



Cultural shock among migrated students

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Abstract

'culture shock' may have originated in the academic literature it very quickly took root in the popular imagination. The popular media has been full of references to culture shock for 50 years. The cultural shock can be defined as anxious about the new environment, stress, coping, hopelessness and behaviour changes. In the world education has more important. Parents and children for education purpose travel their native place to another place. The present research is focusing on students are traveling from their natives to other cities for education. The students face different difficulties. At most was cultural shock. In the present research around 60 students from universities participated. The focused group discussion conducted to collect the information about the cultural shock. The results shows that students were facing the cultural shock and due to that they are not able to focus on the education, their physical and psychological health. This study gives the enlighten to help the students to overcome from this issue.

Key words: Cultural shock, Students, Education

Introduction

culture shock is a disorientating experience of suddenly finding that the perspectives, behaviours and experience of an individual or group, or whole society are not shared by others. However, it is also agreed that it is a ubiquitous and a normal stage in any acculturative adaptive process that all 'travellers' experience. Going to 'strange places' and losing the power of any communication can disrupt self-identity, world views and indeed all systems of acting, feeling and thinking. There are long lists of the symptoms of culture shock that include cognitive, emotional, physiological and other reactions. Some researchers have attempted to specify personal

factors that seem to predict who and how much individuals suffer from culture shock like openness, neuroticism, language proficiency and tolerance for contradiction (Spencer-Rodgers, Williams, & Peng, 2010). There are many rich personal accounts and helpful advice procedures for people to develop better 'emotional resilience' to move between cultures (Abarbanel, 2009; Azeez et al., 2004; Barrett, 2009; Bourne, 2009; Green, 2006). This includes what people in educational and work environments can and should do to lessen the experience of culture shock (Guy & Patton, 1996). Culture shock has been studied in many groups including tourists (Court & King, 1979); students (Gaw, 2000; Sayers & Franklin, 2008, Willis, 2009; Xiaoqiong, 2008) and working people (Guy & Patton, 1996). The costs of expatriate failure have encouraged researchers to try and understand causes, as well as reduce the amount of culture shock that results (Pires, Stanton, & Ostenfeld, 2006). Some researchers have developed and tested simple models to try to predict who suffers most from culture shock (Kaye & Taylor, 1997). Shupe (2007) proposed a model to understand international student conflict.

Holliday (1994: 29) argues that the typical teacher in the context of expatriate teaching will be in touch with several cultures. One would be that of the teacher himself, another would be the culture of the target language and the third that of the students. The culture of the academic discipline also would have to be taken into account here. In order to be effective in their teaching it is imperative for teachers to take into account all of these cultures and how they influence the attitude and style of their students. It is important for them to work with the cultures they encounter rather than trying to impose upon the students their own cultures. Teachers should be aware that there is a diversity of culture even if the nationality of their students is homogenous. This is the case even if the teacher's nationality is the same as that of his/her students. This brings us to the fact that teachers also carry their own cultural baggage. Kramsch acknowledges that learning a second language necessarily involves learning about the cultures associated with it. Nevertheless, it does not mean that students ought to assimilate all that the other culture offers or represents. She feels that there must be a 'border zone' between the target culture and the local culture. This enables both teachers as well as learners to meaningfully interact with each other in a cultural context. Thus we see that the researchers mentioned above are of the opinion that the importance of the official teaching curriculum is not as important as the emphasis that must be given to the concern for culture. Byram (1997: 1) opines that in order to develop familiarity with any culture one should actually live within that culture for a considerable amount of time. Being a tourist constitutes looking at the culture from the outside, rather than being a sojourner, wherein one is actually an active

participant in the functioning of the community. (Barro et al, 1998: 83). According to Byram inter-cultural communicative competence is a conglomeration of these components: knowledge, attitude, skills of interpretation and comparison, and skills of discovery and interaction (p. 307). These attributes are essentially those which are inherent and can be developed without the intervention of an educational institution, Byram feels that they should be taught in a classroom setting.

The rational of the study was students will have certain goal. To complete that they will struggle and come from different places. This research will know the perspective of students regards to cultural shock.

Methods

The objectives of the research was to study the cultural shock of migrated students.

The purposive sampling method used to collect information about cultural shock. The focused group discussion used to collect data. 60 students participated in the study. Age group of 21 to 24 years of students. The students are from different cities from India and studying Bangalore. The researcher visited to different colleges and got permission. Researcher explained the importance of the study. The participants participated in the study in their own choice.

The 4 focused group discussion conducted, in each group 15 students were there. The discussion has been recorded after the consent of the participants. The semi structure interview has been given. Probes for the discussion has been given. Each discussion average duration of 85 minutes to 90 minutes. The recording has been converted to verbatim and based on the discussion themes has derived.

Results and discussion.

The collected data has been used to derive the themes. The main themes of the study is as follows:

1. Stress
2. Interpersonal Relationship
3. Language
4. Feeling alone
5. Academics

In the first group 25% of the students reported about the interpersonal relationship. In the second group 35% students reported about the same. In the third and fourth group reported 42% respectively. In the four group

also expressed high percentage of stress. It is range between 55% to 68%. In the first group 34% reported language issues, 43%, 62% and 23% by the other three groups respectively. In the first group expressed feeling alone about 34% and 67%, 32%, 20% by respective groups. In the fourth group expressed 65% academic issues but other 3 groups expressed less issues.

Conclusions:

In the above results shows that migrated students are facing cultural shock. They need intervention to cope with these cultural shocks.

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