tasks. The academic challenges faced by International students may be taken as feedback for Indian higher education that is exam-oriented and less focused on the practical aspects.

Students reported no separate window to deal with International students problems regarding certificates or other necessary documents. Even the staff dealing with these students is not trained enough in dealing with international students as they do not show empathy and proficiency in English communication. International students are facing personal and social adjustment issues and expecting an International student help disk or counseling center from the University. However, some Universities have an International student office to deal with students queries. But, it should be mandatory to have an International student's office in every University having International students.

The explored challenges of the study are in line with prior studies that report communication barrier, culture shock and different types of stress caused by homesickness, cultural misunderstanding, social acceptance and other societal pressures and expectations, financial, accommodation and food, health, academic adjustment, (Alavi and Mansor, 2011; Jibreel,2015; Al-Zubaidi and Rechards, 2010; Liu, 2009; Yusoff and Chelliah, 2010; Talebloo and Baki, 2013).It's a challenge to integrate domestic and international students but it can be easily done through

cultural programs that provide opportunities to interact. Cultural celebrations give opportunity for mutual exchange of ideas between international and native students, and, thus building good relationships. By organizing such events, Institutions may bring some significant positive outcomes for the whole learning community by giving the opportunity of international student's inclusion, meaningful experiences of cross-cultural learning, and mutual engagement between domestic and International students.

Chapter – IV

SUMMARY AND CONCLUSIONS

4.1 MAJOR FINDINGS OF THE STUDY

After analyzing the data, the following objective wise findings have been drawn:

Objective 1. To explore the levels of Satisfaction, Loyalty, Engagement, and Socio-cultural adaptationof International students studying in India.

1) The highest percentage of International students (54.2%) are satisfied, out of which, 29% of respondents have somewhat agree level, 19.9% have agree level and 5.3 % have strongly agree level of satisfaction with the service quality of Indian universities.

2) Total of 36.4% of students are found loyal for Indian universities, out of which, loyal students share 34%and strongly loyal studentsshare2.4% of the total sample.

3) Total 45.6% International students are found engaged, out of which, the often engaged respondents share 35%, and always engaged respondents share 10.6 % of the total sample.

4) Total of 38.2% of respondents are found socio-culturally competent, out of whom the competent respondents share 29.2 % of the total sample and extremely competent respondents share 9.0 % of the total sample.

Objective 2. To examine the difference in Satisfaction of International students on the basis of selecteddemographic variables of the Institution and students.

1) There is a significant difference in the Satisfaction of International students studying in public and private universities. International students studying in Private universities are found more satisfied in comparison to Public universities.

2) There is a significant difference in the level of Satisfaction among the International students enrolled in different accredited universities. Satisfaction is found highest in non-accredited (NA) universities. Moreover, the level of

Satisfaction among International students enrolled in NAAC accredited 'B' universities is not different from those who are enrolled in 'A+' and 'A' universities.

3) Statistically significant difference is found in the level of Satisfaction among the four age groups, of which age group 18-21 is found with the highest Satisfaction level.

4) Females are found more satisfied in comparison to their male counterparts.However, no significant differencefound in the Satisfaction of International students on thebasis of their gender.

5) Significant differences found in the Satisfaction of International students on the basis of their geographical region. Post hoc analysis revealed differences in Satisfaction between Western and Middle Africa, Western Africa and East Asia, Middle Africa and Southeast Asia, Middle Africa and South Asia, and Southeast Asia and East Asia.

6) No significant difference found in the Satisfaction level of International students with prior multicultural exposure and without having any multicultural exposure.

Objective 3. To study the impact of Engagement and Socio-cultural adaptation on the Satisfaction ofInternational students.

To measure the contribution of the predictors to the model, the unstandardized beta coefficient for student engagement is found to be 0.538 (*t* = 9.127; *p-value*< 0.01) and for socio-cultural adaptation, it is 0.141 (*t* = 9.127; *p-value*< 0.05) statistically. Thus, analysis revealed that both Student engagement and Socio-cultural adaptation are found to be positively and significantly predicting the level of Satisfaction among international students.

Objective 4. To examine Satisfaction as a predictor of Loyalty in the case of international students.

Satisfaction is significantly impacting the level of Loyalty among the international students at.01 percent level of significance (β=.374;*p*-value=.000). Thus, analysis

revealed Satisfaction as a significant predictor of Loyalty in the case of International students within Indian universities.

Objective 5. To investigate the challenges faced by the International students studying in India.

The present study reported that International students are facing the major challenges of language barrier that limits their social interaction(70% Universities), not getting accommodation in hostels due to fewer seats (60% universities), local language use inside the classroom and having no counseling cell to deal with International student's personal and social-adjustment problems (60% Universities), lack of awareness programs to stop segregation and discrimination (40% universities), untrained staff having no empathy and English proficiency to deal with International students, unavailability of International menu in food shop or hostel canteen, less use of technology in official work and more paperwork, no separate International hostel inside the campus, daily travel to University due to unavailability of nearby accommodation, non-existence of International student office dedicated to the welfare of International students, no organization of cultural events for cultural understanding and integration of Indian and International students (30% Universities). Other Universities' students reported some of their unique challenges. The present study reported the international student's challenges mainly in four domains of personal adjustment, socio-cultural adjustment, academic challenges, and visa-related challenges. However, there were some unique challenges reported due to the location and infrastructure of the University. The study found that not all of the issues of international students are problematized as most of them are matters of adjustment from the student's part. However, some of the serious challenges are due to infrastructural limitations of Indian universities.

Conclusion at the Glance

In the light of interpretation and findings, it is concluded that about 54% of International students are found satisfied with the service quality of Indian universities. From the results, it is clear that there are significant differences in students' satisfaction. Out of the tested Institutional (type & accreditation status) as

well as the student demographic variables (age, gender, geographical region, prior multicultural exposure), most of them found having a significant role in determining students' satisfaction. Students are found more satisfied with the service quality of private universities. Also, there were significant differences found in the satisfaction of students on the basis of the accreditation level. However, students are found more satisfied in non-accredited universities in comparison to other accredited universities. Further, student satisfaction has been compared on the basis of selected demographic variables of students (age, gender, geographical region, and prior multicultural exposure). The significant differences in satisfaction are found due to age, gender, geographical regions while no significant differences found due to prior multicultural exposure. In the present study, international students belonging to the age group 18-21 are found most satisfied. Females are found more satisfied in comparison to male students. The level of satisfaction of international students is found different among all eight different geographical regions. Post-hoc analysis revealed that significant differences exist in the satisfaction of students between Western and Middle Africa, Western Africa and East Asia, Middle Africa and Southeast Asia, Middle Africa and South Asia, and Southeast Asia and East Asia. Study revealed that Student enagement and Socio-cultural adaptation have significant positive impact on the level of Satisfaction among international students. Also, Satisfaction is found a significant predictor of Loyalty in case of international students.The present study reported that most of the international students struggle in their academic sojourn in India by facing challenges of the language barrier, accommodation and food, isolation, adjustment issues in the host culture, and academic adjustment problems due to differences in the education system.The quantitative results of present study provided valuable information about the level and factors affecting international student satisfaction, while the qualitative results provided valuable details about the challenges that enriched and provided further insight into the quantitative results. Together, the results suggest that International students have many issues in Indian universities. Also, some of the challenges are common and some are unique for a particular University. These challenges might affect their Satisfaction and Engagement levels. This might be a reason that non-accredited University students are found more satisfied in comparison to others.

4.2   LIMITATIONS

1) The present study used cross-sectional data that does not address the time effect on International student satisfaction.

2) Only 10 universities with a large number of international students on campus were selected for the study. Affiliated colleges were not included in the study.

3) Data collection was based on self-reported constructs, which relied on students' English fluency and willingness.

4) Data collection has been restricted to undergraduate and post-graduate students only.

5) The present research is restricted to the survey of students only. The other stakeholder's opinions (faculty and administrators of the universities) have not been taken into consideration.

6) Constructs under study have not been studied dimensions wise separately.

7) Descriptive analysis has been done on the basis of only four demographic variables (age, gender, geographical region, and prior multicultural exposure) in the present study.

8) Most of the institutions were reluctant in providing facilities for the study.

4.3   EDUCATIONAL & SOCIAL IMPLICATIONS AND RECOMMENDATIONS

1) A clear picture of university services and campus environment should be given on the web page of the university to avoid cultural shock. Universities enrolling International students must provide clear information regarding accommodation on their webpage. Even challenges can be informed to International students before their visit in-country so that they can re-adjust their expectations as per the real scenario in Indian Universities and accordingly mentally prepare themselves for their academic sojourn.

2) International students' seats should be increased within the hostel. Ideally, to attract more International students and ensure their satisfaction, Indian universities have to work on infrastructural requirements (of building international hostels) for their proper accommodation. Cleanliness and hygiene

should be maintained. If it is not possible, information about nearby accommodation should be provided to avoid the unnecessary daily travel.

3) There should be coordination in different university departments to facilitate the admission timely so that students do not have to miss their classes.

4) Upon arrival to the campus, proper orientation programs must be organized by the Indian universities for the welcoming of international students. A University map should be provided with a welcome kit with clear explanations about where to go and for what concerns. Clear information must be provided about campus resources and a full range of services and how to access those services.

5) International students should be made fully aware of the utilization of campus resources (library, labs, food court, Xerox facility, counseling center, university health center, and recreational spaces) which are specially designed for the development and retention of students. Even International students can be informed about the Indian culture and nearby places etc.

6) Universities should co-operate the students with FRRO procedures. As many International students reported problems in police verification and visa extension related issues. There should be an online mechanism to avoid unnecessary visits to the office. There should be coordination of the University with local house owners and police stations regarding document verification for International students.

7) Some of the Universities have International student's office for the welfare of students. However, it must be established in every Indian university having International students over its campus to guide them in fulfilling visa and other arrival related formalities.

8) Cultural events must be organized in the Universities ensuring the equal participation of International students to develop their intercultural competency. Also, the native students should be encouraged to accept and appreciate the diversity on the campus so that International students do not feel segregated.

9) Local language classes may be provided to international students for their better socio-cultural adjustment.

10) Awareness programs may be organized by the Universities to stop segregation and discrimination in the local community.

11) International students mainly reported the food-related challenges. It can be tackled by either providing the International cuisine or the provision of self-cooking should be provided within hostels.

12) Counseling sessions may be given to International students who feel loneliness, homesickness, and academic pressure. They must be encouraged not to be confined themselves to similar nationality/ cultural groups.

13) Cultural differences manifest in the classroom. These cultural differences should be bridged through student activities and participation strategies. To avoid confusion, clear instructions (in English) should be given on assignments or collaborative projects.

14) Indian professors should acknowledge the International students in the classroom. To avoid miscommunication and confusion, they should not mix English with the local language in the classroom. The faculty should be ready to clear student's doubts even out of class to ensure Student Engagement.

15) International students reported less variety in academic programs. Courses must be designed by taking into consideration the presence of Global learners. Students must be provided with the choice of their optional papers. Syllabus must be upgraded as per the contemporary needs.

16) Old lecture method should be replaced by active teaching-learning methodologies. More focus should be given on the practical aspect of teaching. Faculty must use modern technologies in classroom teaching.

17) The classroom learning environment should be participatory. International students should not feel marginalized. Prompt feedback should be given to students queries so that they remain engaged in learning. Students must be encouraged to take part in the class discussion.

18) International students reported too much paperwork which is responsible for delay in responding to their queries. Universities are lagging in terms of technology usage. There should be a focus on web-based strategies, such as online email response service.

19) Faculty should make extra effort to teach International students who have difficulty in understanding class lectures due to English accent issues.

20) Educational quality should be maintained as per the reputation of the University to maintain Student Loyalty. Seminars, guest lectures, and workshops may be organized to engage international students so that they can feel themselves as a part of the campus community. Also, the curriculum should be inclusive of diversity.

21) Diverse stakeholders (faculty, students, and staff) must develop intercultural competence for an inclusive campus climate. Empathy must be practiced by the staff dealing withInternational students so that international students do not feel themselves as marginalized.

22) There should be a separate window to deal with International students problems regarding certificates or other necessary documents. Staff dealing with these issues should be trained well.

23) Recreational facilities must be provided for International students to engage them on the campus.

24) Universities must strictly follow academic calendar for the whole year so that proper time should be given to the students for exam preparation and to pre-plan their travel after examination.

25) Administrators must recognize the importance of satisfying campus experiences in developing student loyalty. Different stakeholders must be sensitized to the challenges of students. Only then Indian universities become welcoming for International students.

26) Indian universities may take International students feedback to make improvements in facilities and make follow-ups again and again.
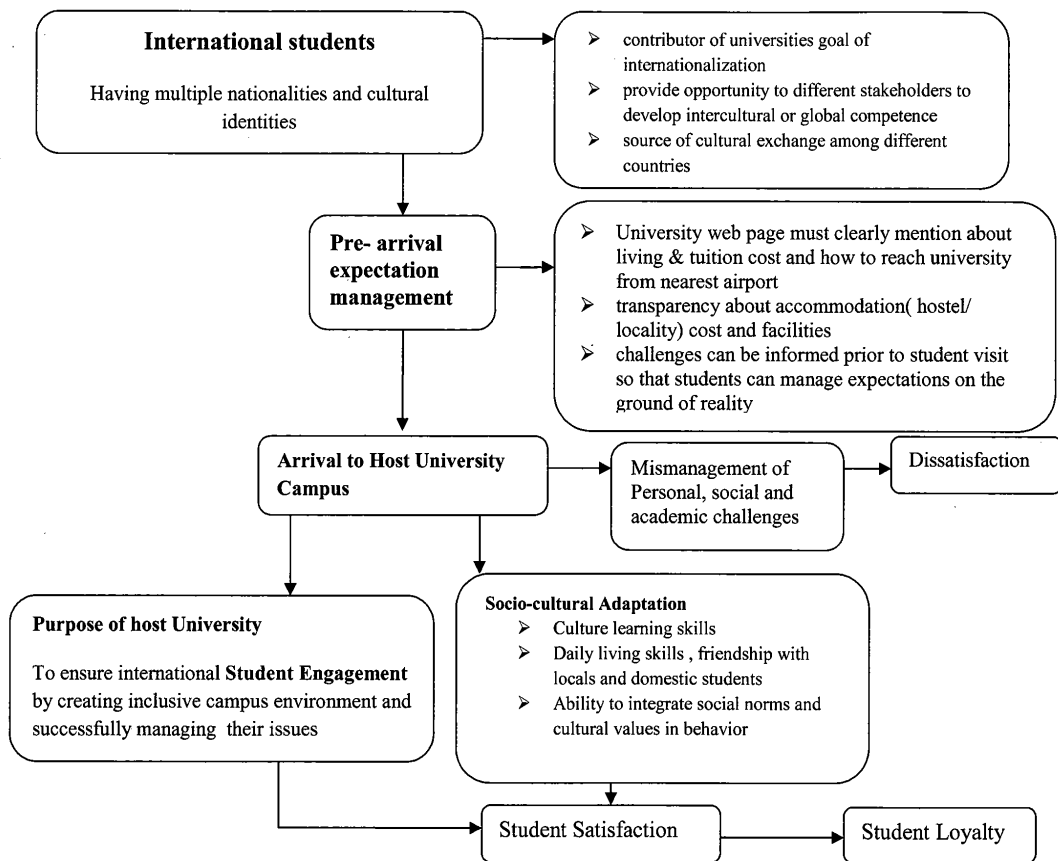
Fig 4.1: Concept Map of Recommendations for Successful Academic Sojourn of International Students Ensuring their Satisfaction and Loyalty with Indian Universities

4.4 SUGGESTIONS FOR FUTURE RESEARCH

1) The present study may be extended by incorporating more demographical variables of students such as socio-economic status, marital status, ethnicity, education level, etc.

2) The study may be replicated with international student's data from IITs and IIMs as well as some top colleges in India.

3) International student satisfaction might be explored with the existing support services in Indian universities.

4) Further researches may be done to explore the challenges of international students qualitatively by taking other stakeholders opinions like faculty, non-teaching staff, and administrators.

5) Administrators and policymakers should gain a better understanding of different expectations of gender differences in expectations about service quality. Future researchers can be conducted on a comparative study of international students, exploring gender differences in satisfaction with the service qualities of institutions.

6) The role of different worldwide religious organizations (which are active in India also and acting as a support for international students) might be explored in enhancing the satisfying experiences within India.

7) Longitudinal study needed to find the effect of stay duration in host country on the satisfaction level of international students.

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Dear student,

Here are some statements, which are concerned with student satisfaction, loyalty, engagement, challenges and socio-cultural adaptation. Please read each statement carefully and put a mark (✔) in any one response against the statement. Please answer all the statements. There is no right or wrong response. This is purely for research purpose and all the information will be kept confidential. Please give your opinion correctly. I will be grateful for your help.

Personal Information

Name: _____
Gender_____ **Age**_____
Nationality_____
University_____
Program of study _____ **Year of study: I/II/III/IV/V**
Present Residence: Hostel / Rented Room (PG)
Previous multicultural exposure in any other foreign country for job/study purpose_____**Yes/ No**

STUDENT SATISFACTION SCALE

Instructions: Please put a(✓) mark on your responses for Strongly disagree (SD), Disagree (D), Disagree somewhat (DSW), Neither agree nor disagree (NAND), Agree somewhat (ASW), Agree (A), Strongly agree(SA).

S.No.	Statements	SD	*D*	DSW	NAND	ASW	A	SA
1.	University infrastructure is modern and visually likeable.	☐	☐	☐	☐	☐	☐	☐
2.	University service delivery is aligned with the international higher education standards.	☐	☐	☐	☐	☐	☐	☐
3.	Library has the latest literature in students area of interest.	☐	☐	☐	☐	☐	☐	☐
4.	Classrooms have modern/contemporary equipments(PCs,LCDs) for facilitaing teaching-learning process.	☐	☐	☐	☐	☐	☐	☐
5.	University offers a good opportunity for receational activities.	☐	☐	☐	☐	☐	☐	☐
6.	The degree of university is prestigious.	☐	☐	☐	☐	☐	☐	☐
7.	University has precise records of students progress.	☐	☐	☐	☐	☐	☐	☐
8.	Study programmes are as per the contemporary needs.	☐	☐	☐	☐	☐	☐	☐
9.	University management has promising service delivery procedures.	☐	☐	☐	☐	☐	☐	☐
10.	University management considers the feedback from international students to improve the services.	☐	☐	☐	☐	☐	☐	☐
11.	University has reasonable fee structure, considering the services offered by it.	☐	☐	☐	☐	☐	☐	☐
12.	The teaching staff of the university is able to anwser students' query in a satisfactory way.	☐	☐	☐	☐	☐	☐	☐
13.	University organizes programs for the personal development of students.	☐	☐	☐	☐	☐	☐	☐
14.	Teaching staff are highly educated and experts in their field.	☐	☐	☐	☐	☐	☐	☐
15.	International students feel secure in their dealings with university administration.	☐	☐	☐	☐	☐	☐	☐
16.	University administration is competent in handling students problems.	☐	☐	☐	☐	☐	☐	☐
17.	Fair and unbiased treatment is given to students within university.	☐	☐	☐	☐	☐	☐	☐
18.	Teaching staff have good communication skills in order to interact with international students.	☐	☐	☐	☐	☐	☐	☐
19.	University has an effective international student cell/office to handle issues.	☐	☐	☐	☐	☐	☐	☐
20.	University is concerned with the personal development of each student.	☐	☐	☐	☐	☐	☐	☐
21.	Teaching staff is supportive to the students academic problems.	☐	☐	☐	☐	☐	☐	☐

STUDENT LOYALTY SCALE

Instructions: Please put a (✔) mark on your responses for Strongly disagree (SD), Disagree (D), Neutral(N), Strongly agree(SA).

S. No.	Statements	SD	D	N	A	SA
1.	Study programs of this university are less beneficial than others.	☐	☐	☐	☐	☐
2.	Deciding to join this university was a smart move on my part.	☐	☐	☐	☐	☐
3.	This university has better service quality in comparison to others.	☐	☐	☐	☐	☐
4.	I feel a sense of pride being part of this university.	☐	☐	☐	☐	☐
5.	I admire the support services given to international students in this university.	☐	☐	☐	☐	☐
6.	For me, this university is the best of all possible universities for studies.	☐	☐	☐	☐	☐
7.	I consider this university to be reputable.	☐	☐	☐	☐	☐
8.	I would recommend this university to others who seek advice.	☐	☐	☐	☐	☐
9.	I would like to attend advanced courses at some other university in future.	☐	☐	☐	☐	☐
10.	I seldom consider switching to another university.	☐	☐	☐	☐	☐

STUDENT ENGAGEMENT SCALE

Instructions: Please put a(✔) mark on your responses for Never(N), Rare (R), Sometimes (ST), Often (O), Always (AL).

S.No.	Statements	N	R	ST	O	AL
1.	I work on assignments as a part of my course requirements to earn credit.	☐	☐	☐	☐	☐
2.	I make the judgements about the value of given information.	☐	☐	☐	☐	☐
3.	I work hard to meet my teacher's expectations.	☐	☐	☐	☐	☐
4.	I need to do search outside of assigned textbooks to complete my academic tasks.	☐	☐	☐	☐	☐
5.	I reach on conclusions based on my own analysis of given information.	☐	☐	☐	☐	☐
6.	I like to contribute in class discussions by putting forth my views.	☐	☐	☐	☐	☐
7.	I ask questions in the classroom if I donot understand anything.	☐	☐	☐	☐	☐
8.	I search additional online information to complete the assigned academic task.	☐	☐	☐	☐	☐
9.	I prefer working with my classmates to complete the assignments.	☐	☐	☐	☐	☐
10.	I like to discuss ideas from my readings with teachers outside of class.	☐	☐	☐	☐	☐
11.	I prepare for exams by discussing the reading material with other students.	☐	☐	☐	☐	☐
12.	I discuss the work plan for project/assignments with my teachers, outside of classroom.	☐	☐	☐	☐	☐
13.	I discuss my academic performance in different subjects with my teachers.	☐	☐	☐	☐	☐
14.	I talk about my career plans with my teachers.	☐	☐	☐	☐	☐
15.	I ask teachers for help when I struggle with studies.	☐	☐	☐	☐	☐
16.	Teachers give prompt feedback on my queries.	☐	☐	☐	☐	☐
17.	I use technology to gather and communicate information.	☐	☐	☐	☐	☐
18.	I do conversations with students of different ethnicity than my own.	☐	☐	☐	☐	☐
19.	I become acquainted with students having different interests from me.	☐	☐	☐	☐	☐
20.	I include diverse perspectives while writing assignments.	☐	☐	☐	☐	☐
21.	Teachers provide remedial classes to help students succeed academically.	☐	☐	☐	☐	☐
22.	University provides support services like recreation, healthcare, counselling etc. for the overall well being of students.	☐	☐	☐	☐	☐
23.	I have the strong support of my friends to succeed in the intitution.	☐	☐	☐	☐	☐
24.	University organizes events that address the diversity issues on the campus.	☐	☐	☐	☐	☐

SOCIO-CULTURAL ADAPTATION SCALE (SCAS-R) –By Wilson, J. (2013)

Instructions: Living in a different culture often involves learning new skills and behaviours. Thinking about life in [India], please rate your competence at each the following behaviours (1 = Not at all competent; 5 = Extremely competent).

S.No.	Statements	1				5
1.	Building and maintaining relationships.	☐	☐	☐	☐	☐
2.	Managing my academic/work responsibilities.	☐	☐	☐	☐	☐
3.	Interacting at social events.	☐	☐	☐	☐	☐
4.	Maintaining my hobbies and interests	☐	☐	☐	☐	☐
5.	Adapting to the noise level in my neighbourhood.	☐	☐	☐	☐	☐
6.	Accurately interpreting and responding to other people's gestures and facial expressions.	☐	☐	☐	☐	☐
7.	Working effectively with other students/work colleagues.	☐	☐	☐	☐	☐
8.	Obtaining community services I require.	☐	☐	☐	☐	☐
9.	Adapting to the population density.	☐	☐	☐	☐	☐
10.	Understanding and speaking [*host language*].	☐	☐	☐	☐	☐
11.	Varying the rate of my speaking in a culturally appropriate manner.	☐	☐	☐	☐	☐
12.	Gaining feedback from other students/work colleagues to help improve my performance.	☐	☐	☐	☐	☐
13.	Accurately interpreting and responding to other people's emotions.	☐	☐	☐	☐	☐
14.	Attending or participating in community activities.	☐	☐	☐	☐	☐
15.	Finding my way around	☐	☐	☐	☐	☐
16.	Interacting with members of the opposite sex.	☐	☐	☐	☐	☐
17.	Expressing my ideas to other students/work colleagues in a culturally appropriate manner.	☐	☐	☐	☐	☐
18.	Dealing with the bureaucracy.	☐	☐	☐	☐	☐
19.	Adapting to the pace of life.	☐	☐	☐	☐	☐
20.	Reading and writing [*host language*].	☐	☐	☐	☐	☐
21.	Changing my behaviour to suit social norms, rules, attitudes, beliefs, and customs.	☐	☐	☐	☐	☐

OPEN-ENDED QUESTIONNAIRE ON CHALLENGES FACED BY INTERNATIONAL STUDENTS

1.   What attracted you to join this particular university in India?

2.   What were your expectations for this institution before joining? Did you find any gap between the expectations before joining the institution and perception of services/facilities within university? If yes, then please elaborate your point.

3.   What things/facilities you most like in this university?

4.   What things you don't like in this university?

5.   Did you face any visa-related challenges? If yes please elaborate.

6.   What issues may be considered challenging in fulfilling arrival and departure formalities?

7.   Did you face any challenges related with personal adjustment (Regarding food, accommodation, weather, language etc). If yes, please mention.

8.   What issues do you consider as most challenging to international students in their social adjustment here?

9.   What kinds of academic culture differences you see in India from your country? Whether these differences are positive or negative in your opinion?

10. What are the most pressing academic challenges faced by the international students in your institution?

11. Any other challenges you would like to mention……..

12. What kinds of strategies (facilities/ programs) your institution is currently implementing to make your stay satisfying? Is there anything that needs betterment?

13. What support do you expect from this university? What do service providers need to know to help international students?

14. In your opinion, what must be done by Indian Universities to attract more international students in India?

15. What are your suggestions for Indian universities to make the stay of international students satisfying here?

16. Do you think that these changes likely to improve the enrollment of International students within Indian universities?

Information Leaflet and Consent of Focus Group Participant

Dear International students,

You are being invited to participate in a research study. Thank you for taking time to read this information leaflet.

Objectives of Study: The purpose of the study is to explore the opinion/ experiences of international students about the institutional quality (e.g. academic culture, teaching–learning activities, accommodation etc.). The broad aim of the proposed research is to explore the challenges faced by international students in Indian universities.

Why only you: You are invited to participate in this research as you are international student studying in this university. Your participation is entirely voluntary. This focus group will be audio recorded to facilitate analysis. Your opinions/ thoughts are most welcome. The recording will be used for transcription purpose only and the information received will only be used for research purpose. Confidentiality will be maintained for this information.

How this information will be used: All the information obtained from each member of this group will be combined together and will be used in understanding the challenges faced by international students in Indian universities. The anonymised version of data will be used for analysis. The information obtained from this focus group discussion will be used as a part of my research study in writing my thesis, presenting papers in conferences and submitting papers for publication. Anonymous quotes (without mentioning names of participants)may be used for writing research papers. However, no any person will be identifiable in any publication.

If you are willing to take part in focus group discussion, please sign the consent.

CONSENT

I give my consent for participation in focus group discussion. I understand that the information will be audio-recorded and will be used solely for research purpose.

Participant's Name: _____
Nationality:_____ Gender: Male/ Female
University/Institution:_____
Program _____Year of study: I/ II/III/ IV/V
Contact Email: _____
Contact no._____
Date: _____
Participant's Signature: _____