

Торайғыров университеті
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университет

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

Педагогикалық сериясы
1997 жылдан бастап шығады



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

Педагогическая серия
Издается с 1997 года

ISSN 2710-2661

№ 3 (2020)

Павлодар

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPYU00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

Бас редакторы – главный редактор

Бегентаев М. М.

д.э.н., профессор

Заместитель главного редактора

Ответственный секретарь

Пфейфер Н. Э., *д.п.н., профессор*

Нургалиева М. Е., *PhD доктор*

Редакция алқасы – Редакционная коллегия

Абибуллаева А.,

д.п.н., профессор

Бурдина Е. И.,

д.п.н., профессор

Жумагаева Е.,

д.п.н., профессор

Фоминых Н. Ю.,

д.п.н., профессор (Россия)

Снопкова Е. И.,

к.п.н., профессор (Белоруссия)

Мирза Н. В.,

д.п.н., профессор

Донцов А. С.,

доктор PhD

Шокубаева З. Ж.,

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Торайгыров университета» обязательна

K. B. Mukatayeva

Toraighyrov University,
Republic of Kazakhstan, Pavlodar

**INTERNATIONALISATION: PROBLEMS OF ADAPTATION
OF FOREIGN STUDENTS AND POSSIBLE
WAYS OF THEIR SOLUTION**

The issue of international students in higher education is considered highly important in many countries. The current article considers the influences on the intercultural adaptations of international students at a host university during study abroad. It presents detailed results of a small-scale research project undertaken as a part of the course aimed at assisting students to manage educational research both more efficiently and effectively. This work was purposed to find out international students problems of 'settling in' in the foreign university and identify some aspects that influence this process. The research finds out a deeper understanding of the specific problems international students face when they arrive, and what kind of support international students can obtain from the foreign university and evaluate the effectiveness of the support provided by the host university. The article will examine both contextual and political aspects and will make some suggestions and recommendations into the context of the host university.

Keywords: international students, study abroad, internationalisation, higher education, foreign university, intercultural adaptation.

Introduction

This work is designed to provide a detailed outline of a small-scale research project undertaken as a part of the course aimed at assisting students to manage educational research both more efficiently and effectively. The seven-week group project was carried out by a group of six students from different countries such as: Kazakhstan, Mexico, the UK, Japan and China.

The general rationale for choosing this topic is underpinned by the fact that studying abroad is an expanding trend in education (Hunley 2010). It would be both interesting and useful to gain a deeper understanding of the specific problems

international students face when they arrive, and what kind of support international students can obtain from the foreign university and evaluate the effectiveness of the support provided by the host university. These issues motivated to investigate these problems.

Materials and methods

Investigating the influences on the intercultural adaptations of international students at a host university was the main aim of the project. This project was purposed to find out international students problems of 'settling in' in the foreign university and identify some aspects that influence this process. The research aims to find out international students main concerns by analysing data collected from questionnaires. The research will examine both contextual and political aspects and will make some suggestions and recommendations into the context of the foreign university.

As the research is small-scale study, it is important to restrict the investigation to three main research questions. In this way it is easier to closely focus on the research area, handle the data and structure the project (Blaxter et al. 2006). The research is thus guided by the following three questions:

- 1 What factors help or hinder international students in feeling settled?
- 2 Do international students' personal attributes (gender, age) affect the ease in which they settle into the host University?
- 3 Do international students' find it easy to interact with other students' regardless of their nationalities?

Moreover, it was decided to add one more hypothesis by giving some recommendations or suggestions to improve international students' experience. These are based on answers to an open question. With regard to open questions, it is possible to find out most of the international students' main concerns and thus offer some solutions to their problems.

After searching the literature in journals and internet sources, it was revealed that the issue of international students is considered highly important in many countries. Consequently, many aspects of the topic area have been studied by researchers. However, research similar to this project, has not been carried out: the vast majority of studies in this field tend to be connected to the analysis of studying abroad.

There are many studies regarding international students' experiences: one particular study conducted by Brown and Holloway (2008) is an ethnographic study related to adjustment journey of international students. Some studies found out that, indeed, many students experience stress. Hunley (2010), for example, examined the impact of psychological stress and loneliness and how students' generally function while studying abroad. For many international students that journey can

lead to different kinds of experiences, Schweisfurth and Gu (2009) investigated the process of adaptation to new environments, the process of cultural assimilation, and how university environment can encourage intercultural interaction, especially for international students. Another interesting research was conducted by Trice (2003) the research was focused on faculty members' points of view towards international students, examining the challenges faced by faculty members and the benefits of interacting with international students' arrival. Overall, with the expansion of numbers of international students studying abroad, the number of studies related to this topic is also increasing.

Choosing an appropriate method is a fundamental issue. The choice between qualitative and quantitative research depends on suitability in answering particular research questions (Bryman 1992). However, it was decided that the best method to adopt for this project was quantitative, as it is 'a powerful research form' (Cohen et al. 2007: 501).

As it was mentioned above, the international students were the research participants and the sampling was done in that specific population category. Cohen et al. (2007) refer to two methods of sampling. The first is probability (random) sampling; the second is non-probability (purposive) sampling. In the research non-probability sampling was used (Cohen et al. 2007), as the questionnaire was only for international students'. Bell (1999) states that using questionnaires does not mean only quantitative approach, as it may contain qualitative features. This study's questionnaire contained an open-ended question for it is possible to mention that the research collected both quantitative and qualitative data. While working on research, it is accepted that researchers express beliefs and values, which shows philosophical importance relating to ontology, epistemology and human nature (Sikes 2006). The research purpose was to find out which factors mostly help or hinder international students in feeling settled at the foreign university.

Data for this project was collected during study term. The group decided to design a questionnaire, as it is one of the most general methods for data collection (Clough and Nutbrown 2007). It allows gathering information 'with little or no personal interaction' (Clough and Nutbrown 2007:144). While designing the questionnaire the main elements were considered, that shows important areas of interest, such as 'ethical issues, approaching with the planning it, operationalising the questionnaire, types of questionnaire items, avoiding pitfalls in question writing, sequencing the questions, the layout of the questionnaire, covering letter, piloting and processing questionnaire data' (Cohen et al. 2007).

The questionnaire design was not as easy as it seemed: it took time to make it brief in order not to take too long for filling it in, to make it clear and readable to the respondents. The research questionnaire consisted of four parts. First section

consists of general information about an international student; second part includes information about international students' life in foreign university. The third section is presented in the form of the 5 point Likert scale. It contains 31 items. Respondents were asked to respond to statements by making one of five possible choices: strongly agree, agree, disagree, strongly disagree, and not relevant. The last part presents an open-ended question in order to obtain some suggestions to the foreign university for the improvement of international students' lives. In total, there were forty five questions in the questionnaire.

After finishing the questionnaire design the next step was piloting in order to test how long it takes recipients to fill in, to check that all questions and instructions are clear (Bell 1999). In the process of piloting some technical mistakes were found out and completion time was known. A draft version of the questionnaire was initially piloted on a small sample of international students at the host University, as the questionnaires were going to be contributed only to international students. The questions were revised on the basis of the results from this pilot study and the comments of the students who participated in it. After some amendments, it was ready for the main distribution.

In the research there were ethical issues encountered and there was need to take into consideration ethical problems which can occur during the project. According to Walford (2005) ethical issues, anonymity and confidentiality of participants should be standard ethical activity in educational research. Furthermore, he highlights that ethical issues in quantitative research is accepted norm, where the number of respondents are large. The most well-known is issue of anonymity. It is believed that anonymity is straightforward in that the names of the participants are not revealed (Walford 2005). The research questionnaire did not have a question regarding name of respondents and so guaranteed anonymity. Before handing out the questionnaire, the purpose of the questionnaire was explained and the ethical issues such as confidentiality and anonymity were explained to the participants. After a period of two weeks, a total of 78 responses were received: the response rate was 88 %.

Data analysis is a challenging activity (Bassey 1999). However, there are a number of software programmes to help with statistical analysis, in this project all the work on the computer was carried out by means of Excel programme, as nobody in the group had experience of using statistical software. There is, however, a problem with using statistical packages as researchers might be overwhelmed as software is able to produce variety of possibilities for data analysis (Denscombe 2003). Presenting the data can sometimes be a daunting task. It is believed that the more varieties are available, the more the researcher can get confused and spend time on thinking what is more suitable for the project.

The group started from editing data into Excel programme, every member of the group filled data that was taken from the participants individually, and then all data were put together. The general information and Likert scale part of the questionnaire contained quantitative information, whereas last open-ended question provided qualitative one. ‘The use of statistics can give researchers additional credibility in terms of the interpretations they make and the confidence they have in the findings’ (Denscombe 2003: 251).

Therefore, to assess key findings the group moved more towards to universal criteria by describing the frequencies and looking for connections between different data categories. Afterwards, frequencies of each option in the questions were calculated, which then were transformed into percentages. It goes without saying that findings of a research should be presented in clear, not complicated, visual forms. Therefore, the results were presented in bar charts, which indicated some important factors.

Results and discussions

After a thorough analysis of questionnaire responses, the following findings were concluded. The project used response samples of 78 international students from different continents of the world (see Figure 1.). Of these 78 participants, 83.3 % were female and 17 % were male. All the participants were aged between 21 and 63.

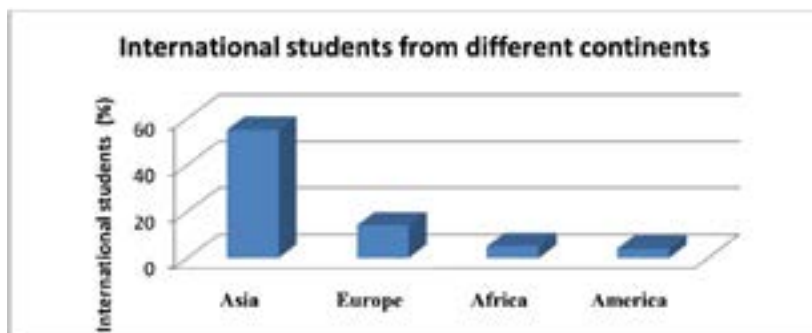


Figure 1 – International students from different continents

It is widely-known that international students face challenges while the period of adaptation to a new environment and also it takes time to familiarize with new academic system. Therefore, after analyzing the students' responses, concerning factors which help or hinder to settle before coming and since joining the foreign university, the following factors such as language, communication skills, making friends, and socializing were indicated as the most important factors. It was find

out that all students were concerned about the above mentioned factors before coming and joining the foreign university.

There are, however, still concerns related to their study and especially, use of English language for academic purposes. Thus, the majority of students mentioned providing academic support as a recommendation. For instance, it was expected that the concerns related to communication skills will reduce after arrival, but students' concern related to communication skills almost in the same level as before arrival, 50 % of respondents indicated concerns before arrival, and 48 % of respondents are still have concerns, the difference is only 2 %.

The next finding was that international students aged from 21 to 39 are showed higher percentage of settlement than international students aged over 40 years old. However, in most cases personal attributes do not affect the process of settlement. Most international students regardless of age and nationality tend to feel settled.

It was interesting to know the group of people with whom international students can interact more easily. Figure 2 presents the results. International students at the host University feel that can make friends with people all over the world, mostly their friends are other international students or students from their home country. It can be explained by the fact that some international students socializing and living with people from their own country or with familiar cultural backgrounds, it can limit the extent of their contact with other groups. The percentage of making friends with the local students was the same as making friends with tutors.

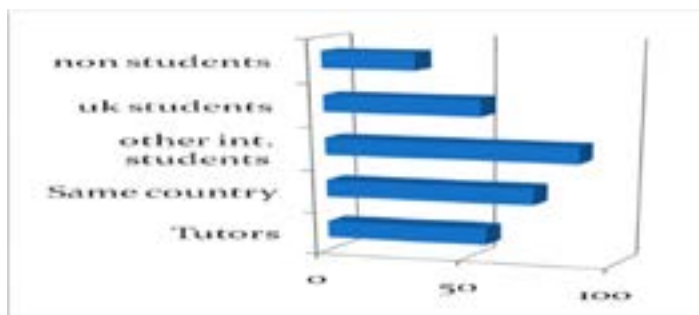


Figure 2 – Groups with whom international students' make friends easily

To conclude, the results of the research indicate that the host University environment is full of possibilities. It is set within a multicultural society. The university gives support both for international students' personal and academic adjustment. The majority of respondents feel settled and confident about the life in

a new place. However, there are limiting factors as well. 45 out of 78 questionnaires, approximately 57.6% of participants, gave some suggestions for future improvement of the host University work, by answering to an open question.

Mostly PhD students answered the open-ended questions, as they have some concerns that they would like to be known by the foreign staff. Some of them were interested in the topic of the research as it was related to their research field. Even if our findings were positive, some accounts need to be taken as recommendations by international students. They call for an improvement in the support provided to international students at the foreign university.

Some international students self-select into groups consisting mainly of students from their own or similar countries, and in classes tutors do not pay attention to this factor. This was one of the recommendations from international students, namely: to mix international students with local students in group works and discussions.

From the international students' point of view at the University, there are limited opportunities to interact with other students outside the university. The improvement of social interaction is the second recommendation, as it is believed that social life might help diminish loneliness and thoughts of home country. Other recommendations are related to religious matters, student support services, computer facilities and getting free printing credits, providing common room and eating places at the host university. The vast majority of students mentioned academic support as a priority. It includes arranging more English classes, proof reading services and more information about content of the course.

Conclusion

This work has investigated international students' feelings about settlement at the host university. 'All international students coming to foreign university for the first time experience a period of transition' (Schweisfurth and Gu 2009: 471). It is now possible to state that the research results provide support for the questions posed at the beginning of the project.

It is important to mention that in this small-scale project there were some problems and limitations. It was impossible to find all concerns that international students have, because the majority of respondents did not give an answer to an open-question. The first and basic reason might be because the distribution of the questionnaire was held face to face, definitely, there are other ways of distribution like, online and using some software. Possibly, by using one of those ways might help the research data collection and its analysis conduct this project in a more productive way. However, with small-scale research with a small sample size, caution must be applied, as the findings might not be transferrable to another university. It may be possible to say, that these findings have important implications for further developing the issue of international students concerns and needs. In future investigations,

it might be possible to use a different research approaches and large number of international students' participation in which interesting new results might be found. Further studies on the current topic are therefore recommended.

References

1 **Bassey, M.**, Case Study Research in Educational Settings. – Buckingham : Open University Press, 1999.

2 **Bell, J.** Doing Your Research Project : A Guide for First-Time Researchers in Education and Social Science 3rd ed., Buckingham : Open University Press, 1999.

3 **Blaxter, L., Hughes, C. and Tight, M.** How to Research 3rd ed., Milton Keynes : Open University Press, 2006.

4 **Brown, L. and Holloway, I.** 'The Adjustment Journey of International Students at an English University' Journal of Research in International Education. – 2008. – 7(2). – P. 232–249.

5 **Bryman, A.**, Quantity and Quality in Social Research. – London : Routledge, 1992.

6 **Clough, P. and Nutbrown, C.** A Student's Guide to Methodology : Justifying Enquiry 2nd ed. – London : Sage, 2007.

7 **Cohen, L., Manion, L. and Morrison, K.** Research Methods in Education 6th ed. – London : Routledge, 2007.

8 **Denscombe, M.** The Good Research Guide: For Small-Scale Research Projects 2nd ed., Maidenhead : Open University Press, 2003.

9 **Edwards, A.** 'Responsible Research : ways of being a researcher', British Educational Research Journal. – 2002. – 28(2). – P. 157–168.

10 **Hunley, H. A.** 'Students' functioning while studying abroad: The impact of psychological distress and loneliness', International Journal of Intercultural Relations. – 2010. – 34. – P. 386–392.

11 **Schweisfurth, M. and Gu, Q.** 'Exploring the experiences of international students in UK higher education: possibilities and limits of interculturality in university life', Intercultural Education. – 2009. – 20(5). – P. 463–473.

12 **Sikes, P.** 'On dodgy ground? Problematics and ethics in educational research', International Journal of Research and Methods in Education. – 2006. – 29(1). – P. 105–117.

13 **Walford, G.** 'Research ethical guidelines and anonymity'. International Journal of Research and Methods in Education. – 2005. – 28(1). – P. 83–93.

Material received on 30.09.20.

К. Б. Мукатаева

Интернационализация: шетел студенттерінің бейімделу мәселелері және оларды шешу жолдары

Торайғыров университеті,
Қазақстан Республикасы, Павлодар қ.
Материал 30.09.20 баспаға түсті.

К. Б. Мукатаева

Интернационализация: проблемы адаптации иностранных студентов и возможные пути их решения

Торайғыров университет,
Республика Казахстан, г. Павлодар.
Материал поступил в редакцию 30.09.20.

Шетелдік студенттерді жоғары оқу орындарына тарту мәселесі көптеген елдерде өте маңызды болып саналады. Осы мақалада шетел студенттерінің шетелдерде оқу кезінде қабылдаушы ЖОО-ға мәдениаралық бейімделуіне әсері қарастырылады. Білім беру зерттеулерін тиімді және нәтижелі басқаруда студенттерге көмек көрсетуге бағытталған курс шеңберінде қабылданған аз ауқымды зерттеу жобасының егжей-тегжейлі нәтижелері көрсетілген. Бұл жұмыс студенттердің шетел университетіне бейімделу мәселелерін анықтауға және осы үдеріске әсер ететін кейбір аспектілерді анықтауға бағытталған. Мақала шетелдік студенттердің келген кезде кездесетін нақты мәселелерін және шетелдік студенттердің шетелдік университеттен қандай қолдау ала алатындығын және қабылдаушы университет ұсынатын көмектің тиімділігін бағалауды тереңірек түсінуге мүмкіндік береді. Контекстуалды және саяси аспектілер қарастырылады, сондай-ақ қабылдаушы университет контекстінде кейбір ұсыныстар жасалады.

Кілтіті сөздер: халықаралық студенттер, шетелде білім алу, интернационализация, жоғары білім, шетелдік университет, мәдениетаралық бейімделу.

Проблема привлечения иностранных студентов в высшие учебные заведения считается очень важной во многих странах. В настоящей статье рассматривается влияние на межкультурную адаптацию иностранных студентов в принимающем вузе во время обучения за рубежом. В нем представлены детальные результаты

маломасштабного исследовательского проекта, предпринятого в рамках курса, направленного на оказание помощи студентам в более эффективном и результативном управлении образовательными исследованиями. Данная работа была направлена на выявление проблем адаптации иностранных студентов в иностранный университет и выявление некоторых аспектов, влияющих на этот процесс. Работа позволяет глубже понять конкретные проблемы, с которыми сталкиваются иностранные студенты по прибытии, и какую поддержку иностранные студенты могут получить от зарубежного университета, а также оценить эффективность поддержки, предоставляемой принимающим университетом. В статье будут рассмотрены как контекстуальные, так и политические аспекты, а также будут сделаны некоторые предложения и рекомендации в контексте принимающего университета.

Ключевые слова: иностранные студенты, обучение за рубежом, интернационализация, высшее образование, зарубежный университет, межкультурная адаптация.

Теруге 30.09.2020 ж. жіберілді. Басуға 19.10.2020 ж. қол қойылды.

Электронды баспа

2,66 Мб RAM

Шартты баспа табағы 36,5.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исакова

Корректорлар: А. Р. Омарова

Тапсырыс № 3701

Сдано в набор 30.09.2020 г. Подписано в печать 19.10.2020 г.

Электронное издание

2,66 Мб RAM

Усл.п.л. 36,5. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исакова

Корректор: А. Р. Омарова

Заказ № 3701

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.vestnik.tou.edu.kz