



Effects of demographic factors on international students' Cross-cultural adaptation

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Abstract

Telangana has become a state with a harmonious blend of ethnic diversity and lifestyle as a result of effective socio-cultural integration. Cultural understanding is the basis for maintaining respective inter-ethnic relations among the country's multi-ethnic groups. However, international students may find cross-cultural difficulties when faced with a mono-cultural or unusual cultural environment at Osmania University. Therefore, the purpose of the present study is to study cross-cultural adaptation among international students studying and living in Hyderabad. The current study's significant findings are the effects of demographic variables on international students' cross-cultural adjustments. The statistical tools used in this study are descriptive analyses to determine the demographic distribution in the given sample. The T-test is applied to determine the mean difference between the variables of a group variable and the test variable. The one-way analysis of variance (ANOVA) test is used to determine the mean-variance among categorical groups, and it is discovered that gender, education qualification, home country, course duration, and English language fluency all have highly significant effects on cross-cultural adjustments, whereas staying in the host country has no effect. The mean scores of all factors in cross-cultural adjustments prove that approachability towards faculty is difficult and that individual shopping and working conditions are good. The implications for the usefulness of intercultural relations are also highlighted and discussed.

Keywords: Cross-cultural adjustments, international students, osmania university, multiethnic groups

Introduction

The educational sector has generated large amounts of revenue and employment, especially in emerging economies, and has significantly contributed to the country's socioeconomic development. Education industry players include schools, colleges, universities, private institutions, vocational training, special instruction, and other education-related services. The demand for better and higher education is the reason behind increasing student mobility from one country to another. Through the international exchange, hospitality, and other services, student enrollment in international higher education institutions has increased intercultural exposure and contributed to the nation's socioeconomic development. Failure to think twice about making a fundamental social transformation results in frustration, disarray, or other mental inconveniences that may have an impact on the international projects' objective achievement.

The present study is focused on students from various countries who are enrolled at Osmania University for undergrad, postgrad, M.Phil. and Ph.D. courses. Osmania University was founded in 1918 and is the oldest university in India, the third oldest in south India, and the first university to be established in Hyderabad. It has established itself as one of the country's best colleges and universities. In 2012, it was given the coveted title of "University with Potential for Excellence." Through expansion, inclusion, and excellence, it exemplifies the national agenda for higher education's access, equity, and quality goals.

All international students are welcome here, and we hope that they will become global citizens and serve as

international ambassadors, bringing with them knowledge and wisdom from both an ancient civilization and a young, modern state. These students will become cultural ambassadors and representatives of Hyderabad and India in their home countries.

To start, overseas students are crucial to every nation's "higher education" system for both academic stature and economic gain. As a result, it has been discovered, for instance, that students who attend an academic institution with many international students show far more enthusiasm in their studies (Calleja, 2000) ^[2] international students are typically diligent workers (Thummula *et al.*, 2019) ^[24]. Many international students who have come from international countries to Osmania University are keen on learning various courses. International students are more motivated to learn the subject, which increases their competitiveness with other students from around the world (Knyazeva *et al.*, 2016 ^[15]; Ramasamy *et al.*, 2021).

Review of Literature

Using Ward and Kennedy's (1999) ^[26] model of sociocultural adjustment, researchers discovered that the experiences of overseas students frequently reflected distinct psychological and sociocultural factors. They have contextualized the numerous perspectives held by students, relied on student opinions, and offered guidance to university administrators and employees (Choudhary *et al.*, 2021) ^[5]. With the intention of enhancing experiences, expanding support services, and guaranteeing the prosperity of this community. To the best of our knowledge, this study is the first to evaluate a substantial collection of reflection

essay narratives to comprehend the cross-cultural interactions that international students have both inside and outside of the classroom.

The cultural intelligence looks like among international students and suggested ways to make it easier for international students to adjust to life in Malaysia. A structural equation model and an examination of the study's objectives were carried out using Smart-PLS. The study evaluates cultural intelligence using a framework for various loci of intelligence that includes motivational, mental, and behavioral abilities (Feleen *et al.*, 2021^[11, 12]; David *et al.*,). Cultural intelligence was found to be positively correlated with the outcomes of "openness to experience" personality traits, mainstream social connectedness, cultural exposure, and cross-cultural training (Hong, 2021)^[13].

Campos investigates the dimension of a novel measure of the adjustment of international students." An eight-factor structure that was trustworthy and had favorable psychometric properties was found in confirmatory factor studies. A descriptive analysis reveals that international students are fairly adapted in several different areas. The findings demonstrate criterion-related validity by demonstrating strong correlations between students' adjustment and social contact, connection, and the host. A theoretically based scale that measures the adjustment of international students in a variety of ways is presented in this study (Srivastava *et al.*, 2022^[21]; David *et al.*, 2022)^[8, 9]. Counselors and support services in higher education can use it to track and prevent adjustment issues for international students (Campos *et al.*, 2022)^[3].

The purpose of Sarwari&Wahabstudy was to assess how interactions between Malaysian students of various nationalities influence the internationalization of higher education. The study's findings supported the beneficial contribution of international students to the globalization of higher education and the rise in international students (Datrika *et al* 2022)^[7]. By allowing students to interact with peers from a variety of ethnic backgrounds, this article's findings may encourage students to improve their academic performance while also maximizing the value of international students for colleges (Sarwari&Wahab, 2016)^[20].

Yang indicate that international students primarily imagined their potential selves in the "vocational, educational, intra-personal, and interpersonal domains," and that they reported having configurations of those potential selves that were more balanced than matched. In the intra-personal dimensions, balanced possible selves were associated with greater emotional well-being in the educational setting (Ramasamy *et al.*,). They were linked to more frequent challenges in society and culture. The findings demonstrated that international students' potential selves reflect not only their career goals and academic interests, but also their intercultural interactions with various ethnic groups in Canada's multicultural society. In addition, they discuss the significance of having balanced possible selves for

encouraging international students to pursue international education and facilitating successful cross-cultural travel (Parne *et al.*, Yang, 2013)^[16, 27].

Nowadays, a significant number of international students arrive in their host nation and are exposed to a variety of local values and cultures. As a result, the issues that IIUM's international undergraduate and graduate students face upon arrival in Malaysia were the subject of this study. The survey methodology of this study, which is a type of quantitative research design, utilized a questionnaire as the research instrument. Students who were at least 21 years old were surveyed as part of this study. The U-curve model, which depicts each stage of adaptation that each student goes through, served as the foundation for this study, which was based on the theory of cross-cultural adaptation. The findings demonstrated that the cultural stages of euphoria, culture shock, and adjustment all had positive relationships with the cultural stage of adaptation. All the hypotheses were supported, and all relationships were found to be positive and significant, using the cross-cultural adaptation theory as a guide (Jamal & Wok 2020)^[14].

The discovery of Constantinides and Wan that academic circumstances frequently caused international students stress. According to the authors, the academic experiences of international students frequently resulted in high levels of stress (Feleen *et al.*, 2021)^[11, 12]. There were high academic demands and frequently brief instructor-student interactions, and the hypothetical and societal support systems offered to overseas learning students were not necessarily as relevant or accessible to graduate students (Constantinides, 1992; Ramasamy *et al.*, Wan *et al.*, 1992)^[6, 25].

Antwi and Ziyati believed that communication-based techniques were at work when students moved out of their home countries and cultures. The findings revealed several obstacles that made it difficult to communicate and comprehend across-cultures. Among these obstacles and impediments were strong feelings of loneliness, isolation, and irritation. According to Chen (1996), international students may not have had the opportunity to make new friends because of their rigorous academic schedules and language barriers (Antwi& Ziyati,1993^[1]; Chen & Kerstetter, 1999)^[4].

Research Gap

The cross-cultural adjustments of "international students" in Western countries have been the subject of numerous previous works. Only a small number of studies focus exclusively on psychological factors, and even fewer focus on cultural alterations. Research on how international students' demographics influence cross-cultural adaptations is lacking. At Telangana, Osmania University, there has not yet been a study of international students' orientations toward cross-cultural adjustments and experiences. Therefore, the author conducts the study.

Conceptual model of the Study

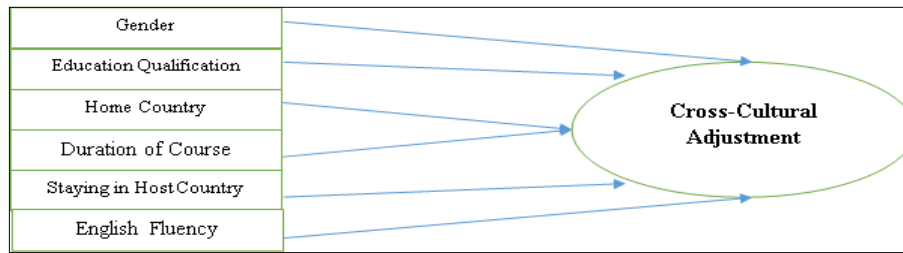


Fig 1: Conceptual Model

Objectives of the Study

1. To identify the impact of demographic ‘variables’ on cross cultural adjustment of international students at Hyderabad.
2. To asses and evaluate the cross-cultural adjustment of international students at Hyderabad.

Hypotheses of the Study

H₀₁: There is no significant mean difference between the gender and cross-cultural adjustments of the international students.

H₀₂: There is no significant mean difference between the education qualification and cross-cultural adjustments of the international students.

H₀₃: ‘There is no significant mean difference’ between the home countryand cross-cultural adjustments of the international students.

H₀₄: There is no significant mean difference between the durationand cross-cultural adjustments of the international students.

H₀₅: There is no significant mean difference between the staying in host countryand cross-cultural adjustments of the international students.

H₀₆: There is no significant mean difference between the Englishfluencyand cross-cultural adjustments of the international students.

Scope of the Study

The present study aims to analyze the experiences of international students from fifteen countries who were studying at Osmania University.

Research Methodology

The research methodology used for the current research analysis is covered in the present study. It provides a summary of the strategy, population, sample, sampling method, statistical tools used; the research methodology used for the current research analysis is as follows:

It provides a summary of the strategy, population, sample, sampling method, statistical tools used, data-gathering procedures, and statistical techniques for data analysis.

1. Type of the Study

An empirical study is adapted for the present study. The observed facts are analyzed and interpreted.

2. Research Design of the Study

The study's dependent and independent variables are gender, education, home country, duration of the course, staying in the host country, and English language fluency as well as cross-cultural adjustments to determine which factors influence the international student's adjustments. The data collected from international students at Osmania University taking a variety of courses. The above literature review served as the basis for the creation of the structured "questionnaire."

3. Population

The total population of the study is a total number of international students who are pursuing various diplomas, degrees, post-graduate, M. Phil, and Ph.D. courses at Osmania University, Telanagna.

4. Sample Design

From the 368 international students who were contacted through a Google form, 120 respondents responded; however, only 104 responses are usable for further data analyses. Detailed demographics are shown in Table 4.0.

5. Data Collection

Methods for gathering primary and secondary data serve as the foundation for this study. Data is gathered using a structured questionnaire, which is the most common method. The secondary data collection method is applied for analysis, on the other hand, is data gathered from newspaper articles, websites, and journal articles (David *et al.*, 2019; Sudhakar *et al.*, 2017) ^[23].

6. Tools used for the study

In order to collect data, the questionnaire was given to the "international students." The variables that were related to the aforementioned factors were evaluated using a 5-point Likert scale. Even though it is technically not an ordinal scale, a Likert-type scale has the advantage of being used as an interval scale (Srivel *et al.*, 2018) ^[22].

7. Statistical Techniques

In order to determine the mean-variance between the variables, the present study utilized percentage analysis/descriptive analysis, an independent sample T-test, and Anova.

Data Analysis

Percentage Analysis of internationalstudents' demographic variables

Table 1: Demographic Profile of the International Students

Demographic Profile	Frequency	Percent	Cumulative Percent
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Gender	Male	69	62.2	62.2
	Female	42	37.8	100.0
Education	UG	18	16.2	16.2
	PG	54	48.6	64.9
	M.Phil	3	2.7	67.6
	PhD	33	29.7	97.3
	Others	3	2.7	100.0
Home Country	India	6	5.4	5.4
	Syria	9	8.1	13.5
	Palestine	3	2.7	16.2
	Afghanistan	49	44.1	60.4
	Botswana	3	2.7	63.1
	Somalia	9	8.1	71.2
	Sudan	3	2.7	73.9
	Ivory Coast	3	2.7	76.6
	Djibouti	3	2.7	79.3
	Iran	3	2.7	82.0
	Uzbekistan	3	2.7	84.7
	Bangladesh	3	2.7	87.4
	Yemen	3	2.7	90.1
	Ethiopia	3	2.7	92.8
	CÃte d'Ivoire	3	2.7	95.5
Others	5	4.5	100.0	
Duration	Less than 2 years	66	59.5	59.5
	2-4 yrs	27	24.3	83.8
	4-5 yrs	9	8.1	91.9
	More than 5 yrs	9	8.1	100.0
Staying in Host Country	Last 6 months	51	45.9	45.9
	6 months -1 year	26	23.4	69.4
	1-3 years	19	17.1	86.5
	3-5 years	9	8.1	94.6
	More than 5 years	6	5.4	100.0
English Fluency	Good	87	78.4	78.4
	Moderate	21	18.9	97.3
	Bad	3	2.7	100.0

The majority of respondents are male (62.2%), pursuing post-graduation (48.6%), the majority of students are from Afghanistan (44.1%), the majority of them are pursuing courses of less than 2 years' duration (59.5%), have been in the host country for less than 6 months (45.9%), and the highest percentage of international students have good

fluency in English (78.4%).

1. Results of Hypotheses

H₀₁: There is no significant mean difference between the gender and cross-cultural adjustments of the international students.

Table 2: The result of independent sample T-Test between gender and cross-cultural adjustment

Independent Samples Test										
	Levene's Test for Equality of Variances			T-test for Equality of Means						
	F	Sig.	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cross-CultureFactor	Equal variances assumed	.053	.818	-1.398	109	.165	-.21545	.15413	-.52092	.09002
	Equal variances not assumed			-1.404	87.892	.164	-.21545	.15348	-.52046	.08956

A T-test was executed to discover the significant mean difference between the two variables. Only two groups (gender, male and female) were identified for the independent sample T-Test compared with the cross-cultural adjustments of international students at Osmania University, Hyderabad. The T-test was applied to determine the mean difference between the variables of a group variable and the test variable. The test variable chosen is the cross-cultural adjustment factor, and gender was chosen as a group variable with only two groups. The independent sample T-test confirms that there is a statistically significant

difference (P-value = 0.000), which is less than 0.050 with a T-value of -1.398, so the alternative hypothesis (H₀₁) can be accepted, indicating that there is a difference in opinions between male and female respondents regarding cross-cultural adjustments of international students at Osmania University, Hyderabad.

H₀₂: There is no significant mean difference between the education qualification and cross-cultural adjustments of the international students.

Table 3: Result of ANOVA between Education and Cross-Cultural Adjustment

	'Sum of Squares'	df	'Mean Square'	'F'	'Sig.'
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'Between Groups'	9.976	4	2.494	4.493	.002
'Within Groups'	58.837	106	.555		
Total	68.813	110			

One-way ANOVA tests consisted of finding mean variances among categorical variables for three or more groups. To perform a one-way ANOVA, cross-cultural adjustments were included in the dependent list, and the educational qualifications of the respondents were included in the factor list. The Analysis of Variance results show that there is a 'significant difference' (P value = 0.002), which is less than 0.050 with an F value of 4.493. Therefore, we reject the null hypothesis (H₀₂) that there is a significant difference in cross-cultural adjustments between different educational groups.

The result of Duncan Table 4.4 categorized the educational qualifications of the respondents into one group. Therefore, there is a difference of opinion among the respondent's educational qualification group, as its significance is 1.000.

Table 4: Duncan test for the education variables on Cross-Cultural Adjustment

Duncan ^{a,b}			
Education	N	Subset for alpha = 0.05	
		1	2
M.Phil	03	2.2500	
Others	03		3.3750
PG	54		3.3819
UG	18		3.4167
PhD	33		3.8636
Sig.		1.000	.289

The means for homogeneous subset groups are shown.
 a. Employs a Sample Size with a Harmonic Mean of 6.485.
 b. There is inequity in group sizes. The group sizes' harmonic mean is used. Levels of Type I errors cannot be guaranteed.

H₀₃: There is no significant mean difference between the Home Country and cross-cultural adjustments of the international students

Table 5: The Result of ANOVA between Home Country and Cross-Cultural Adjustment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.760	15	1.451	2.929	0.001
Within Groups	47.053	95	.495		
Total	68.813	110			

One-way ANOVA tests consisted of finding mean variances among categorical variables for three or more groups. To perform a one-way ANOVA, cross-cultural adjustment was selected in the dependent list, and the home country of the international students was included in the study factor list. The ANOVA results show a significant difference (P value = 0.001) of less than 0.050 with an F value of 2.929. Therefore, we accept the alternative hypothesis and reject the null hypothesis (H₀₃) that identifies differences in international students' home country groups and the impact of cross-cultural adjustments.

Table 6: Duncan test for the Home Country variables on Cross-Cultural Adjustment

Duncan ^{a,b}							
Home Country	N	'Subset for alpha = 0.05'					
		1	2	3	4	5	6
Others	5	2.6000					
Syria	9	3.0417					
Botswana	3	3.1250					
Somalia	9	3.2500					
Sudan	3		3.2500				
Palestine	3		3.3750				
Ivory Coast	3		3.3750				
Côte d'Ivoire	3		3.3750				
Afghanistan	49			3.4694			
Iran	3			3.6250			
India	6				3.6875		
Uzbekistan	3				3.8750	3.8750	
Ethiopia	3					4.3750	
Djibouti	3						4.5000
Bangladesh	3						4.6250
Yemen	3						4.7500
Sig.		.081	.185	.069	.066	.054	.061

"Means are displayed for groups in homogeneous subsets."
 a. "Applies Harmonic Mean Sample Size = 3.742"
 b. "The size of the groups is uneven." The group sizes' harmonic mean is used. Levels of Type I errors are not guaranteed.

The group of international students' home countries was divided into six groups based on the results of Duncan Table 4.6: the first group had a mean value of 3.004, the second group had a mean value of 3.343, the third group had a mean value of 3.547, the fourth group had a mean value of

3.781, the fifth group had a mean value of 4.125, and the sixth group had a mean value of 4.625. The cross-cultural adaptations are better when the mean value is higher. As a result, there is disagreement within the group of selected international students' home countries.

H₀₄: There is no significant mean difference between the Duration and cross-cultural adjustments of the international students.

Table 7: The Result of ANOVA between Duration of Course and Cross-Cultural Adjustment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.811	3	2.604	4.567	.005
Within Groups	61.002	107	.570		
Total	68.813	110			

One Way ANOVA tests consisted of finding mean variances among categorical variables for three or more groups. To perform a way ANOVA, cross-cultural adjustment was selected in the dependent list, and the duration of the course of the international student was incorporated in the study factor list. The ANOVA results show a significant difference (P value = 0.005) of less than 0.050 with an F-value of 4.567. As a result, we accept the alternative hypothesis and reject the null hypothesis (H₀₄), which identifies a significant difference in course duration for international students in Hyderabad.

Table 8: Duncan test for the Duration of Course variables on Cross-Cultural Adjustment

Duncan ^{a,b}				
Duration	N	'Subset for alpha = 0.05'		
		1	2	3
More than 5 yrs	9	3.0833		
Less than 2 years	66	3.3864		
2-4 yrs	27		3.6806	
4-5 yrs	9			4.2083
Sig.		.281	.295	.062
The means for homogeneous subset groups are shown. a. Employs 14.577 as the Harmonic Mean Sample Size. b. There is inequity in group sizes. The group sizes' harmonic mean is used. Levels of Type I errors cannot be guaranteed.				

The result of Duncan Table 4.8 categorized the duration of the courses into four groups, the first group is more than 5 years (mean value = 3.083), the second group is less than 2 years (mean value = 3.3864), the third group is 2-4 years (mean value = 3.680), the fourth group is 4-5 years (mean value = 4.208), normally higher the mean value represents that better cross-cultural adjustments of international students. Therefore, there is a significant difference of cross-cultural adjustments with the duration of the course among international students.

H₀₅: There is no significant mean difference between the Staying in Host Country and Cross-Cultural Adjustment of the international student.

Table 9: The Result of ANOVA between Stay at Host Country and Cross-Cultural Adjustment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.211	4	1.053	1.728	.149
Within Groups	64.601	106	.609		
Total	68.813	110			

One-way ANOVA tests consisted of finding mean variance same on categorical variables for three or more groups. In the top-form one-way ANOVA, cross-cultural adjustment was

selected in the dependent list, and the duration of the course for the international student was incorporated in the study factor list. The Analysis of Variance results show that there is no 'significant difference' (P value = .149), and the F value is greater than 0.050 (1.728). Therefore, the accept-null hypothesis (H₀₅), identifies that there is no significant difference due to staying in the host country and making cross-cultural adjustments in Hyderabad.

Table 10: Duncan test for the Stay at Host Country and Cross-Cultural Adjustment

Duncan ^{a,b}		
Staying in host country	N	Subset for alpha = 0.05
		1
3-5 years	09	3.0694
last 6 months	51	3.3897
more than 5 years	06	3.5417
6 months -1 year	26	3.6923
1-3 years	19	3.7237
Sig.		.059
The means for homogeneous subset groups are shown. a. Uses 12.871 as the Harmonic Mean Sample Size b. There is inequity in group sizes. The group sizes' harmonic mean is used. Levels of Type I errors cannot be guaranteed.		

The result of Duncan Table 4.10 is that the stay in the host country of the foreign country students is categorized into five groups: the first group is more than 3-5 years (mean value = 3.069), the second group is last six months (mean value = 3.389), the third group is more than 5 years (mean value = 3.541), the fourth group is six months to one year (mean value = 3.692), and the fifth group is 1-3 years (mean value = 3.723). A normally higher mean value represents better cross-cultural adjustment among international students. Therefore, there is a significant difference in cross-cultural adjustments with the presence of international students.

H₀₆: There is no significant mean difference between the English Fluency and cross-cultural adjustments of the international students.

Table 11: The Result of ANOVA between English Fluency and Cross-Cultural Adjustment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.069	2	4.034	7.173	.001
Within Groups	60.744	108	.562		
Total	68.812	110			

For three or more groups, ANOVA tests required finding mean variances among categorical variables. Cross-cultural adjustment was chosen as the dependent variable in a one-way ANOVA, and the study factor list included the English language proficiency of international students. With an F value of 7.173, which is less than 0.050, the ANOVA results indicate that there is a significant difference (P value = .001). Therefore, reject the null hypothesis (H₀₆), which asserts that international Hyderabad students' English language proficiency is significant.

Table 12: Duncan test for the English Fluency on Cross-Cultural Adjustment

Duncan ^{a,b}		
English Fluency	N	Subset for alpha = 0.05

		1	2
Bad	03	2.0000	
Good	87		3.4914
Moderate	21		3.7500
Sig.		1.000	.502
"Means for groups in homogeneous subsets are displayed". a. "Uses Harmonic Mean Sample Size = 7.644". b. "The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed".			

According to the results of Duncan table 4.12, international students' English fluency is classified into three groups: "bad" (mean value = 2.0000), "good" (mean value = 3.4914), and "moderate" (mean value = 3.7500). Normally, a higher mean value represents better cross-cultural adjustment for international students. Therefore, there is a significant difference in cross-cultural adjustments for fluency in the English language.

Table 13: Mean Score of Cross-Cultural Adjustment Variables of International Students

Cross-Cultural Adjustment Variables	Mean Score	Rank
Faculty are Very Cooperative	3.29	6
Faculty are Approachable	3.18	8
Physical and Mental Health good at new environment	3.64	3
Able to Maintain Interpersonal Relationships	3.48	4
Accustomed with local culture	3.24	7
Accommodation and living environment good	3.37	5
Able to do Shopping individually	4.08	1
Living Conditions are good	3.67	2

The mean score is given in Table 4.13. The results of the mean score of cross-cultural adjustments of international students in Hyderabad show that international students are very adaptable and comfortable doing their own shopping without fear or inhibitions. Living conditions are also highly adjustable. There is no stress and a healthy environment, due to which they can be fit physically and mentally. Whereas international students found it difficult to adjust to the faculty's approachability and cooperation due to time constraints, they also found it difficult to adapt to local culture.

1. Findings of the Study

The majority of respondents are men (62.2%), 48.6% of them are pursuing post-graduation, 44.1 percent are from Afghanistan, 59.5 percent are taking courses that last less than two years, 45.9% have been in the host country for less than six months, and the highest percentage of international students speaks fluent English (78.4%).

(H₀₁) The hypothesis indicates that there is a difference in opinions among the male and female respondents towards cross-cultural adjustments for international students at Osmania University, Hyderabad.

(H₀₂) demonstrated that different educational groups and cross-cultural adjustments have a significant impact on international students at Osmania University, Hyderabad.

(H₀₃) The hypothesis demonstrated that international students' home-country groups and cross-cultural adjustments have a significant impact.

(H₀₄) The hypothesis demonstrated that there is a significant difference due to the course duration and cross-cultural adjustments of international students in Hyderabad.

(H₀₅), The hypothesis proved that there is no significant difference due to staying in the host country and 'cross-cultural adjustments' in Hyderabad.

(H₀₆), The hypothesis proved that there is a "significant difference in English language fluency and cross-cultural adjustments among international students at Hyderabad".

The results of the Mean Score of Cross-Cultural Adjustments of International Students in Hyderabad show that international students are very adaptable and comfortable doing their own shopping without fear or inhibitions. Living conditions are also highly adjustable. There is no stress and a healthy environment, due to which they can be fit physically and mentally. Whereas international students found it difficult to adjust to the faculty's approachability and cooperation due to time constraints, they also found it difficult to adapt to local culture.

Conclusion

This paper will provide summary of the demographic characteristics of international students and the 'cross-cultural adjustments' of international students. These international students' experiences and adjustments to the culture, approachability, and mingling with faculty, as well as their sociability, are measured with the help of demographics at Osmania University. According to the study, cultural adjustment and cooperation with local students is difficult, but they have the best individual adjustment with Hyderabad people.

Suggestions

- After international students have been admitted, the university must provide counseling services to them.
- The university must conduct a diagnostic test to identify the quick learners and slow learners, and then bridge the gap through special classes.
- International students can be provided with weekly interaction sessions with their respective faculty members.
- They must become accustomed to the culture by participating in cultural activities.

Limitations and Scope for the Future Research

In the aftermath of the pandemic, a significant number of them are enrolling in online courses, making data collection a significant challenge. The unwillingness of undergraduates to voice their opinions is yet another limitation. Longitudinal studies of international students are possible. The study does not consider the effects of self-efficacy or other social and psychological factors because it is solely concerned with the demographics of "international students" and how they affect cross-cultural communication. Post-pandemic difficulties can be evaluated in terms of their adaptability. We can also conduct the analysis only with students from nations.

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