

LIFE SATISFACTION OF FOREIGN AND OTHER STATE STUDENTS(FOSS) AT SACRED HEART COLLEGE (Autonomous)

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ABSTRACT

This study examines the life satisfaction of foreign and other state students at Sacred Heart College (Autonomous), focusing on the various factors influencing their adaptation and well-being. The research investigates how cultural adaptation, academic support, social integration, and other challenges affect their overall life satisfaction. A descriptive research design was employed, using a structured questionnaire to gather data from 29 students. The study reveals significant insights into the experiences of foreign and out-of-state students, including challenges such as language barriers, cultural differences, and social isolation. Based on the findings, the study offers recommendations to improve student support systems, enhance academic integration, and foster a more inclusive campus environment, ultimately aiming to improve life satisfaction for these students.

Keywords: Life Satisfaction, Foreign Students, State Students, Cultural Adaptation, Academic Support, Social Integration, Challenges.

INTRODUCTION

College life is a significant life of personal growth and academic development. However, for students who migrate from foreign countries or different states, adapting to the new environment can bring opportunities and challenges. Life satisfaction, which refers to how content and fulfilled individuals feel in their daily lives, is influenced by various factors such as cultural adjustment, social relationships, academic pressure, and personal well-being.

This research aims to explore the life satisfaction of foreign and out-of-state students in college. It will examine the factors that affect their happiness, including support systems, financial stability, academic experiences, and overall adaptation to a new environment. By understanding these aspects,

the study hopes to identify ways to improve the well-being of these students, ensuring they have a positive and fulfilling college experience.

SIGNIFICANCE OF THE STUDY

This research on the life satisfaction of foreign and out-of-state students in college is important for several reasons such as - Understanding Student Well-Being by exploring the factors that influence life satisfaction, this study will help identify the key challenges and positive experiences that shape the overall well-being of these students. The findings can help colleges and universities develop better support services, such as counseling, academic assistance, and social integration programs, to enhance the experience of non-local students. Since foreign and out-of-state students often face cultural and social adaptation challenges, this study can provide insights into how institutions can promote inclusivity and help students feel more at home. Student satisfaction is closely linked to academic success and retention rates. Understanding the factors affecting life satisfaction can help colleges improve student engagement and reduce dropout rates.

The research can serve as a valuable resource for future foreign and out-of-state students, giving them insights into potential challenges and ways to navigate their college journey successfully. Overall, this study aims to contribute to a more supportive and fulfilling college experience for students from diverse backgrounds.

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REVIEW OF LITERATURE

INTERNATIONAL STUDIES

Lulan, W et al (2020) conducted a research study on “Life satisfaction of international students: intercultural sensitivity and knowledge sharing attitude as determinants”. The participants in the present study were 300 international students showed that 162 are male and the remaining 138 are female students. Intercultural Sensitivity Scale, Knowledge Sharing Attitude scale and Satisfaction with Life Scale (SWLS) were used to collect data for the study. The finding shows that there is no influence on life satisfaction with the knowledge sharing but it's influenced by intercultural sensitivity

Richard, B., & Kwan-Soo, S. (2022) Conducted a study on “Determinants of Working International Students' Life Satisfaction: The Mediating Role of Sense of Belonging”. The participants were in the study 361 undergraduate students. Satisfaction with Life Scale (SWLS) and The Student Adaption to College Questionnaire (SACQ) were used to collect the data. The findings shows that life satisfaction could be predicted by social support, academic achievement, and adjustment. The results also indicated that social support significantly mediated the effect of loneliness on life satisfaction.

Zhou, R., & Zeng, X. (2021) conducted the study on the topic “Cross-cultural Adaptability of International Students in China”. The participants in the study were 65. Ward's Sociocultural Adaptation Scale and Zung-style self-rating depression scale were used to collect the data. The research findings show that the students adapt to the culture by cooperation and experience, and engaging with other students actively. As per the education the teachers use the common language that is English.

Fong, J. (2020) conducted the research on “An evaluation of an education abroad program on the intercultural learning and cross-cultural adaptability skills of university undergraduates”. The participants in the study were six. The data were collected through observation and semi structured interviews. The research finding show that students are open to adapt cross culture and being flexible and open to the opinions which help them to bounce back both personally and emotionally.

Hua, J et al (2019) conducted a study on “Examinations of the role of individual adaptability in cross-cultural adjustment”. Two studies were conducted in the particular research and the sample size were 156 and 312 international students. I ADAPT scale, Vancouver Index of Acculturation Inventory (host cultural identification), big five inventory and cross-cultural inventory tools were used to collect data. The finding shows that there is a positive correlation between adaptability and academic, general and interactional adjustment.

Arkatova, O. G et al (2015) conducted research on “Enhancing adaptability of foreign students. The participant in the study were 215 international students”. The data were collected through interviews. The finding of the study shows that Results of the study enabled the authors to discover the correlation of these components of adaptation readiness of foreign students. Meanwhile, the authors come to a conclusion about the importance of compliance with the systemic and moderately principles in managing the socio-cultural adaptation of foreign students.

Cho, H. J et al (2021) conducted research on “International students' self-determined motivation, beliefs about classroom assessment, learning strategies, and academic adjustment in higher education”. The participants in the study were 321 Asian undergraduate students. Situational Motivation Scale (SIMS), Beliefs about Assessment Scale and Motivated Strategies for Learning Questionnaire (MSLQ) Were used to collect

the data. The finding shows that the international students get easily adapted in their academics because they have prone to self-regulated studying furthermore, the study can serve as a basis for future research examining the relationship between international students' motivational beliefs and other important learning behaviours

NATIONAL STUDIES

Sam, D. L. (2001) conducted a study on "Satisfaction with life among international students". The participants in the study were 304 international students of which 159 were males and 145 were females at the University of Bergen in Norway. A 12-page structured questionnaire were used to collect the data for the present study. According to the research, finding shows that majority of the international students are satisfied with their lives and the outcome factor in this study is said to be on more positive aspects of adaptation.

Zhou, J., & Cole, D. (2017) conducted a study on "Comparing international and American students: Involvement in college life and overall satisfaction". This study compares 191 international and 409 American students' involvement in college life which includes 409 American students from 79 institutions, including 255 females, 25 Asian Americans, 22 African Americans, 19 Latino/as, 327 white, and 16 of another ethnicities. According to this study, the longitudinal surveys used was the Freshmen Survey (TFS) and College Senior Survey (CSS) to collect data. The result shows that, compared with American students, international students had more frequent negative and positive cross-racial interactions, felt lonely more frequently and attended more selective institutions.

Jamaludin, N. L et al (2018) conducted the study on "The influence of perceived discrimination, orientation to mainstream culture and life satisfaction on destination loyalty intentions: the case of international students". The participants in the study were

sample of 489, short-term (174) and long-term (315) international students completed an online survey. Destination loyalty intention scale, Perceived discrimination scale, Orientation to mainstream culture scale, Life satisfaction scale were used to collect the data. The result finding shows that the negative relationship between perceived discrimination and destination loyalty intention and It was also found that there is the direct effect of life satisfaction on destination loyalty intention was extremely low and which is insignificant.

Methodology

AIM OF THE STUDY

To study and examine the life satisfaction of foreign and other state students.

OBJECTIVES

- To find out the well-being of the foreign students (international students).
- To analyze their satisfaction with factors of cultural adaptation, academic adaptation, food adaptability, and socio-linguistic factors.
- To identify the challenges faced by foreign students and measure the impacts due to the challenges.
- To provide measures to overcome the challenges.

RESEARCH DESIGN

The research design for the topic on life satisfaction of foreign and other state students is descriptive design. Descriptive research is appropriate for this study and it aims to provide a clear and detailed understanding of the experiences, challenges, and factors influencing the overall well-being of these students. The findings from this descriptive study will help educational institutions develop better strategies to support foreign students, ensuring a more inclusive and positive learning environment.

UNIVERSE OF THE STUDY

The study focussed on foreign and other state students at Sacred Heart College (autonomous). The data was collected among 29 students of which 51.7% were male and 48.3% were female students.

TOOLS FOR DATA COLLECTION

The primary tool for data collection was a structured questionnaire, the questionnaire was

TABLE 01

Independent sample T test between the Nationality of the respondent and psychological integration

	Nationality of the respondent	N	Mean	Std. Deviation	Statistical inference
psychological integration of the respondent	Indian	17	6.65	1.169	T = -1.712 P=0.701 P> 0.05
	Foreign	11	7.45	1.293	
					Not Significant

divided into sections to collect information on demographic data, social integration, academic support, hostel experience, psychological integration, cultural integration and overall satisfaction.

The above table states that there is no significant difference between the nationality of the respondent and the psychological integration of the foreign and other state students. The above table states that there is no significant difference between the gender of the respondent and the cultural integration of the respondent.

Null hypothesis(H0): There is no significant difference between the nationality and psychological integration of the migrant students of the college and also the continuing table shows that there is no significant difference between the gender and cultural integration of the foreign and other state students.

Research hypothesis(H1): There is a significant difference between the nationality and psychological integration of the migrant students of the college and also the next table shows that there is no significant difference between the gender of the respondent and cultural integration of the foreign and other state students.

Result : Since $p > 0.05$. There is no significant difference between the nationality and psychological integration of the migrant students and the following table shows that there is no significant difference between the gender of the respondents and the cultural integration of the foreign and other state students. Thus, the null hypothesis is accepted and research hypothesis is rejected.

	Gender of the respondent	N	Mean	Std. Deviation	Statistical inference
cultural integration of the respondent	Male	15	7.07	1.100	T= 0.454 P=0.152 P> 0.05 Not significant
	Female	13	6.85	1.463	

TABLE 02

One way Analysis among the family income level and academic support of the respondents

	Sum of Squares	df	Mean Square	F	Statistical inference
Between Groups	3.124	3	1.041	.119	F= 0.119 P=0.948 P> 0.05 Not Significant
Within Groups	210.733	24	8.781		
Total	213.857	27			

From the above table, it is evident that, there is significant association among the gender of the respondents and the hostel experience of the respondents.

Null hypothesis(H0): There is significant association among the gender of the respondents and the hostel experience of the respondents.

Research hypothesis(H1): There is a significant association among association among the gender of the respondents and the hostel experience of the respondents.

Result : Since $p < 0.05$. There is association among the gender of the respondents and the hostel experience of the respondents. Thus, the null hypothesis is accepted and research hypothesis is rejected.

One way analysis among the gender of the respondent and hostel experience of the respondents

	Sum of Squares	df	Mean Square	F	Statistical inference
Between Groups	62.251	1	62.251	10.800	F =10.800 P =0.003
Within Groups	149.856	26	5.764		P< 0.05 Significant
Total	212.107	27			

From the above table, it is evident that, there is significant association among the gender of the respondents and the hostel experience of the respondents.

Null hypothesis(H0): There is significant among association among the gender of the respondents and the hostel experience of the respondents.

Research hypothesis(H1): There is a significant association among association among the gender of the respondents and the hostel experience of the respondents.

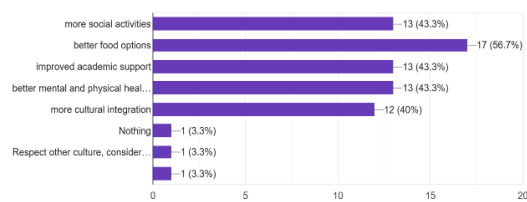
Result: Since $p < 0.05$. There is association among the gender of the respondents and the hostel experience of the respondents. Thus, the null hypothesis is accepted and research hypothesis is rejected.

CHALLENGES

The data states that foreign and other state students faces more challenges in their daily life which includes language barrier, bullying, discrimination based on nationality and racism, ignorance and the data confirms that the language barrier as main challenge faced by many students.

FINDINGS

30.what factors would improve your overall satisfaction with the college and hostel life?
30 responses



As per the data given, the need for better food leads by 56.7% (17) which is followed by the psychological integration, improved academic support and more social activities with 43.3% (13) and then by more cultural integration with 40% (12).

SUGGESTION

Examining the data collected from the respondents of sacred heart college, the researcher suggest that it would be better if foreign and other state students are made to involve in more cultural activities which makes a great impact on social integration and improves psychological well being of the students. This can also improve their life satisfaction when migrated to other state or country. On the whole, every factors play a major role in improving the life satisfaction of the foreign and other state students.

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