

**ALIENATION, ADJUSTMENT AND ACADEMIC ACHIEVEMENT
AMONG NON-RESIDENT STUDENTS PURSUING HIGHER
EDUCATION IN MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

VANLALHLUZUALA SAILO

MZU REGISTRATION NO: 1800693

Ph.D. REGISTRATION NO: MZU/Ph.D./2163 of 05.08.2022



**DEPARTMENT OF EDUCATION
INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(An Affiliated Institute of Mizoram University)**

SCHOOL OF EDUCATION

FEBRUARY, 2026

**ALIENATION, ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG
NON-RESIDENT STUDENTS PURSUING HIGHER EDUCATION IN
MIZORAM**

By

VANLALHLUZUALA SAILO

Department of Education

DR. DONNA LALNUNFELI

Supervisor

Submitted

**In partial fulfillment of the requirement of the degree of Doctor of
Philosophy in Education, Mizoram University, Aizawl**



INSTITUTE OF ADVANCED STUDIES IN EDUCATION

Republic Veng, Aizawl, Mizoram-796005

Department of Education (IAS)

Dr. Donna Lalnunfeli

Associate Professor

Email: donna19feb@yahoo.com

Post Box No.46

Phone (O): 8794002542

Mobile: 9862306910

CERTIFICATE

This is to certify that Mr. Vanlalthluzuala Sailo has worked on the thesis entitled “Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram” under my guidance and supervision for Doctor of Philosophy degree in Education, School of Education, Mizoram University. In preparing the thesis, he has fulfilled all criteria prescribed by the UGC Regulation, 2018 (Minimum Standards and Procedures Governing Ph.D. Regulations). He has fulfilled the mandatory publication and seminar presentation (enclosed). This dissertation is the original work of the scholar and has not been submitted for any degree to any other University.

Place: Aizawl

(DR. DONNA LALNUNFELI)

Dated: 23rd February, 2026

Supervisor

DECLARATION

Mizoram University

February, 2026

I, Vanlalhluzuala Sailo, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

(VANLALHLUZUALA SAILO)

Candidate

(DR. DONNA LALNUNFELD)

Supervisor

(Prof. LALBIAKDIKI HNAMTE)

Head

(DR. VANLALTANPUII)

Principal

ACKNOWLEDGEMENT

I would like to begin by expressing my deepest and heartfelt gratitude to Almighty God, whose grace, wisdom and unfailing guidance have sustained me throughout the entire process of this research. His blessings have been my source of strength, clarity and perseverance, especially during moments of difficulty and uncertainty.

I extend my profound appreciation to my supervisor, whose dedicated mentorship has been instrumental in shaping this work. Her insightful suggestions, patient guidance and continuous encouragement have helped me refine my ideas and maintain a clear direction throughout my research journey. I am truly grateful for the time, effort and commitment she invested in helping me bring this study to its present form. My heartfelt thanks go to my parents, whose unwavering love, constant prayers and tremendous support have been my foundation.

Furthermore, I express my deep appreciation to the non-resident students pursuing higher education in Mizoram who participated in this study. Their willingness to share their time, experiences and perspectives was invaluable. Without their cooperation, openness and trust, this research would not have been possible. The Institute of Advanced Studies in Education (IASE) and the Department of Education at Mizoram University have provided me with valuable human and material resources, which I am also grateful for. Finally, I wish to thank my friends who supported me in both direct and indirect ways throughout this journey. Each contribution, no matter how big or small, has played a meaningful role in helping me reach this milestone.

VANLALHLUZUALA SAILO

CONTENTS

	PRELIMINARY SECTION	PAGE NO.
	Certificate	i
	Declaration	ii
	Acknowledgement	iii
	Table of contents	iv-xiv
	List of tables	xv-xix
	List of figures	xx-xxii
CHAPTER - I	CONCEPTUAL FRAMEWORK	
1.1	Introduction	1-2
1.1.1	Concept of Alienation	2-4
1.1.1.1	Definitions of Alienation	5-6
1.1.1.2	Theoretical Perspectives on Alienation	6
1.1.1.3	Karl Marx's Theory of Alienation	6-8
1.1.1.4	Melvin Seeman's Dimensions of Alienation	8-10
1.1.1.5	Sarah J. Mann's Perspectives on Student Alienation	10-12
1.1.1.6	Implications of The Alienation Theories for the Present Study	12-13
1.1.2	Concept of Adjustment	13-14
1.1.2.1	Definitions of Adjustment	14-15
1.1.2.2	Characteristics of a Well-Adjusted Person	16-18
1.1.2.3	Adjustment Mechanism	18-19

1.1.2.4	Adjustment Models Related to Non-Resident Students	19
1.1.2.5	Oberg's Culture Shock Model	19-21
1.1.2.6	Ward and Kennedy's Socio-Cultural Model	21-23
1.1.2.7	Implications of the Adjustment Models for the Present Study	23-24
1.1.3	Academic Achievement	24-25
1.1.3.1	Definitions of Academic Achievement	26
1.1.3.2	Academic Achievement and Non-Resident Students	27-28
1.1.4	Higher Education in India	28-30
1.1.5	Higher Education in Mizoram	30-32
1.2	Rationale of the Study	32-34
1.3	Statement of the Problem	35-36
1.4	Operational Definition of the Terms Used	35-36
1.5	Research Questions	36-37
1.6	Research Objectives	37-38
1.7	Research Hypotheses of the Study	38-39
1.8	Null Hypotheses of the Study	39-41
CHAPTER - II	REVIEW OF RELATED LITERATURE	
2.1	Introduction	42-43
2.2	Studies Conducted on Alienation	43-50
2.3	Studies Conducted on Adjustment	50-60

2.4	Studies Conducted on Academic Achievement	60-66
2.5	Studies Conducted on Problems and Challenges	66-73
2.6	Overview of Related Literature	73-78
2.7	Research Gap	78-79

CHAPTER - III METHODOLOGY AND PROCEDURE

3.1	Method of the Study	80-81
3.2	Population of the Study	85
3.3	Sample of the Study	85-86
3.4	Tools Used for Data Collection	87-91
3.4.1	Alienation Scale for Non-Resident Students (2024)	87
3.4.2	Adjustment Inventory for College Students (AICS) by Dr. A.K.P Sinha and Dr. R.P. Singh (1968)	88-90
3.4.3	Academic Achievement	90
3.4.4	Focus Group Discussion	90-91
3.5	Procedure of Data Collection	91
3.6	Statistical Techniques Used	91-95

CHAPTER - IV ANALYSIS AND INTERPRETATION OF DATA

4.1	To construct and standardize an alienation scale for non-resident students	98
4.1.1	Selection of items	98

4.1.2	Content validity	98-99
4.1.3	Try out	99-100
4.1.4	Item discrimination	100
4.1.5	Establishment of reliability	100-101
4.1.6	Establishment of validity	101
4.1.7	Scoring procedure	101-102
4.1.8	Norms and interpretation of alienation scale for non-resident students	102
4.2	To find out the level of alienation of non-resident students pursuing higher education in Mizoram	103
4.3	To compare alienation between male and female non-resident students pursuing higher education in Mizoram	105
4.3.1	Comparison by test of significance	106
4.4	To compare alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	107
4.4.1	Comparison by One Way ANOVA	109
4.5	To compare alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	112
4.5.1	Comparison by One Way ANOVA	113

4.6	To examine the level of adjustment of non-resident students pursuing higher education in Mizoram	115
4.7	To compare adjustment between male and female non-resident students pursuing higher education in Mizoram	118
4.7.1	Comparison by test of significance	119
4.8	To compare adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	121
4.8.1	Comparison by One Way ANOVA	123
4.9	To compare adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	125
4.9.1	Comparison by One Way ANOVA	127
4.10	To examine the level of academic achievement of non-resident students pursuing higher education in Mizoram	128
4.11	To compare academic achievement between male and female non-resident students pursuing higher education in Mizoram	131
4.11.1	Comparison by test of significance	132

4.12	To compare academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	134
4.12.1	Comparison by One Way ANOVA	136
4.13	To compare academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	138
4.13.1	Comparison by One Way ANOVA	139
4.14	To find out the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram	142
4.15	To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram	145
4.16	To find out the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram	147
4.17	To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram	149

4.18	To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram	151
4.19	To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram	154
4.20	To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram	156-164
4.21	To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram	164-174
4.22	To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram	174-181
CHAPTER - V MAJOR FINDINGS, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES		
5.1	Major Findings and Discussions	182-210
5.1.1	Findings with regards to Objective No. 1: Construction and Standardization of Alienation Scale for Non-Resident Students	182

5.1.2	Findings with regards to Objective No. 2: Level of alienation among non-resident students	183-184
5.1.3	Findings with regards to Objective No. 3: Comparison of alienation between male and female non-resident students	184-185
5.1.4	Findings with regards to Objective No. 4: Comparison of alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	185-186
5.1.5	Findings with regards to Objective No. 5: Comparison of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	186-187
5.1.6	Findings with regards to Objective No. 6: Level of adjustment of non-resident students	187-188
5.1.7	Findings with regards to Objective No. 7: Comparison of adjustment between male and female non-resident students	189-190
5.1.8	Findings with regards to Objective No.8: Comparison of adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	190-191

5.1.9	Findings with regards to Objective No. 9: Comparison of adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	191-192
5.1.10	Findings with regards to Objective No. 10: Level of academic achievement of non-resident students	192-193
5.1.11	Findings with regards to Objective No. 11: Comparison of academic achievement between male and female non-resident students	193-194
5.1.12	Findings with regards to Objective No. 12: Comparison of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	194-195
5.1.13	Findings with regards to Objective No. 13: Comparison of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	195-196
5.1.14	Findings with regards to Objective No. 14: Relationship between alienation and adjustment of non-resident students	196-197

5.1.15	Findings with regards to Objective No. 15: Relationship between adjustment and academic achievement of non-resident students	198-199
5.1.16	Findings with regards to Objective No. 16: Relationship between alienation and academic achievement of non-resident students	199-200
5.1.17	Findings with regards to Objective No. 17: Prediction on the contribution of alienation on academic achievement of non-resident students	200-201
5.1.18	Findings with regards to Objective No. 18: Prediction on the contribution of adjustment on academic achievement of non-resident students	201-202
5.1.19	Findings with regards to Objective No. 19: Prediction on the contribution of alienation on adjustment of non-resident students	202-203
5.1.20	Findings with regards to Objective No. 20: Academic challenges faced by non-resident students in Mizoram	203-204
5.1.21	Findings with regards to Objective No. 21: Aspects of alienation experienced by non-resident students in Mizoram	204-205

5.1.22	Findings with regards to Objective No. 22: Adjustment strategies adopted by non-resident students in Mizoram	206-207
5.2	Recommendations Based on the Findings	207-209
5.3	Suggestions for Further Studies	209-210
5.4	Conclusion	210-211
	Appendices	212-2449
	Bibliography	250-278
	Brief Bio-Data of the Candidate	279
	Particulars of the Candidate	301

LIST OF TABLES

Table No.	Lists	Page No.
2.1	Details of related literature reviewed	43
3.1.1	Research Design for Quantitative Study	82-83
3.1.2	Research Design for Qualitative Study	84
3.3.1	Sample for Quantitative data	85-86
3.3.2	Sample for Qualitative data	86
3.4.1	Classification of Adjustment in terms of categories	89
3.4.2	Recalibrated norms for adjustment inventory	90
3.6	Normality test for the major variables	92
4.1.8	Norms for Interpreting Levels of Alienation Using Z-Scores	102
4.2	Level of alienation of non-resident students pursuing higher education in Mizoram	103
4.3	Level of alienation of male and female non-resident students	105
4.3.1	Comparison of alienation among male and female non-resident students	106
4.4	Level of alienation of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	108

4.4.1	Comparison of alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	109
4.4.2	Post hoc analysis on alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	110
4.5	Level of alienation of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	112
4.5.1	Comparison of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	113
4.5.2	Post hoc analysis of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	114
4.6	Recalibrated norms for adjustment inventory	116
4.6.1	Level of adjustment of non-resident students	116
4.7	Levels of adjustment of male and female non-resident students	118
4.7.1	Comparison of adjustment between male and female non-resident students pursuing higher education in Mizoram	120

4.8	Level of adjustment of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	121
4.8.1	Comparison on adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	123
4.8.2	Post hoc analysis of adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	124
4.9	Level of adjustment of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	125-126
4.9.1	Comparison on adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	127
4.10	Distribution of students by grades and percentages	129
4.10.1	Distribution of students by level of academic achievement	129
4.11	Level of academic achievement of male and female non-resident students	131
4.11.1	Comparison of academic achievement between male and female non-resident students pursuing higher education in Mizoram.	133

4.12	Level of academic achievement among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	134
4.12.1	Comparison of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	136
4.12.2	Post hoc analysis of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram	137
4.13	Level of academic achievement of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	138
4.13.1	Comparison of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	140
4.13.2	Post hoc analysis of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	141
4.14	Relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram	142

4.15	Relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram	145
4.16	Relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram	147
4.17	Linear regression analysis of alienation predicting academic achievement of non-resident students	149-150
4.18	Linear regression analysis of adjustment predicting academic achievement of non-resident students	151-152
4.19	Linear regression analysis of alienation predicting adjustment of non-resident students	154-155

LIST OF FIGURES

Figure No.	Figures	Page No.
3.6.1	Normal distribution of alienation scores	92
3.6.2	Normal distribution of adjustment scores	93
3.6.3	Normal distribution of academic achievement scores	94
4.2	Level of alienation of non-resident students pursuing higher education in Mizoram	103
4.3	Level of alienation of male and female non-resident students	105
4.4	Level of alienation of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	108
4.5	Level of alienation of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	112
4.6.1	Level of adjustment of non-resident students pursuing higher education in Mizoram	117
4.7	Levels of adjustment of male and female non-resident students	119
4.8	Level of adjustment of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	122
4.9	Level of adjustment of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.	126

4.10.1	Level of academic achievement among non-resident students pursuing higher education in Mizoram	130
4.11	Level of academic achievement of male and female non-resident students	132
4.12	Level of academic achievement among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years	135
4.13	Level of academic achievement of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years	139
4.14	Relationship between alienation and adjustment	143
4.15	Relationship between adjustment and academic achievement	146
4.16	Relationship between academic achievement and alienation	148
4.17	Line of best fit for prediction of alienation on academic achievement	150
4.18	Line of best fit for prediction of adjustment on academic achievement	153
4.19	Line of best fit for prediction of alienation on adjustment	155
4.20	Thematic representation of academic challenges faced by non-resident students	157

4.21	Thematic representation on aspects of alienation experienced by non-resident students	164
4.22	Thematic representation of adjustment strategies adopted by non-resident students	174

CHAPTER – I

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

In today's increasingly globalized world, the movement of individuals across nations for academic purposes can increasingly be seen as a defining feature of international higher education. Students from diverse cultural and national backgrounds are travelling abroad in growing numbers to pursue academic excellence, professional advancement and personal growth. A significant number of students pursue education abroad to gain access to high-quality institutions, specialized programmes, global exposure and enhanced employment prospects, as noted by international mobility reports from the Organisation for Economic Co-operation and Development (OECD, 2023). In a similar way, there has been a notable movement of students pursuing higher education in India, both within and outside the country. Many students are relocating from one state to another to access reputable universities, specialized programmes and stronger academic infrastructure in search of high-quality education, exposure to variety of courses and improved employment opportunities. This pattern reflects students' increasing desire to have a more fulfilling educational experience and to acquire the skills necessary to prosper in a world that is changing rapidly.

According to the data from the Ministry of External Affairs (MEA), over 1.8 million Indian students are currently studying abroad in 2025 (Sareen, 2025). This academic mobility reflects students' pursuit of diverse learning opportunities as well as the critical role of higher education in personal and professional development. This pattern of academic mobility indicated that students are actively seeking environments that offer better learning resources and exposure to diverse courses. Study in India (SII) Portal, which is a flagship initiative towards internationalisation of Indian education received a record of 72,218 students from 200 countries in India for the academic year 2024-2025 (Gohain, 2024). This not only enriches the campus environment but also promotes intercultural understanding and collaboration among

students from diverse population. Students from all over the nation have also relocated to Mizoram in search of better higher educational opportunities. Most of these students enrolled in a range of programmes from general courses to professional and technical courses spanning undergraduate to doctoral (Ph.D.) degrees including disciplines such as science, engineering, technology and medicine, among others. In addition to domestic students from various parts of the country, currently there are 43 international students from 15 different countries admitted to Mizoram University which are enrolled in various courses (The Sentinel, 2025). The presence of both domestic and international students contributes to a culturally diverse campus environment, but it also brings unique academic, social and adjustment challenges. Research indicates that non-resident and international students often encounter challenges such as cultural adjustment, homesickness, language barriers and difficulties in social integration, which can influence both their academic performance and overall well-being (Smith & Khawaja, 2011). These challenges are amplified in regions where students move across states or countries, as they navigate unfamiliar social and educational environments. With the steady rise in student mobility in Mizoram for higher education, the increasing number of non-resident students will inevitably present a number of difficulties that could have an impact on their academic and everyday experiences.

1.1.1 CONCEPT OF ALIENATION

Over the course of human history, society has progressively grown more complex and intensive. Primitive societies were tiny and uncomplicated. Its members had a community life and a mutual bond. As civilization and population rose, the ties of trust, customs and traditions bound them together. However, patterns of existence increased and social organization evolved into a more complicated system, social relations became impersonalized and human life became estranged. Tönnies (1887) described this shift as a movement from *Gemeinschaft* (intimate, community-based relations) to *Gesellschaft* (where social ties become more formal and impersonal). These changes in social structure and human interaction have impelled reflection on the sense of disconnection experienced in everyday life.

Humans have long reflected on feelings of separation and disconnection in their lives. Early thinkers sought to understand why people sometimes feel distant from their surroundings or from themselves. Plotinus (204-70 CE) developed a metaphysical interpretation of alienation that depicted the soul's separation from the One or ultimate source of perfection (Al-Khawaj, 1988). Alienation could also be seen in religious scriptures. In the Bible, Paul described the gentiles as "darkened in their understanding, alienated from the life of God" (Ephesians 4:18, as cited in Sarfraz, 1997). Hegel (1949) established a conceptual framework for comprehending the phenomenon of alienation in contemporary society and gave the term of alienation an analytical foundation (Fromm, 1966). Hegel (1949) distinguished between two kinds of alienation. In the first category, a person no longer identifies with social, political or cultural institutions and feels cut off from society. This separation is forced upon the person; it is neither deliberate nor their choice. In the second category, the person voluntarily surrenders or transfers their rights to another person. This entails making a deliberate choice with the intention of reaching a desired result, in this case, a feeling of social unity (Schacht, 1970, p. 36). Historically, the concept of alienation gained attention through Karl Marx, who analysed it in the context of capitalist society. He identified four types of alienation among workers viz., alienation from the process of work, the product, oneself and others and he argued that this separation is a structural feature of capitalist economic and labour systems (Saikia & Padmavathy, 2022).

Alienation is such a diversified term that it is not easy to describe it in a few words. The meaning and the form of this word changes according to the field in which it is applied. All those who are alienated are foreign to themselves and their surroundings. Etymologically, the word alienation originated from a Latin noun '*alienation*' which in turn is derived from a Latin verb '*alienare*' meaning to 'take away', 'remove' or 'cause a separation to occur' (Sarfraz, 1997). Drawing on its etymology, alienation came to describe a psychological and social state in which individuals feel separated or estranged from aspects of their life, community or self. Philosophically, alienation has roots in human estrangement from one's true nature or essence while sociologically it describes disconnection from social institutions or communities.

Alienation is a concept that found its place in the very beginning of humanity on the earth, experienced at every stage of civilization throughout history and as a consequence of its nature, will certainly be seen in upcoming processes as well (Avci 2012, as cited in Kacire 2016). Individuals, who have highly been alienated to their organizations, are likely to isolate themselves from the social environments that they used to become regulars at and thereby become desensitized towards their environments and finally retire into their shells (Eryılmaz & Burgaz, 2011). Alienation can be defined as the isolation of individuals from their own essence by moving away from the environment and social structure to which they belong (Terzi et al., 2023). In the words of Kaplan (1976) ‘alienation occurs when an individual perceives absence of meaningful relationship between his status, his identification, his social relationship, his style of life and his work’. Students who feel isolated tend to be separated from mainstream groups, feel a lack of connection to others and feel no one cares or pays attention to them (Dean, 1961). In education, it can manifest as students feeling isolated from peers, culture or academic engagement, affecting both personal well-being and performance (The Editors of Encyclopaedia Britannica, n.d.).

Modern individuals often experience a sense of disconnection from their environment, from other people and even from themselves, resulting in a form of social and psychological estrangement commonly described as alienation. This condition manifests when a person feels detached from their work, community or personal goals, leading to feelings of helplessness, isolation or discomfort in social and private contexts (Stanford Encyclopedia of Philosophy, 2024; Seeman, 1959). Alienation can therefore be understood as a multifaceted phenomenon affecting how people relate to themselves, the social world and material circumstances, producing emotional distress and a diminished sense of belonging (Berardi, 2009; Marx, 1978). These contexts show alienation as a complex phenomenon that affects how people relate to themselves, the social environment and their material circumstances.

1.1.1.1 DEFINITIONS OF ALIENATION

The various definitions of alienation are as follows:

Marx states the following in the section of his Economic & Philosophic Manuscripts (1844) titled “Estranged Labour” that, “The object produced by labour, its product, now stands opposed to it as an alien being, as a power independent of the producer.”

According to Kaplon (1976), “Alienation occurs when an individual perceives absence of meaningful relationship between his status, his identification, his social relationship, his style of life and his work.”

Alienation is a psychological and social state in which an individual feels estranged, disconnected or isolated from themselves, others or the social structures around them (Seeman, 1959).

According to Kanungo (1979), “Those who believe they have little or no influence over their life are said to be alienated. They believe they are not free to change or pursue personal success.”

According to Mau (1992), “Alienation is characterized by a feeling of social alienation, a lack of social support or a meaningful social connection.”

Alienation is a state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved (Mann, 2001, p.8)

Alienation in education may be defined as detachment of students from learning, educational process, any activity relevant to the learning and gradually learning process become unpleasant for students (Cetin et al., 2009).

According to Sidorkin (2004), “Alienation in education involves individual’s withdrawal from learning and teaching processes, their growing disinterest in these processes and education being reduced to a boring, monotonous and unappealing activity.”

From the above definitions, it can be said that alienation refers to a state in which an individual feels separated, isolated or disconnected from themselves, others

or their surroundings. It occurs when people perceive a lack of meaningful relationships, social support or influence over their own lives which leads to feelings of estrangement, hopelessness and detachment from society, work or educational environments. In the educational context, alienation manifests as students' detachment from learning, disinterest in academic activities and perception of education as monotonous or unfulfilling, highlighting the importance of social connection and engagement for meaningful learning experiences (Marx, 1844; Kaplon, 1976; Seeman, 1959; Kanungo, 1979; Mau, 1992; Mann, 2001; Cetin et al., 2009; Sidorkin, 2004).

1.1.1.2 THEORETICAL PERSPECTIVES ON ALIENATION

The multifaceted concept of alienation has been studied across social, psychological and philosophical disciplines. In the context of this study, understanding alienation is important for examining the experiences of non-resident students in Mizoram, as these students are likely considered to face social, academic and cultural disconnections. Despite the existence of many other theoretical viewpoints on alienation the combined ideas of Marx (1884), Seeman (1959) and Mann (2001) provided a solid basis for investigating how non-resident students in Mizoram may experience social and academic alienation. By focusing on these perspectives, the research aims to provide a comprehensive understanding of the challenges faced by non-resident students in both academic and social settings. The study draws on the following theoretical perspectives:

1.1.1.3 KARL MARX'S THEORY OF ALIENATION

Karl Marx was widely recognized as the thinker who brought the concept of alienation into prominence within the discipline of social science. His work highlighted how social, economic and political structures can create conditions in which individuals feel estranged, disconnected or powerless. Marx's ideas on alienation have had a lasting influence, shaping discussions in sociology, philosophy and education about the relationship between individuals and the societies in which they live.

In his book, *The Economic and Philosophical Manuscripts* (1844), Marx criticized the national economy, particularly German idealism. He starts his analysis of alienated labour by pointing out the effects of capitalism on workers. The capitalist is the beneficiary of the wealth produced by the worker, not the worker or direct producer. The worker's condition worsens in this manner. The worker creates commodities which are then used to build capital, which eventually takes control of the worker. The worker himself thus loses value (becomes worthless). Marx (1844) outlined four different aspects of alienation of workers under capitalism. They are as follows:

i) Alienation from the product of labour:

Workers under capitalism create products or services that they neither own nor control. The employer or capitalist owns the goods and employees have little control over what is made, how it is used or how much it is worth. Because the result of one's labour feels external and foreign rather than a realization of one's own creativity or purpose, this separation fosters a sense of detachment and helplessness.

ii) Alienation from the process of labour:

Workers are often required to carry out regulated or repetitive duties in ways that are prescribed by the employer which leaves little opportunity for originality or self-expression. Instead of being a rewarding activity, labour becomes a way to make money turning it into a mechanical or instrumental role. Because they are unable to freely shape or enjoy the process of their job, workers become estranged from the act of working itself.

iii) Alienation from species essence:

Marx claimed that people's innate ability to be creative, express themselves and engage in conscious action is what he referred to as their "species-essence." The demands of capitalism restrict workers' ability to reach their full potential and hinder their ability to grow intellectually, socially and creatively. As a result, individuals undertake tasks that turn them into nothing more than tools of production, alienating them from their actual human nature.

iv) Alienation from others:

Workers may become estranged from one another as a result of capitalism's promotion of individualism, hierarchy and competition. Economic motives start to mediate interpersonal relationships, weakening social ties. Workers may regard colleagues as rivals or as tools inside the system rather than building real ties leading to a sense of social estrangement and loneliness.

Marx's four categories of alienation showed how social and economic systems can produce intense emotions of alienation. These types of alienation which have an impact on social interactions as well as personal well-being are not just psychological experiences but have their roots in the structural aspects of capitalism. Understanding these features offers a vital context for investigating how structural factors influence human experiences, providing perspectives that are still relevant for measuring alienation in contemporary workplaces, educational environments and larger social contexts.

1.1.1.4 MELVIN SEEMAN'S DIMENSIONS OF ALIENATION

Melvin Seeman was a prominent sociologist who played a key role in shaping modern understandings of alienation in social science. His work expanded the study of alienation beyond philosophy and Marxist theory, bringing it into empirical sociology and helping researchers examine how social structures and institutions affect individuals' sense of connection, control and belonging. Seeman's contributions have been influential in exploring the psychological and social dimensions of alienation. His research paved the way for a more nuanced understanding of how alienation manifests in social environments and everyday life. Seeman (1959) identified six dimensions of alienation. They are as follows:

i) Powerlessness:

Powerlessness occurs when people believe they have no influence over actions or circumstances that impact their lives. They may feel helpless, irritated or resigned to situations that are out of their control as a result. It can show itself as a lack of independence or control over one's own actions in social or educational contexts.

ii) Meaninglessness:

Individuals become meaningless when they believe that their efforts or deeds lacks significance or purpose. Disengagement may result from their inability to recognize the importance or influence of their work. This may have an impact on motivation and make work seem boring or unfulfilling instead than rewarding.

iii) Normlessness:

The feeling that social norms, standards or expectations are ambiguous or non-existent is known as normlessness. Confusion or worry may result from people not knowing how to act or what is deemed appropriate. When rules are enforced inconsistently in social or educational institutions, it can cause emotions of unease and confusion.

iv) Social Isolation:

Being cut off from people or a community is known as social isolation. People who do not have deep social connections may feel alone or unsupported. This may have an impact on emotional well-being and limit chances for engagement, learning and teamwork.

v) Cultural estrangement:

When people feel cut off from the prevailing attitudes, values or customs of their community, it's known as cultural estrangement. They could find it difficult to relate to the usual cultural standards or institutional norms. A feeling of alienation or incomplete social integration may result from this.

vi) Self-Estrangement:

People who participate in activities that do not align with their ideals or genuine selves experience self-estrangement. They believe that they are behaving more in accordance with the expectations of others than with their own desires. This might eventually result in identity loss, disappointment and a detachment from one's own objectives.

These dimensions highlighted that alienation is not only a structural or social phenomenon but also a deeply personal and psychological experience. By providing important insights into how social, cultural and institutional environments impact human experiences, Seeman's work enables researchers and educators to more thoroughly investigate the circumstances that leads to alienation.

1.1.1.5 SARAH J. MANN'S PERSPECTIVES ON STUDENT ALIENATION

Mann (2001) examined alienation in higher education to highlight that it is not an inevitable experience for all students. She draws on both existentialist and Marxist perspectives to show that alienation can arise from personal, social and institutional conditions but it can also be resisted. She described seven perspectives on student alienation. The first six focus on the conditions that give rise to alienation in higher education, while the seventh views it as a strategy of resistance used by students to protect their sense of self. They are as follows:

i) The Postmodern Condition - the socio-cultural context:

Students often feel disconnected because modern society and higher education focus heavily on performance, competition and measurable outcomes. The pressure to succeed and conform to societal expectations can make it difficult for students to feel a genuine sense of belonging. In such a context, alienation seems almost unavoidable, as personal growth and emotional engagement are often overlooked.

ii) Positioned as subject/object - the primacy of discourse:

Students are sometimes treated as active participants (subjects), while at other times as passive recipients (objects) of institutional knowledge. Their thinking and behaviour are shaped by the dominant language, rules and cultural norms of the educational environment. This can limit students' ability to express themselves freely or challenge existing ideas, contributing to feelings of disconnection.

iii) The Student as Outsider - knowledge, power and insight:

Many students experience a sense of being outsiders, particularly when they are unfamiliar with the culture, norms or language of the institution. Non-traditional,

international or first-generation students often face these challenges more intensely. This estrangement can make them feel isolated and unsure how to navigate the academic and social environment effectively.

iv) Bereft of the Capacity for Creativity - the teaching and learning process:

Alienation can emerge when students feel that their ideas and creativity are restricted by rigid curriculum or institutional rules. Emphasis on standardized assessments and measurable outcomes often leaves little room for personal expression or exploration. Over time, students may feel discouraged from thinking independently or pursuing original ideas.

v) Exiled from the Self - loss of the ownership of the learning process:

Students may feel detached from their own learning, completing tasks only to satisfy requirements rather than out of curiosity or interest. This lack of control can reduce motivation and engagement with their studies. When students cannot shape their learning experience, education can feel meaningless or imposed rather than self-directed.

vi) Disciplined into Docility - assessment practices:

Assessment systems often control students' behaviour by rewarding conformity and discouraging independent thought. Students may feel pressured to meet institutional standards instead of exploring their own intellectual interests. This focus on compliance can increase feelings of alienation and reduce intrinsic engagement with learning.

vii) Leave Me Alone - alienation as a strategy for self-preservation:

To cope with stress, isolation and institutional pressures, some students withdraw or disengage as a form of self-protection. This strategy helps them preserve their sense of identity but may further separate them from the academic community. While it may provide temporary relief, it can also deepen feelings of isolation and detachment over time.

Mann's research on alienation shows that while institutional pressures, cultural unfamiliarity and constrictive learning settings can all contribute to students' feelings of detachment in higher education, they can also be actively rejected as a means of self-preservation. She emphasized that supportive institutional structures and meaningful participation reduce alienation and promote both academic and personal development.

1.1.1.6 IMPLICATIONS OF THE ALIENATION THEORIES FOR THE PRESENT STUDY

i) Marx's theory highlighted that alienation arises from institutional and structural systems that control individuals and limit their participation. In education, rigid academic structures and lack of voice in decision-making can alienate non-resident students from their learning environment (Marx, 1844).

ii) Seeman's five dimensions (powerlessness, meaninglessness, normlessness, social isolation and self-estrangement) explained how alienation affects students' motivation, self-concept and academic engagement. Identifying these dimensions can help in designing interventions that foster belonging and reduce helplessness and isolation of non-resident students (Seeman, 1959).

iii) The combined theories emphasized that alienation negatively influences psychological and socio-cultural adjustment which leads to emotional distress, withdrawal and poor peer interaction among non-resident students (Mann, 2001; Seeman, 1959).

iv) Mann's view implies that alienation can be minimized through inclusive, participatory and student-centred environments that promote communication and cultural integration. This has implications for improving students' sense of belonging and adjustment in higher education (Mann, 2001).

v) All of the theorists implied that alienation disrupts students' connection with their goals and environment, leading to lower motivation, loss of engagement and poor

academic performance. Therefore, reducing alienation could improve both academic success and personal development (Marx, 1844; Seeman, 1959; Mann, 2001).

Together, these theories not only help interpret the underlying causes of alienation among non-resident students but also guide practical strategies for reducing alienation such as enhancing social integration, improving student support services, strengthening academic engagement and creating inclusive campus environments that foster participation and belonging.

1.1.2 CONCEPT OF ADJUSTMENT

Throughout life, a person often encounters a variety of obstacles and transformations in social, professional and personal domains. Individuals naturally try to manage stress, adjust to these changes and keep their interactions and activities in balance in order to live a peaceful and satisfying existence. Personal development, wellbeing and good social functioning all depend on the capacity to adjust and react appropriately to various circumstances.

An individual's well-being is likely shaped by the effectiveness of their adjustment. From infancy till death, humans struggle with adjustment. Darwin's theory of evolution (1859) included the biological idea of adjustment as a cornerstone. The term "adaptation" was commonly used in biology. Darwin believed that those organisms best suited to adapt to the dangers of the physical environment would survive. Psychologists are interested in individual's adjustment to a social as well as interpersonal world rather than to physical world (Lazarus, 1961). Every single situation in life demands that the individual should be able to balance different circumstance and act well in line with some guiding principles. A person can maintain balance between the different requirements at any given time through the behavioural process of adjustment.

The process of altering one's thoughts, feelings or actions to cope with the demands of one's surroundings and coexist peacefully is simply known as adjustment. It assists people in managing difficulties, stressor challenges. For instance, a student adjusting to a new institution might learn how to manage their academic work, make

friends and follow the new regulations. Success in life, good relationships and mental peace all depend on adjustment. A person is considered well-adjusted when they are generally happy, capable and have some level of social awareness or concern for others. People who are skillful at adjusting are able to handle challenges with composure, embrace change and strike a balance between their own needs and those of their environment. According to Rathus and Nevid (1983), adjustment is a psychological concept that refers to the behaviour that permits people to meet demands of the environment. It is a complex and multi-faceted concept that can ultimately lead to achievement of an appropriate fit between the person and the environment (Kim,1995). Since people's surroundings are always changing and presenting difficulties, adjustment is generally an essential aspect of human existence. It enables people to successfully handle stress, disagreements and novel situations. Maintaining mental and emotional balance, fostering positive social interactions and enhancing academic or professional success are all facilitated by effective adjustment. (Chauhan, 2007) expressed that adjustment is a state of life when the individual is more or less in harmony with personal, biological, social and psychological needs and with the demands of the physical environment. Students also need to adjust to the intellectual, social, emotional and personal needs imposed by their educational setting. It entails organizing their studies, successfully managing time and stress, developing healthy connections and adjusting to the institution's social and cultural standards. While poor adjustment can lead to stress, loneliness and poor performance, effective adjustment promotes mental health, academic success and positive social growth. According to Arkoff (1968), an adjusted student is one who obtains adequate grades, passes his or her courses and excel well in many extra-curricular activities.

1.1.2.1 DEFINITIONS OF ADJUSTMENT

The various definitions of adjustment are as follows:

Good (1959) said, "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment."

Adjustment is the process in which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Schaffer, 1961).

Adjustment is the continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates and Jersild, 1948).

Students who experience difficulties in adjusting to the academic environment are at higher risk of attrition (Adams and Proctor, 2010).

Adjustment is the relationship between an individual and his environment through which his needs are satisfied in accordance with social demands (Bhatia, 1965, as cited in Ganesan and Deb, 2018).

Adjustment is a process that involves the individual's mental and response processes to balance the inner demands imposed by the environment on the individual (Semiun, 2006).

An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who compromise his physical and social environment (Crow and Crow, 1956).

From the above definitions, it can be concluded that adjustment is a continuous and dynamic process through which an individual modifies thoughts, behaviours and responses to establish a harmonious relationship with their environment. It involves balancing personal needs with environmental demands, including social, academic and physical contexts, to achieve mental, emotional and social well-being. Effective adjustment is critical for students as difficulties in adapting to academic and social environments can lead to stress, dissatisfaction and even attrition (Good, 1959; Schaffer, 1961; Gates & Jersild, 1948; Adams & Proctor, 2010; Bhatia, 1965; Semiun, 2006; Crow & Crow, 1956).

1.1.2.2 CHARACTERISTICS OF A WELL-ADJUSTED PERSON

Mangal (2010, as cited in Rai, 2022) in his book “Advances in Educational Psychology” mentioned the following characteristics should be possessed in order to be a well-adjusted person. These characteristics are as follows:

1. Awareness of his own strengths and limitations:

A well-adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting his limitations in others. He seeks continuous growth while cultivating healthy relationships and coping effectively with challenges.

2. Respecting himself and others:

The dislike for one-self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others. He acknowledges his mistakes without letting them diminish his self-worth and learns from them to improve.

3. An adequate level of aspiration:

An adjusted person's level of aspiration is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

4. Satisfaction of his basic needs:

A well-adjusted person's basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.

5. Absence of a critical of fault-finding attitude:

An adjusted person appreciates the goodness in objects, persons or activities. He does not try to look for weakness and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities and wins their affection.

6. Flexibility in behaviour:

A well-adjusted person is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behaviour. He approaches challenges with flexibility and an open mind, viewing them as opportunities rather than obstacles. This adaptability allows him to maintain emotional stability and effectiveness in diverse situations.

7. The capacity to deal with adverse circumstances:

If a person is well-adjusted, he is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it. He demonstrates resilience by learning from setbacks and using them as stepping stones for future success.

8. A realistic perception of the world:

An adjusted person holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically. He sets achievable goals and works steadily towards them, avoiding unnecessary risks or unrealistic expectations. His decisions are guided by careful analysis and practical considerations rather than impulsive emotions. This approach enables him to navigate complex situations effectively while maintaining long-term stability.

9. A feeling of ease with his surroundings:

A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighbourhood and other social surroundings. If a student, he likes his institution, classmates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.

10. A balanced philosophy of life:

A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This

philosophy is centred around the demands of his society, culture and his own self so that he does not clash with his environment or with himself.

1.1.2.3 ADJUSTMENT MECHANISM

Aggarwal (2007 as cited in Rai, 2022) stated that adjustment mechanism is used by an individual to achieve satisfaction of his/her needs indirectly. He further expressed that this helps reducing tensions and assists him/her in maintaining self-respect. He mentioned the following adjustment mechanisms:

1) Compensation:

Compensation is a concept where the individual attempts to cover up his/her weakness in one area by exhibiting his strength in another. A student deficient in physical activities may compensate himself/herself in showing good results in the academic field and vice versa. Compensation helps maintain self-esteem by balancing perceived shortcomings with areas of competence. It encourages the individual to focus on personal strengths and achievements rather than dwelling solely on weaknesses.

2) Identification:

Identification is a concept when an individual attempts to identify himself/herself with some successful person. To hide his/her own failures, a student may identify himself/herself with his father and talk about his/her success. Through identification, the individual gains a sense of pride and self-worth by associating with the achievements of someone admired. It also serves as a way to model behaviour and aspire to similar accomplishments in the future.

3) Rationalization:

Rationalization means shifting of responsibility for our failures to factors outside it i.e., many students attribute their failure to the stiff question paper. It is a defence mechanism used to protect one's self-esteem from feelings of guilt or inadequacy. It allows individuals to avoid facing the true reasons for their shortcomings, creating a sense of relief.

4) Projection:

This is a tendency to ‘push out’ upon another person one’s own unrealized, frustrated ambitions or attribute to another one’s own faults. It can create unrealistic expectations and pressure on the other person, often leading to stress or conflict. For example, students are often the victims of their parent’s projection of their former hopes for higher education and higher social status.

5) Day- dreaming:

The imaginative fulfilment of needs is called day dreaming. Day dreaming provides mental relief to an individual if it is done within limits. It becomes very detrimental when it is carried to excess. Day-dreaming allows the mind to explore possibilities and creative ideas, offering a temporary escape from reality. However, excessive day-dreaming can lead to procrastination and a disconnection from practical responsibilities.

1.1.2.4 ADJUSTMENT MODELS RELATED TO NON-RESIDENT STUDENTS

Apart from the numerous frameworks that explained student adjustment and cross-cultural experiences, the present study highlights two significant frameworks particularly relevant to non-resident students, i.e., Kalervo Oberg’s (1960) Culture Shock Model and Ward and Kennedy’s (1994) Socio-cultural Model of Adjustment. These two models together provided a comprehensive understanding of the psychological and socio-cultural processes involved in non-resident students’ adjustment to a new educational and cultural environment. They are explained as follows:

1.1.2.5 OBERG’S CULTURE SHOCK MODEL

Oberg’s model is one of the earliest and most influential explanations of how individuals adjust to a new cultural or social environment. He proposed that when people move into unfamiliar setting, they undergo a series of emotional and psychological stages collectively known as culture shock. Oberg (1960, as cited in Zhao, 2025) divided the process of culture shock into four distinct stages i.e., the honeymoon stage, the shock stage, the adjustment stage and the adaptation and

enjoyment stage. These stages explain the emotional and psychological transitions individuals experience when adapting to a new cultural environment.

During the honeymoon stage, individuals are excited and curious about the novelty of a new culture. Everything around them seems fascinating and intriguing including the local way of life, cuisine, climate, language and social interactions. They often see the differences favourably, adopting an optimistic and enthusiastic perspective of the new surroundings. People idealize the host culture and relish the novelty of their encounters during this phase which is characterized by a desire to learn and explore.

People enter what the shock stage as the novelty of this first stage declines and they start to confront the realities of daily life in the host area. They face both practical and emotional obstacles during this stage, including language barriers, disparities in education systems, housing issues, unfamiliar social standards and a lack of support systems. These difficulties may cause feelings of powerlessness, frustration and confusion which may result in anxiety and withdrawal. According to Oberg (1960) during this time, people always feel confused and even hostile toward the host culture.

After this difficult time, individuals usually move on to the adjustment stage when they start to comprehend and embrace the local way of life. By acquiring new social norms, improving their language abilities and building supportive relationships, they create coping strategies and adjust to their environment. They gradually begin to feel more at ease in the new setting, exhibiting intercultural competency and emotional resilience. As people start to reconcile their own cultural identities with those of the host society, this stage represents a change from opposition to acceptance.

Successful assimilation into the host culture is reflected in the last step which is referred to as the adaptation or enjoyment stage. Individuals attain a degree of stability that enables them to operate with assurance and efficiency in their new surroundings. They now see cultural differences as chances for learning and personal development rather than as barriers. Emotional stability, confidence and a revitalized sense of belonging are the symbols of this stage. According to Oberg (1960), reaching this stage signifies the completion of the adjustment process where individuals are able

to flourish socially and personally by achieving harmony between their culture and the host culture.

One of the most important frameworks for comprehending cross-cultural transitions is still Oberg's four-stage model. It offers insightful information on the emotional and behavioural processes one goes through when adjusting, especially for students learning in foreign academic and cultural contexts. The approach emphasizes that adjustment is a slow, recurring process that is impacted by both environmental and personal factors rather than happening rapidly.

1.1.2.6 WARD AND KENNEDY'S SOCIO-CULTURAL MODEL

The Socio-cultural Model of Adjustment by Ward and Kennedy (1994) provides a thorough framework for understanding how people adjust to changing social and cultural settings. The approach makes a distinction between psychological adjustment and socio-cultural adjustment which are linked but fundamentally different types of adaptation. Psychological adjustment is the emotional and mental well-being or how comfortable, content and stable people feel in their new environment. On the other hand, socio-cultural adjustment refers to the capacity to successfully navigate daily social interactions and operate within the host culture (Ward & Kennedy, 1994; Ward & Searle, 1991). Both the internal emotional condition and the external behavioural adaptability of people undergoing cross-cultural transitions are captured by these two dimensions.

Building on prior acculturation theories such as Berry's (1997) research on cultural adaptation and social learning principles, Ward and Kennedy (1994) emphasized that socio-cultural adjustment is a skill-based process rather than just an emotional response. In other words, effective adjustment depends not only on stress management and emotional balance but also on developing the social skills and behavioural competence required to engage with people from the host culture. This approach acknowledges that a person's ability to adapt is shaped by a variety of circumstances, including cultural distance, length of stay, social support, personality qualities and interaction with local people (Ward & Kennedy, 1996; Searle & Ward, 1990).

According to Ward and Kennedy's (1994) empirical research with international students, socio-cultural adjustment is closely associated with learning processes and behavioural mastery. Individuals who actively interact with the host culture by taking part in institutional or community events, making cross-cultural relationships and learning the language tends to adapt more successfully. On the other hand, people who face prejudice or continue to be isolated within their own ethnic groups are more likely to describe challenges in the socio-cultural and psychological spheres. Thus, the paradigm emphasizes that adaptation entails active engagement, transparency and interaction within the new social context rather than being passive.

One of its main contributions of this model is its emphasis on the reciprocal interaction between the individual and the social environment. According to Ward and Kennedy (1994), contextual factors like peer acceptance, institutional support and cultural inclusion interact with personal resources such as resilience, self-efficacy and interpersonal skills to form adjustment. The stress-adaptation-growth dynamic which sees adaptation as a cyclical process including ongoing learning and personal development is consistent with this strategy (Kim, 2001). The socio-cultural pattern presents adjustment as a progressive and ongoing process where people gradually modify their behaviours and views to fit into the host environment, as opposed to seeing it as a one-time accomplishment.

This strategy is especially applicable to non-resident students who are seeking higher education in a new environment. The students must adapt not just academically but also socially and culturally when they move to a new place. Language, social connections, communication strategies in the classroom, eating habits and cultural standards are all different for them. This model explains how these students' psychological well-being (emotional comfort and reduced stress) as well as their socio-cultural competence (capacity to engage with people in the host environment) are critical to their success in adjusting. Students who receive institutional support, peer acceptance and opportunity for meaningful contact often reported smoother transitions and higher levels of academic satisfaction.

The socio-cultural model of adjustment offers a comprehensive picture of how the environment, behaviour and the mind interact during the adaptation process. It highlights that providing students with the resources and chances to cultivate social confidence and multicultural awareness improves adjustment outcomes.

1.1.2.7 IMPLICATIONS OF THE ADJUSTMENT MODELS FOR THE PRESENT STUDY

The following discussion highlights the implications of Oberg's Culture Shock Model (1960) and Ward and Kennedy's Socio-Cultural Model (1994) in understanding the adjustment experiences of non-resident students:

i) These models help in understanding the emotional and psychological stages that non-resident students experience in a new cultural and academic environment, from initial excitement to stress, adjustment and eventually adaptation in the new environment (Oberg, 1960).

ii) They explain how stress, anxiety, homesickness and cultural differences can affect students' mental well-being and influence their ability to cope with academic and social challenges (Rai, 2022).

iii) The models highlight the importance of socio-cultural competence and highlighted that the students' ability to interact effectively with peers, faculty and the wider community is important for successful adjustment (Ward & Kennedy, 1994).

iv) They illustrated the connection between adjustment and academic performance, indicating that students who manage both psychological and socio-cultural challenges tend to show better engagement, motivation and better learning outcomes (Zhao, 2024).

v) These models guide the development of support strategies and institutional interventions such as orientation programmes, mentoring, cultural workshops and peer

support systems to help non-resident students integrate smoothly into the academic and social environment (Oberg, 1960; Ward & Kennedy, 1994 & Rai, 2022).

The two theoretical models clarify how emotional, psychological and socio-cultural challenges shape students' capacity to adapt to a new academic environment while also emphasising the critical role of intercultural competence, social interaction and institutional support. By recognising the associations among stress, adjustment and academic outcomes, these models can provide valuable understandings for designing targeted interventions that foster smoother integration and promote overall well-being and academic success among non-resident students.

1.1.3 ACADEMIC ACHIEVEMENT

Education is a purposeful process that focuses on holistic development of students which includes their intellectual, moral, social, mental and physical development. There are particular educational goals for different disciplines, directing a systematic educational process to guarantee this all-around development. Teachers work with the curriculum and interact with students in a well-equipped classroom to accomplish these goals which eventually promote intellectual development and mould students' behaviour through the teaching-learning process.

Achieving mastery or expertise in a specific field of knowledge or performance is referred to as achievement. It is different from ability since ability refers to a person's intrinsic mental potential, whereas achievement represents what a student has learned or acquired. Academic is explained as "academic work, school work" (Pandey et al., 1996, as cited in Zheng, 2022). The term "academic work" refers to the results achieved by students as a result of the accumulation of learning, while "school work" refers to the learning tasks set by the school and is characterized by stages. Achievement refers to the completion and attainment of a certain level that a student can achieve after a series of education or training, while performance refers to the result of an examination in a subject or a whole course (Lamas, 2015). Academic achievement refers to a student's degree of success in acquiring knowledge, abilities or topic comprehension. It displays students' level of learning or performance in class

or other educational pursuits. It is attained via study, effort and learning as opposed to a student's innate talent. It reflects the extent to which students have achieved their educational goals and mastered their field of study. Academic achievement is measured by the GPA (grade point average) or by standardized assessments (Alhurishi et al., 2021). In all educational institutions, the whole teaching learning process is directed towards achievement in the academic field as well as in the sphere of co-curricular activities. Academic achievement is not solely determined by a student's intellectual ability but also by various personal and environmental factors. Elements such as motivation, study habits, social support and institutional climate play an important role in shaping students' performance. Academic achievement refers to how the students act with their studies and how they deal with or complete multiple tasks set for them by their teachers (Annie et al., 1996, cited in Bukhari and Khanam, 2017). It is the successful accomplishment of a particular subject area usually because of reasons like skills, hard work, scores or descriptive commentary (Verma, 2016). Additionally, she mentioned that academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction is given.

Every educational system places a high value on academic achievement since it establishes a student's eligibility for promotion to higher education levels. In addition to reflecting students' academic achievements, degrees and qualifications have a long-lasting effect on future employment prospects and career advancement. Steady academic achievement boosts motivation, self-efficacy and social recognition, all of which support a person's general intellectual and personal development (Singh, 1976, as cited in Islam, 2019)) also defined academic achievement as a highly complex variable that is the product of several intellectual and non-intellectual elements functioning and interacting in various ways. It depends on more than just intellectual capacity as it is also shaped by students' attitudes, persistence and adaptability to academic demands. The quality of instruction, institutional support and peer interaction further contribute to students' learning outcomes. Hence, achievement results from the combined influence of both personal and environmental conditions.

1.1.3.1 DEFINITIONS OF ACADEMIC ACHIEVEMENT

The various definitions of academic achievement are as follows:

Morgan (1961) in his book “Introduction to Psychology” defines achievement as the “accomplishment on a test of knowledge (or) skills also a personal motive”.

Crow and Crow (1969), defines academic achievement as “the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him”.

Academic achievement refers to the activities or skills the student has learned and it is usually measured through assessments like standardized tests, performance tests and portfolio assessments (Santrock, 2006).

Astin (1984) believes that academic achievement includes cognitive and non-cognitive outcomes, as well as psychological and behavioural outcomes.

Bloom (1956) argues that academic achievement includes: knowledge, values and attitudes and skills or appropriate behaviours.

Steinmayr et al. (2014). “Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university”.

From the above definitions, it can be concluded that academic achievement is a multifaceted concept that reflects the extent to which a learner has acquired knowledge, skills, values, attitudes and appropriate behaviours through instruction. It encompasses both cognitive and non-cognitive outcomes, including psychological and behavioural aspects and can be measured through various assessment methods such as tests, performance tasks and portfolios. Overall, academic achievement represents the degree to which an individual attains the goals set within educational environments, whether in school, college or university (Morgan, 1961; Crow & Crow, 1969; Santrock, 2006; Astin, 1984; Bloom, 1956; Steinmayr et al., 2014).

1.1.3.2 ACADEMIC ACHIEVEMENT AND NON-RESIDENT STUDENTS

In the context of education and student mobility, research on academic achievement among non-resident students has grown an importance. As they adjust to new cultural, social and institutional settings, non-resident students encounter unique difficulties that can have a substantial impact on their academic achievement (Sikhwari et al., 2020; Cavusoglu et al., 2016). Their success depends not only on their intelligence but also on how well they adapt to new living situations, social networks and new educational patterns.

For non-resident students enrolled in different courses in other home regions, academic achievement is important because it directly affects both their immediate academic success and long-term job prospects. In highly competitive fields like medical, engineering, law and management, students' academic achievement commonly dictates their eligibility for internships, practical training, scholarships and placement chances. Achieving excellent academic standards is especially important for non-resident students since they have to achieve the demanding requirements of their curriculum while adjusting to a new cultural and educational setting. Research has indicated that academic achievement among students studying away from home is significantly influenced by language competency, cultural adaptation and academic adjustment (Parakarn, 1964 & Páramo et al., 2015). According to Lebcir et al. (2008), students who struggle with communication or cultural differences often have academic problems whereas students with good language skills and prior academic accomplishment typically perform better. As it promotes social integration and emotional well-being, involvement in extracurricular and social activities has also been connected to improved academic results (Jayanthi et al., 2014; Brough et al., 2017). The degree of academic achievement students attain is frequently determined by their capacity to overcome these obstacles. Students who develop effective coping strategies, seek support when needed and actively engage with their new environment are more likely to excel academically and socially.

Furthermore, housing conditions and access to institutional resources are examples of environmental factors that significantly influence success levels.

According to research, students who live on campus or in supportive situations perform better academically because they have easier access to learning resources and social interaction (Sikhwari et al., 2020 & Mbandlwa, 2021). On the other hand, non-resident students often face difficulties such as social isolation, financial hardship and homesickness which can negatively impact their performance (Almukdad & Berhanu, 2020). While financial constraints can restrict access to educational resources and extracurricular activities, homesickness can cause emotional pain and make it difficult to focus on studies. Academic engagement and motivation might be further hampered by social isolation which can limit opportunities for peer support and collaborative learning.

Hence, the academic achievement of non-resident students could be understood as a multi-layered concept shaped by cognitive, emotional, social and environmental factors. Improving their unique challenges through enhanced institutional support, inclusive teaching strategies and social integration programmes can significantly enhance their academic achievement and overall educational experience.

1.1.4 HIGHER EDUCATION IN INDIA

Any country or society's development and advancement are shaped and accelerated by education. Higher education is at the top of this systematic learning process which is arranged in a number of hierarchical stages. A pyramidal shape is frequently used to illustrate the different components of education. The elementary or early learning stages make up the base of the pyramid. The various educational levels are located as students ascend. The higher education sector is located at the apex of the pyramid. Higher education is regarded as the last phase of formal education. The types of activities that fall under the umbrella of higher education varies depending on how each country or region defines and elaborates on the term. Education in general and higher education in particular have undergone constant change over time, adjusting to shifting societal demands and keeping up with international trends and advancements (Hmar, 2023).

World Conference on Higher Education organised by UNESCO (1998) stated that “all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities” as the definition of higher education. Ministry of Human Resource Development, Government of India (2011) defines it as “education which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education.” In simple words, the term higher education generally refers to education at degree level and above (Komow, Khanna & Sharma, 2012).

The study of the Vedas, Upanishads and Vedangas were the main focus of higher education in ancient India, where students learned moral values and spiritual principles. The first institution founded by the British in 1780 was the Calcutta Madrasa (now Aliah University). The Indian Universities Act of 1857 established the universities of Calcutta, Madras and Bombay on the model of London University, serving as the associated colleges’ examining universities. Following India’s independence in 1947, the country’s higher education system expanded rapidly. There are different kinds of universities in India, depending on the academic, administrative and financial systems. In general, the nation has five main types of universities. These include Central University, State University, Open University, Private University and Deemed to Be University. The Union and State governments provide funding for all universities, with the exception of the private university (Gurumayum, 2016).

The Radha Krishnan Education Commission was created in 1948-1949 to examine the nation’s whole educational system. The national leaders at the time felt that the system needed a makeover. In free India, it was the first commission on education. On its advice, U.G.C. was founded. The Kothari Commission was then created by the union government in 1964-1966 and the findings of both commissions served as the basis for the New Education Policy, 1986. In 1952, the Secondary Education Commission advocated a three-year secondary education system and a four-year higher education system for India. Additionally, three-year degrees and four-year

honour degrees were suggested by the Indian Education Commission of 1964. The 10+2+3 design in the educational system and the improvement of higher education quality were suggested by the National Policy on Education of 1968 and 1986, respectively (Government of India, Ministry of Education, 1986). The National Education Policy (NEP) 2020 emphasizes quality, accessibility and global competitiveness in accordance with modern international norms and represents a turning point in the evolution of higher education in India. In order to improve India's academic reputation internationally, the policy views internationalization of higher education as an important reform subject. It promotes India as a worldwide study destination, collaborates with foreign universities and incorporates global ideas into courses. In order to encourage cross-cultural learning and innovation, the strategy emphasizes that Indian universities should welcome international students, support faculty and student exchange programmes and take part in international research networks (Ministry of Education, 2020).

Three basic stages of qualification, such as bachelor's or undergraduate level, master's or post-graduate level and doctoral or post-doctoral level, govern academic qualification in Indian higher education. Undergraduate and graduate diploma programmes are also available (Gurumayum, 2016). According to AISHE 2021-22, there are 1,168 universities, 45,473 colleges and 12,002 stand-alone institutions registered, with a student enrolment of approximately 4.33 crore and about 15.98 lakh teachers in the higher education sector (Ministry of Education, Government of India, 2024).

1.1.5 HIGHER EDUCATION IN MIZORAM

Dating back to when there was no formal schooling or school in Mizoram, through the establishment of the 'Zawlbuk' (bachelors' quarter), young boys had to endure extremely harsh training and discipline at the village community, which served as their learning centre. In order to instill moral standards centred on 'tlawmngaihna' (hospitality, compassion, unselfishness and helpfulness), extremely harsh discipline was upheld in the 'Zawlbuk'. The young men received a considerable variety of

informal education from the variety and type of activities conducted under the ‘Zawlbuk’ (Barbhuiya, 2010).

But it wasn’t until the two Christian missionaries, Rev. James Herbert Lorrain (Pu Buanga) and Dr. Frederick W. Savidge (Sap Upa), arrived on January 11, 1894, under the Arthington Aborigines Mission, that formal schooling was established in Mizoram. The creation of alphabets based on Roman scripts was their first significant contribution to the people of Mizoram. The first elementary schools were established in Aizawl and rural areas in 1898 and 1901 respectively. The schools operated in a transient and experimental manner without clear policy directives from higher authorities (Hluna, 1992). The first college was established at Aizawl in 1958. Originally called Aijal College, it was then renamed Pachhunga Memorial College, which is now known as Pachhunga University College. After then, higher education was extended to the southern region of Mizoram. In 1964, a single college was established in Lunglei known as Lunglei Government College (Vanengmawii, 2017). Mizoram University was established by an Act of Parliament on 2nd July, 2001. At present, Mizoram University is affiliated with 36 colleges that offer undergraduate education in a variety of streams and disciplines (Mizoram University, 2025).

There are now five academic streams offered in Mizoram for undergraduate education viz., arts, science, commerce, technical and professional courses. The majority of institutions offer general education courses in subjects including science, arts and commerce streams. One of the recent developments in Mizoram’s higher education landscape is the passing of the Mizoram State University Bill, 2025 on March 4, 2025 by the Mizoram State Assembly, paving the way for the establishment of the state’s first government-run university reflecting the state’s ongoing efforts to strengthen its academic framework and align with national educational reforms. This initiative seeks to align with the National Education Policy (NEP) 2020, which recommends the creation of a teaching-intensive university to oversee and manage college affiliations within 15 years of the policy’s implementation (Times of India, 2025).

In recent years, Mizoram has experienced a noticeable increase in the number of non-resident students seeking higher education within the state. Previously, a number of students from Mizoram and neighbouring regions had to migrate to other states to pursue professional, technical or specialized programmes due to limited local opportunities. However, with the expansion of higher education institutions in Mizoram offering courses in medicine, engineering, technology and other professional fields, the state has become an attractive destination for students from different parts of India and even from abroad. In addition to professional and technical programmes, students also continue to enrol in general courses across arts, science, commerce and doctoral studies, reflecting an expansion of academic options.

Mizoram continues to encounter formidable impediments in the advancement of higher education, despite noteworthy advancements in the establishment of colleges, universities and professional programmes. Compared to more established educational institutions in other Indian states, the state's institutions are comparatively new and small in number. Improved infrastructure, new research facilities and comparatively few options for advanced or specialized courses could all have a positive impact on the growth and competitiveness of Mizoram higher education sector.

1.2 RATIONALE OF THE STUDY

The pursuit of learning outside of one's community is a common endeavour in this day and age. For students, moving away from home to pursue higher education is a significant turning point that introduces new academic demands, expectations and learning environments (Ward et al., 2001). But moving from home to a different place can be difficult, particularly for students who never leave their homes. The presence of non-resident students provides valuable opportunities for intercultural understanding and intellectual growth, enhancing both personal development and academic competence (Andrade, 2006; Glass & Westmont, 2014). However, the reality of being a non-resident student makes it difficult to live in a completely new place when one must adjust to a variety of social, academic and personal changes upon arriving.

Non-resident students commonly face a variety of academic, social and personal stresses while relocating to a new place for higher education. Research shows that students who relocate have to deal with unfamiliar cultural and linguistic environments, new academic expectations and the difficulty of establishing peer and institutional relationships in an environment without previous support systems (e.g., language barriers, social isolation, cultural norms) (Rivas et al., 2019). Non-resident students report lower levels of support in these domains, despite the fact that both academic integration (the degree of adapting to the academic way of life) and social integration (the degree of adapting to the social way of life) are crucial for performance outcomes (Kraaykamp & van Eijck, 2012). The very intellectual promise that non-resident students bring to higher education may be undermined by such circumstances which may increase alienation and weaken a sense of belonging.

Feeling isolated and having difficulty adjusting are common challenges for students studying away from home. Social, cultural, language and academic differences can make it difficult for students to feel comfortable, stay motivated and do well in their studies (Shram, 1986; Rajapaksa & Dundes, 2002; Shaheen & Naser, 2014). Students who have support from friends, family and the university, as well as good communication and coping skills, tend to adjust better, while those facing barriers may struggle academically and personally (Goyol, 2002; Yuan, 2010; Nazir & Özçiçek, 2023; Cavusoglu et al., 2016). These difficulties in adjusting and feeling of isolation can also negatively affect their academic performance even though they have come to study in a different place to pursue higher education. Students may experience challenges such as unfamiliar teaching methods, heavy workloads, language barriers and limited access to social or institutional support which can increase stress and reduce academic satisfaction (Lee & Rice, 2007; Talebloo & Baki, 2013; Wu et al., 2015; Shaikh, 2024). Social and cultural differences could also lead to discrimination or exclusion further influencing their ability to participate fully in academic and campus life (Aung, 2019; Narzary, 2023; Lorenzetti et al., 2023).

Research suggests a reciprocal relationship (or interplay) between alienation, adjustment and academic achievement of students (Morinaj et al., 2019). Alienation, expressed through social exclusion, discrimination and cultural stereotyping can lead

to psychological stress and hinder engagement with peers and faculty, negatively affecting academic performance (Lee & Rice, 2007; Okusolubo, 2018; Narzary, 2023). Adjustment, including social, cultural, academic and psychological coping, mediates these effects with well-adjusted students showing higher academic success and better social integration (Wu et al., 2015; Lee, 2017; Lorenzetti et al., 2023). Academic achievement is therefore both an outcome and a reflection of students' ability to navigate the challenges of alienation and adjustment, factors like language barriers, unfamiliar teaching methods and cultural differences can lower performance whereas effective coping strategies enhance resilience and outcomes (Ersan & Khalil, 2019; Chennamsetti, 2020; Zhang, 2025). Overall, these interconnected factors highlight that students' academic success depends not only on their abilities, but also on the broader social and cultural conditions that shape their everyday experiences.

Although previous studies have explored alienation, adjustment and academic achievement in other countries, there is little research on non-resident students in Mizoram. Students from outside the state may face distinct challenges with language, social life and adapting to new surroundings which can affect both their adjustment and academic achievement because Mizoram has its own culture and way of life. Considering all of these factors, it is important to understand how non-resident students deal with academic difficulties, feelings of isolation and adjustment in particular regional contexts like Mizoram. To provide perspectives that facilitate a deeper understanding of the experiences and challenges of students living and studying away from their home environment, the study is expected to be highly instrumental in identifying the social and educational conditions of non-resident students pursuing higher education in Mizoram, as well as in examining the problems and challenges they encounter both within the broader society and in their academic environment.

1.3 STATEMENT OF THE PROBLEM

A growing number of students are leaving their home states and nations to seek higher education in culturally different places. This could present a number of social and psychological difficulties despite the chances for exposure and intellectual development. It is likely that non-resident students struggled to adjust to new social

settings, linguistic variances and cultural norms that are very different from their own community. Their emotional and academic engagement may suffer as a result of these problems which can cause feelings of loneliness and isolation where adjustment becomes a critical component in assessing how well these students manage their new environment. Understanding how these factors collectively shape students' experiences is important for gaining insight into the educational experiences of non-resident students in Mizoram, given that their levels of adjustment and alienation may have a direct impact on their academic achievement and daily functioning. Considering the significance of these apprehensions, the present study is titled, “*Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram*”.

1.4 OPERATIONAL DEFINITION OF THE TERMS USED

- Academic Achievement : Academic achievement refers to satisfactory learner performance as shown by grades or marks attained in exams, tests, continuous assessment and end-of-semester examinations. For the purpose of this study, academic achievement refers to the scores obtained by non-resident students in their annual or end-semester examinations, expressed as a percentage after converting their grades or marks.
- Alienation : Alienation refers to the feeling of disconnection or separation from one's social environment, work, studies, self and others. In the present study, the level of students' alienation is determined based on the score they obtained in the alienation scale.
- Adjustment : Adjustment refers to the process of adapting behaviour to a changed environment and the ability to cope in social situations and achieve satisfaction of one's needs. In the present study, the level of

students' adjustment is determined based on the score they obtained in the adjustment scale.

Non-Resident Student : In the present study, a non-resident student is any student who is not a permanent resident in the state of Mizoram, i.e. one who comes from another state or country to pursue higher education in Mizoram.

Higher Education : Higher education refers to the level of education pursued after completing twelve years of schooling or an equivalent, typically offered by colleges, universities and professional institutions.

1.5 RESEARCH QUESTIONS

1. Has alienation scale ever been constructed and standardized for non-resident students?
2. What is the level of alienation of non-resident students pursuing higher education in Mizoram?
3. Is there any difference in alienation of non-resident students with reference to their gender, age and duration of stay in Mizoram?
4. What is the level of adjustment of non-resident students pursuing higher education in Mizoram?
5. Is there any difference in adjustment of non-resident students with reference to their gender, age and duration of stay in Mizoram?
6. What is the level of academic achievement of non-resident students pursuing higher education in Mizoram?
7. Is there any difference in academic achievement of non-resident students with reference to their gender, age and duration of stay in Mizoram?
8. Is there any relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram?
9. Is there any relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram?

10. Is there any relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram?
11. Does alienation predict the academic achievement of non-resident students pursuing higher education in Mizoram?
12. Does adjustment predict the academic achievement of non-resident students pursuing higher education in Mizoram?
13. Does alienation predict the adjustment of non-resident students pursuing higher education in Mizoram?
14. What are the academic challenges faced by non-resident students pursuing higher education in Mizoram?
15. What are the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram?
16. What are the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram?

1.6 RESEARCH OBJECTIVES

1. To construct and standardize an alienation scale for non-resident students.
2. To examine the level of alienation of non-resident students pursuing higher education in Mizoram.
3. To compare alienation of non-resident students with regards to gender, age and duration of stay in Mizoram.
4. To examine the level of adjustment of non-resident students pursuing higher education in Mizoram.
5. To compare adjustment of non-resident students with regards to gender, age and duration of stay in Mizoram.
6. To examine the level of academic achievement of non-resident students pursuing higher education in Mizoram.
7. To compare academic achievement of non-resident with regards to gender, age and duration of stay in Mizoram.
8. To find out the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.

9. To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
10. To find out the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.
11. To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram.
12. To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram.
13. To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram.
14. To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram.
15. To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram.
16. To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram.

1.7 RESEARCH HYPOTHESES OF THE STUDY

1. There is a significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram.
2. There is a significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
3. There is a significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
4. There is a significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram.
5. There is a significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.

6. There is a significant difference in the adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
7. There is a significant difference in academic achievement between non-resident male and female students pursuing higher education in Mizoram.
8. There is a significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
9. There is a significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
10. There is a significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.
11. There is a significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
12. There is a significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.
13. There is a significant contribution of alienation on academic achievement of non-resident students pursuing higher education on Mizoram.
14. There is a significant contribution of adjustment on academic achievement of non-resident students pursuing higher education on Mizoram.
15. There is a significant contribution of alienation on adjustment of non-resident students pursuing higher education on Mizoram.

1.8 NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram.

2. There is no significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
3. There is no significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
4. There is no significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram.
5. There is no significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
6. There is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
7. There is no significant difference in academic achievement between non-resident male and female students pursuing higher education in Mizoram.
8. There is no significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
9. There is no significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
10. There is no significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.
11. There is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
12. There is no significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.
13. There is no significant contribution of alienation on academic achievement of non-resident students pursuing higher education on Mizoram.

14. There is no significant contribution of adjustment on academic achievement of non-resident students pursuing higher education on Mizoram.
15. There is no significant contribution of alienation on adjustment of non-resident students pursuing higher education on Mizoram.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

An important pre-requisite for the actual design and implementation of any research work is the review of related literature. The most instructive phase of research is the literature review stage which aids in enlightening the information from several perspectives that offer deep understanding and perspective on what the researcher is seeking. Reviewing related studies enables a researcher to find out what kinds of studies have been conducted and what has previously been looked into and examined. A literature review is a systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars and practitioners (Fink, 2005). It is a written summary of books, journal articles and other materials that outlines the current and historical status of knowledge regarding a specific topic and it provides the researcher with information and direction of what is currently known, making it possible to identify pertinent theories, approaches and research methods.

By reviewing relevant studies, the researcher can uncover knowledge gaps and gain an understanding of the kinds of prior studies that have been conducted. It is crucial for a researcher to have thorough and relevant supporting documentation for their study which helps in learning more about the background information of his or her study and compare the results of the study with those of similar investigations by reviewing related literature. This allows the researcher to emphasize the study's efficiency and significance.

The literature reviewed in this research are divided into four main themes viz.,

- i) Studies related to alienation,
- ii) Studies related to adjustment,
- iii) Studies related to academic achievement; and

iv) Studies related to problems and challenges.

A review of related studies conducted across different years which indicates the study titles and total number of works considered for reviewed are summarized below:

Table 2.1: Details of related literature reviewed

Sl. No.	Studies	Span of years	Total
1.	Studies related to alienation	1986-2025	20
2.	Studies related to adjustment	2002-2025	34
3.	Studies related to academic achievement	1964-2025	18
4.	Studies related to problems and challenges	2007-2025	24
Total			95

As evident from table 2.1, a total number of 95 studies were reviewed. The literature review comprised of 20 studies on alienation, 34 studies on adjustment, 18 studies on academic achievement and 24 studies on problems and challenges faced by non-resident students. The earliest study was conducted in 1964 and the latest in 2025, thus covering a span of 61 years. To provide a comprehensive understanding of the existing knowledge, the following section summarizes prior research on alienation, adjustment, academic achievement and the problems and challenges experienced by non-resident students:

2.2 STUDIES CONDUCTED ON ALIENATION

Shram (1986) investigated “Predicting Alienation in International Students” and found that being a graduate student, high levels of social contact and originating from Europe were significant predictors of lower alienation. Social contact showed the strongest individual correlation with alienation and the addition of other predictors further strengthened the regression model. Variables such as marital status, sex, age,

urban/rural background, time spent in the U.S. and non-European regions were not statistically significant predictors of alienation.

Ruffin (1988) examined “Alienation, Aspiration and Achievement Among Black College Students: A 1970-1986 Cohort Comparison” and the results indicated that alienation levels decreased significantly over the 16-year period. Black students in 1986 reported feeling less alienated than those in 1970. The decline in alienation was attributed to evolving social and political climate, increased minority support systems and improved cultural awareness on campus. There was a negative correlation between alienation and GPA as students who felt more alienated tended to perform worse academically. The patterns remained consistent across both cohorts, indicating that alienation continued to be a critical barrier to academic success and personal ambition.

Al-Khawaj (1988) studied “Psychosocial Correlates of Alienation in Kuwaiti Students” and found no significant differences in alienation by gender, education level, age or family size. These demographic variables were not significant contributors to alienation. Psychological variables (stress, self-esteem, locus of control, sex-role identity) are stronger predictors of alienation than demographic factors. Stress emerged as the strongest predictor of alienation. Higher stress levels were significantly associated with increased alienation and self-social estrangement.

Hsiu Huang (1991) explored “Alienation as a function of Participation in College Activities among Selected International Students”. The study found a strong negative correlation between student participation in campus activities and levels of alienation as more active students reported lower feelings of powerlessness, meaninglessness and social estrangement. While age showed no strong relation to alienation, older students tended to feel slightly more alienated, potentially due to increased responsibilities and social integration challenges. Alienation levels decreased the longer students had lived in the U.S., suggesting that time aided adjustment. Those living on or near campus reported less alienation than those farther away. Asian students experienced significantly higher alienation than non-Asian international peers, largely due to cultural and linguistic differences, limited peer

interaction and lower self-rated English proficiency, all of which hindered classroom participation and social inclusion.

Howard (1994) studied “Alienation among International Students”. The results revealed significant negative associations between alienation and key variables such as English fluency, organizational membership and acceptance of American values. ANOVA results showed that country of origin and membership in organizations significantly influenced alienation scores. Furthermore, regression analysis identified organizational membership, duration in the U.S. and value acceptance as significant predictors of alienation, accounting for a notable portion of variance. The qualitative interviews revealed recurring themes of unmet expectations cultural misunderstanding and social disconnection as sources of alienation reinforcing the statistical results and offering deeper insight into students’ emotional experiences of alienation.

Klomegah (2006) examined “Social Factors relating to Alienation Experienced by International Students in the United States”. The study found no significant difference in alienation levels between international and American students. Similarly, geographic home region, duration of stay in the U.S. and duration of stay in college showed weak and statistically insignificant relationships with alienation. In contrast, frequent social contact with peers was strongly and significantly associated with lower alienation confirming that students who regularly interact with others are much less likely to feel alienated. This relationship remained significant even when controlled for gender, age and place of residence, indicating social contact as the most important predictor of alienation.

Osin (2007) explored “Subjective Experience of Alienation: Measurement and Correlates”. The study explored the phenomenon of alienation across different demographic groups and its correlation with various psychological factors. The findings revealed significant age-related differences in alienation, with a one-way ANOVA indicating notable variations in general alienation, alienation from others and nihilism among participants. Additionally, the research highlighted those individuals experiencing higher levels of alienation reported lower psychological well-being, characterized by feelings of dissatisfaction, existential vacuum and external locus of

control which were statistically significant. Furthermore, the study found that gender differences in alienation were minimal and primarily influenced by adventurousness, suggesting that larger samples are necessary to detect these differences effectively.

Zokaei (2011) studied “Youth and Academic and Educational Alienation”. The study highlights both internal and external factors contributing to alienation such as unengaging curriculum, lack of critical academic discourse, weak teacher-student connections, minimal mentorship and the perception of professors as bureaucrats rather than scholars. The students adopt various coping strategies like withdrawing emotionally and intellectually from university life, others resist by engaging critically and forming independent intellectual communities and many view emigration as a means to reclaim agency and seek better prospects.

El-Deeb (2012) investigated “Analytical Study of Alienation of Rural and Urban College Students in Sharkia Governorate after the Revolution of 25th of January, 2011”. The study examined patterns of student alienation with a focus on gender and location, revealing that female students reported higher levels of alienation compared to male students and urban students showed a particularly high rate of self-alienation while rural students reported elevated levels of powerlessness, meaninglessness, normlessness and social isolation. Although no significant correlations were found between alienation and variables like age, social interaction, cultural openness or media exposure, the study did find a statistically significant difference in alienation levels between urban and rural students across all five dimensions, with no significant gender differences across those same dimensions.

Shaheen and Naser (2014) explored “Psychological Alienation and its Relation with Self-Esteem among Students of Al-Quds University and Al-Quds Open University in Palestine”. The findings revealed that the overall degree of psychological alienation among the students was moderate while self-esteem levels were higher. The analysis also highlighted that there were no significant differences in psychological alienation and self-esteem based on academic level and place of residence. However, significant differences were noted in psychological alienation based on gender, favouring males while self-esteem differences favoured females. Academic

achievement significantly influenced both psychological alienation and self-esteem, with “good” and “excellent” students showing higher levels of alienation and “good” and “very good” students exhibiting higher self-esteem.

Dowleh et al. (2014) examined “Social and Cultural factors associated with Student Alienation (Case study: Kermanshah Azad University)”. The results showed a moderate negative relationship between use of foreign media and social alienation suggesting that greater foreign media use was linked to lower feelings of alienation. In contrast, social participation and social communication had significant positive correlations with social alienation which meant that students more engaged in these activities also reported higher alienation. Economic status and age did not show significant relationships with alienation. However, a gender-based t-test revealed a statistically significant difference with male students reporting higher levels of alienation than female students.

Mighty (2016) studied “Causes of Alienation Among Black Students at Two Predominantly White Universities”. This study aimed to identify the causes of alienation among black students at two predominantly white institutions and the study found that both academic and social integration significantly influenced levels of alienation. The results showed a strong negative correlation between institutional environment and alienation indicating that a more supportive environment is associated with lower levels of alienation. Academic integration was moderately negatively correlated with alienation while faculty interaction and social integration showed weaker but still significant negative relationships. However, no significant relationship was found between interaction with diverse peers and alienation.

Alamoudi et. al (2018) explored “Effect of Alienation on Academic Achievement Performance of Medical Students of King Faisal University”. The study found no significant relationship between alienation and academic achievement. Using Pearson Chi-Square tests, the researchers analysed responses from 79 students, of whom 25.3% were classified as alienated. The results showed that alienation did not significantly correlate with academic performance, participation in college activities or free hours per week.

Pepanyan (2019) investigated “International Students’ Alienation in a US Higher Education Institution”. The findings highlighted that international students’ experiences of alienation in a US higher education institution are shaped by both socio-cultural adaptation challenges and interpersonal dynamics. Thematic analysis reveals that while domestic students are not overtly hostile, their uncertainty about engaging with international students contributes to social isolation. Language barriers, stereotypes and perceived discrimination further complicate international students’ integration.

Al Nasser (2019) studied “The reality of Alienation among International Students at Imam Muhammad Ibn Saud Islamic University”. The study found that international students experience high levels of social and cultural alienation, often feeling isolated, excluded from university activities and disconnected from Saudi society. The primary contributing factors included cultural differences, financial stress, inadequate social integration, lack of institutional support and limited involvement in decision-making and academic processes. These alienation experiences were expressed through symptoms such as social withdrawal, loss of identity, low sense of belonging and powerlessness in adapting to the host environment.

Apriyanti (2021) explored “Alienation among University of Indonesia’s Psychology Students: A Comparative Study amongst First-Year, Second-Year and Third-Year Students”. The study examined alienation levels among psychology students at the University of Indonesia, focusing on gender differences across semesters. The ANOVA result indicated no significant differences in alienation levels across semesters. Chi-square tests revealed significant differences in alienation levels among sixth-semester students, with males showing higher levels. Overall, alienation levels were high among students, particularly in the second semester due to adjustment challenges.

Tao et al. (2022) examined “Investigation and Analysis of Medical Students’ Sense of Alienation”. The results showed that the overall level of alienation of medical students was low and the social behaviour of medical students was good. The medical students’ sense of alienation is significantly different in grades, poor students and only

children. Medical students in junior grade have a higher level of alienation. In terms of overall alienation, freshman year is the lowest and senior year is lower than sophomore year. In terms of social alienation, freshmen, sophomores and juniors gradually increase and seniors rapidly decrease.

Alkouri (2022) studied “Psychological Alienation among College Students”. The study aimed to assess the degree of psychological alienation among students at the Jerash University and the findings revealed a moderate level of psychological alienation overall. Among its dimensions, self-alienation was the highest while social isolation was the lowest. The findings also showed statistically significant gender differences in the overall level of psychological alienation, loss of purpose and powerlessness with females reporting higher alienation than males. However, there were no significant differences based on the level of education.

Zitha et al. (2023) explored “Demystifying the Factors Contributing to Alienation and Fostering Social Justice in Higher Education: A Case of First-Year University Students” and identified several academic and social factors contributing to student alienation through a narrative approach. Academic pressure was a major concern, particularly for students transitioning from under-resourced schools, leading to stress and poor performance. Social isolation stemmed from lack of meaningful relationships with peers and faculty, compounded by financial stress due to high tuition costs and insufficient financial support increasing dropout risks. Discrimination and linguistic marginalization, notably where certain languages dominated, created additional barriers. Unclear academic expectations left students struggling with assessments and university standards. The absence of adequate academic and mental health support exacerbated these challenges while limited campus engagement left many students disconnected from the university community.

Demir (2025) studied “Social Alienation with International Students in New York City: A Phenomenological Research”. The study explored social alienation among international students in New York City through a phenomenological approach and the findings revealed that 35% experienced cultural differences upon arrival as the most significant challenge followed by system adjustment and language barriers.

Regarding coping strategies, 65% emphasized creating supportive social environments while 15% highlighted the importance of cultural acceptance. Participants defined social alienation mainly through feelings of cultural exclusion, disconnectedness and isolation.

2.3 STUDIES CONDUCTED ON ADJUSTMENT

Rajapaksa and Dundes (2002) investigated “It’s a Long Way Home: International Student Adjustment to living in the United States” and the findings revealed that international students experienced significantly high levels of homesickness, loneliness and feelings of having “left part of themselves at home”. Interestingly, the quality of the social network was a stronger predictor of adjustment than the number of close friendships with students who were satisfied with their social network reporting lower loneliness and higher contentment.

Goyol (2002) conducted a study titled “The Adjustment Problems of African Students at Western Michigan University” and the results indicated that there were no significant differences in adjustment problems based on gender age, academic classification and duration of stay in the United States. The study also revealed that African students at Western Michigan University identified financial aid and English language adjustment areas as those with which they were most concerned and least concerned, respectively.

Womujuni (2006) examined “The Challenges International Students Face in Adjusting to their New Status as Graduate Students: An Exploratory Case Study” and the findings revealed that over 70% of participants experienced academic difficulty due to lack of information during orientation, cultural misunderstandings with professors and unfamiliarity with the U.S. education system. Financial stress was cited by nearly 80% with restrictive work policies and scholarship limitations affecting their academic focus. Housing struggles were common especially among those who arrived late or lacked credit history. Emotional distress, homesickness and perceived discrimination were reported by 60% with many students indicating that limited access to mental health resources and mentoring programmes hindered their adjustment.

Yusoff and Chelliah (2010) in their study titled “Adjustment in International Students in Malaysian Public University” found that factors such as age, marital status, gender, length of residence, English proficiency, social support and personality traits were statistically linked to psychological and socio-cultural adjustment. Academic achievement, measured using GPA was also significantly related to successful adjustment. The findings also revealed that younger students adjusted faster, married students benefited from social support at home and students with higher English proficiency adapted better.

Yuan (2010) explored “Investigating International Student Perceptions of Adjustment through Q Methodology” and the students identified their social and communication skills as the most helpful factor of adjustment and was more likely to report homesickness. The participants also preferred to seek help from their fellow natives when experiencing difficulty and considered insufficient English skills their biggest barrier to adjustment. The students reported that their commitment to study and their immediate family played the most helpful roles. Besides these differences, the students also encountered problems such as cultural differences, financial difficulty, discrimination and unrealistic expectations.

Davis (2010) studied “Academic and Social Adjustments International Students Deal with Attending U.S. Universities” and the research highlighted challenges such as cultural adaptation, language barriers and navigating Western academic norms. Students noted difficulties in adjusting to new food, weather and social dynamics often relying on support networks like surrogate families and mentoring programmes for assistance. 31% of respondents reported challenges including depression, homesickness and stress-related issues. The study also revealed 65% of students felt prepared for the transition while 35% struggled significantly in adjusting to new environment.

Janjua et al. (2011) in their study titled “Learning Experiences and Academic Adjustment of International Students: A Case Study from Pakistan” revealed five key areas of difficulty like differences in assessment systems (e.g., emphasis on written assignments and presentations), academic atmosphere (e.g., separate male and female

campuses), teaching methods (e.g., transition from teacher-centred to student-centred approaches), learning methods (e.g., group work discomfort due to multicultural barriers) and language issues (e.g., mixed language usage by instructors). Language emerged as the most significant barrier impacting class participation and comprehension.

Zhu (2012) studied “Academic Adjustment of Chinese Students at German Universities” and examined the academic adjustment of Chinese students across four phases such as pre-departure, initial, developing and final stage. 80% of students reported insufficient pre-departure academic preparation with limited knowledge of course formats, assessment types and academic expectations. In the initial phase, 70% described their first semester as chaotic or challenging due to cultural and pedagogical mismatches, while 65% relied primarily on co-national peers for support. In the developing phase, over 75% showed improved language proficiency and adaptation to academic norms, despite emotional challenges related to differing learning traditions. By the final phase, 85% expressed satisfaction and appreciation for German academic culture, reinterpreting earlier struggles as autonomy and academic freedom.

Sual et al. (2012) in their study titled “Adjustment Experiences of Foreign Students in Liceo De Cagayan University: A Basis for Program Recommendation to the Guidance Center” assessed the adjustment experiences of ten foreign students across five domains like cultural, socialization, interaction, communication and conflict. The results indicated that while students had generally good levels of socialization, interaction and communication while their cultural adjustment was moderate and they faced notable difficulties with conflict adjustment. The students also reported frequent experiences of discrimination and feeling financially exploited. Despite these challenges, demographic factors such as age and gender did not significantly affect adjustment outcomes.

Mustaffa and Ilias (2013) examined “Relationship between Students’ Adjustment Factors and Cross-Cultural Adjustment: A Survey at the Northern University of Malaysia” and found no significant difference in adjustment based on gender. But the level of education and language proficiency in both English and Malay

were significant predictors of cross-cultural adjustment. Correlation analysis indicated strong positive relationships between academic adjustment, personal-emotional adjustment and environmental adjustment with overall cross-cultural adjustment. However, socio-cultural factors and intercultural communication apprehension showed no significant correlation.

Chien (2013) explored “Adjustment of International Students in a UK University: Reasons for Study Abroad and Subsequent Academic and Socio-Cultural Experiences”. The findings revealed moderate to high levels of academic adjustment. Students reported specific challenges including unfamiliar academic conventions, time management and group work collaboration. Socio-cultural adjustment scores were slightly lower with key difficulties involving language barriers, homesickness and limited social integration. Qualitative interviews with 26 students further highlighted factors such as personal agency, cultural identity and hybrid acculturation strategies significantly shaped the students’ coping and adaptation experiences in the host environment.

Othman (2015) examined “Relationship between International Students’ Experience, Adjustment and Academic Performance in Malaysian Public Universities”. The results showed that university environment significantly influenced all three dimensions of adjustment i.e., socio-cultural, psychological and academic. Family and lecturer support also significantly influenced psychological adjustment while friend and lecturer support, English proficiency and general living conditions were significant predictors of academic adjustment. The study also revealed that academic adjustment, psychological adjustment and socio-cultural adjustment specifically cultural empathy were found to have a significant and positive influence on academic performance.

Ackah and Kuranchie (2015) investigated “Foreign Students’ Adjustment in Early Days of their University Education: The Stress and Strains” explored the early adjustment challenges faced by international students at the Catholic University College of Ghana. The study identified three main challenges i.e., social, economic and academic. Social difficulties included language barriers, cultural differences and

stereotypes. Academic challenges were related to differences in teaching styles, unfamiliar academic regulations and bureaucratic delays in securing residence permits. 53.8% of the students reported challenges in adjustment attributing the difficulties to a lack of tailored orientation programmes.

Sivtceva (2016) studied “Challenges and Obstacles in the Socio-Cultural Adjustment of International Students” and the findings indicated the most prominent barriers faced by international students at Masaryk University were language difficulties, feelings of isolation and loneliness, limited interaction with local students and experiences of stereotypes and discrimination. Although students expressed enthusiasm during the initial “honeymoon” stage, they quickly encountered cultural shocks that impacted their emotional well-being and social integration. Results from in-depth interviews revealed that while co-national friendships provided emotional support, they often hindered deeper cultural immersion. On the other hand, friendships with host nationals and participation in multicultural networks contributed to better adaptation, reduced homesickness and enhanced communication skills.

Rujipak and Limprasert (2016) explored “International Students’ Adjustment in Thailand” and revealed significant differences based on age and country of origin but no differences concerning gender, living arrangements or length of stay. Socio-cultural adjustment dimensions like academic, physical and mental health, living environment significantly influenced psychological well-being, explaining 26% of its variance. Interpersonal relationships and local culture showed weaker predictive power. Western international students demonstrated better socio-cultural and psychological adjustment compared to Asian students, possibly due to pre-departure preparation and host cultural interactions.

Mesidor (2016) conducted a study titled “Factors that Contribute to the Adjustment of International Students” and revealed significant challenges including language barriers, cultural differences and homesickness. Social adaptation was positively associated with participation in leisure activities and social networking while academic adjustment was hindered by unfamiliar evaluation methods and

language proficiency issues. Psychological adjustment was influenced by resilience, self-efficacy and coping styles with depression and anxiety being common concerns.

Kukatlapalli (2016) examined “A study of the Adjustment Experiences of Indian International Students in New Zealand Universities” and the findings revealed that 86% reported satisfaction with their academic experiences with 74% affirming effective coping strategies for educational challenges. While 80% self-reported high English language proficiency in academic settings, 63% experienced initial communication barriers in social contexts. The findings also showed a positive correlation between academic satisfaction and utilization of university support services. Despite overall positive academic integration, challenges persisted in socio-cultural adjustment particularly with limited interaction with domestic students and perceived instances of cultural insensitivity.

Baklashova and Kazakov (2016) studied “Challenges of International Students’ Adjustment to a Higher Education Institution” and the results highlighted language barriers, differing communication models and cultural norms such as perceptions of punctuality as significant obstacles and challenges. Social isolation and academic burdens including adapting to new grading systems and managing parental expectations were recurrent themes. Adaptation strategies identified included utilizing university resources, engaging in extracurricular activities and improving language skills through immersion programmes.

Majid et al. (2017) conducted a study titled “Motivations for Studying Abroad and Adjustment Challenges faced by International Students in Singapore” and the results showed that adjustment challenges encompassed personal difficulties such as missing social events and financial issues alongside academic challenges like managing heavy workloads and study related stress due to unfamiliar assessment methods. Socio-cultural barriers such as adapting to local food and healthcare systems were significant. The study highlighted several adjustment strategies employed by international students in Singapore such as making new friends, staying connected with family and friends, exploring local attractions, seeking academic guidance, participating in club activities and using personal counselling services.

Ayele (2018) studied “Assessing Major Adjustment Problems of First Year Students in Ethiopia, Wolaita Sodo University” and the study revealed that students faced adjustment challenges in academic, social, personal-emotional and institutional domains. The result also indicated that students’ overall campus adjustment was at a moderate level with male students demonstrating better adjustment than females. A significant positive correlation was found between students’ overall adjustment and academic achievement with academic adjustment emerging as the strongest predictor of performance followed by personal-emotional adjustment.

Li and Zizzi (2018) investigated “A Case Study of International Students’ Social Adjustment, Friendship Development and Physical Activity” and findings from interviews and participant observations over five months revealed that participants faced bicultural social barriers including language difficulties and cultural differences which limited their interactions with American peers. However, engaging in regular physical activity such as badminton emerged as a key factor in promoting multicultural friendships and social opportunities with other international students.

Jiyagatai (2018) explored “Challenges faced by International Students in China” at four universities in Inner Mongolia and revealed two major categories of problems i.e., social and recreational challenges, reported by 19% of students and curriculum and teaching method issues, affecting 12%. Within social and recreational challenges, key issues included boring weekends and insufficient opportunities for self-expression. Among curriculum-related challenges, excessive workload, lack of recreational facilities and inefficient teaching methods were predominant concerns and challenges faced by the students.

Bastien et al. (2018) in their study titled “Striving for Success: Academic adjustment of International Students in the U.S.” revealed that length of stay, English proficiency and help seeking behaviours significantly predicted academic adjustment whereas age and attachment to the university community were strong predictors of psychological adjustment. Thematic analysis emphasized the challenges international students faced including acculturative stress, social isolation and pedagogical differences. Students from culturally distant regions reported higher stress levels while

those with greater English proficiency and active coping strategies demonstrated better adjustment outcomes.

Raji (2019) examined “Experiences and Adjustment Challenges of Nigerian International Students in United Kingdom Higher Institutions” and the findings showed that the most significant hurdles were social/external such as weather, integration into host communities and prejudice. Personal challenges came in second and academic challenges came in last. Students’ personal experiences were rated higher than their institutional experiences. Gender had a major impact on how academic challenges were perceived. While institutional experiences had a negative association with the majority of other subscales, Pearson’s correlation analysis showed moderate to substantial positive relationships between academic and personal challenges as well as between personal experiences and social issues.

Gündüz and Alakbarov (2019) studied “Analysis of Social Adjustment factors of International Students in Turkey” and the findings revealed key adjustment factors such as feeling safe, communication with lecturers, counselling services, making friends and attending social activities. Logistic regression analysis showed that feeling safe had the highest positive impact on provincial and university based social adjustment. Other significant factors included counselling services for provincial adjustment, social activities for provincial adjustment and communication with lecturers for friendships/environment adjustment. Perceived discrimination also positively affected adjustment in certain contexts likely due to institutional support mechanisms.

Ahrari et al. (2019) studied “A Stranger in a Strange Land: Experiences of Adjustment among International Postgraduate Students in Malaysia” and identified three main themes such as academic, psychological and socio-cultural adjustments. Participants experienced challenges in academic adjustment, including adapting to English proficiency, teaching and learning methods and support services. Psychological adjustment highlighted feelings of loneliness, anxiety and stress often worsened by homesickness. Socio-cultural adjustment highlighted perceived discrimination, communication barriers and culture shock.

Wahyuningsih (2020) explored “Challenges of Foreign Students’ Cultural Adjustment to Indonesian Culture and Impacts on their Academic Achievements” and the study identified key adjustment issues such as language barriers, unfamiliar food, differences in the education system, social relations and weather. Statistical analysis revealed that students’ academic achievements ranged from C to B+ with challenges in cultural adjustment contributing to lower grades. Coping strategies included cooking their own meals, practicing language skills and managing time effectively.

Yang (2020) examined “American Students’ Cultural Adjustment in China: Experiences and Coping Strategies” of American undergraduate students studying in China and the findings revealed that students faced challenges related to cultural barriers (e.g., privacy norms, reciprocity rules), language difficulties and expectation gaps between academic workloads and cultural immersion. Despite these obstacles, participants reported significant personal growth, increased global-mindedness and intercultural competencies through experiential learning opportunities, community-building activities and cross-cultural interactions. Themes from coping strategies included active engagement in learning, the expansion of worldviews, development of valuable life skills and bonding with people from diverse backgrounds.

Rahim (2021) studied “Adjustment Experiences of International Graduate Students to Life in the United States” and the findings were categorized thematically into three areas like the mosaic nature of adjustment (psychological and socio-cultural), strategies to cope with adjustment (positive mindset, academic focus and social support) and learning outcomes (personal and interpersonal growth). Participants reported emotional struggles such as homesickness and culture shock, particularly in early stages while academic cultural differences, including expectations around independence and participation also posed challenges. Coping mechanisms included focusing on academic goals, reframing perspectives and forming supportive social circles. Over time, participants noted growth in confidence, communication and intercultural competence.

Erturk and Nguyen Luu (2021) explored “Adjustment Challenges and Help Seeking among Turkish International Students in the United States” through

qualitative interviews and thematic analysis revealed that the students faced significant language barriers, cultural distance, academic stress, discrimination, homesickness, loneliness and financial difficulties all of which negatively impacted their well-being and satisfaction. Participants relied primarily on informal help from family and friends, citing the emotional intimacy and shared cultural background as key factors. Formal help-seeking from university counselling services was often hindered by perceived cultural insensitivity among counsellors, limiting effectiveness beyond academic challenges.

Li and Zhang (2022) investigated “Academic Adjustment in the UK University: A Case of Chinese Students’ Direct-Entry as International Students” through in-depth interviews and revealed four major challenges such as English language barriers (difficulty in listening and academic writing), subject complexity (including quantitative analysis in finance), rapid course delivery pace and time management issues. Effective coping strategies included utilizing pre-sessional programmes (highlighting academic writing courses), engaging actively in tutorials and professors’ office hours, revisiting video lectures, preparing for classes and proactively seeking help from peers and mentors. Participants demonstrated adaptability and resilience in overcoming obstacles, benefiting significantly from institutional support structures like pre-sessional programmes.

Nazir and Özçiçek (2023) studied “Adjustment Challenges and Coping Strategies of Arab Female International University Students” and the results highlighted that while academic, socio-cultural and personal adjustments significantly influenced overall adjustment, socio-cultural adjustment had the greatest impact followed by academic adjustment and personal adjustment. Socio-cultural challenges, including discrimination and unfamiliar gender dynamics emerged as the most significant barriers. Qualitative findings corroborated these results, revealing maladaptive coping strategies such as avoidance and isolation, alongside limited use of support services.

Alshammari et al. (2023) analysed “The Challenges of Psychological Adjustment for International Students: A Critical Analysis of Coping Mechanisms and

Support Services” and the findings showed that cultural distance and social isolation significantly impacted psychological well-being with students reporting higher levels of stress, anxiety and loneliness. Among coping mechanisms, problem-focused strategies (e.g., improving language skills) and social support systems (e.g., peer groups) proved effective, while culturally tailored counselling services were highlighted as essential for emotional relief and resilience. Students participating in cultural adjustment programmes reported a 35% reduction in perceived stress levels showcasing the effectiveness of structured support systems.

Yao et al. (2025) explored “Navigating the First Year: Transition and Adjustment Experiences of International Students of Color at a Predominantly White Institution” in the U.S. and the findings revealed that pre-sojourn factors such as cultural empathy and open-mindedness and in-sojourn factors, including social support networks, significantly influenced students’ adjustment. Participants highlighted challenges like expectation gaps, academic transitions and navigating sociopolitical climates while emphasizing the importance of peer connections, faculty engagement and tailored orientation programmes.

2.4 STUDIES CONDUCTED ON ACADEMIC ACHIEVEMENT

Parakarn (1964) examined “A study of Academic Achievement of Foreign Students at Kansas State University” and the results showed that students with better English skills and previous academic success earned significantly higher GPAs. Graduate students who lived in dorms or took part in extracurricular activities usually performed better. In contrast, undergraduate students showed the opposite trend. European students had the highest academic success while students from non-English speaking countries were more likely to be placed on probation.

Lebcir et al. (2008) investigated “Factors Affecting Academic Performance of International Students in Project Management Courses: A Case Study from a British Post 92”. The findings showed that the speed and format of lectures were very important as students depended on clear and detailed explanations. English language skills, especially technical vocabulary created challenges. Students preferred

assignments that included quantitative components. These results highlighted the need for customized teaching methods, ongoing language support and balanced assessments to improve international students' learning experiences and academic outcomes.

Jayanthi et al. (2014) in their study titled "Factors Contributing to Academic Performance of Students in a Tertiary Institution in Singapore" and the findings demonstrated that academic performance was highly impacted by gender, nationality, participation in extracurricular activities and a desire to pursue further education. Students who were female did better than those who were male. Students that participated in extracurricular activities outperformed their peers. Likewise, the mean score of students who planned to continue their education was greater than that of their counterparts who did not. The best learning method was found to be practicing previous year's exam papers which greatly raised academic performance.

Páramo et al. (2015) explored "Levels of Adjustment to College, Gender and Academic Achievement in First-Year Spanish Students" and the results showed that in comparison to students with lower adjustment levels, those with greater academic adjustment scores performed noticeably better academically in their first year. The best predictor of academic achievement was academic adjustment which accounted for 40.2% of the variation in females and 34.3% in males. Males were unaffected by institutional adjustment but females were greatly affected. Academic achievement was unaffected by social or personal-emotional adjustment factors for either gender. More than 30-40% of the variation in first-year academic achievement across genders could be explained by pre-university grades making them a significant covariate.

Cavusoglu et al. (2016) in their study titled "Factors associated with International Graduate Students' Academic Performance: A Comparative Analysis between the First Semester and the Subsequent Semester in the U.S" identified several major obstacles during the first semester such as financial limitations, homesickness, cultural adjustment and language hurdles. In subsequent semesters, the majority of students made progress in language proficiency, cultural adaptation and transportation while homesickness and financial strain remained significant issues. Fourteen (14) participants reported an increase in their GPA over time with increased English

proficiency, familiarity with teaching techniques and adjustment to the academic environment serving as the main drivers of academic achievement.

Brough et. al (2017) conducted a study titled “Extent of College Adjustment Experiences and Academic Achievement of the International Students in Trinity University of Asia” and found that the students faced moderate adjustment problems in academic, social, personal-emotional and attachment areas. Despite this, they generally achieved good to average academic performance. The analysis showed a strong relationship between female students’ academic success and their academic adjustment. In contrast, male students were more impacted by personal-emotional challenges. Younger students experienced negative effects while older students had positive effects. Students who stayed in the Philippines for 3 to 4 years showed a positive relationship between attachment adjustment and achievement. The regression results indicated that personal-emotional adjustment was the only significant predictor of academic success, accounting for 47% of performance variation.

Son (2019) studied “An analysis on factors that affect Academic Achievement of International Students” from 23 different universities in South Korea and the study found that academic factors such as diversity of courses, the education system and sharing of information significantly influence academic satisfaction while teaching methodology and supervisor relationships showed little effect. Regarding social factors, relationships with local friends and extracurricular activities enhanced social adjustment though having a mentor or residence type did not. For cultural factors, local language proficiency and receptiveness to local culture positively affected cultural adaptation whereas pre-interest in the host culture was not significant. academic satisfaction and cultural adaptation (negatively correlated) were significant predictors of academic achievement while social adjustment and financial stability were not.

Sikhwari et al. (2020) explored “A Comparative Study of the Academic Performance of Resident and Non-Resident Students at a Rural South African University” and the results showed that resident students had marginally better academic performance than non-resident students. Resident students also demonstrated slightly higher course pass rates, suggesting that on-campus living

supports enhanced academic achievement through better access to campus resources and social integration. Students residing on campus generally reported easier access to university resources such as libraries, computer centers and student support services which they felt contributed positively to their academic performance and social adjustment. First-year students especially noted that living in residence helped them socialize and adapt to university life more smoothly. Students mentioned high noise levels in residences, cramped shared rooms, expensive meal plans and lack of cooking facilities as barriers to effective studying. Some students from poorer backgrounds reported feeling socially alienated particularly in their first year due to perceived economic disparities among peers.

Almukdad and Berhanu (2020) studied “The Opportunities, Challenges and factors influencing International Students’ Academic Performance at Akdeniz University, Turkey” through a qualitative case study involving 15 participants. Key opportunities identified were meeting new people, experiencing diverse cultures and accessing quality education. Challenges included language barriers, culture shock, financial limitations and adaptation difficulties. Factors influencing academic performance encompassed language barriers, psychological issues, family concerns and financial constraints. Notably, language barriers were prevalent with students reporting difficulty understanding Turkish-medium instruction.

Mbandlwa (2021) examined “The Comparison of the Academic Performance of Students that are Staying at Student Residences and those who are Staying in their Homes”. The study analysed data from various South African universities and the findings revealed that students in university accommodations performed better academically with higher completion rates within the expected timeframe. Contributing factors included access to study resources like Wi-Fi, structured environments conducive to learning and peer support systems. However, personal motivation emerged as the most significant determinant of academic success, regardless of living conditions.

Dağtekin (2021) studied “Factors Affecting International Students’ Academic Performance” at Ankara Hacı Bayram Veli University and the findings revealed that

language barrier was highlighted as the most critical issue directly affect academic outcomes and social experiences. 26.48% of students reported challenges with teaching methods underlining the need for adaptable pedagogical strategies. Additionally, institutional variables such as teaching style and assessment methods as well as individual factors like cultural adaptation are identified as significant predictors of academic success.

Aden (2021) investigated “Factors Affecting Academic Achievement of the Foreign Undergraduate Students at Sudanese Universities: A Case Study of Somali Students”. The findings revealed no significant differences in academic achievement by gender or residence. However, significant differences were found by age with older students achieving higher GPA scores than younger peers. Significant differences were also noted by year of study with third-year students achieving the highest GPA. Regression analysis indicated no significant influence of institutional factors or study habits on academic performance.

Tadese et al. (2022) in their study titled “Determinants of Good Academic Performance among University Students in Ethiopia: A Cross-Sectional Study” identified that students aged 25-29 years were significantly more likely to score higher compared to those aged 20-24 years. Medical and health science students, in particular, reported feeling a greater sense of responsibility and pressure to excel which drove them to adopt disciplined study habits. Older students (25-29 years) shared that their life experiences helped them approach academic challenges with more resilience and strategic thinking. They often mentioned better time management and a deeper appreciation for education compared to younger peers. Students in medical and health faculties highlighted the supportive academic environment, including peer collaboration and access to mentoring. Common challenges included financial stress, lack of parental support and inadequate study facilities. Some students from rural backgrounds reported difficulty adjusting to university life and limited access to academic resources.

Jiang (2022) studied “International Medical Students’ Perspectives on factors affecting their Academic Success in China: A Qualitative Study” and the findings

indicated that international medical students in China perceive their academic success as a combination of gaining medical knowledge, clinical skills and communication abilities rather than merely achieving high grades. The main factors positively influencing success included robust social support systems (family, friends, peers), accessible campus resources (libraries, labs, scholarships) and supportive teachers and administrators. On the other hand, students identified several challenges such as language barriers (both English and Chinese), limited clinical exposure, curriculum misalignment with expectations, poorly designed exams and the negative impact of online learning during the pandemic. Socio-cultural adjustment, discrimination, mental health issues and financial difficulties also emerged as significant barriers to academic success.

Masud et al. (2023) analysed “A Comprehensive Review of International Students’ Perceptions of the Learning Environment in relation to Academic Achievement” in a Chinese university and the findings revealed that a positive learning environment significantly enhances academic performance, with key factors including effective teacher-student interactions, well-equipped classrooms and supportive school policies. The statistical analysis highlighted that student with access to modern facilities and collaborative learning spaces reported higher academic satisfaction compared to those without such resources. Language barriers and cultural differences were identified as challenges, emphasizing the need for tailored interventions to foster inclusivity and improve outcomes.

Chan and Dai (2023) investigated “Factors influencing Academic Achievement of University Students” in Malaysia using a quantitative approach and the findings revealed that student engagement had a strong positive relationship with academic achievement while general knowledge and social skills showed moderate positive correlations. Communication skills exhibited a weak positive correlation. The result of multiple regression analysis identified student engagement, general knowledge and social skills as significant predictors of academic achievement.

Qayyum (2024) examined “Cultural Adaptation, Social Integration and Academic Performance: A Study of International Students” the relationship between

cultural adaptation, social integration and academic performance among international students across UK universities. Results revealed a significant positive relationship between cultural adaptation and academic performance with social integration mediating this effect. Cultural adaptation also significantly influenced social integration. These findings suggest that enhanced cultural adaptation improves academic outcomes through better social integration which emphasize the importance of fostering socially inclusive environments in higher education institutions to support international students.

Hasanova (2025) studied “Factors affecting International Students’ Academic Achievement in Azerbaijan” and found that the most common challenges were related to attitude and communication followed by curriculum issues and language barriers. Statistical analysis showed that the academic dimension had the greatest overall impact on students’ achievement while cultural factors had the least. Satisfaction levels also influenced outcomes as academically satisfied students identified academic challenges as most impactful whereas unsatisfied students were more affected by psychological factors. Despite being motivated and goal-oriented, students reported insufficient institutional support, limited interaction with faculty and reliance on peer networks.

2.5 STUDIES CONDUCTED ON PROBLEMS AND CHALLENGES

Lee and Rice (2007) conducted a study titled “Welcome to America? International Student Perceptions of Discrimination” and the interview results uncovered that those students of colour faced more frequent and intense cases of discrimination compared to white international students who generally reported positive experiences. Most negative experiences involved feelings of exclusion, verbal insults, cultural stereotyping and discriminatory institutional practices. Students reported discriminatory treatment by faculty, peers and off-campus individuals ranging from subtle microaggressions to overt racism and denial of employment opportunities.

Alavi and Mansor (2011) studied “Categories of Problems among International Students in Universiti Teknologi Malaysia” and the findings revealed that the most disruptive categories were social and recreational problems, curriculum and teaching

method problems. Key issues included lack of recreational facilities, insufficient opportunities for personal development (e.g., improving ethics and thoughts) and dissatisfaction with the level of teaching such as poor arrangement of campus activities and overwhelming workloads.

Talebloo and Baki (2013) investigated “Challenges Faced by International Postgraduate Students during their First Year of Studies” during their first year at Malaysia. The findings showed four main categories of challenges such as facilities, social environment, academic system and international office programmes. The main challenges included inadequate accommodation, poor transportation services, dissatisfaction with food quality and slow internet in libraries. Social challenges encompassed cultural and communication barriers, particularly with English accents and staff interactions. Academic difficulties involved unfamiliar teaching methodologies and limited faculty support.

Wu and Guzman (2015) investigated “International Students’ Challenge and Adjustment to College” in U.S.A. and the findings revealed key struggles such as academic barriers like language proficiency issues and interaction with professors. Social isolation such as difficulty forming friendships, cultural differences and cultural adjustment. Despite these challenges, students employed strategies like engaging in campus activities, utilizing institutional resources and counselling services, joining student organizations and attending orientation programmes to support their adjustment.

Iqbal et al. (2015) explored “Problems Faced by International Students during Study Period” in Pakistan and focused on areas like language, food, cultural diversity and institutional support. The results revealed that only 40.9% comfortably adjusted to local food and 48.7% felt nervous when communicating in English. Academic barriers included difficulty in understanding lectures and dissatisfaction with classroom facilities and library resources. Despite 71.5% of students perceiving the host community as friendly, only 40.5% enjoyed making friends with native students. 35.8% of the students reported insufficient acknowledgment of cultural diversity in classrooms.

Gautam et al. (2016) analysed “Challenges for Global Learners: A Qualitative Study of the Concerns and Difficulties of International Students” in the southern U.S. and identified themes including language barriers, financial struggles, transportation difficulties, cultural assimilation, religious encounters and identity concerns. Through in-depth interviews, it was revealed that language was a significant challenge both within and outside the academic environment. Limited public transportation created obstacles for mobility and financial constraints were worsened by lack of on-campus job opportunities and restricted work permits. Cultural and religious differences highlighted both tensions and avenues for cross-cultural understanding while identity struggles emerged as a common psychological challenge.

Lee (2017) investigated “Challenges of International Students in a Japanese University: Ethnographic Perspectives” during their first semester in a private university in Tokyo. By using ethnographic methods, the study identified four major challenges like personal psychological issues (e.g., stress, loneliness, depression), general living issues (e.g., financial stress, accommodation difficulties), socio-cultural issues (e.g., stereotyping, cultural fatigue) and Japanese language issues (e.g., difficulties in communication and understanding lectures). Coping strategies included forming support groups, maintaining a positive attitude, interacting with Japanese friends and utilizing financial assistance and learning strategies.

Sridhar and Jain (2018) studied “Academic and Social Adjustment Challenges faced by Students of North-Indian Origin Studying in Colleges of Tamil Nadu” and the analysis revealed that newcomer students (less than 5 years in Tamil Nadu) faced greater difficulties in expressing themselves in the classroom, language barriers and cultural discrimination compared to long-term residents (12+ years). It was found that unfamiliar teaching styles, social exclusion and stereotypes contributed to adjustment struggles. Duration of stay significantly impacts student adaptation with newcomers experiencing heightened academic and social challenges.

Okusolubo (2018) explored “Academic and Social Challenges faced by African International Students in Collegiate Institutions in America” and identified a range of academic and social challenges through autoethnographic and participant-

observation methods. The findings revealed that 100% of participants reported academic stress linked to differences in teaching-learning culture, course structure and language barriers while 80% faced financial hardship due to exchange rate instability and lack of local funding support. Socially, 83% experienced culture shock, stereotyping and racial discrimination which resulted in feelings of alienation and psychological distress.

Ersan and Khalil (2019) investigated “Academic Challenges of Turkish International Students in Pakistan: A Qualitative Study” and thematic analysis revealed five major themes such as language barriers, uncooperative classmates, unrealistic expectations from teachers, differences in study methods and inability to express in class. Language barrier was the most prominent challenge. The students also reported social exclusion particularly in group assignments and felt emotionally and academically unsupported by peers and faculty. Furthermore, rote memorization and long-answer assessment styles contrasted with their prior educational experiences, compounding their academic stress.

Pak (2019) studied “Experiences of International Students in a UK Medical School: Cultural, Professional and Academic Transitions” which showed the main issues included experiences of “othering” that impacted their sense of belonging, difficulties with intercultural communication and adjusting to new academic practices such as problem-based learning. Students reported feeling isolated due to cultural assumptions and linguistic differences and many adopted silences in group settings to avoid perceived judgement. Despite their high academic capabilities, differences in prior educational backgrounds and unfamiliarity with local expectations led to several learning difficulties and academic stress.

Chuba (2019) examined “Common Challenges Faced by Foreign Nursing Students in Finland: A Literature Review” and the findings revealed multifaceted challenges where the most significant issues included language and communication barriers, socio-cultural adjustments, study-related difficulties, psychological stress, challenges in clinical competence assessment and poor time management. Language barriers were identified as the most critical obstacle which negatively affect clinical

interactions and academic success. Socio-cultural challenges including culture shock and difficulties in social integration also emerged as prominent concerns. Psychological issues such as loneliness and isolation were combined by unfamiliar academic systems and limited peer networks.

Byrne et al. (2019) in their study titled “A Melting Pot of Cultures: Challenges in Social Adaptation and Interactions amongst International Medical Students” explored health sciences institution in Dublin, Ireland, using including interviews and focus group discussions. The findings revealed difficulties in forming intercultural friendships, influenced by factors such as gender and language barriers. While students appreciated the diversity and shared academic goals, challenges like discrimination, cultural misunderstandings and limited interaction with host students were prevalent.

Aung (2019) investigated “Challenges International Students face and their perceived Values at the University of New Hampshire” focusing on academic, social and cultural aspects. The findings revealed that 77% of respondents identified social integration as a major concern, followed by academic success and language proficiency. The results also indicated significant differences in perceptions of academic success and social challenges for statements such as difficulties in group work and cultural barriers to community integration. Programmes like multicultural organizations and campus activities were rated as highly effective in addressing these challenges.

Chennamsetti (2020) explored “Challenges Faced by Indian International Students in US Higher Education” highlighting five major themes like living away from family and friends, difficulty in expressing oneself, multitasking, difficulty fitting in and lack of a positive attitude. Participants reported homesickness, language-related self-doubt and stress from managing academic, personal and professional tasks simultaneously. The qualitative analysis emphasized that acculturative stress, stemming from cultural and social adjustment often led to anxiety and reduced self-confidence.

Chen et al. (2021) analysed “Problems Encountered by Chinese International Students Studying in Australia in Life and Academic Adaptations” using a

questionnaire with 30 participants. The results showed significant difficulties in life adaptation including issues with diet, transportation, low accessibility of medical systems and social interactions. Academic challenges were linked to teacher-student relationships where linguistic skills and politeness were primary concerns and teaching styles where students struggled to adjust to interactive and student-centred approaches.

Narzary (2023) explored “Problems Faced by the Students from North-East India in Metropolitan Cities: A Sociological Study” where a significant number of students experienced adjustment issues, language barriers, cultural alienation and discrimination. Racial profiling and stereotyping were common with participants reporting verbal abuse and being subjected to derogatory slurs such as “Chinki,” “momo,” or “corona,” particularly during the COVID-19 pandemic. These discriminatory experiences were rooted in physical appearance and lack of awareness among the general population about North-Eastern identity and culture.

Lorenzetti et al. (2023) studied “Exploring International Graduate Students’ Experiences, Challenges and Peer Relationships: Impacts on Academic and Emotional Well-Being” across three professional faculties at a research-intensive Canadian university. The findings highlighted themes such as adapting to new environments, connecting with peers and institutional roles. Participants experienced challenges including financial constraints, communication barriers, systemic discrimination, loneliness and cultural adaptation, impacting academic and emotional well-being. Peer mentorship fostered knowledge sharing, a sense of belonging and motivation, befriending culturally and linguistically similar peers also played pivotal roles in navigating transition.

Çiydem and Gharalar (2023) in their study titled “Qualitative Assessment of the Experiences and Psychosocial Problems of International Students Studying in Türkiye” revealed three core themes such as developmental opportunities, needs and adaptation problems. The study found that international students gained social capital and identity through multicultural interactions and new relationships. However, significant psychosocial challenges emerged, including difficulties with bureaucratic

procedures, language barriers, economic hardships and experiences of culture shock, loneliness and discrimination from peers, faculty and society.

Shaikh (2024) investigated “Exploring Challenges Faced by International College Students: A Comprehensive Study” which revealed the multifaceted challenges faced by international college students across social, academic, cultural and psychological domains. The analyses of survey data identified language barriers, with 67% of students reporting difficulties in academic communication. Social integration challenges were prevalent with 58% experiencing isolation while academic workload and differing teaching methodologies posed significant hurdles for 72% of respondents. Cultural adaptation was a major issue, as 63% reported cultural shock and 51% faced identity conflicts. Psychological challenges were significant, with 48% experiencing stress-related symptoms.

Sebastian (2024) qualitatively explored “Challenges of North Eastern College Students in Chennai” and identified significant barriers such as stereotypes, social exclusion due to established local social circles, cultural discrimination displayed through insulting comments and language barriers impacting academic communication and professional engagements. Academic challenges included difficulties in meeting professor’s expectations and financial strain from part-time employment.

Murage (2024) conducted a study titled “Assessment of Social Challenges on University Students’ Academic Achievements” of public university students at Kenya where the thematic analysis highlighted that students struggle with peer relationships, financial constraints and institutional support gaps leading to stress and reduced academic performance. The results further indicated that co-curricular activities (53.9%) were the most effective intervention while peer counselling and mentorship also played secondary roles in minimizing challenges of the students.

Zhang (2025) conducted research titled “A Study on Educational Integration in the Multicultural Context of Malaysia: An Analysis of the Current Situation of Chinese Ph.D. Students” which focused on analysing significant challenges faced by Chinese Ph.D. students after integrating into a multicultural educational environment. The

major issues centred around language barriers, social integration and cultural adjustment. 42.9% students found understanding their teacher's accent "very difficult" while 50% struggled to meet expectations due to language limitations. 54.2% also reported severe difficulty being away from family and 50% found it difficult to make friends with locals.

2.6 OVERVIEW OF RELATED LITERATURE

A total of 95 studies comprised the review which were collected from numerous sources like doctoral theses, books, journals, dissertations and articles. All the studies reviewed were conducted on non-resident students and international students. Relevant studies reviewed ranges from the year 1964 to 2025. Out of the 95 studies reviewed, 20 studies were related to alienation, 34 studies explored adjustment, 18 studies focused on academic achievement and the remaining 24 studies investigated problems and challenges faced by non-resident students in their new social and academic settings.

In order to evaluate the degree and characteristics of alienation, majority of the studies employed quantitative correlational or comparative methodologies and questionnaires. A lesser number of studies employed mixed-methods and qualitative techniques, such as thematic analysis and interviews to document cultural and personal experiences of alienation. The samples included international students, undergraduate and post-graduate students and members of vulnerable sub-groups like first-year students or Black students. The majority of related literature reviewed were carried out among college and university students in a variety of settings, including the Middle East, the United States and Asian nations like China, Iran and Indonesia. Majority of the studies show a clear correlation between lower levels of alienation and social engagement, institutional assistance and cultural adaptability. According to studies by Mighty (2016), Klomegah (2006), Hsiu Huang (1991) and Shram (1986), students who participate in campus events have active social contacts, interact with peers and teachers reported feeling of less alienation. Similarly, studies conducted by Howard (1994), Pepanyan (2019) and Al Nasser (2019) emphasize how inclusive policies and

encouraging institutional settings help international or non-resident students feel like they belong. Studies conducted by (Hsiu Huang 1991; Howard 1994) shows that increased language skill and longer stays in the host nation or institution greatly lowers alienation by facilitating communication and cultural understanding. Regardless of nation or discipline, these findings show that the best defences against alienation are social integration, cultural adaptation and institutional participation.

Although majority of the studies agreed that social and institutional elements are important, there are a few discrepancies in terms of findings. While Alamoudi et al. (2018) showed no significant correlation between alienation and academic performance among Saudi medical students, other studies like Ruffin (1988) and Shaheen & Naser (2014), found that alienation has a negative impact on academic performance. El-Deeb (2012) and Alkouri (2022) showed higher levels of alienation among females but Dowleh et al. (2014) noted higher levels of alienation among males. These findings suggest that gendered experiences are dependent upon the institutional setting and cultural context. Studies conducted by Pepanyan (2019) and Zitha et al. (2023), showed that even socially active students felt alone because of perceived cultural stereotypes and subtle discrimination. These variations demonstrated how alienation varies greatly and is impacted by the local culture, the institutional environment and the way that students perceive and comprehend their personal experiences.

Majority of the studies on adjustment have been carried out in the US, UK, Malaysia, China, Ethiopia, the Philippines, Ghana and other Asian and African nations with a population of international, non-resident and cross-cultural students. These studies used qualitative methods like case studies, interviews, phenomenological analyses and quantitative survey designs. Several studies employed mixed methods as well. Researchers examined a variety of adjustment related topics in these studies, including academic, psychological and socio-cultural with an emphasis on language barriers, instructional strategies, social adaptability and mental health.

The studies consistently demonstrates that the most important factors influencing a successful students' adjustment are linguistic ability, social engagement

and institutional support. According to studies conducted by (Yusoff & Chelliah, 2010; Othman, 2015; Mustaffa & Ilias, 2013), improved academic and socio-cultural adjustment is linked to longer residence in host country and greater English competence. Similarly, supportive social ties with peers and professors assist students overcome cultural stress and homesickness, according to qualitative and mixed-method research (Rahim, 2021; Sivtceva, 2016; Li & Zhang, 2022). Research from many areas (Rajapaksa & Dundes, 2002; Womujuni, 2006; Majid et al., 2017; Alshammari et al., 2023) demonstrates that students who have access to mentors, peer interaction and high-quality social networks are more emotionally stable and satisfied in their day-to-day experiences. Involvement in community programmes, sports and extracurricular activities lowers adjustment challenges and increases social belonging (Li & Zizzi, 2018; Yao et al., 2025). Institutional settings that offer academic advising, counselling and inclusive classroom practices have a significant impact on academic adjustment (Othman, 2015; Gündüz & Alakbarov, 2019). Successful adaptation also heavily relies on psychological resilience and coping mechanisms, including time management, optimistic thinking and asking for help (Rahim, 2021; Alshammari et al., 2023).

While most results aligned, certain research highlighted differences in the findings. While some study (Goyol, 2002; Mustaffa & Ilias, 2013) found no significant gender difference in adjustment, (Nazir & Özçiçek, 2023) pointed out specific socio-cultural obstacles for female students. Yusoff & Chelliah (2010) and Othman (2015) reported strong positive correlations between adjustment and academic performance. Some studies (Sivtceva, 2016; Rujipak & Limprasert, 2016) suggested that reliance on co-national peers can obstruct deeper cultural integration while others (Womujuni, 2006 & Sivtceva, 2016) found that same-cultural friendships offer emotional security and comfort. Some studies also indicated that institutional experiences like unresponsive faculty or bureaucratic obstacles may have a harmful impact on psychological well-being (Raji, 2019; Ahrari et al., 2019). However, other studies highlighted that positive institutional support can reduce these stressors (Gündüz & Alakbarov, 2019). These differences demonstrated that adjustment is a complex,

situation-specific process that is impacted by host culture receptivity, individual personality and institutional inclusion.

A number of recurring themes showed up in the studies regarding the components that favourably affect academic achievement. Language barrier is often cited as a critical factor particularly for students from other countries. Research conducted by Parakarn (1964), Lebcir et al. (2008), Cavusoglu et al. (2016), Dağtekin (2021), Almukdad & Berhanu (2020), Jiang (2022) and Hasanova (2025) highlights that comprehension, participation and performance are hindered by a lack of proficiency in the instructional language, be it English, Turkish or Chinese. Son (2019), Qayyum (2024), Jiang (2022) and Hasanova (2025) have demonstrated that students who integrate into the host culture typically perform better academically, demonstrating the importance of cultural adaptation. Páramo et al. (2015), Brough et al. (2017), Chan & Dai (2023) and Tadese et al. (2022) have shown that academic adjustment and student engagement are powerful indicators of academic achievement. They discovered that students who had higher adjustment scores or higher levels of engagement performed better. Academic performance is also influenced by residence type. According to Sikhwari et al. (2020) and Mbandlwa (2021), students who lived on campus had greater access to resources and peer support which improved their academic performance. Tadese et al. (2022) and Aden (2021) found that age and maturity were important determinants with older students demonstrating higher levels of discipline, resilience and strategic learning techniques. Studies by Parakarn (1964), Jayanthi et al. (2014) and Son (2019) also found a favourable correlation between academic success and extracurricular participation.

Despite these similarities, several studies are contradictory to each other. Gender disparities in academic achievement are not always constant. While Aden (2021) found no gender-based differences in achievement, Jayanthi et al. (2014) and Brough et al. (2017) found that female students performed better than male students, especially in academic adjustment. Aden (2021) showed no difference between resident and non-resident students while Sikhwari et al. (2020) and Mbandlwa (2021) noted improved performances among resident students. Son (2019) found that institutional elements including teaching style and evaluation techniques were

considered insignificant while Dağtekin (2021) and Hasanova (2025) highlighted the same factors as influential which suggested that the effectiveness of institutional assistance may differ depending on the environment. Son's study found no significant relationship between social adjustment and academic performance but Qayyum (2024) found social adjustment to be a major mediator between cultural adaptation and academic performance.

To explore the non-resident students lived experiences, most studies employed qualitative methods using interviews, focus group discussions, ethnographic observation and thematic analysis. The results show a variety of challenges and difficulties in the social, cultural, psychological and intellectual domains. The most commonly mentioned problem was language problems which have an impact on social integration, classroom involvement and academic communication (Talebloo & Baki, 2013; Wu et al., 2015; Ersan & Khalil, 2019; Chuba, 2019; Shaikh, 2024; Zhang, 2025). Studies from the U.S., Japan, India and Europe have highlighted challenges with cultural adjustment such as identity conflicts, stereotyping and discrimination (Lee & Rice, 2007; Lee, 2017; Narzary, 2023; Byrne et al., 2019). Academic challenges included difficulty adjusting to new evaluation techniques, hefty workloads, unusual teaching styles and lack of faculty assistance (Alavi & Mansor, 2011; Pak, 2019; Chennamsetti, 2020). Social isolation and trouble making friends were prevalent (Wu et al., 2015; Aung, 2019; Sebastian, 2024). Lack of support networks and cultural adjustment were often associated with psychological stress such as sadness, anxiety and loneliness (Lee, 2017; Chuba, 2019; Çiydem & Gharalar, 2023). Financial difficulties were also found especially in situations where there were few employment options or high living expenses (Gautam et al., 2016; Okusolubo, 2018; Lorenzetti et al., 2023).

According to Iqbal et al. (2015), 71.5% of students thought the host community was friendly but only 40.5% of them liked making friends with native students. This suggests that there may be a disconnection between the perception of friendliness and the actual integration of the community. Similarly, Byrne et al. (2019) and Sebastian (2024) pointed out that despite institutional diversity, there are still obstacles to intercultural friendships. While Aung (2019) found multicultural programmes to be

successful in fostering social integration, some research concluded that institutional assistance was insufficient or ineffectual (Talebloo & Baki, 2013; Ersan & Khalil, 2019), while others highlighted its importance (Murage, 2024; Lorenzetti et al., 2023). While some students valued multicultural exposure (Çiydem & Gharalar, 2023), others felt alienated because of cultural assumptions and stereotyping (Pak, 2019; Narzary, 2023). Despite these challenges, some students employ adjustment strategies such as peer mentorship, multicultural engagement and participation in campus activities to navigate their transitions. The findings across diverse settings highlighted the need for holistic, culturally sensitive support systems in higher education institutions for non-resident students.

2.7 RESEARCH GAP

Despite a substantial body of literature on alienation, adjustment and academic achievement among non-resident students on international level, there remains a noticeable gap in research addressing the unique socio-cultural and institutional context particularly in relation to the lived experiences of non-resident students pursuing higher education within Mizoram. The literature that is currently available highlights elements such as social interaction, language ability and institutional support (Yusoff & Chelliah, 2010; Mighty, 2016), but it ignores the localized experiences of non-resident students in Mizoram where regional norms and ethnic diversity may have a big impact on students' academic and social lives. According to studies like Howard (1994), Klomegah (2006) and Shram (1986) language ability, cultural familiarity and social contact are important indicators of alienation among international students. These findings, however, centre on cross-national student mobility and are mostly situated in Western contexts. Research on alienation among North-East Indian students in urban areas of India conducted by Narzary (2023) and Sebastian (2024) focused on racial stereotyping, cultural exclusion and linguistic marginalization. However, no specific research has been done on how non-Mizo students feel alienated in Mizoram's educational institutions where the close-knit community structures, strong ethnic identity and prevalent Mizo language usage may provide particular difficulties for outsiders.

When it comes to starting college in a new setting, domestic students may not encounter the same issues and difficulties as students from other states and countries. The majority of adjustment studies reviewed focused on nations like the US, UK, Malaysia and China that have substantial numbers of overseas students (Yusoff & Chelliah, 2010; Mustaffa & Ilias, 2013; Rahim, 2021). These studies emphasize how crucial social networks, institutional support and language competency are for promoting transition. However, these studies have not examined Mizoram's environment and its little exposure to non-resident students or regional academic norms. Despite the widespread recognition of language difficulties, cultural adaptability and institutional support as factors that influence academic achievement (Parakarn, 1964; Jiang, 2022; Hasanova, 2025), no data is available about how these factors affect academic achievement of non-resident students in Mizoram.

Overall, the studies reviewed offers insightful information about the experiences of international and non-resident students but it ignores Mizoram's distinct institutional and socio-cultural characteristics. Based on the studies reviewed, the majority of research on non-resident students comes from foreign nations where international students are examined. However, there are not as many of the aforementioned studies in India and Mizoram in particular, as there are in other areas of the world which has led to a significant discrepancy of research. As a result, the researcher was unable to locate reviews of alienation, adjustment and academic achievement of non-resident students carried out in Mizoram therefore highlighting the necessity of the present study. The study is anticipated to provide valuable insights into the social and educational conditions of non-resident students pursuing higher education in Mizoram, as well as the challenges and difficulties they face both in society and in their academic journey.

CHAPTER - III

METHODOLOGY AND PROCEDURE

Research methodology is a vital step in conducting research. It is the systematic examination of the approaches used in a particular field of study which involves certain steps or methods used to identify, select, process and evaluate data related to a topic. A precise roadmap for the study is provided by a well-defined research methodology which guarantees that the procedure is rational, consistent and trustworthy. Moreover, it helps in defending the selection of research design, sampling, data collection tools and analysis of the research process from start to finish. A research study should adhere to a specific logical sequence of steps so that the outcome is as close to reality as possible. Therefore, the following topics are covered in this chapter:

- 3.1 Method of the study
- 3.2 Population of the study
- 3.3 Sample of the study
- 3.4 Tools used for data collection
- 3.5 Procedure of data collection
- 3.6 Statistical techniques used

3.1 METHOD OF THE STUDY

The present study employed a mixed method research design that combines quantitative and qualitative techniques. The underlying premise of this method is that integrating qualitative and quantitative approaches offers a more comprehensive understanding of a research problem rather than using either approach alone (Creswell, 2013). In particular, explanatory sequential design was used in which the study was conducted in two separate but complimentary stages.

In the first phase, data was collected from a sample of participants by using questionnaires. After the quantitative phase, the study proceeded with focus group

discussion in the qualitative phase. The qualitative component helped to clarify, elaborate and refine the statistical findings and enabled a more nuanced and comprehensive interpretation of the data. The study would give a more thorough and reliable depiction of the experiences and academic difficulties of non-resident students in Mizoram due to the combination of quantitative and qualitative approaches which will guarantee both the breadth and depth of understanding.

The following two pages present the research design tables for both the quantitative and qualitative components of the study.

Table 3.1.1: Research Design for Quantitative Study

Types of Variables		Descriptive Analysis	Inferential Analysis	Data Organisation and Statistical Analysis
Dependent Variables	Independent Variables			
i) Alienation	i) Gender (Male and Female) ii) Age (Below 20 years, 21-25 years, 26-30 years and More than 31 years) iii) Duration of Stay (Less than 1 year, 1-2 years, 3-4 years and More than 5 years)	Mean, SD, Frequency, Percentage (Levels of Alienation)	t-test (Gender), ANOVA (Age and Duration of Stay); Pearson's Product Moment Correlation (with Adjustment & Academic Achievement); Linear Regression Analysis (predicting Academic Achievement & Adjustment)	i) Microsoft Excel was used for data entry, data cleaning, frequency tables and making charts and graphs.

ii) Adjustment	Mean, SD, Frequency, Percentage (Levels of Adjustment)	t-test (Gender), ANOVA (Age and Duration of Stay); Pearson's Product Moment Correlation (with Alienation & Academic Achievement); Linear Regression Analysis (predicting Academic Achievement)	ii) Statistical Package for the Social Sciences (SPSS, Version 25.0, 2017). was used for inferential analyses.
iii) Academic Achievement (CGPA converted into Percentage)	Mean, SD, Frequency, Percentage (Levels of Academic Achievement)	t-test (Gender), ANOVA (Age and Duration of Stay); Pearson Correlation (with Adjustment & Alienation); Linear Regression Analysis (predicted by Alienation and Adjustment)	

Table 3.1.2: Research Design for Qualitative Study

Components	Description
Purpose of Qualitative Phase	To explore academic challenges, aspects of alienation and adjustment strategies among non-resident students pursuing higher education in Mizoram
Data Collection Method	Focus Group Discussions conducted in groups of 5-10 participants to facilitate shared experiences and interactive discussion.
Data Collection Tools	Focus Group Discussion guiding questions. Audio recordings and notebook were also used.
Data Analysis Method	Braun and Clarke's Thematic Analysis (2006). The process followed six-phases, which includes familiarization, coding, generating themes, reviewing themes, defining and naming themes and writing up.

3.2 POPULATION OF THE STUDY

The population comprised of all non-resident students, both from other states and foreign countries, enrolled in higher education institutions across Mizoram during the 2023-2024 academic session. Since the Higher and Technical Education Department, Government of Mizoram, does not maintain separate or distinct records on non-resident students, the researcher personally identified higher education institutions across the state that enrolled non-resident students. Through this process, it was found that seven institutions together had a recorded population of approximately 2,175 non-resident students.

3.3 SAMPLE OF THE STUDY

Two distinct sampling methods were used in this study to gather both quantitative and qualitative data. Based on Taro Yamane's (1967) sample size determination formula, the minimum required sample for the study was calculated as $n = 338$. The researcher employed Proportionate Random Sampling Method where 30% of non-resident students from each of the seven institutions were randomly selected in order to enhance the representativeness of the sample across the institutions. This procedure resulted in the final sample size that exceeded the computed minimum, thereby strengthening the reliability of the data collected. The quantitative sample for this study is depicted on the table below:

Table 3.3.1: Sample for Quantitative data

Sl. No.	Name of Institution	Under-graduate Students	Post-graduate Students	Research Scholars
1.	College of Horticulture	21	-	-
2.	College of Veterinary Sciences & Animal Husbandry	44	38	-
3.	Mizoram University	53	141	64
4.	National Institute of Technology	145	6	2

5.	Pachhunga University College	10	-	-
6.	Regional Institute of Paramedical & Nursing Sciences	82	16	-
7.	Zoram Medical College & Hospital	34	-	-
Total		656		

The study also employed Purposive Sampling Method to collect qualitative data, selecting participants who possessed the relevant experience and insights necessary to provide detailed and pertinent information. The qualitative phase of data collection was undertaken using Focus Group Discussion. Each focus group comprised of 5 to 10 participants, as recommended by Krueger (2002). Through this method, the researcher was able to learn more about the non-resident students' individual experiences, viewpoints and difficulties that the quantitative data was unable to adequately obtain. Seven (7) sessions of focus group discussion were conducted across seven different institutions. The sample for qualitative phase of data is given below:

Table 3.3.2: Sample for Qualitative data

Sl. No.	Name of Institution	No. of Participants
1.	College of Horticulture	10
2.	College of Veterinary Sciences & Animal Husbandry	6
3.	Mizoram University	8
4.	National Institute of Technology	6
5.	Pachhunga University College	5
6.	Regional Institute of Paramedical & Nursing Sciences	7
7.	Zoram Medical College & Hospital	6
Total		48

3.4 TOOLS USED FOR DATA COLLECTION

The following tools were utilised for the present study:

1. Alienation Scale for Non-resident Students developed by the researcher.
2. Adjustment Inventory for College Students (AICS) by Dr. A.K.P Sinha and Dr. R.P. Singh (1968) was used by the researcher after recalibrating the reliability of the test.
3. Academic achievement of the students, assessed using the marks or grades obtained in their end-semester or annual university examination. The grades or marks were subsequently converted into percentage scores for uniformity of analysis.
4. Focus Group Discussion was used where the guidelines were drafted by the researcher to find out the academic challenges, aspects of alienation and adjustment strategies of non-resident students.

3.4.1 Alienation Scale for Non-Resident Students (2024)

Alienation Scale for Non-Resident Students was developed by the researcher following Likert's Method. Despite the existence of several alienation scales, there was no standardized tool created especially to assess the alienation felt by non-resident students in higher education settings. Hence, the researcher created a scale specifically designed to measure the distinct experiences, viewpoints and difficulties faced by non-resident students.

The scale consists of 50 items which were all framed as negative statements and each item followed identical scoring pattern. The scale was divided into four dimensions viz., academic alienation, emotional alienation, institutional alienation and social alienation to capture the diverse aspects of alienation experienced by non-resident students. A five-point rating system was used, viz, Always, Often, Sometimes, Rarely and Never. Since one of the research objectives was the construction and standardization of 'Alienation Scale for Non-Resident Students', detailed information on the methods and procedures involved can be found in Chapter-IV.

3.4.2 Adjustment Inventory for College Students (AICS) by Dr. A.K.P Sinha and Dr. R.P. Singh (1968)

To measure the adjustment of non-resident students, Adjustment Inventory for College Students (AICS) by Dr. A.K.P Sinha and Dr. R.P. Singh (1968) was adapted and administered. The scale comprises of 102 statements which were divided into five areas viz., Home, Health, Social, Education and Emotional. In the present study, items related to home and health areas were eliminated as they were not pertinent to the sample, yielding a revised set of 71 statements. According to the scale's response format, participants had to select either "Yes" or "No" as their answer and each question has its own scoring key which indicates the response designated as the correct answer. During scoring, if a respondent's answer matches the keyed option marked in the scoring circle, it is awarded a score of one (1). A score of zero (0) is assigned to any response that does not correspond to the keyed option.

Reliability of the test

The reliability of the test was determined by i) split-half, ii) Hoyt's ANOVA and; iii) K-R Formula-20. Test-retest reliability was also determined by administering the test after a period of three weeks on 228 students. The reliability coefficient based on the split-half method was 0.94. The test-retest reliability was 0.93. Using Hoyt's ANOVA method, the reliability coefficient was 0.94 and the Kuder-Richardson Formula 20 reliability was 0.92.

Validity of the test

In item analysis, validity coefficients were determined for each item by bi-serial correlation method and only those items were retained which yielded bi-serial correlation with both the criteria total score and area score significant at 0.01 level.

The inventory was also validated by correlating inventory-scores with Hostel Superintendent's ratings. This was studied on a sample of 120 students living in different houses of Patna University. Product Moment Correlation between the inventory scores of the students and superintendent ratings were obtained to be 0.58, significant at 0.01 level.

Norms of the scale

The respondents could be identified into five categories in accordance with the scores obtained by them in the inventory. The five different categories of adjustment are ‘A’ which stands for excellent, ‘B’ which stands for good. ‘C’ which stands for average, ‘D’ which stands for unsatisfactory and ‘E’ which stands for very unsatisfactory adjustment. The following table represents the classification of adjustment for total scores:

Table 3.4.1 Classification of Adjustment in terms of categories

Categories	Description of Adjustment	Range of Scores	
		Male	Female
A	Excellent	12 and below	12 and below
B	Good	13-28	13-27
C	Average	29-45	28-41
D	Unsatisfactory	46-61	42-57
E	Very Unsatisfactory	62 and above	58 and above

Revalidating Reliability Using Cronbach’s Alpha

Upon reviewing the scale in relation to the characteristics of the target population, it was observed that several items, particularly those related to the home and health areas were not contextually related to non-resident students. Accordingly, 31 items that were deemed irrelevant to the sample were eliminated, resulting in 71 items covering social, educational and emotional adjustment. This approach is consistent with established scale refinement practices where items are eliminated only when they are deemed irrelevant or unsuitable for the target population, as demonstrated in previous studies (Park et al., 2021; Zhan et al., 2023; Duwe & Titzmann, 2024). The revised scale was then assessed for internal consistency, yielding a Cronbach’s alpha of 0.79, indicating acceptable reliability. This result indicates that the revised scale is reliable for measuring the target population.

Recalibration of norms

Given that the tool was designed for a different population, the researcher found it was necessary to recalibrate the norms of the scale. The recalibration was undertaken to enhance the validity and interpretive accuracy of the findings, ensuring that the tool more accurately reflected the unique characteristics of the targeted population i.e., non-resident students and thereby enhancing the reliability and applicability of the results. The recalibrated norms indicated that lower scores denote better adjustment among students whereas higher scores indicated poorer adjustment. The recalibrated norms are as follows:

Table 3.4.2: Recalibrated norms for adjustment inventory

Sl. No.	Level of Adjustment	Range of Scores
1.	Excellent	24 and below
2.	Good	25-31
3.	Average	32-40
4.	Unsatisfactory	41-47
5.	Very Unsatisfactory	48 and above

3.4.3 Academic Achievement

The academic achievements of the students were assessed using their end-semester examination scores. As the results were presented in grades, the students' CGPAs were converted into percentages following the guidelines prescribed by Mizoram University (2016). The University outlines the following method for converting the Cumulative Grade Point Average (CGPA) into percentage:

$$\% \text{ Marks} = \text{CGPA} \times 10$$

3.4.4 Focus Group Discussion

The Focus Group Discussion (FGD) method was used to gain deeper insights into the lived experiences of non-resident students. The FGD guide consisted of open-ended questions designed to encourage discussion on academic challenges, aspects of

alienation and adjustment strategies. Each session was conducted in a comfortable setting to promote open interaction among participants. This method allowed students to express their views collectively, enabling the researcher to identify recurring themes, shared concerns and unique experiences that could not be fully captured through the questionnaire alone. The discussions were audio-recorded with permission, transcribed verbatim and analysed using thematic analysis.

3.5 PROCEDURE OF DATA COLLECTION

Before initiating collection of data, prior consent was obtained from the deans, heads of departments (HODs), principals, hostel wardens and faculty members of the institutions. To ensure transparency and collaboration, the relevant authorities were given a thorough explanation of the research's goals and purpose. After permission, appropriate time slots were set up to administer the questionnaires without interfering with routine academic activities of the students. The researcher make sure that everyone involved understood the purpose of the study and that their responses and personal information would not be disclosed.

For the qualitative part of data collection, the researcher conducted seven focus group discussion at seven different institutions. Each focus group discussion was organized in a quiet and comfortable setting within the institution to encourage open and meaningful interaction. The researcher served as the moderator, facilitating the discussions using a semi-structured guide that covered questions related to alienation, adjustment and academic experiences of the students. Participants were encouraged to share their views freely while maintaining respect for differing opinions and views. With the consent of the participants, notes were taken and the discussions were voice recorded to capture the nuances of the discussions. The researcher ensured confidentiality, voluntary participation and an ethical consideration throughout the discussion.

3.6 STATISTICAL TECHNIQUES USED

Before analysis of data, the normality of the scores were tested to determine whether the distribution of scores for alienation, adjustment and academic

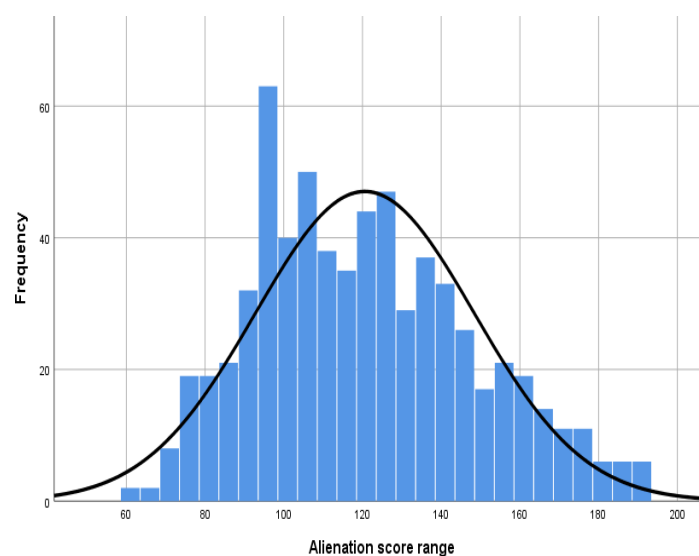
achievement was normally distributed to ensure suitability for parametric tests. The results of the normality tests are presented below:

Table 3.6: Normality test for the major variables

Variables	Skewness	Kurtosis	Interpretation
Alienation	0.381	-0.474	Normal
Adjustment	-0.197	-0.301	Normal
Academic Achievement	-0.323	0.894	Normal

As shown in table 3.6, all three variables have skewness and kurtosis values well within the acceptable range. The data from alienation scores showed a skewness of 0.381 and a kurtosis of -0.474. The data scores from academic achievement showed a skewness of -0.323 and a kurtosis of 0.894. Skewness and kurtosis values of adjustment scores were -0.197 and -0.301 respectively. Skewness and kurtosis values between -1 and 1 are often considered to indicate normality, allowing the use of parametric tests (Orcan, 2020). To further confirm this, histograms with bell curves were plotted for each variable. The figures are presented below:

Figure 3.6.1 Normal distribution of alienation scores



The bell curve in Figure 3.6.1 illustrates the normal distribution of alienation scores among the students. The skewness (0.381) and kurtosis (-0.474) values indicate that the distribution of alienation scores fall within the acceptable range, suggesting that there is no severe deviation from normality. This supports the use of parametric tests for further analysis of alienation scores.

Figure 3.6.2 Normal distribution of adjustment scores

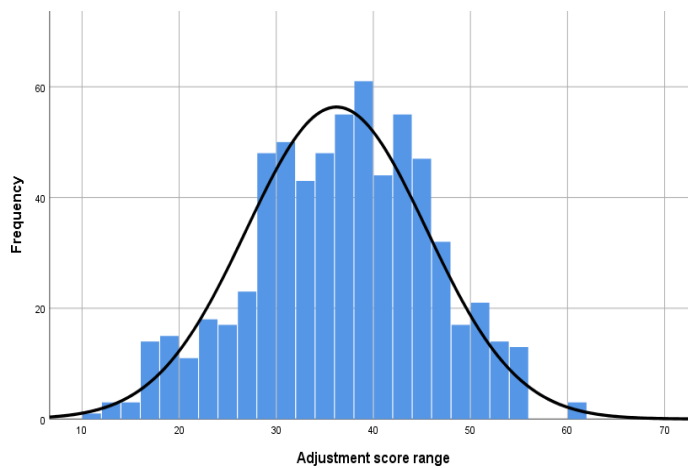


Figure 3.6.2 presents the bell-shaped curve representing the normal distribution of adjustment scores among the students. The skewness (-0.197) and kurtosis (-0.301) values show that the adjustment scores lie within the acceptable range, the distribution is not far from normal. Therefore, parametric tests can be appropriately applied to analyse the adjustment scores.

Figure 3.6.3 Normal distribution of academic achievement scores

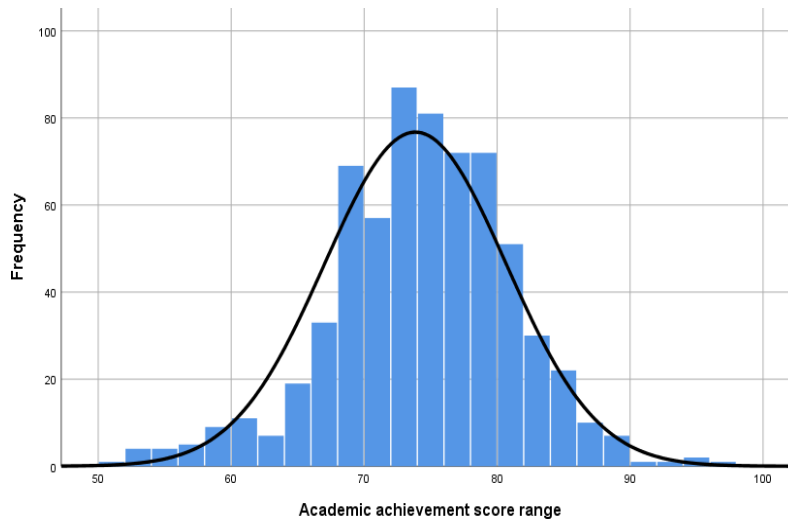


Figure 3.6.3 displays the bell curve showing the distribution of academic achievement scores of the students. The skewness (-0.323) and kurtosis (0.894) values suggest that the academic achievement scores fall within the acceptable range, indicating that the distribution remains close to normal. As a result, parametric tests are considered appropriate for examining the academic achievement scores.

The statistical techniques employed in both the quantitative data and qualitative data of the study are outlined below:

Quantitative data analysis

Since the data were found to be normally distributed, the researcher used parametric statistical techniques for analysis. Descriptive statistics, including percentages, z-scores, standard deviation and measures of central tendency were used. Inferential statistical techniques like Pearson's Product Moment Correlation, One-way ANOVA, Tukey Kramer's post hoc analysis and t-test were employed to identify significant differences between groups. Linear regression analysis was also performed to evaluate the predicted connections between the variables being examined. All statistical analyses were carried out using Microsoft Excel and Statistical Package for the Social Sciences (SPSS, Version 25.0, 2017). SPSS was mostly used for inferential

statistical tests while Microsoft Excel was used to organize data and create charts and graphs.

Qualitative data analysis

The study was conducted in two separate but related phases using explanatory sequential design. In a mixed-methods approach, the explanatory sequential design involves collecting and analysing quantitative data first, followed by qualitative data to further clarify or expand on the initial results (Creswell & Plano Clark, 2017). In this study, quantitative data were initially collected and analysed through questionnaires. Based on these results, focus group discussions were then conducted to gather qualitative insights, enabling the researcher to explore the perspectives and experiences underlying the numerical findings.

The researcher employed thematic analysis framework developed by Braun and Clarke (2006) to examine the qualitative data gathered using focus group discussion. The process followed six-phase approach, which includes:

1. Familiarization
2. Coding
3. Generating themes
4. Reviewing themes
5. Defining and naming themes; and
6. Writing up

This method made it easier to code and develop themes in a systematic way which produced insightful findings that represented the viewpoints and experiences of the participants. By combining the quantitative data with the qualitative insights, triangulation of data was used to increase the validity and trustworthiness of the findings which offered a more thorough and nuanced depiction of the students' experiences.

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

Research attempts to understand the reality of an issue and seeks to offer a solution by determining the truth through suitable data analysis and interpretation. The process of giving the gathered data meaning and figuring out the implications, conclusions and meaning of the results is known as data analysis and interpretation. This stage involves testing the null hypotheses and the application of procedures that evaluate data and produce well-informed findings and conclusions.

This chapter focuses on the analysis and interpretation of data collected from non-resident students studying in colleges and universities of Mizoram. After scoring and tabulating the raw scores obtained from the students, the scores were organised and analysed using appropriate statistical methods. Focus group discussions were also conducted to gather qualitative data. The results of both quantitative and qualitative data were interpreted in order to provide a comprehensive understanding of the study. In this chapter, the results of the study are reported, aligning with the research objectives mentioned in the first chapter:

1. To construct and standardize an alienation scale for non-resident students.
2. To find out the level of alienation of non-resident students pursuing higher education in Mizoram.
3. To compare alienation between male and female non-resident students pursuing higher education in Mizoram.
4. To compare alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.
5. To compare alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
6. To examine the level of adjustment of non-resident students pursuing higher education in Mizoram.
7. To compare adjustment between male and female non-resident students pursuing higher education in Mizoram.

8. To compare adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.
9. To compare adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
10. To find out the level of academic achievement of non-resident students pursuing higher education in Mizoram.
11. To compare academic achievement between male and female non-resident students pursuing higher education in Mizoram.
12. To compare academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.
13. To compare academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
14. To find out the relationship between the alienation and adjustment of non-resident students pursuing higher education in Mizoram.
15. To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
16. To find out the relationship between alienation and academic achievement of non-resident students pursuing higher education in Mizoram.
17. To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram.
18. To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram.
19. To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram.
20. To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram.
21. To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram.

22. To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram.

4.1 Objective No. 1: To construct and standardize an alienation scale for non-resident students.

The researcher developed a new ‘Alienation Scale for Non-Resident Students’ as there was no existing scale that can measure the phenomenon of alienation experienced by non-resident students. The alienation scales currently in use were largely created for broad student population in diverse socio-cultural settings making them inappropriate for fully capturing the distinct experiences of students living away from their familiar surroundings and families. In order to identify and clarify the main aspects of alienation that non-resident students face in their academic and social lives, a new scale was developed which consists of four dimensions- academic alienation, emotional alienation, institutional alienation and social alienation. The procedures undertaken for construction and standardization of the scale are detailed below:

4.1.1 Selection of items

The researcher used a systematic process of scale construction in order to develop a valid and reliable tool for assessing alienation among non-resident students. The first step was a thorough assessment of theses, research papers, books, articles and other relevant materials relating to student alienation. Using ideas and information from this literature, the researcher developed a draft scale with 55 items that reflected different facets of alienation. Each of the items were carefully examined to assess their relevance and determine their suitability for inclusion in the questionnaire, keeping in view the dimension of alienation viz., academic alienation, emotional alienation, institutional alienation and social alienation.

4.1.2 Content validity

Validity refers to the degree to which an instrument successfully fulfils its intended purpose and assesses what it is meant to measure. A valid tool guarantees that the findings accurately represent what it studies. Establishing validity is crucial for

improving the acceptability and reliability of the research findings because it confirms the significance and suitability of the data gathered for interpretation.

Ten subject experts from the department of education and sociology reviewed and assessed the proposed statements, ensuring if they were relevant, clear and applicable for establishing the content validity of the scale. The experts who were consulted to ensure the content validity of the alienation scale for non-residents are listed below:

1. Prof. H. Malsawmi, Department of Education, Mizoram University
2. Prof. Lalhmasai Chuaungo, Department of Education, Mizoram University
3. Prof. Lynda Zohmingliani, Department of Education, Mizoram University
4. Dr. Nitu Kaur, Department of Education, Mizoram University
5. Dr. Sweta Dvivedi, Department of Education, Mizoram University
6. Prof. Lallianzuali Fanai, Institute of Advanced Studies in Education
7. Dr. Zairemmawia Renthlei, Institute of Advanced Studies in Education
8. Dr. B. Lalzarliana, Department of Sociology, Mizoram University
9. Dr. Laldinpuii Ralte, Department of Sociology, Pachhunga University College
10. Dr. Mary L. Renthlei, Department of Education, Govt. Aizawl College

In response to the helpful feedback of the experts, a few changes were made to the individual items of the drafted scale. In order to improve precision and relevance, 4 statements were eliminated for being redundant and a number of existing items were altered in accordance with suggestions from the experts. By making these adjustments, the scale was guaranteed to be thorough and suitable for the targeted population and able to measure the desired dimensions precisely. Following the review and modification of the experts, 51 statements were retained and included in the scale for the purpose of preliminary testing.

4.1.3 Try out

The 51 statements were subsequently pilot tested with a sample of 100 non-resident students from Mizoram University (MZU), Zoram Medical College & Hospital (ZMC&H) and National Institute of Technology (NIT). The respondents included undergraduate,

postgraduate and Ph.D. students from both India and foreign countries, representing a diverse student population. The front cover of the scale included self-explanatory directions and the respondents were requested to offer their true responses with sincerity. An item analysis was conducted to establish the discrimination index of each item after the scale was given to 100 non-resident students.

4.1.4 Item discrimination

After collecting the responses from 100 non-resident students, the total scores of all participants were arranged in ascending order and the top 27% and bottom 27% of scores were selected to evaluate item discrimination. The means and standard deviations of the top and bottom groups were determined independently. T-test was computed for each item, with degrees of freedom (df) = 52. Items that were significant at the 0.01 level were retained for the final scale, while items with t -values below 2.68 was rejected. Following this procedure, one item was discarded resulting in the scale consisting of 50 statements.

4.1.5 Establishment of reliability

Reliability refers to the consistency or stability of a measurement tool across time. It is essential to ensure that a tool produce consistent results when used in the similar conditions on different occasions. The researcher employed Test-Retest Method to establish reliability of the newly developed scale. This procedure involved administering the scale to the same group of students within a two-week interval. The first test consisted of 120 students from Zoram Medical College & Hospital (ZMC&H), Mizoram University (MZU) and National Institute of Technology (NIT). After a two-week interval, the same test was administered to the same group of students. However, some students were absent on the day of the second test and 100 students were able to complete the test. The responses of 100 students who completed both the first and second tests were carefully collected and scored while those who did not participate in both tests were eliminated from the analysis.

To determine the reliability of the newly developed scale, the reliability coefficient was calculated using Pearson's Product Moment Correlation method based on the scores obtained from the two administrations of the test. The test-retest scores were found to be 0.96, indicating that the scale demonstrates very high

reliability.

4.1.6 Establishment of validity

The degree to which a tool accurately measures what it is supposed to measure and performs as intended is known as validity. It determines whether the tool actually measures the phenomenon it claims to evaluate, guaranteeing the suitability, applicability and utility of the inferences made from the scores acquired. Content validation was employed to establish the validity of the newly developed tool. A panel of experts in sociology and education reviewed the items to ensure they accurately represented the dimensions of alienation among non-resident students. According to their comments and assessments, the tool showed a high level of content validity, clarifying that the items were suitable and thorough for assessing the targeted population.

To establish criterion validity, a sample of 100 non-resident students from Mizoram University (MZU), Zoram Medical College & Hospital (ZMC&H) and National Institute of Technology (NIT) were given both the newly developed scale and an already-existing scale “Alienation Scale” developed by Dr. Jasbir Kaur and Dr. Gurmit Singh (2016). The existing scale comprised of 40 items which are all positively worded and scored on a Likert scale having five points alternatives for responding each statement. In this manner, the scale was validated by concurrent validity by using Pearson’s Product Moment Correlation to generate a correlation coefficient between the two scales. Validity index between the two scales was found to be 0.89 which means the newly developed scale has very good concurrent validity and could be used safely as a measurement tool.

4.1.7 Scoring procedure

The Likert scale format served as the basis of scoring process for the present scale, i.e., Alienation Scale for Non-Resident Students. Using a five-point rating system, respondents were asked to indicate their opinions and views on each statement by selecting one option on the five-point Likert scale. The options are Always, Often, Sometimes, Rarely and Never. Each statement was scored on a scale of 5, 4, 3, 2 and

1, respectively. With a minimum score of 50 and a maximum score of 250, the scale consists of 50 statements that were negatively worded. Higher scores indicated a higher level of alienation and lower scores indicated lower level of alienation.

4.1.8 Norms and interpretation of alienation scale for non-resident students

Norms provide an outline for evaluating test results in order to comprehend an individual's performance in respect to a specific group. They reduce the likelihood of interpretation errors by providing a consistent standard by which outcomes can be evaluated and guarantee that results obtained from the data are accurate and valid. In order to establish norms for the present study, the researcher administered the newly developed scale to 656 non-resident students of higher education institutions in Mizoram. After the responses were scored, the researcher converted the raw scores into Z-scores. Based on the range of Z-scores, the level of alienation was classified into five levels viz, high alienation, above average alienation, average alienation, below average alienation and low alienation.

The norms for interpretation of levels of alienation based on Z-scores are depicted below:

Table 4.1.8: Norms for Interpreting Levels of Alienation Using Z-Scores

Sl. No.	Range of Z-score	Levels of Alienation
1.	+2.00 and above	High alienation
2.	+0.51 to 1.25	Above average alienation
3.	-0.50 to +0.50	Average alienation
4.	-0.51 to -1.25	Below average alienation
5.	-1.26 and below	Low alienation

4.2 Objective No. 2: To find out the level of alienation of non-resident students pursuing higher education in Mizoram.

In order to find out the level of alienation of non-resident students pursuing higher education in Mizoram, 'Alienation Scale for Non-Resident Students' developed by the researcher was employed. The Z- scores obtained by the respondents on the scale were used to assess and interpret the level of alienation among non-resident students. The various levels of alienation among non-resident students are illustrated below:

Table 4.2: Level of alienation of non-resident students pursuing higher education in Mizoram

Levels of Alienation	No. of Students	Percentage
High alienation	82	12.50%
Above average alienation	119	18.14%
Average alienation	218	33.23%
Below average alienation	171	26.07%
Low alienation	66	10.06%
Total	656	100%

Figure 4.2: Level of alienation of non-resident students pursuing higher education in Mizoram

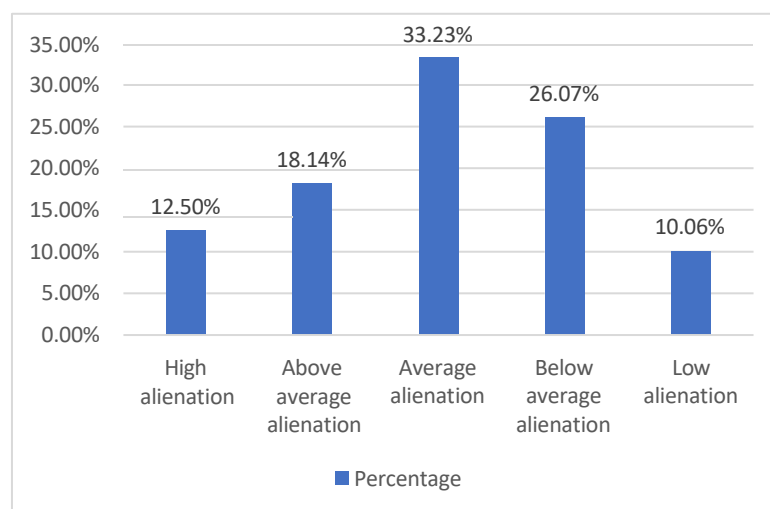


Figure 4.2 illustrates the different levels of alienation perceived by non-resident students pursuing higher education in Mizoram and reveals that the largest proportion of students i.e., 33.23% fall into the category of average alienation, followed by 26.07% of students having below average alienation. In contrast, 18.14% of the students has above average alienation and 12.50% reported having high alienation while a mere 10.06% experienced low level of alienation.

The quantitative results derived from Z-scores provided a clear picture of non-resident students' varying levels of alienation. These findings were further supported by qualitative insights from focus group discussion:

Shared experiences from focus group discussion

One student remarked, *“Even though I attend classes, I do not really feel like I belong here. The culture, language and lifestyle are very different from back home.”*

Another student also shared another perspective, *“Sometimes I feel lonely because I miss my parents and my friends back home.”*

One student reflected on personal development, *“I think I have learned to manage on my own. At first, it was difficult, but now I can manage and study without depending on others.”*

One student also stated, *“I have made new friends and got used to the food. I am starting to like it here.”*

As evident from the focus group discussion, the students experienced varying degrees of alienation. This result showed that although non-resident students may experience difficulties at first, they adjust themselves to overcome these obstacles. Overall, the qualitative and quantitative results are consistent, indicating that students exhibit adaptability despite several challenges while still experiencing an average level of alienation.

4.3 Objective No. 3: To compare alienation between male and female non-resident students pursuing higher education in Mizoram.

To determine the level of alienation of male and female non-resident students, the obtained scores were analysed and interpreted with the established norms. The results are presented in the table below:

Table 4.3: Level of alienation of male and female non-resident students

Levels of Alienation	Male Students		Female Students	
	N	%	N	%
High Alienation	49	(15.08%)	33	(9.97%)
Above Average Alienation	58	(17.85%)	61	(18.43%)
Average Alienation	89	(27.38%)	129	(38.97%)
Below Average Alienation	90	(27.69%)	81	(24.47%)
Low Alienation	39	(12%)	27	(8.16%)
Total	325	(100%)	331	(100%)

Figure 4.3: Level of alienation of male and female non-resident students

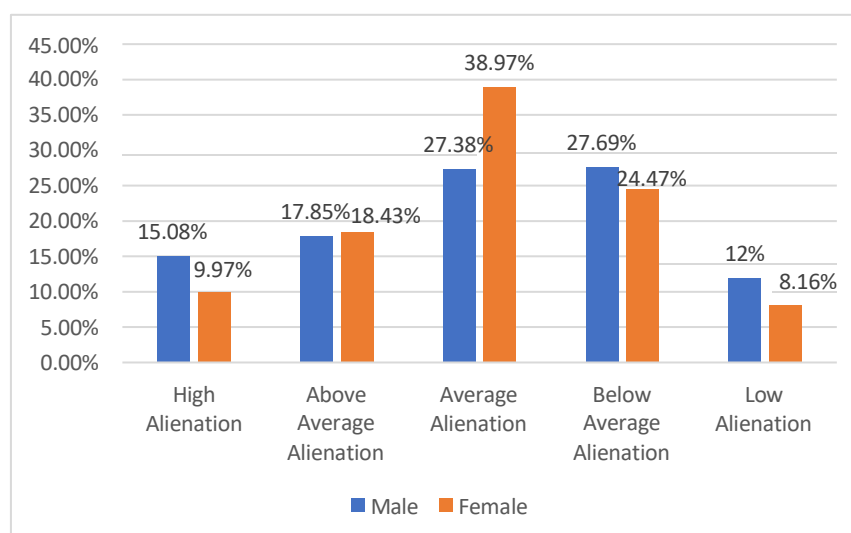


Figure 4.3 indicates that 15.08% of male students and 9.97% of female students experienced high alienation. Above-average alienation was reported by 17.85% of males and 18.43% of females. Female students of 38.97% and 27.38% of male students

fell within the average alienation level. 27.69% of male students and 24.47% of female students were reported to have below average alienation. Finally, low alienation was reported by 12% of males and 8.16% of females, showing that very few students in either gender experienced low alienation.

4.3.1 : Comparison by test of significance

To compare alienation between male and female non-resident students, a null hypothesis “There is no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram” was formulated. In order to compare alienation between male and female non-resident students, mean and standard deviation of both the groups was calculated. Comparison was made between the mean scores of male and female non-resident students by applying t-test and the result is presented below:

Table 4.3.1: Comparison of alienation among male and female non-resident students.

Gender	No. of Students	Mean	Standard Deviation	SED	df	t-value	p-value
Male	325	120.89	30.21				
				2.17	654	0.26	0.793 ^{NS}
Female	331	120.31	25.29				

Note. NS indicates not significant at 0.01 level ($p > 0.01$)

As shown in Table 4.3.1, the mean score for male students is 120.89 and the standard deviation is 30.21. The standard deviation is calculated 25.29 for female students while the mean score is 120.31. The calculated t-value is 0.26 and the p-value is 0.793 which is greater than 0.01 level of confidence.

Hence, the null hypothesis, “There is no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram” is accepted. Thus, there is no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram.

To further support the quantitative findings, the following statements from participants illustrate similar experiences:

Shared experiences from focus group discussion

One female student expressed, *“Everyone feels lonely sometimes. We all miss our families and struggle with our studies especially at the beginning of the session.”*

A male student also shared, *“At first, it was difficult to adjust to the new environment, but I later realized that my female friends were also having the same problem in our studies and also in our daily lives.”*

Another male student added, *“The problems and challenges are the same for all of us. It does not depend on whether you are male or female. It is because we are not from around here and there are many new things that we have never experienced before.”*

The above narrative supported the quantitative finding and signified that gender does not significantly influence the students’ level of alienation. The experiences of both male and female students point to common struggles and problems rather than gender-based differences which highlighted that feeling of alienation is situational and environmental and not gender related.

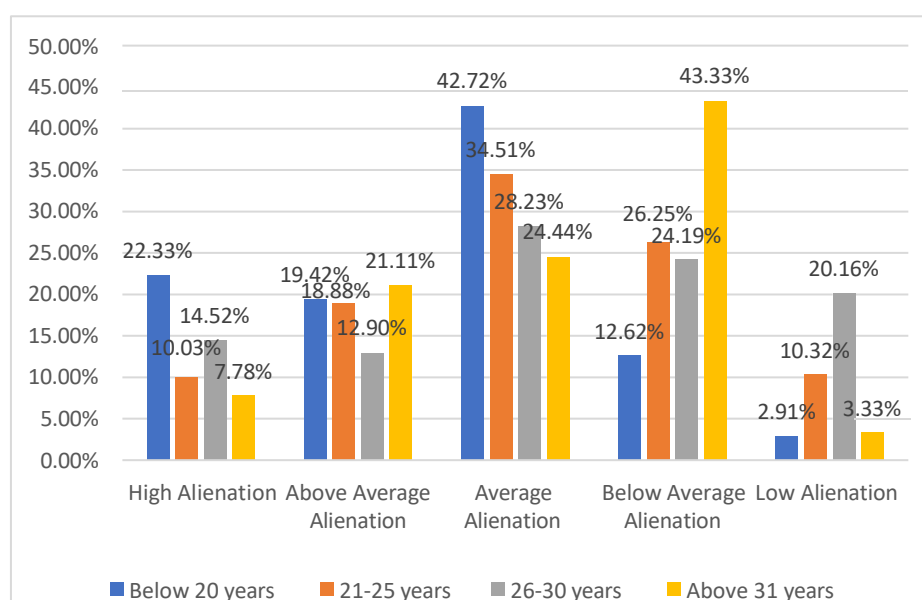
4.4 Objective No. 4: To compare alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

To assess the level of alienation among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years, the scores were evaluated using the established norms. The findings are summarised in the table below:

Table 4.4: Level of alienation of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years

Levels of Alienation	Below 20 years		21-25 years		26-30 years		Above 31 years	
	N	%	N	%	N	%	N	%
High Alienation	23	(22.33%)	34	(10.03%)	18	(14.52%)	7	(7.78%)
Above Average Alienation	20	(19.42%)	64	(18.88%)	16	(12.90%)	19	(21.11%)
Average Alienation	44	(42.72%)	117	(34.51%)	35	(28.23%)	22	(24.44%)
Below Average Alienation	13	(12.62%)	89	(26.25%)	30	(24.19%)	39	(43.33%)
Low Alienation	3	(2.91%)	35	(10.32%)	25	(20.16%)	3	(3.33%)
Total	103	(100%)	339	(100%)	124	(100%)	90	(100%)

Figure 4.4: Level of alienation of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years



The preceding figure 4.4 indicates that for high alienation, students below 20 years (22.33%) report the highest level, followed by 21-25 years (14.52%), 26-30 years

(10.03%) and above 31 years (7.78%). In above average alienation, students aged above 31 years show the highest percentage (21.11%), slightly higher than those aged 21-25 years (18.88%), followed by below 20 years (19.42%) and 26-30 years (12.90%). Average alienation is most common among students below 20 years (42.72%), followed by 21-25 years (34.51%), 26-30 years (28.23%) and above 31 years (24.44%). For below average alienation, the highest proportion is observed in students above 31 years (43.33%), then 26-30 years (26.25%), 21-25 years (24.19%) and below 20 years (12.62%). Finally, in low alienation, students aged 26-30 years report the highest percentage (20.16%), followed by 21-25 years (10.32%), below 20 years (2.91%) and above 31 years (3.33%). Overall, younger students tend to experience higher alienation, while older students show more below-average and low alienation levels.

4.4.1 : Comparison by One Way ANOVA

To compare alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years, a null hypothesis, “There is no significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram” was formulated. The study employed a one-way ANOVA to analyse the mean differences among the groups and the result is given below:

Table 4.4.1: Comparison of alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.

Source of Variation	Sum of Squares	Mean Squares	df	F-value	p-value
Between Groups	15256.74	5085.58	3	6.74	0.000*
Within Groups	491667.01	754.09	652		
Total	506923.75		655		

Note. * indicates significant at 0.01 level ($p < 0.01$)

An observation of the above table 4.4.1 signifies that the F-value is 6.74 and the p-value is 0.000 which is smaller than 0.01, meaning the difference between the groups are significant. Therefore, the null hypothesis, “There is no significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram” is rejected. Hence, there is a significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Since there is a significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram, Tukey’s post hoc analysis was employed to determine which specific age groups differed significantly from each other. The results are displayed below:

Table 4.4.2: Post hoc analysis on alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years

Reference Group	Comparison Group	Mean Difference	Standard Error	p-value
Below 20 years	21-25 years	11.03	3.09	0.002*
	26-30 years	15.39	3.66	0.000*
	Above 31 years	13.53	3.96	0.004*
21-25 years	Below 20 years	11.03	3.09	0.002*
	26-30 years	4.36	2.88	0.430
	Above 31 years	2.49	3.25	0.869
26-30 years	Below 20 years	15.39	3.66	0.000*
	21-25 years	4.36	2.88	0.430
	Above 31 years	1.86	3.80	0.961
Above 31 years	Below 20 years	13.53	3.96	0.004*

21-25 years	2.49	3.25	0.869
26-30 years	1.86	3.80	0.961

Note. * indicates significant at 0.01 level ($p < 0.01$)

The preceding table 4.4.2 indicates that non-resident students who are below 20 years have significantly higher levels of alienation compared to other age groups including 21-25 years, 25-30 years and above 31 years. This highlighted that there is a significant difference between non-resident students who are below 20 years and 21-25 years, below 20 years and 26-30 years and students who are below 20 years and above 31 years.

The statistical trends observed above were echoed in the voices of the participants:

Shared experiences from focus group discussion

A student aged 18 shared, *“Since I’m new here and younger than most of my classmates, I often feel stressed because I struggle more to adjust to the environment, our studies and being away from home. Everything feels new, so I always feel homesick and lonely.”*

A 27 year old student also expressed, *“Honestly, at first, I felt really left out. But over time, I started joining study groups, talking to seniors when I have troubles and I also take part in small campus activities which really helped me feel less as an outsider.”*

An older student also commented, *“At this stage in life, I’m clear about my goals and ambitions. I don’t get easily affected by the troubles I faced in the campus and towards other people. I have adjusted to balance my time for studies and other activities.”*

From the above discussion, it is evident that age plays a significant role in alienation of non-resident students as the younger students are more vulnerable compared to older students. The students’ experiences emphasize that feelings of alienation are common but its intensity and impact are strongly influenced by age.

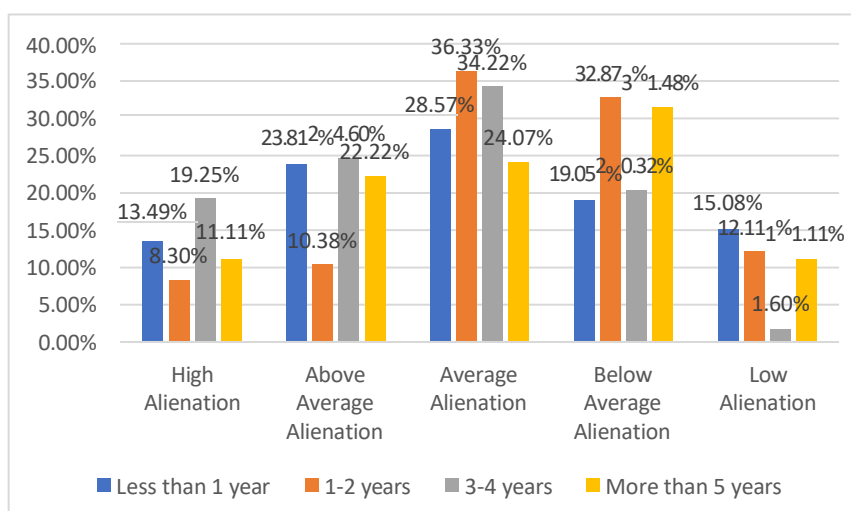
4.5 Objective No.5: To compare alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Using the established normative criteria, the alienation scores of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years were analysed to determine their level of alienation. The outcomes are shown in the table provided:

Table 4.5: Level of alienation of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Levels of Alienation	Less than 1 year		1-2 years		3-4 years		More than 5 years	
	N	%	N	%	N	%	N	%
High Alienation	17	(13.49%)	24	(8.3%)	36	(19.25%)	6	(11.11%)
Above Average Alienation	30	(23.81%)	30	(10.38%)	46	(24.6%)	12	(22.22%)
Average Alienation	36	(28.57%)	105	(36.33%)	64	(34.22%)	13	(24.07%)
Below Average Alienation	24	(19.05%)	95	(32.87%)	38	(20.32%)	17	(31.48%)
Low Alienation	19	(15.08%)	35	(12.11%)	3	(1.6%)	6	(11.11%)
Total	126	(100%)	289	(100%)	187	(100%)	54	(100%)

Figure 4.5: Level of alienation of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years



As illustrated in the above figure 4.5, students across all durations of stay in Mizoram most commonly fall within the average and below average alienation categories. Those who have stayed for 3-4 years report the highest levels of average alienation (36.33%), followed closely by those with 1-2 years of stay (34.22%). Students who have stayed less than one year also show a considerable proportion in the average category (28.57%), indicating that alienation is experienced across all groups regardless of length of stay. High alienation is most prominent among students staying 3-4 years (19.25%), while those staying more than 5 years show comparatively lower levels of high alienation (8.30%), suggesting gradual adjustment over time. Below-average and low alienation levels are most common among students staying more than 5 years (31.48% and 11.11% respectively), indicating that longer duration of stay generally corresponds with reduced alienation.

4.5.1 : Comparison by One Way ANOVA

In order to compare alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, a null hypothesis, “There is no significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years” was framed. A one-way ANOVA was employed to examine the mean differences among the groups. The result is depicted on the table below:

Table. 4.5.1: Comparison of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Source of Variation	Sum of Squares	Mean Squares	df	F-value	p-value
Between Groups	35088.82	11696.27	3	16.16	0.000*
Within Groups	471834.93	723.67	652		
Total	506923.75		655		

Note. * indicates significant at 0.01 level ($p < 0.01$)

The above table 4.5.1 shows that the F-value is 16.16 and the p-value is 0.000 which is smaller than 0.01 level of confidence, implying that there is a significant difference between the groups. Therefore, the null hypothesis, “There is no significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years” is rejected. Hence, there is a significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Given the significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, Tukey’s post hoc analysis was employed to determine which group of students based on their duration of stay showed significant differences. The results are presented below:

Table 4.5.2: Post hoc analysis of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Reference Group	Comparison Group	Mean Difference	Standard Error	p-value
Less than 1 year	1-2 years	8.32	2.87	0.020
	3-4 years	9.14	3.10	0.017*
	More than 5 years	3.29	4.37	0.875
1-2 years	Less than 1 year	8.32	2.87	0.020
	3-4 years	17.46	2.52	0.000*
	More than 5 years	5.02	3.98	0.589
3-4 years	Less than 1 year	9.14	3.10	0.017*
	1-2 years	17.46	2.52	0.000*
	More than 5 years	12.44	4.15	0.015*
More than 5 years	Less than 1 year	3.29	4.37	0.875
	1-2 years	5.02	3.98	0.589
	3-4 years	12.44	4.15	0.015*

Note. * indicates significant at 0.01 ($p < 0.01$)

From the above table 4.5.2, it shows that there is a significant difference between students who have stayed in Mizoram for less than one year and 3-4 years, 1-2 years and 3-4 years and students who have stayed in Mizoram for more than 5 years and 3-4 years.

Consistent with the quantitative results, several participants expressed similar views, such as:

Shared experiences from focus group discussion

A student who has been staying less than one year stated, *“Everything is still new for me. I’m still exploring my studies and I have not made many friends till now.”*

A student who has stayed in Mizoram for 2 years also shared, *“Even after a few years, I sometimes feel left out in classroom activities and group projects particularly when interacting with local classmates who seem to share closer bonds with one another.”*

One student who has stayed for 3 years also commented, *“I’ve been here long enough that the excitement of being in a new place has worn off, the workload gets tougher which makes me feel stressed. I have learned to adapt, but certain cultural differences like language and food habits still make me feel different and stressed at times.”*

The above results from focus group discussion reflect the varied experiences of non-resident students, highlighting that feelings of alienation are influenced by the duration of stay in Mizoram. Students who have been in the state for a shorter period often experience social and academic challenges while those with longer stays may still feel occasional exclusion or cultural differences despite growing familiarity.

4.6 Objective No.6: To examine the level of adjustment of non-resident students pursuing higher education in Mizoram.

In order to examine the level of adjustment of non-resident students pursuing higher education in Mizoram, Adjustment Inventory for College Students developed by Dr. A.K.P. Sinha and Dr. R.P. Singh (1968) was administered. As the tool was designed for a different population, the researcher found it was necessary to recalibrate

the norms of the scale. The recalibrated norms were used for the present study. The recalibrated norms indicated that lower scores denote better adjustment among students whereas higher scores indicated poorer adjustment. The recalibrated norms are as follows:

Table 4.6: Recalibrated norms for adjustment inventory

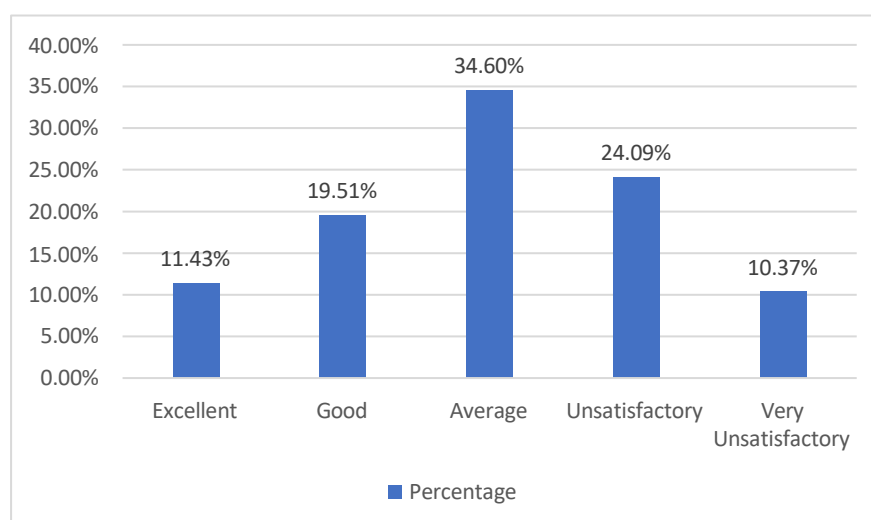
Sl. No.	Levels of Adjustment	Range of Scores
1.	Excellent	24 and below
2.	Good	25-31
3.	Average	32-40
4.	Unsatisfactory	41-47
5.	Very Unsatisfactory	48 and above

The level of adjustment of non-resident students pursuing higher education in Mizoram is depicted below on the table:

Table 4.6.1: Level of adjustment of non-resident students

Sl. No.	Levels of Adjustment	Range of Scores	No. of Students	Percentage
1.	Excellent	24 and below	75	11.43%
2.	Good	25-31	128	19.51%
3.	Average	32-40	227	34.60%
4.	Unsatisfactory	41-47	158	24.09%
5.	Very Unsatisfactory	48 and above	68	10.37%
Total			656	100%

Figure 4.6.1: Level of adjustment of non-resident students pursuing higher education in Mizoram



As shown in Table 4.6.1, the distribution of adjustment levels among the students indicates majority of the students i.e., 34.60% demonstrated an average level of adjustment. On the other hand, 10.37% of the students reported very unsatisfactory adjustment. 11.43% of the students exhibited excellent adjustment. Furthermore, 19.51% of the students were classified as having good adjustment. 24.09% of the students reported unsatisfactory adjustment.

The quantitative results derived from adjustment scores provided a clear picture varying level of adjustment of non-resident students. These findings were further supported by qualitative insights from focus group discussions:

Shared experiences from focus group discussion:

One student expressed, *“I managed to balance my studies and social life better than when I first came here. I now feel more confident interacting with local classmates and teachers.”*

A different participant remarked, *“I am adjusting to this new environment by befriending local friends and seniors at the hostel.”*

Another student noted, *“I manage my studies and social life most of the time. I feel comfortable interacting with classmates, but I occasionally face challenges with academic workload and cultural differences.”*

The results from focus group discussion supported the quantitative data by highlighting that students are adjusting to the new environment. Despite encountering several challenges, the students employed certain adjustment strategies to manage difficulties. The qualitative insights showed that while adjustment varies among students, the majority are developing strategies to adjust with their new environment which aligns closely with the patterns observed in the quantitative data.

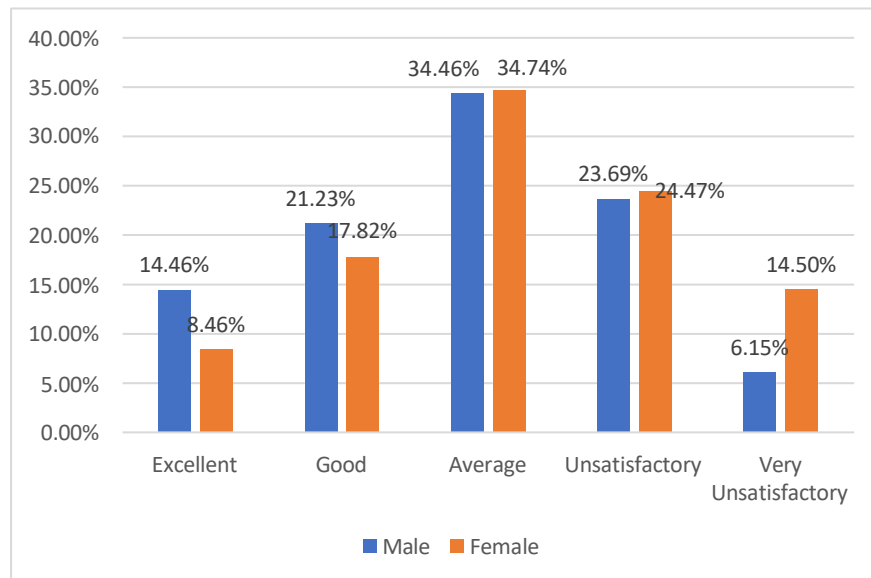
4.7 Objective No.7: To compare adjustment between male and female non-resident students pursuing higher education in Mizoram.

The obtained adjustment scores for male and female non-resident students were interpreted based on the standard norms to determine their respective levels. The results are reported in the table below:

Table 4.7 Levels of adjustment of male and female non-resident students

Level of Adjustment	Male		Female	
	N	%	N	%
Excellent	47	(14.46%)	28	(8.46%)
Good	69	(21.23%)	59	(17.82%)
Average	112	(34.46%)	115	(34.74%)
Unsatisfactory	77	(23.69%)	81	(24.47%)
Very Unsatisfactory	20	(6.15%)	48	(14.5%)
Total	325	(100%)	331	(100%)

Figure 4.7: Levels of adjustment of male and female non-resident students



In Figure 4.7, male students show higher levels of adjustment compared to female students. At the highest level, 14.46% of males demonstrates excellent adjustment, while only 8.46% of females reached this level, indicating stronger adaptation among males. For good adjustment, 21.23% of males compared to 17.82% of females, again showing slightly better coping among males. At the average level, the proportions were almost similar, with 34.46% of males and 34.74% of females, reflecting moderate adjustment difficulties in both groups. 24.47% of females had unsatisfactory adjustment compared to 23.69% of males and 14.50% of females experienced very unsatisfactory adjustment versus 6.15% of males. Overall, these results suggest that male non-resident students generally exhibited higher adjustment levels compared to female students.

4.7.1 : Comparison by test of significance

In order to compare adjustment between male and female non-resident students, the null hypothesis, “There is no significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram” was formulated. The mean and standard deviation for both male and female students were calculated to assess their levels of adjustment. A comparison between the mean scores of the two groups was then conducted using t-test to determine whether any observed

differences were statistically significant. The adjustment between male and female non-resident students pursuing higher education in Mizoram is depicted as under:

Table. 4.7.1: Comparison of adjustment between male and female non-resident students pursuing higher education in Mizoram

Gender	No. of Students	Mean	Standard Deviation	SED	df	t-value	p-value
Male	325	34.79	9.14				
				2.71	654	3.925	0.000*
Female	331	37.61	9.22				

Note. * indicates significant at 0.01 level ($p < 0.01$)

As evidenced by the table 4.7.1 above, the mean score of male students is 34.79 while the female students scored 37.61. The standard deviation for the female students is 9.22 while the male students have a standard deviation of 9.14. The t-value is 3.925 while the p-value is 0.000 which indicates a statistical significance at 0.01 level. As the mean score of the female students are higher, this suggest that male non-resident students have a better adjustment compared to their female counterparts. Therefore, the null hypothesis, “There is no significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram” is rejected. Hence, there is a significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram.

The quantitative results derived from adjustment scores provided a clear picture varying level of adjustment of non-resident students. These findings were further supported by qualitative insights from focus group discussions:

Shared experiences from focus group discussion:

One female student commented, *I often feel homesick and find it difficult to open up to new people. It takes a long time to adjust.*”

Another remarked, *“Sometimes I feel stressed balancing studies and personal life without my friends from home. I don’t have close friends here that I can depend on.”*

In contrast, male students reported smoother and better adjustment in their new environment. One male student shared, *“At first, it was tough but I managed to adjust by engaging in sports and social activities. I made new friends from playing football and used to hang out with them.”*

Another male student also stated, *“I try to stay focus on my studies and ask help from local friends when I have personal troubles. It is better to ask for help than to sit and do nothing.”*

While both the male and female non-resident students adjust to their new environment, the female students demonstrated lower adjustment. This signified that gender does play an important role in the adjustment patterns of non-resident students and that male students generally adjust better while female students exhibit greater emotional and social adjustment difficulties.

4.8 Objective No.8: To compare adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

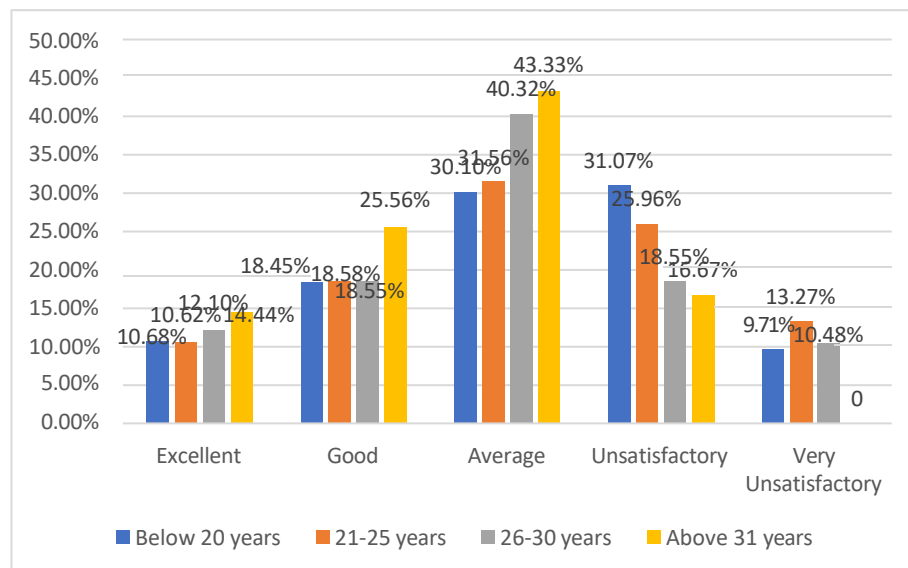
To assess the level of adjustment of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years, the scores were evaluated using the established norms. The findings are summarised in the table below:

Table 4.8: Level of adjustment of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years

Levels of Adjustment	Below 20 years	21-25 years	26-30 years	Above 31 years
	N %	N %	N %	N %
Excellent	11 (10.68%)	36 (10.62%)	15 (12.10%)	13 (14.44%)

Good	19 (18.45%)	63 (18.58%)	23 (18.55%)	23 (25.56%)
Average	31 (30.1%)	107 (31.56%)	50 (40.32%)	39 (43.33%)
Unsatisfactory	32 (31.07%)	88 (25.96%)	23 (18.55%)	15 (16.67%)
Very Unsatisfactory	10 (9.71%)	45 (13.27%)	13 (10.48%)	0
Total	103 (100%)	339 (100%)	124 (100%)	90 (100%)

Figure 4.8: Level of adjustment of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years



As shown in figure 4.8, at the excellent adjustment level, students above 31 years show the highest proportion (14.44%), followed by those aged 26-30 years (12.10%), below 20 years (10.68%) and 21-25 years (10.62%), indicating that older students tend to achieve higher adjustment. For good adjustment, the highest percentage is also among students above 31 years (25.56%), with similar proportions in the other groups: 26-30 years (18.55%), 21-25 years (18.58%) and below 20 years (18.45%). At the average adjustment level, students above 31 years lead (43.33%), followed by 26-30 years (40.32%), 21-25 years (31.56%) and below 20 years (30.10%), showing that moderate adjustment increases with age. Regarding unsatisfactory adjustment, the highest proportion is among students below 20 years (31.07%), followed by 21-25 years (25.96%), 26-30 years (18.55%) and above 31

years (16.67%), indicating that younger students face more adjustment difficulties. For very unsatisfactory adjustment, the 21-25 years group is highest (13.27%), followed by below 20 years (9.71%) and 26-30 years (10.48%), while no students above 31 years fall in this category, highlighting that older students experience fewer severe adjustment challenges.

4.8.1 : Comparison by One Way ANOVA

The null hypothesis, “There is no significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram” was framed. To assess variations in mean scores among the groups, a one-way ANOVA was conducted. The result is given below:

Table 4.8.1: Comparison on adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Source of Variation	Sum of Squares	Mean Squares	df	F-value	p-value
Between Groups	1394.78	464.92	3	5.49	0.001*
Within Groups	55122.76	84.54	652		
Total	56517.54		655		

Note. * indicates significant at 0.01 level ($p < 0.01$)

The preceding table 4.8.1 conveys that the F-value is 5.49 and the p-value is 0.001 which is smaller than the confidence interval at 0.01. This indicated that there is a significant difference between the groups. Therefore, the null hypothesis, “There is no significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram” is rejected. Hence, there is a significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

As there was a significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years, Tukey's post hoc analysis was further employed to determine which group of students based on their age has significant difference. The result is presented below:

Table 4.8.2: Post hoc analysis of adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years

Reference Group	Comparison Group	Mean Difference	Standard Error	p-value
Below 20 years	21-25 years	0.30	1.03	0.991
	26-30 years	1.96	1.22	0.380
	Above 31 years	4.37	1.32	0.006*
21-25 years	Below 20 years	0.30	1.03	0.991
	26-30 years	1.65	0.96	0.316
	Above 31 years	4.06	1.09	0.001*
26-30 years	Below 20 years	1.96	1.22	0.380
	21-25 years	1.65	0.96	0.316
	Above 31 years	2.41	1.27	0.231
Above 31 years	Below 20 years	4.37	1.32	0.006*
	21-25 years	4.06	1.09	0.001*
	26-30 years	2.41	1.27	0.231

Note. * indicates significant at 0.01 level ($p < 0.01$)

From the above table 4.8.2, it can be observed that there is a significant difference between students below 20 years and above 31 years, there also exist a significant difference between students who are 21-25 years and above 31 years.

These findings were further supported by qualitative insights from focus group discussions:

Shared experiences from focus group discussion:

A 20 year old student stated, *“Balancing studies with personal problems makes it difficult to adjust in a new place where you are far from your friends and family. Sometimes I feel like there is no one to rely on when I have troubles.”*

An older student also commented, *“Balancing studies with personal problems makes it difficult to adjust in a new place where you are far from your friends and family.”*

One participant aged 32 also shared, *“I do not have much friends as most of my classmates are much younger than me and I always feel out of place joining their friend circles and group activities. Our interests are not that similar.”*

The narrative from focus group discussion supports the quantitative data and revealed that age related differences can significantly influence the students’ sense of belonging and their ability to adjust while simultaneously managing personal difficulties.

4.9 Objective No.9: To compare adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

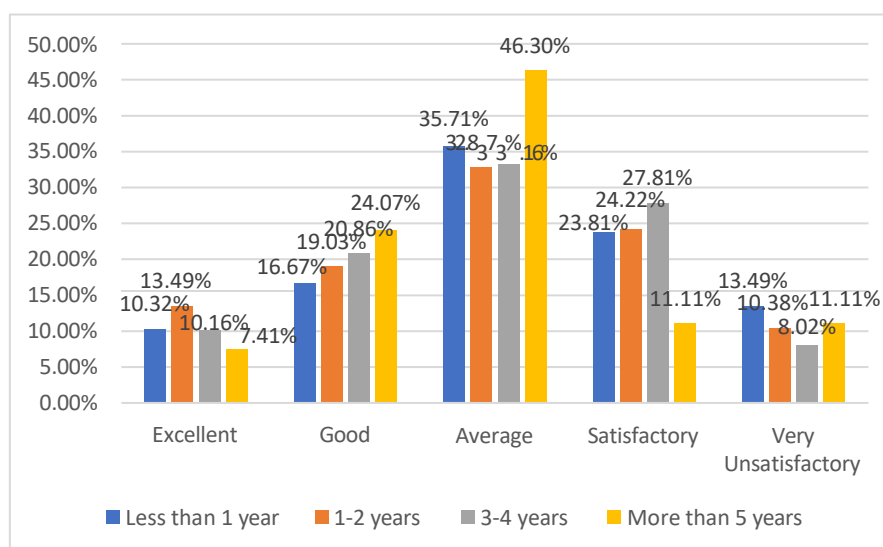
The adjustment scores of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years were examined and interpreted according to the prescribed norms. The results are displayed in the following table:

Table 4.9: Level of adjustment of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Levels of Adjustment	Less than 1 year		1-2 years		3-4 years		More than 5 years	
	N	%	N	%	N	%	N	%
Excellent	13	(10.32%)	39	(13.49%)	19	(10.16%)	4	(7.41%)
Good	21	(16.67%)	55	(19.03%)	39	(20.86%)	13	(24.07%)

Average	45 (35.71%)	95 (32.87%)	62 (33.16%)	25 (46.3%)
Satisfactory	30 (23.81%)	70 (24.22%)	52 (27.81%)	6 (11.11%)
Very Unsatisfactory	17 (13.49%)	30 (10.38%)	15 (8.02%)	6 (11.11%)
Total	126 (100%)	289 (100%)	187 (100%)	54 (100%)

Figure 4.9: Level of adjustment of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.



The above figure 4.9 highlights that average adjustment is the most common across all age groups, increasing with longer stays as students staying less than 1 year (35.71%), 1-2 years (32.87%), 3-4 years (33.16%) and more than 5 years (46.30%). For satisfactory adjustment, the proportion is highest among students staying 3-4 years (27.81%), followed by 1-2 years (24.22%), less than 1 year (23.81%) and drops to 11.11% for those staying more than 5 years. Good adjustment is most common among students with over 5 years of stay (24.07%), followed by 3-4 years (20.86%), 1-2 years (19.03%) and less than 1 year (16.67%). Excellent adjustment is highest for 1-2 years (13.49%) followed by less than 1 year (10.32%), 3-4 years (10.16%) and more than 5 years (7.41%). Very unsatisfactory adjustment is highest among students staying less than 1 year (13.49%), followed by 1-2 years (10.38%), 3-4 years (8.02%) and remains

moderate for those staying over 5 years (11.11%). Overall, longer stays are associated with a higher concentration in average adjustment.

4.9.1 : Comparison by One Way ANOVA

In order to compare adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, a null hypothesis “There is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years” was framed. One-way ANOVA was employed to find whether these groups significantly differ from each other. The result is depicted as under:

Table 4.9.1: Comparison on adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Source of Variation	Sum of Squares	Mean Squares	df	F-value	p-value
Between Groups	297.58	99.19	3	1.15	0.328 ^{NS}
Within Groups	56219.96	86.22	652		
Total	56517.54		655		

Note. NS indicates not significant at 0.05 level ($p > 0.05$)

A glance at table 4.9.1 showed that the F-value is 1.15 and the p-value is 0.328 which is larger than 0.05 level of confidence. This signified that there is no significant difference between the groups. Therefore, the null hypothesis “There is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years” is accepted. Hence, there is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

The findings of the quantitative data were supported by results from focus group discussion. The shared narratives are as follows:

Shared experiences from focus group discussion:

One student who have stayed in Mizoram for 2 years commented, *“Whether you have been here for a few months or a few years, the challenges are always about language, food and being away from home. You just learn to cope over time”*.

A Ph.D. scholar who has stayed in Mizoram for more than 5 years shared, *“I have been here for over five years but I still face the same issues like I did in my first year. It’s not about how long you have been here it’s about how you deal with things personally.”*

A first semester student also expressed, *“I have only been here for six months but I feel just as settled as some of my seniors. It really depends on your mindset and support system, not just time.”*

From these shared narratives, it is clear that duration of stay in Mizoram does not necessarily have an influence on the adjustment of non-resident students. Adjusting to the new place, having a strong support system and personal resilience appear to play a critical role despite the time spent in Mizoram which supports the quantitative data.

4.10 Objective No.10: To examine the level of academic achievement of non-resident students pursuing higher education in Mizoram.

Based on the grades obtained by the students at the end of the semester examination, the students were classified according to grades and corresponding percentage intervals recommended by Mizoram University (2016). In order to determine the students’ level of academic achievement, their grades were converted into percentages. The grading system and the number of students with their percentages are presented below:

Table 4.10: Distribution of students by grades and percentages

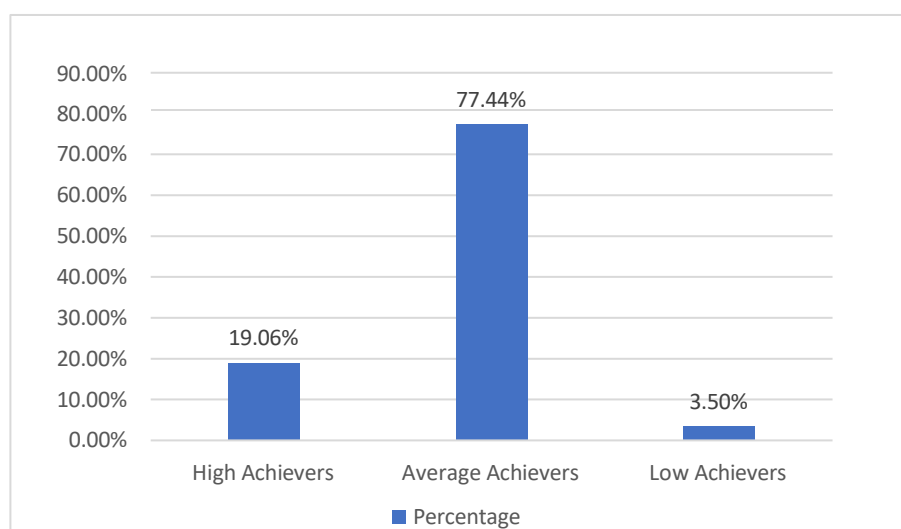
Sl. No.	Grade	Percentage (%)	No. of Students	Percentage of Students
1.	0 (Outstanding)	90 -100%	5	0.56%
2.	A+ (Excellent)	80 to less than 90%	120	18.29%
3.	A (Very Good)	70 to less than 80%	369	56.25%
4.	B+ (Good)	60 to less than 70%	139	21.19%
5.	B (Average)	50 to less than 60%	23	3.51%
6.	C (Pass)	40 to less than 50%	0	0
7.	F (Fail)	Less than 40%	0	0

To facilitate meaningful comparison, the researcher found it necessary to divide the students into three distinct levels of academic achievement. The grades of the students were further categorized into three levels of achievement based on their percentages, viz., high achiever, average achiever and low achiever. The level of academic achievement of the students is presented below:

Table 4.10.1: Distribution of students by level of academic achievement

Sl. No.	Levels of Academic Achievement	Percentage Interval	No. of Students	Percentage
1.	High Achiever	80-100%	125	19.06%
2.	Average Achiever	60- less than 80%	508	77.44%
3.	Low Achiever	50- less than 60%	23	3.50%
Total			656	100%

Figure 4.10.1: Level of academic achievement among non-resident students pursuing higher education in Mizoram



The above table 4.10.1 shows that there are 19.06% of the students classified as high achievers, reflecting consistently strong performances in their academics. There are 77.44% students termed as average achievers which indicated satisfactory performances and 3.50% of the students as low achievers, representing areas where additional support and improvement may be necessary.

These findings were also reflected in the lived experiences of the participants, as illustrated by their comments below:

Shared experiences from focus group discussion:

One student remarked, *“Back home I used to be a top student but here I’m just average. Language barrier and different teaching styles take time to get used to.”*

Participant scoring above 85% mentioned *“I make a conscious effort to always be at top 3 in our class. Even though I’m away from home and always feel lonely, I treat my studies as my top priority.”*

One student shared, *“Time management and self-discipline are the key to my success. I avoid distractions and make sure I revise regularly, even when there are personal troubles.”*

A student reflecting on academic challenges expressed, *“It’s not that I don’t care about my studies, I just find it difficult to concentrate when I always feel homesick and stress on my studies.”*

The qualitative insights from focus group discussion reinforced the quantitative data on academic achievement of non-resident students. These varied shared experiences illustrates that academic achievement is not only shaped by cognitive abilities but also by adjustment strategies, resilience and emotional well-being.

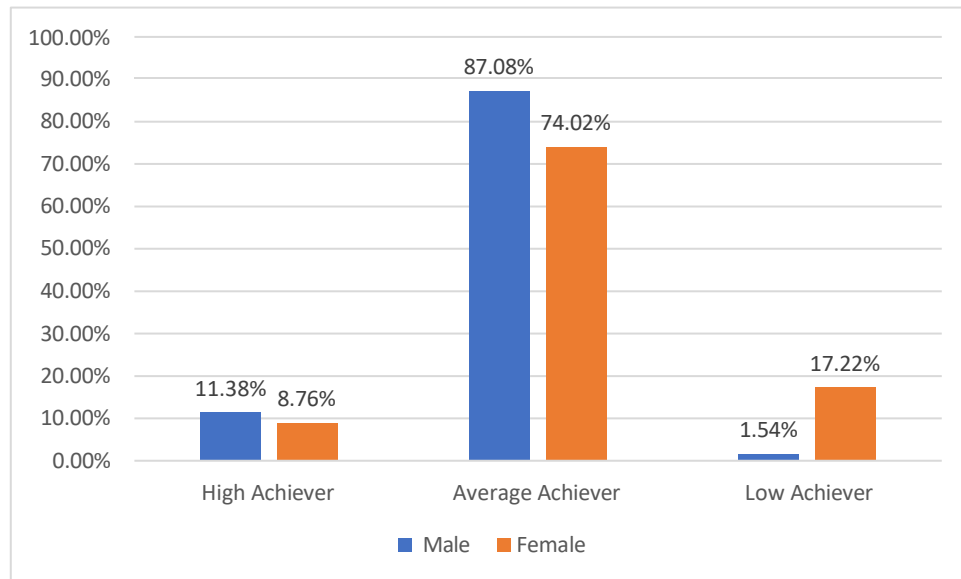
4.11 Objective No.11: To compare academic achievement between male and female non-resident students pursuing higher education in Mizoram.

To determine the level of academic achievement of male and female non-resident students, the obtained scores were analysed and interpreted with the established norms. The results are presented in the table below:

Table 4.11: Level of academic achievement of male and female non-resident students

Level of Academic Achievement	Male		Female	
	N	%	N	%
High Achiever	37	(11.38%)	29	(8.76%)
Average Achiever	283	(87.08%)	245	(74.02%)
Low Achiever	5	(1.54%)	57	(17.22%)
Total	325	(100%)	331	(100%)

Figure 4.11: Level of academic achievement of male and female non-resident students



As shown in figure 4.11, male students show a high concentration in the average achiever category, with 87.08% of them falling in this range, compared to 74.02% of female students, indicating that most male students perform at an average level. In the high achiever level, 11.38% of male students and 8.76% of female students attain high academic achievement, showing that a slightly higher proportion of male students score at the top level. However, in the low achiever category, only 1.54% of male students fall below average compared to a significantly larger 17.22% of female students, suggesting that higher academic achievement is more prevalent among male students.

4.11.1 : Comparison by test of significance

In order to compare academic achievement between male and female non-resident students pursuing higher education in Mizoram, a null hypothesis “There is no significant difference in academic achievement between male and female non-resident students pursuing higher education in Mizoram.” was framed. The mean scores of both the male and female non-resident students were compared by using t-test. The result is presented below:

Table 4.11.1: Comparison of academic achievement between male and female non-resident students pursuing higher education in Mizoram.

Gender	No. of Students	Mean	Standard Deviation	SED	df	t-value	p-value
Male	325	74.47	5.56	0.53	654	2.31	0.021*
Female	331	73.24	7.74				

Note. * indicates significant at 0.05 level ($p < 0.05$)

The above table 4.11.1 showed that the mean score of male students is 74.47 and the female mean score is 73.24. The standard deviation score for male and female student is 5.56 and 7.74 respectively. The t-value is 2.31 and the p-value is 0.021 which is smaller than 0.05 level of confidence. The null hypothesis “There is no significant difference in academic achievement between male and female non-resident students pursuing higher education in Mizoram” is rejected. Hence, there is a significant difference in academic achievement between male and female non-resident students pursuing higher education in Mizoram.

The qualitative insights obtained from focus group discussions reinforce the statistical results presented earlier. They are as follows:

Shared experiences from focus group discussion:

One female student shared, “*Being away from home was challenging at first, but I try to manage my time efficiently between other activities and studies which I think reflects in my academic performance.*”

Another one also mentioned, “*I feel more comfortable participating in class than some of my male classmates. It helps me perform better on my studies.*”

In contrast, one male student expressed, “*Balancing personal life and academic workload can be very stressful and it sometimes shows in my exam results. It is difficult to manage everything by yourself when you have too much on your plate.*”

Another male student also stated, *“Sometimes I struggle to adjust to the new environment because of language difference and different teaching styles and it affects how much I can concentrate on studies.”*

The above results supported the quantitative data and illustrated how gender difference has a role on the academic achievement of the non-resident students. The female students shared positive experiences related to their studies while the male students expressed occasional challenges which impacted their academic performances.

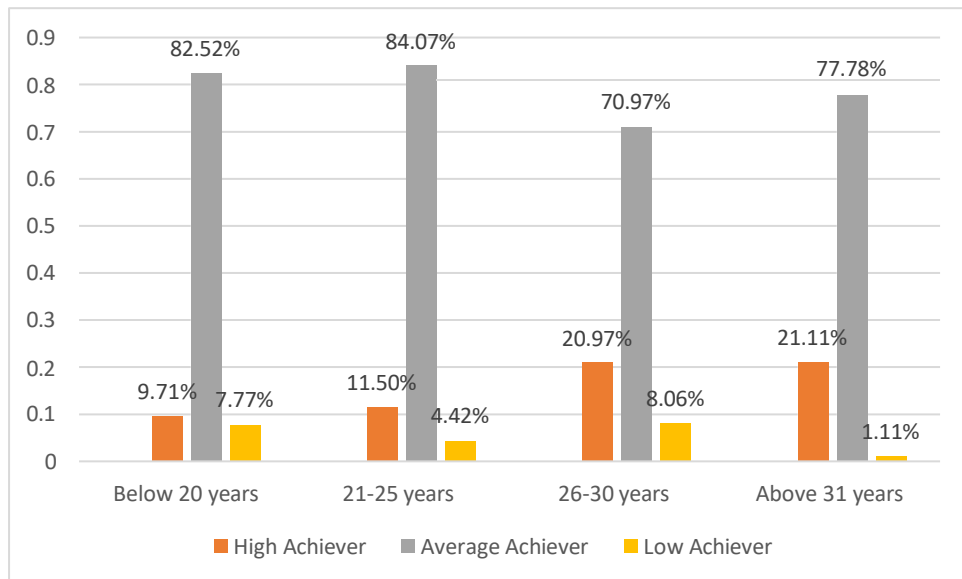
4.12 Objective No.12: To compare academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Using the established normative criteria, the academic achievement scores of non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years were analysed to determine their level of alienation. The outcomes are shown in the table provided:

Table 4.12: Level of academic achievement among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years

Level of Academic Achievement	Below 20 years		21-25 years		26-30 years		Above 31 years	
	N	%	N	%	N	%	N	%
High Achiever	10	(9.71%)	39	(11.5%)	26	(20.97%)	19	(21.11%)
Average Achiever	85	(82.52%)	285	(84.07%)	88	(70.97%)	70	(77.78%)
Low Achiever	8	(7.77%)	15	(4.42%)	10	(8.06%)	1	(1.11%)
Total	103	(100%)	339	(100%)	124	(100%)	90	(100%)

Figure 4.12: Level of academic achievement among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years



From the above figure 4.12, at the high achiever level, students above 31 years show the highest proportion (21.11%), closely followed by those aged 26-30 years (20.97%), while younger groups below 20 years (9.71%) and 21-25 years (11.50%) have lower percentages, indicating stronger academic performance among older students. For average achievers, the 21-25 years group has the highest proportion (84.07%), followed by those below 20 years (82.52%), students above 31 years (77.78%) and 26-30 years (70.97%), showing that most students in all age groups perform at an average level. At the low achiever level, students below 20 years have 7.77%, 21-25 years 4.42%, 26-30 years 8.06% and only 1.11% of students above 31 years, suggesting that younger students and the 26-30 age group face slightly more academic difficulties compared to older students. Overall, older students tend to have higher proportions of high achievers and fewer low achievers compared to younger age groups.

4.12.1 : Comparison by One Way ANOVA

The null hypothesis “There is no significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.” was framed. The study employed a one-way ANOVA to analyse the mean differences among the groups. The result is as under:

Table 4.12.1: Comparison of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Source of Variation	Sum of Squares	Mean Squares	df	F-value	p-value
Between Groups	779.69	259.89	3	5.71	0.001*
Within Groups	29677.66	45.51	652		
Total	30457.35		655		

Note. * indicates significant at 0.01 level ($p < 0.01$)

The above table 4.12.1 shows that the F-value is 5.71 and the p-value is 0.001 which is smaller than 0.01 level of confidence. This showed that there are significant differences between the groups. Therefore, the null hypothesis “There is no significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.” is rejected. Hence, there is a significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Since there is a significant difference among non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years, Tukey’s post hoc analysis was further applied to find out where the differences lie among the groups. The result is depicted below:

Table 4.12.2: Post hoc analysis of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Reference Group	Comparison Group	Mean Difference	Standard Error	p-value
Below 20 years	21-25 years	1.59	0.75	0.153
	26-30 years	2.27	0.89	0.057
	Above 31 years	3.92	0.97	0.000*
21-25 years	Below 20 years	1.59	0.75	0.153
	26-30 years	0.67	0.70	0.775
	Above 31 years	2.32	0.80	0.020
26-30 years	Below 20 years	2.27	0.89	0.057
	21-25 years	0.67	0.70	0.775
	Above 31 years	1.64	0.93	0.292
Above 31 years	Below 20 years	3.92	0.97	0.000*
	21-25 years	2.32	0.80	0.020
	26-30 years	1.64	0.93	0.292

Note. * indicates significant at 0.01 level ($p < 0.01$)

The above table 4.12.2 shows the post hoc analysis result of students below 20 years, 21-25 years, 26-30 years and above 31 years. From the result, it is observed that there is a significant difference between students who are below 20 years and above 31 years.

To compliment the quantitative data, the students described their experiences in the focus group discussion which are follows:

Shared experiences from focus group discussion:

A 19 year old student noted, *“I sometimes feel pressured by my studies when there are so many things to learn, especially compared to older students who seem more confident in overcoming academic pressure.”*

Another student expressed, *“I notice that I can adjust to my challenges quickly and concentrate on my studies which may be difficult for some younger students.”*

An older student remarked, *“I believe that my experience gives me an advantage. I already understand the exam pattern and I can also complete my assignments more efficiently than younger students.”*

The analysis revealed that older students generally perform better in their academics compared to younger students. The narratives indicated that older students tend to exhibit greater confidence and efficiency in managing their studies while younger students reported more challenges in coping with academic demands, reflecting the patterns observed in the statistical analysis.

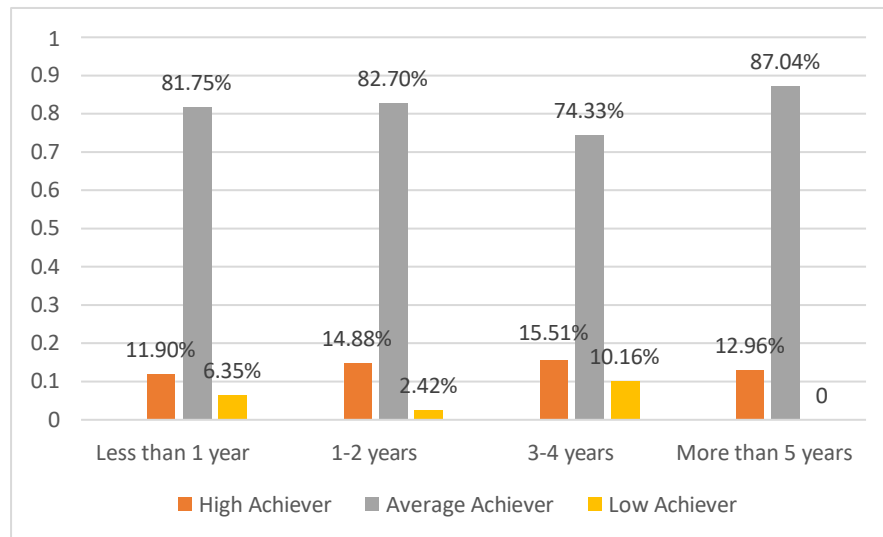
4.13 Objective No.13: To compare academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

To assess the level of academic achievement of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, the scores were evaluated using the established norms. The findings are summarised in the table below:

Table 4.13: Level of academic achievement of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years

Level of Academic Achievement	Less than 1 year	1-2 years	3-4 years	More than 5 years
	N %	N %	N %	N %
High Achiever	15 (11.9%)	43 (14.88%)	29 (15.51%)	7 (12.96%)
Average Achiever	103 (81.75%)	239 (82.7%)	139 (74.33%)	47 (87.04%)
Low Achiever	8 (6.35%)	7 (2.42%)	19 (10.16%)	0
Total	126 (100%)	289 (100%)	187 (100%)	54 (100%)

Figure 4.13: Level of academic achievement of non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years



The above figure 4.13 highlights that high achievers are most prevalent among students staying 3-4 years (15.51%), followed by 1-2 years (14.88%), less than 1 year (11.90%) and over 5 years (12.96%), showing a slight increase in mid-term residents. For average achievers, the proportion steadily increases with longer stays: over 5 years (87.04%), 1-2 years (82.70%), less than 1 year (81.75%) and 3-4 years (74.33%), indicating that the majority of students consistently perform at an average level. At the low achiever level, the highest proportion is among students staying 3-4 years (10.16%), followed by less than 1 year (6.35%) and 1-2 years (2.42%), while no students staying over 5 years fall in this category, suggesting that long-term residents are less likely to underperform academically. Overall, longer stays are associated with more stable average achievement and a reduction in low achievers.

4.13.1 : Comparison by One Way ANOVA

To compare academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, a null hypothesis “There is no significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4

years and more than 5 years” was framed. A one-way ANOVA was employed to examine the mean differences among the groups. The result is shown below:

Table 4.13.1: Comparison of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Source of Variation	Sum of Squares	Mean Difference	df	F-value	p-value
Between Groups	527.38	190.79	3		
Within Groups	29884.98	45.83	652	4.16	0.006*
Total	30412.36		655		

Note. * indicates significant at 0.01 level ($p < 0.01$)

From the above table 4.13.1, it is evident that the F-value is 4.16 and the p-value is 0.006 which is smaller than 0.01 level of confidence. This denotes a significant difference between the groups. Therefore, the null hypothesis “There is no significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years” is rejected. Hence, there is a significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Since there is a significant difference between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years, Tukey’s post hoc analysis was conducted to find out which group has significant differences. The result is depicted below:

Table 4.13.2: Post hoc analysis of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Reference Group	Comparison Group	Mean Difference	Standard Error	p-value
Less than 1 year	1-2 years	1.21	0.72	0.333
	3-4 years	0.18	0.78	0.995
	More than 5 years	3.01	1.10	0.033*
1-2 years	Less than 1 year	1.21	0.72	0.333
	3-4 years	1.40	0.63	0.123
	More than 5 years	1.79	1.00	0.28
3-4 years	Less than 1 year	1.18	0.78	0.995
	1-2 years	1.40	0.63	0.123
	More than 5 years	3.19	1.04	0.013*
More than 5 years	Less than 1 year	3.01	1.10	0.033*
	1-2 years	1.79	1.00	0.280
	3-4 years	3.19	1.04	0.013*

Note. * indicates significant at 0.05 level ($p < 0.05$)

From the above table 4.13.2, it is evident that there is a significant difference between students who have stayed in Mizoram for less than 1 year and more than 5 years as well as between students who have stayed for 3-4 years and more than 5 years.

These findings were also reflected in the lived experiences of the students, as illustrated by their comments below:

Shared experiences from focus group discussion:

One student shared, “*It is still difficult for me to get used to the environment and language here. Sometimes, it affects how well I can focus on my studies.*”

One student also expressed, *“I have learned to manage my studies better but I still need more time to feel completely settled here. It will get easier after some time.”*

One student who have stayed for more than 5 years commented, *“After staying here for several years, I feel connected with my studies and comfortable with both teachers and local classmates.”*

The qualitative results from focus group discussions support the quantitative data by showing that students with shorter durations of stay often struggled with adjustment which influenced their academic performance. In contrast, students who had lived in Mizoram for longer periods demonstrated greater confidence, better adjustment and higher academic achievement.

4.14 Objective No.14: To find out the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.

To test the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram, a null hypothesis “There is no significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram” is framed. To determine the direction and relationship, Pearson’s Product Moment Correlation was employed. The result is depicted below:

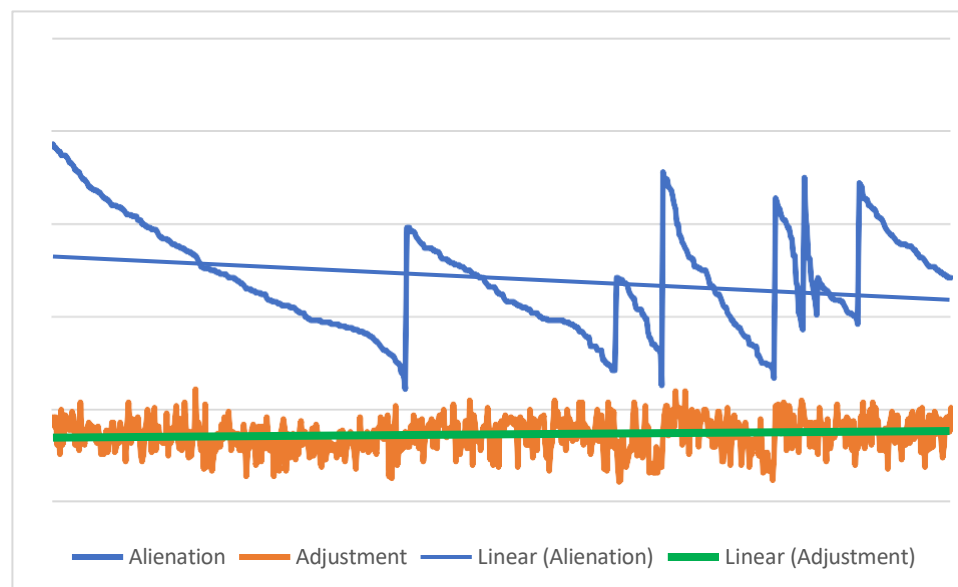
Table. 4.14: Relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram

	Alienation	Adjustment	p-value
Alienation	1	0.24	0.000*
Adjustment	0.24	1	

Note. * indicates significant at 0.01 level ($p < 0.01$)

It is evident from the above table 4.14 that the analysis shows a positive but weak relationship, indicating that higher alienation is associated with slightly higher adjustment scores, meaning students who experience alienation also tend to face some degree of difficulty in adjusting to their environment. Although the relationship is weak, it is statistically significant at the 0.01 level, suggesting that the relationship observed is unlikely to have occurred by chance. Therefore, the null hypothesis “There is no significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram” is rejected. Hence, there is a significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.

Figure 4.14 Relationship between alienation and adjustment



The above figure 4.14 is a visual representation of the relationship between alienation and adjustment. It shows that the orange zig zag line represents the students' adjustment scores and their alienation scores are shown by the blue zig zag line. The blue trendline shows that alienation slowly goes down. The green trendline for adjustment does not increase, which means adjustment does not improve even when alienation goes down. The figure shows that the two variables do not move closely

together, which denotes the weak relationship between alienation and adjustment of the students.

To further support the quantitative findings, the following statements from participants illustrate similar experiences:

Shared experiences from focus group discussion:

One student stated, *“Even after several months here, I often feel like an outsider in the class. When group projects are assigned, I struggle to join because my local classmates already have strong bonds. This makes it difficult for me to focus fully on my studies and participate actively.”*

One student also expressed, *“Sometimes, I feel unwelcome because of the way some classmates talk about people from my state. Even small comments or nicknames make us hesitant to join group activities and make new friends and it affects how comfortable we feel here.”*

A student also commented, *“It’s been more than a year since I arrived but fitting in still feels like a struggle. I notice the differences in language, culture and daily habits between myself and the local students and sometimes it feels like there’s an invisible barrier. There is a distance between us and that leaves me anxious and uncomfortable.”*

The experiences shared by the students suggest that feelings of alienation are linked to the students’ adjustment in the new environment. Those who feel socially excluded, face subtle discrimination or experience cultural and linguistic differences tend to struggle with both academic engagement and social participation. Overall, these narratives indicate that higher levels of alienation are associated with greater difficulty in adjusting.

4.15 Objective No.15: To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.

A null hypothesis “There is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram” was framed in order to test the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram. Pearson’s Product Moment Correlation was employed to determine the direction and relationship between the two variables. The result is depicted below:

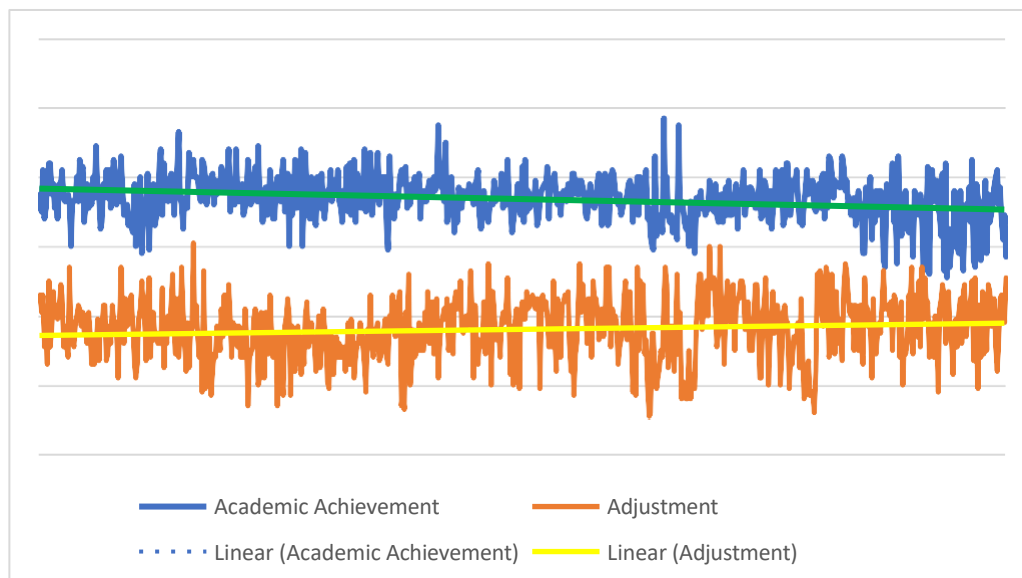
Table 4.15: Relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.

	Adjustment	Academic achievement	p-value
Adjustment	1	-0.02	0.524 ^{NS}
Academic achievement	-0.02	1	

Note. NS indicates not significant at 0.01 level ($p > 0.01$)

It can be observed from the above table 4.15 that relationship between adjustment and academic achievement of non-resident students is statistically not significant at 0.01 level which signifies that there is no relationship between students’ academic achievement and adjustment. Therefore, the null hypothesis “There is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram” is accepted. Hence, there is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.

Figure 4.15 Relationship between adjustment and academic achievement



The above figure 4.15 is a visual representation of adjustment and academic achievement and the blue zig zag line depicts students' academic achievement while the orange zig zag line represents their adjustment. The trend lines for both variables are almost flat which means there is no strong upward or downward pattern. This means that as adjustment changes, academic achievement remains fairly stable and does not necessarily change in any clear or consistent way.

The following excerpts from the focus group discussion provide deeper understanding of these findings:

Shared experiences from focus group discussion:

One student shared, *"I have adjusted well to the new environment and the local people but I still struggle to score high marks in some subjects because there are so many things to learn."*

One student also expressed, *"I have adjusted to campus life and made Mizo friends slowly but my exam scores are unpredictable. Sometimes I do well, sometimes I don't."*

Another student commented, *“Feeling homesick and not having much friends does not bother me that much. I know my purpose and I tried my best to do well even though I have personal troubles.”*

As students reported that their ability to adjust to the environment did not constantly impact their academic performance. The qualitative and quantitative data suggest that while adjustment is important for personal and social survival, it does not appear to directly influence academic achievement among the students in this study.

4.16 Objective No.16: To find out the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.

In order to test the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram, a null hypothesis, “There is no significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram” was framed. Pearson’s Product Moment Correlation was used to test the direction and relationship between the two variables. The results are displayed below:

Table 4.16: Relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram

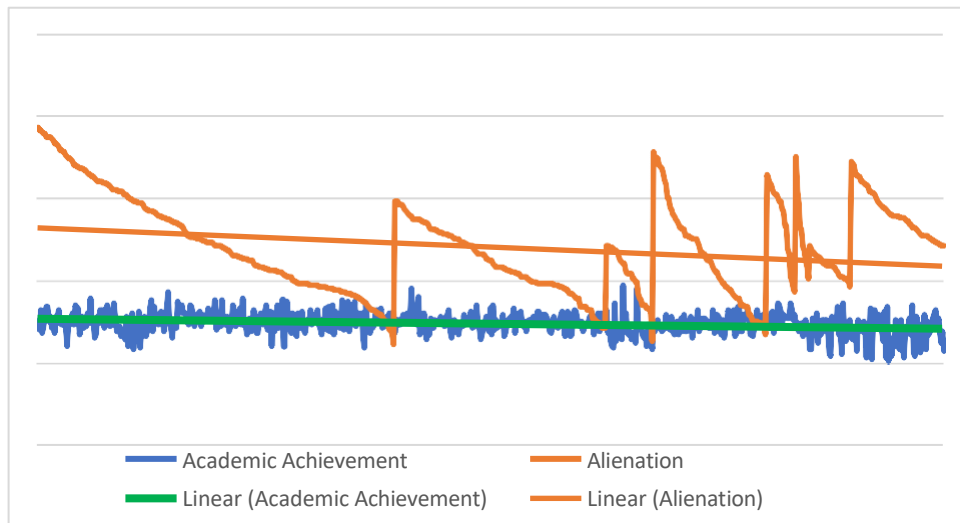
	Academic achievement	Alienation	p-value
Academic achievement	1	-0.05	0.184 ^{NS}
Alienation	-0.05	1	

Note. NS indicates not significant at 0.01 level ($p > 0.01$)

From the above table 4.16, it can be observed that the relationship between academic achievement and alienation is statistically not significant at 0.01 level which signifies that there is no relationship between students’ academic achievement and alienation. Therefore, the null hypothesis, “There is no significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram” is accepted. Hence, there is no significant relationship

between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.

Figure 4.16: Relationship between academic achievement and alienation



The above figure 4.16 is a visual representation of academic achievement and alienation and the blue zig zag line indicates the students’ academic scores and the orange zig zag line displays their alienation scores. Academic achievement did not significantly increase or decrease over time, as depicted by the green trendline while the yellow trendline indicates that the students’ alienation gradually decreased over time. This implies that changes in alienation do not cause any change in academic achievement signifying that they have no relationship.

The qualitative evidence aligns with the numerical data, as demonstrated in the following statements:

Shared experiences from focus group discussion:

One student shared, *“Being away from home makes me feel alone sometimes, but it has not changed my exam marks that much because I came to pursue my dreams here in Mizoram and I always try my best to do well in exams.”*

One student also noted, *“I do not have close friends here but my academic performances are fairly good from subject to subject. I try my best to concentrate on my studies even though I have personal troubles.”*

One student remarked, *“I faced many troubles from local friends but I know my goal is to become a doctor and I still perform quite good in my studies.”*

From the above discussion, it can be seen that although students may experience certain feelings of alienation, these feelings do not appear to have a direct impact on their academic performance. This suggests that while alienation may influence social and emotional adjustment, it does not necessarily translate into lower academic outcomes.

4.17 Objective No.17: To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram.

To predict the extent to which alienation predict the academic achievement of non-resident students pursuing higher education in Mizoram, a null hypothesis “There is no significant contribution of alienation on academic achievement of non-resident students pursuing higher education on Mizoram” was framed. Linear regression analysis was employed for the test. The result is shown as under:

Table 4.17: Linear regression analysis of alienation predicting academic achievement of non-resident students.

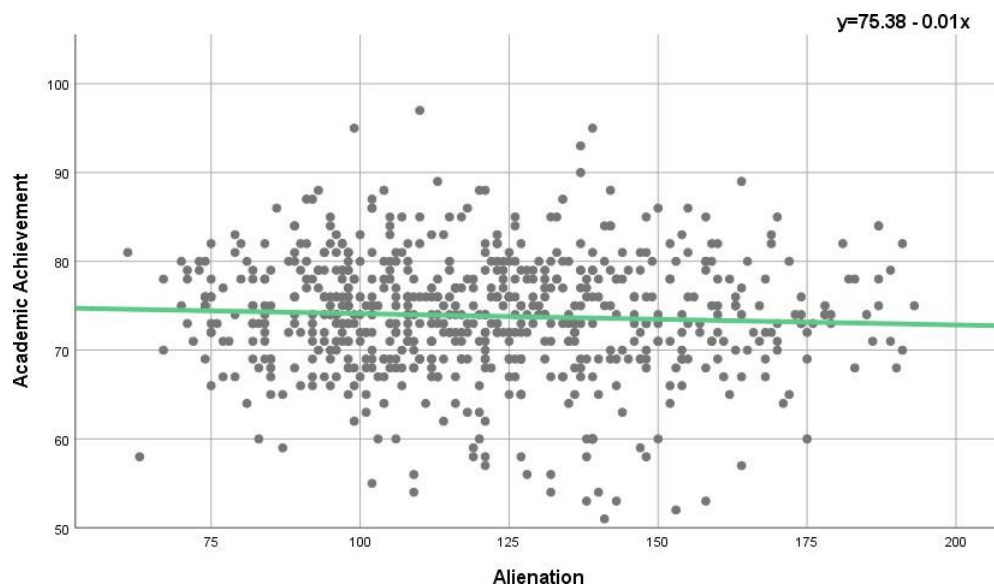
Regression Model Predicting Academic Achievement from Alienation	
R	0.05
R ²	0.00
Adjusted R ²	0.00
Standard Error of Estimate	6.81
Regression Coefficients for Academic Achievement Predicted by Alienation	

Predictor Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t-value	p-value
Constant	75.38	1.18	-	63.63	0.00
Alienation	-0.01	0.01	-0.05	-1.33	0.184 ^{NS}

Note. NS indicates not significant at 0.01 ($p > 0.01$)

The above results from table 4.17 shows that alienation is not a significant predictor of academic achievement of non-resident students. The R^2 value is 0.00, which means alienation accounts for none of the differences in students' scores. In other words, whether students feel more alienated or less alienated, their academic achievement remains almost the same. Therefore, the null hypothesis, "There is no significant contribution of alienation on academic achievement of non-resident students pursuing higher education on Mizoram" is accepted. Hence, alienation does not serve as a significant predictor of academic achievement on non-resident students pursuing higher education on Mizoram.

Figure 4.17: Line of best fit for prediction of alienation on academic achievement



The above figure 4.17 showed that each dot represents the students' scores on alienation and academic achievement. The green line is the line of best fit, which shows the general direction of the data. The equation $y = 75.38 - 0.01x$ means that when alienation (x) increases by 1 unit, academic achievement (y) decreases slightly by 0.01 unit. The green line slopes gently downward, showing a very weak negative prediction. This means that whether students feel more or less alienated, it does not noticeably influence their academic achievement.

These findings were also reflected in the lived experiences of the participants, as illustrated by their comments below:

Shared experiences from focus group discussion:

One student shared, *"I sometimes feel left out in class because most of my classmates are Mizo and they don't want to be friends with me but it does not stop me from concentrating on my studies."*

A student also stated, *"Sometimes it is difficult to communicate with local classmates because of language differences which makes group work challenging. We often have misunderstandings and fight with each other."*

One student also expressed, *"I sometimes feel excluded from group projects and group discussions because I am not Mizo and I don't understand what they are saying but that does not affect my studies and my performance on tests and exams."*

The qualitative results align with the statistical data that the academic achievement of the students is not predicted by feelings of alienation. Both the qualitative and quantitative findings suggest that while alienation may affect students' social and emotional experiences, it does not meaningfully influence their academic achievement.

4.18 Objective No.18: To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram.

In order to predict the extent to which adjustment predict the academic achievement of non-resident students pursuing higher education in Mizoram, a null hypothesis "There is no significant contribution of adjustment on academic

achievement of non-resident students pursuing higher education on Mizoram” was framed. Linear regression analysis was employed for the test. The result is shown as under:

Table 4.18: Linear regression analysis of adjustment predicting academic achievement of non-resident students.

Regression Model Predicting Academic Achievement from Adjustment					
	R			0.02	
	R ²			0.00	
	Adjusted R ²			-0.00	
	Standard Error of Estimate			6.82	
Regression Coefficients for Academic Achievement Predicted by Adjustment					
Predictor Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t-value	p-value
Constant	74.51	1.07	-	69.45	0.00
Adjustment	-0.01	0.02	-0.02	-0.63	0.524 ^{NS}
<i>Note.</i> NS indicates not significant at 0.01 ($p > 0.01$)					

From the above table 4.18, it is seen that adjustment is not a significant predictor of academic achievement of non-resident students and that students’ levels of adjustment had no effect on their academic achievement ($R^2 = 0.00$). Therefore, the null hypothesis, “There is no significant contribution of adjustment on academic achievement of non-resident students pursuing higher education on Mizoram” is accepted. Hence, adjustment does not serve as a significant predictor on academic achievement of non-resident students pursuing higher education on Mizoram.

Figure 4.18: Line of best fit for prediction of adjustment on academic achievement

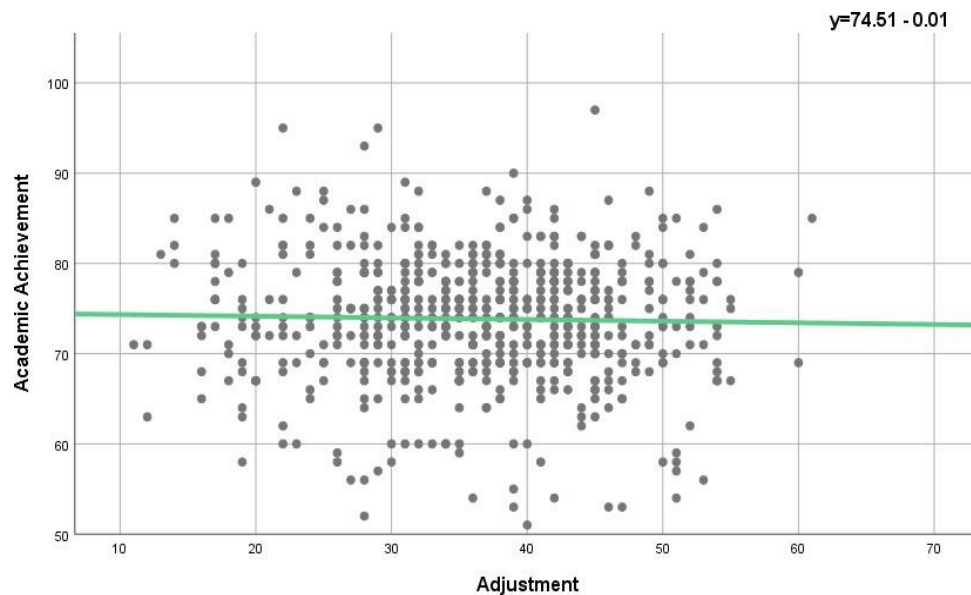


Figure 4.18 shows how adjustment predicts on the academic achievement of the students. Each dot represents one students' score for both the variables and the green line is the line of best fit, showing the overall pattern in the data. The equation $y = 74.51 - 0.01x$ means that as adjustment (x) increases by 1 unit, academic achievement (y) slightly decreases by 0.01 unit. The line slopes slightly downward, showing a decrease in academic achievement as adjustment increases, but the effect is negligible which highlights that changes in adjustment did not meaningfully affect students' academic achievement.

To complement the quantitative data, participants described their experiences as follows:

Shared experiences from focus group discussion:

A student stated, *“Living in the hostel was difficult at first because of the small room and living with two other people, but I got used to it after some time and it has not affected my studies.”*

One student commented, *“Adjusting to the college and teaching methods took time because it is different from back home but my exam results remained consistent.”*

A student also shared, *“Even when I find it difficult to interact with local classmates, I am able to complete group assignments with the help from seniors and other friends and score good marks in exams.”*

The group discussion showed that the students reported difficulties in adjusting but despite these challenges, students reported that they were able to focus on their studies. Social and environmental adjustments might be difficult but it did not prevent them from achieving academically.

4.19 Objective No.19: To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram.

In order to predict the extent to which alienation predict the adjustment of non-resident students pursuing higher education in Mizoram, a null hypothesis “There is no significant contribution of alienation on adjustment of non-resident students pursuing higher education on Mizoram” was framed. Linear regression analysis was employed for the test. The result is shown as under:

Table 4.19: Linear regression analysis of alienation predicting adjustment of non-resident students.

Regression Model Predicting Adjustment from Alienation	
R	0.02
R ²	0.05
Adjusted R ²	0.05
Standard Error of Estimate	9.02

Regression Coefficients for Adjustment Predicted by Alienation	

Predictor Variable	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t-value	p-value
Constant	26.54	1.56	-	16.92	0.00
Alienation	0.08	0.01	0.24	6.32	0.001*

Note. * indicates significant at 0.01 level ($p < 0.01$)

The above result from table 4.19 indicates that alienation is a significant predictor of adjustment and that alienation predicts 5% ($R^2 = 0.05$) of adjustment on students. The results highlighted that alienation has a small but statistically significant positive effect on adjustment among non-resident students. Therefore, the null hypothesis, “There is no significant contribution of alienation on adjustment of non-resident students pursuing higher education on Mizoram” is rejected. Hence, alienation serve as a significant predictor on adjustment of non-resident students pursuing higher education on Mizoram.

Figure 4.19: Line of best fit for prediction of alienation on adjustment

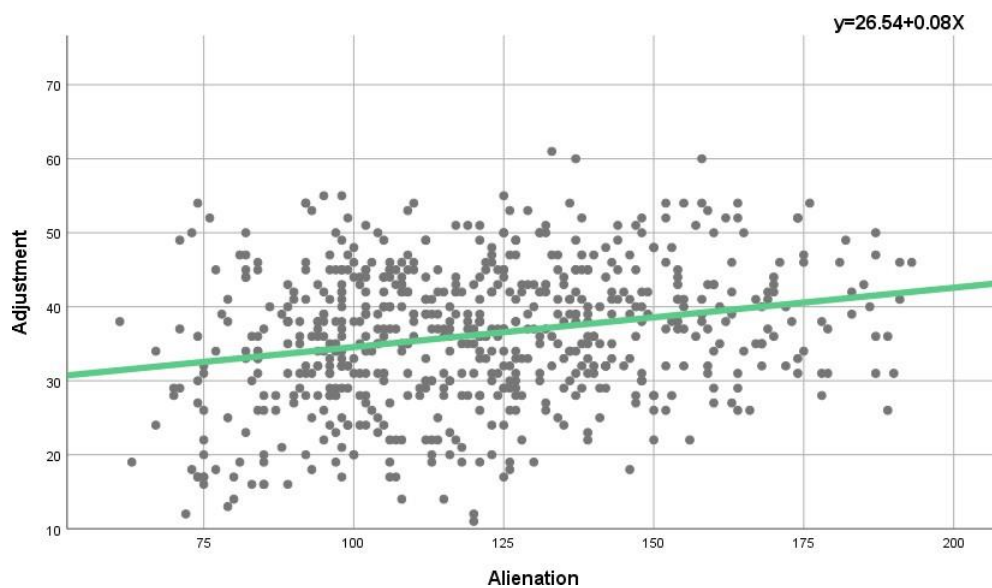


Figure 4.19 illustrates how alienation predicts adjustment of non-resident students where each dot represents one students' score on both variables. The green line is the line of best fit, which shows the overall trend of the data. The equation $y =$

$26.54 + 0.08x$ means that when a student's level of alienation (x) increases by 1 unit, their level of adjustment (y) increases very slightly by 0.08 unit. This highlights that higher alienation is associated with a small increase in adjustment, indicating a small but positive effect of alienation on students' adjustment.

To further support the quantitative findings, the following statements from participants illustrate similar experiences:

Shared experiences from focus group discussion:

One student shared, *"I had conflicts with my roommates in the beginning but over time, I found ways to get along and live with them and I manage to do my daily routine without any disturbance from them."*

A student expressed, *"I struggled with differences in food and language when I first came to Mizoram but co-curricular activities like sports and joining student organisation and also participating in local events helped me feel more comfortable."*

Another student also stated, *"I felt very out of place among local students at first because I cannot understand what they were saying but I gradually started joining study groups to make new friends."*

Although students experienced alienation to some extent, they employ adjustment strategies and improve both their academic and social life. The qualitative and quantitative findings demonstrate that while alienation presents several challenges, it also motivates students to develop adjustment strategies in various aspects of their lives.

4.20 Objective No.20: To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram.

In order to explore the academic challenges faced by non-resident students, Braun and Clarke's (2006) thematic analysis was used to analyse the qualitative data gathered using focus group discussions. From the analysis, five themes emerged which

highlighted the different academic challenges experienced by the students. The analysis is summarised under the following themes:

Figure 4.20: Thematic representation of academic challenges faced by non-resident students



1. Shortage of Faculty Members

A large number of non-resident students expressed their concern about shortage of faculty members in their institutions. They revealed that classes were sometimes irregular or combined because there were not enough faculty members at their respective institutions. This situation often led to fewer classes and less engagement with faculty particularly for students who needed more academic support. The students' quality of education was also affected by the faculty shortage. According to the students, faculties were also overworked with administrative and instructional duties which left little time for appropriate instruction and further support.

As one participant expressed, *"Sometimes our teachers are so busy with other duties that they cancel classes or rush through lessons. We do not get enough time to ask for revision and to clear our doubts."*

One student also stated, *“We don’t have regular class. When one teacher is sick or on leave, they are so busy that they cannot go to every class. Sometimes we just sit inside the classroom with no teachers. We need more teachers.”*

Another added, *“Even when we ask for help after class, they seem occupied with meetings and paperwork. They do not have much extra time, so we just try to manage on our own.”*

This inconsistency of faculty members makes it difficult for students to finish the syllabus on time which raises academic pressure, particularly for those who have moved from another state and are attempting to adjust to the new educational norms. The absence of laboratory and practical sessions which are essential for comprehending subjects requiring hands-on experience was another significant issue due to lack of faculties which was also mentioned by the students. Students’ capacity to apply theoretical knowledge is hampered by the lack of practical classes which has an impact on comprehension and skill development. A number of students emphasized that the lack of skilled faculties for particular subjects due to the faculty shortage prompted them to rely on independent study or peer support.

“We hardly have any practical classes. We only learn the theory but never get to try it ourselves. It becomes difficult to understand when we can’t see how it actually works,” shared one participant.

Another student added, *“There are not enough teachers who can teach the specialized papers, so we just depend on our classmates or study on our own. Sometimes we are not even sure if what we learn is correct because there is no one to guide us properly.”*

Non-resident students often feel disadvantaged compared to local students, as they must work harder to fill the gaps caused by missing instruction. This situation emphasizes the need for adequate staffing and qualified faculty to ensure that all students including those from outside the state receive consistent and quality academic support.

2. Inadequate Institutional Facilities

Several participants of the focus group discussion reported dissatisfaction with the institutional facilities provided on their campus. They pointed out that library resources, laboratory equipment and internet facility were often outdated and sometimes insufficient to meet students' academic needs. Limited access to these facilities hindered effective learning, particularly for students coming from outside Mizoram who were still adapting to a new academic environment. The students reported that their library lacks sufficient books to support their assignments and the available books are not enough for all students.

One student commented, *“Most of the time, the books we need are not available in the library and even if they are available, there are only few copies and everyone wants to use them. Even when we have to do assignments, we struggle because the library does not have enough books related to our subjects, so we end up relying on online materials and help from our friends.”*

The internet facility was another area of concern where students mentioned very poor Wi-Fi connection in the campus which makes it challenging to access online study materials and attend online lectures. This often interrupts their learning process and leads to frustration especially during exams and completing assignments. The students also mentioned the shortage of laboratory equipment which greatly limits their opportunities for practical learning and experimentation. They expressed that they are unable to perform experiments themselves and often have to rely only on theoretical explanations due to the lack of proper instruments and materials.

A student shared, *“Most of the time, the Wi-Fi disconnects or becomes too slow when we need it the most. We cannot even open basic study sites or download notes properly and it really affects our preparation during exams.”*

One student also expressed, *“In our lab, many of the tools do not work properly and sometimes they are not available for everyone, so we just watch demonstrations instead of doing the experiments ourselves.”*

According to the students, it is challenging to adapt and study comfortably due to the limited facilities at institutional hostels. The hostels were often overcrowded with limited space, poor sanitation and irregular water and electricity supply. The students mentioned that many rooms are too small for two to three students. Poor ventilation, broken furniture and lack of fans or proper lighting were common complaints.

One student shared, *“Our hostel rooms are very congested and with three people sharing a small space, it becomes difficult to study or even rest properly. Sometimes the electricity goes off for hours and we just sit in the dark waiting for it to come back.”*

Another student added, *“The bathrooms are not clean and there is no regular water supply. We have complained many times, but the repairs and maintenance take so long that we just learn to manage somehow.”*

In general, students found it difficult to perform better and feel completely involved in their studies due to the unsupportive learning environment caused by inadequate institutional resources.

3. Excessive Academic Workload

A substantial amount of non-resident students believed that the amount of academic work was too much and more than they could comfortably manage. They had trouble juggling several projects, tests and assignments in a short amount of time. Stress and exhaustion frequently stemmed from the demanding workload as well as the process of adjusting to a new cultural and educational setting. Some students complained that the lectures were fast pace which leaves little time for in-depth understanding and revision. The students mentioned that the continuous academic tension left them with very little time for rest, social interaction and participation in co-curricular activities. Balancing heavy academic work with personal responsibilities was especially difficult for those living away from home for the first time.

One student shared, *“There are so many assignments and exams coming one after another that it becomes difficult to manage everything. Sometimes I stay up late just to finish the work but still, I feel like I cannot give my best in my studies.”*

One student stated, *“We are so busy with classes, practicals and assignments that there is hardly any time to relax or talk with friends. Even on weekends, we end up catching up on work instead of resting.”*

Another student shared, *“The lessons move too quickly and by the time we try to understand one topic, the teacher has already started a new one. It is difficult to keep up especially when we are still adjusting to the new environment.”*

Many students enrolled in professional courses shared that their daily academic schedule was overloaded, leaving them physically and mentally exhausted. Having too many classes in a single day, followed by laboratory practicals, fieldwork, internships and group projects stressed the students. This packed schedule often gave them little or no time to rest, revise lessons or prepare for upcoming tasks. Managing multiple responsibilities at once made it difficult to maintain focus and balance between academic and personal life for the students.

One student shared, *“Our schedule is so tight that from morning till evening we are either in class or doing lab work. After that, we still have reports and assignments to complete, we do not have any time for ourselves.”*

Another added, *“Sometimes we finish classes late and immediately go for fieldwork or internship the next day. It becomes very tiring and we feel like we are constantly rushing without really learning anything deeply.”*

Overall, the demanding academic structure made learning for the non-resident students feel more like a race to meet deadlines rather than a process of gaining meaningful knowledge.

4. Teaching Methods and Instructional Approaches

Participants noted that certain teaching methods employed by faculty members did not align well with their learning preferences and prior academic backgrounds. The predominant reliance on lecture-based teaching was viewed as less interactive and not

engaging. Non-resident students expressed a desire for more participatory approaches including group discussions, demonstration, field visits and seminars. The medium of instruction occasionally posed challenges particularly when local expressions or examples unfamiliar to them were used. They felt that a more inclusive and student-centred approach to teaching would enhance understanding and participation.

One student noted, *“Most of the classes are just lectures where the teacher talks and we listen. There is barely any discussion or activity. After some time, it becomes difficult to stay focused. We learn better when we can participate and see how things work in real life.”*

A student shared, *“Sometimes the teachers use local terms or examples that we do not understand and they move on quickly without explaining. It makes us feel left out.”*

One student also stated, *“If the classes included more group work or field visits, it would help us connect the lessons with practical situations. Right now, we just memorize things for exams instead of really understanding our lessons.”*

A number of students felt that the teaching style often emphasized theoretical learning over practical understanding. They observed that teachers focused primarily on completing the syllabus rather than ensuring conceptual knowledge. They reported that teachers rarely checked whether students were following along and understanding the lesson and adoption of more interactive strategies such as peer teaching, group presentations or question-and-answer sessions could make learning more inclusive.

One student shared, *“Most of our classes are just lectures where the teacher reads from notes or slides and we have to write everything down. There are less interaction and explanation. Sometimes, we finish a whole chapter without even having group discussion and it feels like we are just studying to finish the syllabus.”*

The teaching methods and instructional approaches often failed to meet the diverse learning needs of non-resident students. A more inclusive, student-centred and participatory teaching approach is essential to enhance learning outcomes and engagement among non-resident students.

5. Unsupportive Local Classmates

A significant number of non-resident students reported limited cooperation and assistance from local classmates. It was reported that local students often formed close-knit groups, making it difficult for non-resident students to seek help with assignments or share resources. This social divide extended into classroom activities leading to exclusion of non-resident students. The absence of peer support contributed to feelings of isolation and increased adjustment difficulties which affects both social and academic life of the non-resident students. The lack of help from local classmates limited opportunities for collaborative learning, group study and social activities.

One student stated, *“Sometimes the local students do not include us in their group discussions and projects. They already have their own friends, so it is difficult for us to join or ask for help when we do not understand something. It makes us feel left out and alone in class.”*

A student also shared, *“Whenever there are group assignments, the local students prefer to work with their own circle. Even if we try to join, they usually speak in their local language, so we cannot follow what is going on. Because of that, I end up doing my work alone, which is always stressful and discouraging.”*

The students also shared that the language barrier and cultural differences made it difficult to build close relationships with local classmates. Some students hesitated to initiate conversations out of fear of being misunderstood or ignored. They mentioned that even when they tried to participate in group discussions, local students often switched to their native language excluding the non-resident students. This lack of social integration not only affected their classroom experience but also limited their opportunities to build meaningful friendships with one another. After a while, this led to a feeling of social alienation and decreased motivation to participate actively in class activities or group projects.

A student expressed, *“Sometimes I try to talk to local classmates, but they respond very briefly and switch to their language. It feels like they do not want to interact with us.”*

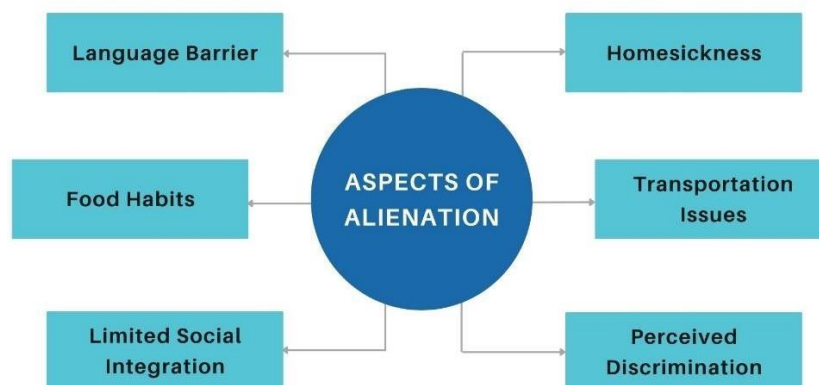
Another student also stated, “, *I always feel like an outsider because I cannot speak their language. Even during class breaks, they sit in groups and talk among themselves while we just sit quietly.*”

The lack of support from local classmates created social and academic gap that made adjustment challenging for non-resident students. The communication barriers and group exclusivity limited opportunities for collaboration and mutual learning. Thus, many non-resident students felt isolated and disconnected from their peers leading to lack of classroom engagement.

4.21 Objective No.21: To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram.

To gain a deeper understanding on the aspects of alienation experienced by non-resident students, Braun and Clarke’s (2006) thematic analysis was applied to the qualitative data collected through focus group discussions. The analysis revealed six themes representing various aspects of alienation among non-resident students. The analysis yielded the following themes:

Figure 4.21: Thematic representation on aspects of alienation experienced by non-resident students



1. Language Barrier

Language barrier emerged as one of the most widespread and prominent problems among all the non-resident students. The unfamiliarity with the local language created constant communication barriers that affected both academic and social interactions. The students often struggled to follow conversations, local expressions and classroom discussions conducted in Mizo language which left them feel excluded. This language problem restricted their ability to participate actively in the classroom, ask questions and express their opinions confidently. The students described feeling anxious and self-conscious while interacting with local classmates and fear that they might be misunderstood, laughed at or ignored. These experiences often led to social withdrawal and feeling of isolation.

One participant shared, *“Sometimes the teachers and our classmates switch to Mizo during class discussions and I cannot understand what they are talking about. I just sit quietly because I do not want to interrupt them to repeat everything in English.”*

Another student expressed a similar experience, stating, *“When my classmates talk among themselves in Mizo, I feel left out. I want to join in, but I cannot understand what they are saying.”*

Everyday social interactions outside of the classroom were also largely affected by language differences. Non-resident students often faced difficulties while shopping, asking for directions or engaging in simple conversations with the local people. Many students felt embarrassed and uncomfortable in public places because they could not communicate effectively in Mizo language. This often resulted in feelings of exclusion and dependency on local friends and classmates for assistance. The students indicated that they avoided interacting with local people due to fear of being misunderstood or ridiculed. These encounters aggravated their social isolation in their new environment and strengthened their feeling of alienation. Even routine everyday activities like placing food orders, taking public transportation and asking for assistance from locals were unpleasant.

One student remarked, *“Whenever I go to a shop, I struggle to explain what I need because most people speak only Mizo. Sometimes they look confused or even irritated and I end up leaving without buying anything.”*

One student remarked, *“I feel nervous whenever I have to talk to local people because most of them **do** not understand English or Hindi properly. Sometimes I just walk away without saying anything.”*

Another added, *“Outside the campus, communication becomes more difficult. I often depend on my local friends to talk to shopkeepers and taxi drivers. Without them, it is very difficult.”*

The problem of language barrier not only affect academic participation but also limited social interaction which in turn contributed significantly to feeling of alienation among the non-resident students.

2. Food Habits

Food habits were another factor that contributed to alienation among non-resident students. Majority of the students expressed difficulty adjusting to the local food served in hostels, describing it as *“bland and simply cooked”* compared to the food they were accustomed to back home. The lack of variety and flavour led to dissatisfaction and loss of appetite among several students. The participants mentioned about missing home-cooked meals which carried both emotional comfort and cultural familiarity. Students found the local eating practices unfamiliar. In some hostels, meals were served at times that differed greatly from their usual routines back home such as the absence of proper breakfast or lunch but a heavy dinner served late in the evening. This change in food habits became very challenging for students from different regions of India. A significant number of students also commented that the excessive use of rice in most meals made the diet monotonous and less enjoyable. These food habits not only affected their dietary satisfaction but also reinforced feelings of discomfort. The lack of familiar flavours and the monotony of hostel meals often led to decreased appetite and irregular eating habits among non-resident students. This not only affected their physical well-being but also intensified their longing for food from home.

As one participant noted, *“The hostel food is so plain that I do not enjoy eating. I really miss the taste of food from home that my mother made for us.”*

Another shared, *“There is no proper breakfast or lunch, only a big dinner. They always serve rice in every meal. It feels strange and difficult to get used to.”*

Another concern mentioned by students was the difficulty faced by vegetarians in adjusting to the local food culture. In many hostels, vegetarian options were very limited and poorly prepared which forced the students to rely on instant foods from shops and restaurants. The repetitive menu and lack of suitable alternatives made it difficult to maintain a healthy and balanced diet. This situation often left vegetarian students feeling neglected and excluded from the food arrangements in their institution. Moreover, the strict timing of hostel meals were also another difficulty for the students. For many students who attended laboratory or practical classes till the evening often returned to find that no food was left and sometimes the dining hall would already close. The rigid meal timings did not accommodate students with extended class hours which led them to skip meals and depend on snacks.

One student remarked, *“After our laboratory class ends, it is already late and our hostel kitchen is closed. We have no choice but to sleep hungry or eat biscuits and other snacks.”*

Another stated, *“As a vegetarian, it’s very difficult to find something suitable to eat. Sometimes I just skip meal because there are no proper vegetarian dishes.”*

The unfamiliarity of food and the lack of suitable meal options made daily living uncomfortable for many non-resident students. These challenges affected not only their eating habits but also their emotional well-being. As a result, food became a subtle yet powerful source of alienation for the non-resident students.

3. Limited Social Integration

A lack of meaningful social integration contributed greatly to feelings of alienation experienced by non-resident students. The students said that it was difficult to make friends with local students since they regularly inclined to develop close-knit circles with their fellow local friends. Non-resident students found it challenging to

join these friend groups and circles both within and outside of the classroom. They often complained about local students' lack of collaboration and willingness to include them in study sessions, group activities and social gatherings. The absence of inclusion extended beyond academics to social life on campus where non-resident students were rarely invited to hang out, attend local events or visit places with their peers. As a result of their lack of social interaction the non-resident students often felt isolated and cut off from the larger student body. The students expressed that their attempts to start conversations were met with indifference which eventually prevented them from making more attempts. Their sense of alienation was strengthened over time by the ongoing exclusion which made it challenging for them to feel at home on campus.

One participant explained, *"In class, local students usually sit together and talk in their own language. Even if I try to join, they only talk among themselves. It makes me feel like I am not part of the group."*

Another shared a similar experience, stating, *"Most of the time, they go out and plan things together, but they never ask us to join. We just stay in the hostel while they hang out."*

Numerous students mentioned that there was little or no communication from local peers particularly when it came to information about campus activities, departmental programmes and co-curricular events. Local students tended to form close social circles and often shared updates and information only within their own groups and non-resident students were left uninformed about upcoming events or opportunities to participate. They also mentioned that they were not included in local peer group chats where most informal communication took place. It was reported that local peers often communicated primarily in their own language, both in face-to-face interactions and class WhatsApp groups. Discussions in these groups were dominated by local language which left non-resident members feeling ignored and excluded. These kinds of experiences created the impression that local students preferred to keep social boundaries and were reluctant to form friendships outside their own circle. They felt like they were deliberately left out even when they made effort to engage.

One participant explained, *“Local students usually have their own separate WhatsApp groups where they share everything about college events or programmes. We are not included in those groups, so we do not know anything until it’s already over. It feels like we are outsiders in our own class.”*

Another shared a similar experience, *“Whenever there are activities or functions, no one informs us. We just find out later when we see pictures on social media. It’s disappointing because nobody tells us.”*

Genuine friendships were more difficult to establish due to the lack of common interest and engagement. Many non-resident students simply adjusted by isolating themselves or hanging out with people who had similar experiences.

4. Homesickness

Homesickness emerged as a common emotional experience among non-resident students. Majority of the students mentioned a deep sense of longing for their home environment, family and friends. They found it difficult to adjust to a new cultural and social setting as it was their first time being away from home which often intensified feelings of loneliness and emotional isolation. The absence of family support and the comfort of familiar surroundings created loneliness that contributed to their sense of alienation within the new environment. These feelings were often strongest during the initial months of relocation when students were still adapting to the unfamiliar environment, food, language and social customs. They expressed missing the warmth of family and friends. This emotional longing for home not only affected their mood and motivation but also made it difficult for them to fully engage in the campus life.

One student shared, *“After coming here, I miss my parents every single day. Back home, I used to talk to them all the time and never felt alone. Even though I am surrounded by classmates it feels empty because I cannot share my problems with anyone the way I used to with my family.”*

Another participant expressed, *“Sometimes I miss home so much that I just want to go back. I miss my friends and even small things like eating together or talking*

late at night. Everything here feels different and it takes time to feel comfortable when you're missing home."

For many non-resident students, the experience of homesickness was increased by the fact that it was their first time coming to Mizoram. They mentioned that they had never heard much about the state before admission and were completely unfamiliar with the people, culture and environment. The feeling of entering an entirely new and distant place made the transition more challenging. The weather was also mentioned as a source of discomfort as many students described finding it difficult to adjust to the constant rain, flood and landslide which differed greatly from the warmer and drier environments they came from. The feeling of homesickness was further deepened by the inability to visit home frequently. Since most students came from faraway states, travelling back home during weekends or short vacations was not possible. They expressed frustration as they had to remain in the hostel even after exams because air tickets were too expensive. They often spent holidays on hostel feeling lonely while their local classmates returned home to their families.

One student shared, *"It was my first time coming to Mizoram and I did not know anything about the place before. Everything here feels so different. It rains almost every day and sometimes there are floods or landslides which makes me miss home even more."*

Another participant expressed, *"Going home is really difficult for us because it is so far and flight tickets are very costly. After exams, when local students go home to their families, we have to stay back in the hostel. The place becomes very quiet and that's when the feeling of loneliness increased."*

The feeling of homesickness was a persistent part of life for many non-resident students. Several students shared that it never completely disappeared but became something they gradually learned to manage. Even after adapting to campus life, a subtle longing for home continued to stay with them.

5. Transportation Issues

Transportation issues were a practical and common difficulty faced by non-resident students while studying in Mizoram. Moving from one place to another was not always easy for them as most students depended on local transport to travel between their hostels, colleges and the town. The students found that getting around in a new and unfamiliar place required extra effort, planning and patience. The long distances, direction problem and lack of personal vehicles made them rely heavily on public transport and commercial vehicles like taxis and two-wheeler scooters. For students who were new to the area, understanding routes, fares and local transport systems also took time.

Several students reported being charged higher fares simply because they were non-Mizo and were easily recognized as outsiders. This often led to arguments or uncomfortable interactions with drivers leaving students frustrated and helpless. The problem was made worse by poor road conditions especially during the rainy season when heavy rain and landslides caused frequent damage and made travel slow and unsafe. For students who depended on local transport to reach their colleges and hostels, these difficulties created stress and inconvenience in their daily lives. The students conveyed that public transport options were expensive in the evenings which makes it inconvenient and difficult to move around after class hours. They also felt uneasy interacting with local drivers as language barriers and cultural unfamiliarity sometimes led to misunderstandings.

One student expressed, *“We often face problems with the taxi drivers because they know we are not from here. They charge us more than the usual rate and if we try to question them, they get angry and refuse to take us. It feels unfair, but we have no choice because we need to reach our hostel or college on time.”*

Another participant shared, *“The roads here are really bad during the rainy season. Sometimes it rains for days and the road gets muddy and blocked by landslides. Once, our taxi got stuck on the way to town and we had to walk a long distance. Travelling becomes very difficult when we want to go to the city.”*

These daily transportation issues regularly made non-resident students feel even more uncomfortable and alone. Simple routines seemed stressful since short journeys took more time, money and emotional strain. These difficulties eventually became a part of their larger effort to adjust and feel at home in a new environment.

6. Perceived Discrimination

One of the sources of alienation among non-resident students was perceived discrimination which they experienced in subtle yet persistent ways during their time living in Mizoram. The students felt that their cultural background, physical appearance, language and accent often made them different in ways that affected how others interacted with them. While explicit acts of discrimination were rare, subtle forms such as dismissive attitudes, stereotyping, backbiting and exclusion were commonly experienced. The students often feel that local peers sometimes viewed them as outsiders and treated them differently during classroom discussions, group works and social gatherings. They also experienced uncomfortable encounters in shops, public transports and public places outside the campus where they experienced prejudice or lack of acceptance.

One student shared, *“Sometimes the way we look and dress makes us feel different from everyone else. The local students have their own style and way of behaving and when we follow our own customs or wear clothes from our region, they often stare or make comments. It feels like we are constantly being judged for not fitting in even when we are just being ourselves.”*

Another also expressed, *A few times, I noticed that when we talk in our language and eat our traditional food, local students look at us strangely and avoid sitting near us. It makes us feel like outsiders.”*

It was reported that the non-resident students often faced subtle but hurtful forms of discrimination. They described instances where local students would laugh at them for no apparent reason or talk about them in the local language, leaving them uncomfortable and worried. These kinds of casual teasing carried hints of prejudice and made them feel disrespected. The use of terms like “Vai” (a word used locally to refer to mainlanders) was mentioned as particularly painful as it was often used in a

mocking or dismissive manner. There were instances when they were the subject of gossip regarding their appearance, speech and way of dressing which lowered their confidence and feeling of acceptance. These experiences, though not always visibly aggressive created an atmosphere of quiet discrimination that reminded them that they were seen as outsiders in both academic and social settings.

One student stated, *“One time in class, my classmate who sat at the back kept calling me ‘Vai’ and was talking about me in the Mizo language. I could not understand everything they said, but they kept laughing and looking in my direction, which made me feel really uncomfortable and embarrassed. It was clear they were making fun of me because I’m not from here. I just sat quietly and pretended not to notice, but inside I felt hurt.”*

Uncomfortable treatment in public places such as the streets, markets and shops was also encountered by the students. They mentioned that people would stare at them because of their skin colour, facial features or the way they dressed which made them feel out of place and unwelcomed. Some of the students recollected being spoken to rudely or ignored when trying to buy something or ask for directions. These experiences made them feel that they were being judged based on their appearance and cultural background rather than being accepted as individuals.

One student shared, *“Whenever I go out to the market or walk around town, people keep staring at me because of my looks. Some even whisper or point at me and it feels really uncomfortable. Once, a shopkeeper spoke to me in a harsh tone just because I did not understand the local language.”*

Another also expressed, *“There were times when I felt judged the moment that I entered a shop. The locals would look at me differently and sometimes laugh among themselves. I could tell from their expressions and tone that it was because I looked different. It’s a small thing, but after it happens again and again, it really hurts and makes me want to avoid going out.”*

Non-resident students felt alone and unwelcomed in their surroundings as a result of these encounters. Their comfort and confidence were impacted by these acts

of mocking and exclusion. They eventually started to believe that they would always be viewed as outsiders, regardless of how difficult they attempted to blend in.

4.22 Objective No.22: To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram.

Braun and Clarke's (2006) thematic analysis was employed to analyse the qualitative data gathered from focus group discussions, aiming to identify how non-resident students adjusted to their new environment. Through this analysis, five themes emerged, reflecting the diverse strategies used by these students to cope and adapt. The identified themes are as follows:

Figure 4.22: Thematic representation of adjustment strategies adopted by non-resident students



1. Familial Support

Familial support emerged as one of the first and most immediate adjustment strategy for non-resident students. Being in a new place, they initially turned to their families for comfort, guidance and reassurance through phone calls and video calls which helped them cope with the challenges of living away from home. Staying connected with family members provided the students with emotional comfort,

encouragement and a feeling of inclusion despite being away from home. Regular communication with parents and siblings helped them cope with loneliness, reduce stress and remain motivated in their academic pursuits. The encouragement and moral support received from family played a vital role in strengthening their emotional well-being and overall adjustment during their stay in Mizoram.

One student shared, *“When I first came here, everything felt so different. I did not know anyone and I often felt very lonely. Talking to my parents on the phone and video calling them and hearing their words of encouragement made me feel like I was not completely alone.”*

During times of sickness, academic pressure, conflicts and misunderstandings with local classmates and friends, many non-resident students felt an acute sense of isolation due to the absence of immediate support systems in their new environment. Being far away from home, they often struggled to express their worries and share their experiences with those around them. In those moments, they naturally turned to their parents and siblings, particularly older brothers and sisters as their sources of comfort and understanding. Regular conversations with family members whether through phone calls, text messages and video calls provided them emotional relief and comfort. These interactions not only helped the students manage homesickness and stress but also reinforced their emotional stability and confidence. Maintaining strong familial communication became a vital adjustment strategy that relieved the tension of separation, reduced feelings of loneliness and helped them stay motivated and focused in their studies.

One student expressed, *“During exams, I often felt very stressed because I could not manage to learn all my notes and it really affected my sleep and appetite. I used to stay up late trying to study, but nothing seemed to go into my head. During those moments, I turned to my parents for comfort and support. Talking to them, especially my mother, helped me calm down and regain some confidence. Even though they were far away, their comforting words made me feel motivated and help me to keep going.”*

Another student also stated, *“When I had small conflicts with local classmates in class and even with friends in the hostel, I did not really have anyone here to talk about it. So, I would usually turn to my older sister and brother. They always listened to me patiently and gave me advice on how to handle things calmly. Talking to them helped me release my frustration and feel understood. Their support made me feel stronger and more confident.”*

Family support proved to be a vital source of strength for non-resident students. Regular communication with parents and siblings provided comfort and motivation during challenging times. It helped them maintain emotional strength and adjust more effectively to their new environments.

2. Engagement in Co-Curricular Activities

Participation and engagement in co-curricular activities also served as an important adjustment strategy for non-resident students. Involvement in activities such as sports, group activities, cultural events and student organizations provided opportunities for social interaction, building friendships and stress relief. These engagements helped students build new associations, gain a feeling of appreciation and balance academic pressures with co-curricular activities in the campus. By taking part in these kinds of activities, non-resident students were able to adjust more easily to their new environment and improve their overall learning experience.

One student shared, *“I did not have any friends when I first came here and I used to feel very lonely. But after I started joining class group activities and playing sports, I got to know my classmates better and slowly made good friends which made my life here easier and happier.”*

Another also stated, *“Being part of a student organization and taking part in cultural events really helped me adjust here. I got the chance to work with different people, plan events and perform on stage. From these experiences, I built confidence, made new friends and felt more connected to the college community.”*

For many non-resident students, engaging in sports and co-curricular activities became an important way to handle both academic and personal stress. During times

of exam pressure, emotional strain and relationship problems with boyfriends or girlfriends, engaging in co-curricular activities provided useful way of relaxation and emotional release. Participating in college tournaments and enrolling in college sports club offered a feeling of inclusion and support as they interacted with peers who shared similar interests. These activities helped them rebuild their confidence and emotional balance, allowing them to distance themselves from worries and return to their studies with renewed energy.

One student stated, *“When I was dealing with relationship stress it was really difficult to concentrate on my studies. Getting involved in sports and joining college events really helped me busy, helped me meet new people and made me feel more comfortable.”*

Another student also shared, *“When I was going having conflicts with friends, I felt like no one was by my side and that no one support me. I turned to sports and it helped me release my frustration and forget the negative emotions. It kept my mind occupied and helped me adjust better to social life here.”*

These engagements in co-curricular activities offered non-resident students a meaningful way to cope with stress and emotional challenges and not only diverted their minds from negative experiences but also strengthened their confidence and social connections. Many students gradually adjusted and found balance in their new environment.

3. Guidance from Senior Students

Guidance from senior students proved to be a valuable adjustment strategy for many non-resident students as they settled into a new environment. Senior students often served as mentors, offering practical advice on academics, life within the Mizo community, hostel life and ways to interact properly with the local people. Their experience and understanding of campus culture helped new students become familiar with institutional norms and expectations more easily. Beyond academic guidance, they also provided emotional reassurance and moral support, especially during difficult times related to personal problems in the community. Through friendly interactions, shared experiences and informal mentoring, the senior students helped newcomers feel

more integrated into the college community, build confidence and also expand their social networks.

One student shared, *“When I first came to Mizoram, I did not know much about the local culture and how things worked in college. Some senior students guided me on how to adjust in the hostel and behave in the class. They were very supportive and helped me understand the Mizo way of living.”*

Another also shared, *“I was lucky to have a few seniors who were really kind and approachable. They helped me whenever I faced problems, whether in studies or adjusting to the community. Their help gave me confidence and made me feel less like an outsider.”*

For many non-resident students, guidance and help from senior students who came from the same home state or spoke a familiar language such as Hindi, played a crucial role in their adjustment to life in Mizoram. These senior students often became the first and most approachable sources of support in an unfamiliar environment. Being able to communicate in a common language helped new students feel comfortable sharing their concerns and seeking advice without hesitation. The seniors not only guided them in academic matters but also assisted in dealing with minor misunderstandings with local students and navigating communication barriers. They also helped newcomers interact more confidently with office staff and understand institutional procedures.

One student shared, *“In the beginning, I often faced small misunderstandings with local students because of language differences. Some seniors from my home state helped me handle those situations and since they spoke Hindi like me, it was easier to share my problems and understand their advice.”*

Another also stated, *“When I didn’t know how to talk to the office staffs and fill out college forms, the seniors who were from my place guided me. They were always ready to help and they made things much easier for me.”*

The assistance from senior students greatly supported non-resident students in adjusting to academic and social life. Their help lessened communication barriers and

built confidence among newcomers. This support played a key role in promoting smoother adjustment in the new environment.

4. Learning the Local Language

For many non-resident students, learning the local language i.e., Mizo dialect became an important part of their adjustment process in Mizoram. Even though most of them could speak only a few basic words or phrases, this small effort made a significant difference in their daily interactions. Using simple greetings or expressions in Mizo language helped them connect better with classmates, teachers and local people. It also reduced social isolation and made them feel more connected to their surroundings. Learning few words and phrases reflected their willingness to adjust and respect the local culture which was often appreciated by both local classmates and local people.

One student said, *“I started learning a few Mizo words like “I dam em?”, “Chibai” and “Ka lawm e”, just to communicate with my local classmates. When I tried to speak their language, they appreciated it even if it was not perfect and they became friendlier. It really helped me make more friends and feel less like an outsider.”*

Another student stated, *“At first, I could not understand what my classmates were saying in Mizo and I felt really left out. But after staying here for 4 years I can communicate with them in broken Mizo language. They are really happy that I am trying and it made me feel more included and accepted.”*

Learning and speaking a few Mizo words in everyday situations also helped non-resident students feel more connected to the community. A number of students shared that they made efforts to talk to local people in shops, office staffs and taxi drivers using simple or broken Mizo words and sentences. Although their language skills were limited, the locals often responded with appreciation, smiles and encouragement. These small but positive interactions made students feel welcomed and respected despite cultural differences. These positive feedbacks and encouragement from the local people made the students feel more confident and reduce their feeling of isolation in the Mizo community.

One student shared, *“When I started talking to shopkeepers using simple Mizo phrases like ‘In nei em?’, ‘Ka pi, a va to ve’ or ‘Min tlawm la’, they really appreciated it and smiled. Even though my pronunciation was not perfect, they understood what I meant and sometimes we both laughed about it. It made me feel happy, accepted and more comfortable living here.”*

Another student also mentioned, *“Even when I forgot the words while speaking Mizo, the local people would help me by teaching correct words and sentences. They encouraged me to keep trying and their patience made me feel comfortable and it really helped me feel less like an outsider.”*

Even small attempts to learn and use the local language enabled the non-resident students to form friendly connections, feel accepted and adjust more smoothly to their new environment in Mizoram.

5. Emotional Resilience

One of the most important strategies adopted by the students was emotional resilience as they navigated various academic, social and personal challenges in Mizoram. Being away from their familiar environment, many students encountered stress, loneliness and moments of discouragement. However, their ability to remain calm, adjust to difficult situations and recover from setbacks helped them manage these challenges effectively. Many of them adopted a “let it be” mentality as a way to manage their troubles and move forward. Instead of dwelling on negative experiences and conflicts, they chose to accept situations as they were and focus on personal growth. This attitude helped them manage feelings of frustration, homesickness, academic burden and discrimination with greater calmness and self-control.

One student stated, *“At first, I used to feel very stressed about coming here but I told myself that I needed to be strong to survive here. I tried my best not to focus on the negative emotions and instead tried to stay positive and move forward.”*

Another also shared, *“When I had problems with my friends, it really affected me mentally. I used to think about it a lot and felt disappointed. For a while, it made me lose focus on my studies. But after some time, I realized that holding on to those*

negative emotions was only making things worse. So, I decided to just let it be and try to move on.”

The students pointed out that having emotional resilience is very important especially when they are living in an unfamiliar place and things always do not go as planned. Being away from home often makes challenges feel heavier because there is limited control over circumstances and fewer people to rely on for support. Non-resident students sometimes face exclusion, misunderstanding, loneliness and in those circumstances, emotional resilience becomes the significant attitude to continue and endure despite ongoing adversities. It helps them stay calm, think clearly and find hope even in difficult times. They stated that maintaining mental stability and self-control allows them to move forward each day with courage and determination.

One student shared, *“I had no friends and I felt sad for a while, but I decided to focus on myself and my studies. I tried to stay strong apart from all the negative experiences and in the end, I became the class topper in the examination.”*

Another student stated, *“We are here mainly for our studies and will leave soon, so no one can really help us but ourselves. It’s up to us to have a strong mentality and be prepared for our future, no matter what challenges we face.”*

Emotional resilience plays a critical role in helping non-resident students adjust in a new environment. It enables them to cope with stress, overcome loneliness and face challenges with strength and optimism. By having a resilient mind, they learn to adjust, persevere and continue moving forward in their academic and personal goals.

CHAPTER - V

MAJOR FINDINGS, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter presents the findings of the study followed by discussions based on the findings, recommendations based on the findings and suggestions for further studies.

5.1 MAJOR FINDINGS AND DISCUSSIONS

The major findings and discussions of the study are presented below:

5.1.1 Findings with regards to Objective No. 1: Construction and Standardization of Alienation Scale for Non-Resident Students

A Likert type Alienation Scale for Non-Resident Students was constructed and standardized by the researcher. The reliability of the scale was computed by using test-retest method and a reliability coefficient of was found 0.96. The validity of the scale was tested by content validity from experts and criterion validity which was validated with a coefficient of 0.89. The norms of the scale were also established in the form of Z-scores. The scale consists of 50 items divided into 4 dimensions, viz., social alienation, emotional alienation, academic alienation and institutional alienation.

Discussion:

One significant contribution of this study is the development of “Alienation Scale for Non-Resident Students”. Since existing tools that were previously in use were not appropriate for capturing the distinctive experiences of non-resident students in Mizoram, a new scale was developed. The tool’s validity and reliability were guaranteed by the standardization procedure. As demonstrated by the good reliability coefficients and validity, it confirmed that the scale could successfully be used to study the targeted population. This highlighted the potential of its application in future research for investigation of non-resident students’ alienation in comparable settings.

5.1.2 Findings with regards to Objective No. 2: Level of alienation among non-resident students

Among 656 non-resident students, the findings revealed that 82 students (12.50%) have high level of alienation, 119 students (18.14%) exhibit above average level of alienation. There were 218 students (33.23%) who possessed average level of alienation and 171 students (26.07%) has below average level of alienation, the remaining 66 students (10.06%) were reported to have low level of alienation.

Discussion:

From the findings of the study, the highest number of students have average level of alienation. This suggest that alienation is present in all the students but the level of intensity differs from student to student. This finding aligned and supported the results reported by Shaheen and Naser (2014) and Alkouri (2022) who also observed similar results where international students were found to have average level of alienation.

Many higher education students report elevated levels of alienation, which in turn are associated with lower satisfaction with university life (Kaçire, 2016). As non-resident students come from other states and countries, they are likely to experience difficulties in adjusting to the unfamiliar social and cultural environment. Non-resident students often experience social and emotional difficulties in unfamiliar educational settings, which can contribute to alienation (Trivedi & Prakasha, 2021). Differences in language, traditions and everyday practices may make it difficult for them to connect with local students. Being away from family and familiar surroundings can also increase feelings of isolation and emotional detachment. These circumstances are bound to contribute to a sense of alienation among non-resident students which reflected the presence of alienation in the study as majority of the students have average level of alienation.

The results from focus group discussion also added support and credibility to the quantitative findings on alienation of non-resident students. The data gathered from focus group discussion showed that no student was absent from alienation. Majority of the students experienced an average level of alienation as they faced certain

difficulties but also found ways to adapt to their new environment. While cultural differences and homesickness created feelings of isolation, many students managed to adjust through friendships and participation in campus life. This balance between personal struggles and adjustment explained why the overall level of alienation remained average among non-resident students.

5.1.3 Findings with regards to Objective No. 3: Comparison of alienation between male and female non-resident students

The result on comparison of alienation between male and female non-resident students revealed no significant difference. The findings of the study aligned with findings in a study conducted by Al-Khawaj (1988). This suggest that gender is not a factor in determining alienation experienced by non-resident students. However, the findings contradicted with the findings of Klomegah (2006), Osin (2007), Shaheen and Naser (2014), Dowleh et al. (2014), Apriyanti (2021) and Alkouri (2022) where significant differences were found between male and female international students in their respective studies.

Discussion:

Alienation is a common experience among students, influenced by the educational environment and social context (Osin, 2015; Trivedi & Prakasha, 2021; Labokas, 2024). It is a common experience shared by all individuals especially who are living away from their familiar environment. In a study of university students, gender difference was found not to be correlated with the levels of alienation, indicating that an individual's gender may not influence their sense of disconnection from the educational environment (Apriyanti, 2021). Both male and female non-resident students encounter similar challenges such as cultural differences, language barriers and social isolation which could equally influence their feeling of isolation. The feeling of being an outsider or disconnected from the local environment might arise more from other factors than from one's gender. Thus, gender differences appear to have no influence on the overall experience of alienation as both genders navigate similar emotional and social adjustments while studying in a new environment.

The qualitative findings from focus group discussion supported the quantitative results which showed no significant difference in alienation between male and female non-resident students. Both male and female participants described experiencing similar emotional and social challenges while studying away from home. Feelings of loneliness, homesickness and difficulty adjusting to a new environment were expressed by both male and female students. They also emphasized that these struggles were not based on being male or female but rather on the shared experience of being outsiders in an unfamiliar place. This suggests that alienation among non-resident students is shaped more by situational and environmental factors than by gender differences.

5.1.4 Findings with regards to Objective No. 4: Comparison of alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.

The findings on the comparison of alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years revealed a significant difference between non-resident students who are below 20 years and 21-25 years, below 20 years and 26-30 years and students who are below 20 years and above 31 years. The findings of the study concurred with those findings reported by Hsiu Huang (1991) and Osin (2007). However, studies conducted by El-Deeb (2012) and Dowleh et al. (2014) had different findings where there was no significant difference on the ages of international students in both of their studies.

Discussion:

The aging process of humans is always accompanied by structural and interpersonal disconnections that contribute to a sense of alienation from society (Ayalon & Tesch-Römer, 2022). The level of alienation experienced by non-resident students varies with age, with younger students likely experiencing greater difficulties when adjusting to a new and unfamiliar setting. Younger individuals often encounter alienation through institutional pressures, peer exclusion and identity struggles, particularly in educational settings where conformity is emphasized over individuality (Jha & Pashine, 2024). They may struggle to handle social situations and obligations

and adapt to cultural differences while they are away from home for the first time which in turn could worsen feelings of loneliness and insecurity. On the other hand, older students typically handle new circumstances with more confidence and independence since they have more life experience and emotional maturity. They may interact with others more readily and feel less cut off from their environment because of their past exposure to a variety of situations and difficulties. Thus, how non-resident students perceive and react to alienation in a new environment is significantly influenced by their age.

The findings from focus group discussion revealed that younger students experienced difficulty adjusting to their new environment compared to older students. Those in their late teens and early twenties often struggled with homesickness, social integration and feelings of exclusion. Since they were living away from home for the first time, they had limited adjustment strategies to handle their troubles. The older students appeared more emotionally stable and better prepared to handle the challenges. This difference highlighted how age and maturity influence one's ability to adjust and manage feelings of alienation in a new academic and cultural environment.

5.1.5 Findings with regards to Objective No. 5: Comparison of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

The findings on the comparison of alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years revealed significant difference between students who have stayed in Mizoram for less than one year and 3-4 years, 1-2 years and 3-4 years and students who have stayed in Mizoram for 3-4 years and more than 5 years. The findings of the study contradicted with findings of Klomegah (2006) where no significant difference was found on duration of stay.

Discussion:

When students arrive in a new place, everything initially feels unfamiliar. It takes time and effort to understand how things work and to become comfortable with the surroundings. Research suggests that the length of time a student remains in a new educational or cultural environment influences feelings of alienation (Singh et al., 2018). Through interacting with others, learning local customs and participating in community life, students can feel connected with the place and the people in it. When students first arrive in an unfamiliar place, everything from the culture and language to the social norms feels new and often uncomfortable. They may feel isolated because they have not yet formed meaningful relationships and have not understand how things function. However, as they stay longer and time passes, they can learn the customs, make friends and become more familiar navigating daily life. Having a local friend significantly reduces student alienation by enhancing social integration, emotional support and classroom engagement (Steenberghs et al., 2021). The duration of stay in a particular place can help reduce feelings of alienation to the new environment.

The qualitative findings provided further support for the quantitative results by indicating that the duration of stay in Mizoram had an influence on alienation experienced by non-resident students. Students who had recently arrived often described stronger feelings of alienation and difficulty in forming close friendships. Many still reported occasional experiences of being left out, particularly in classroom discussions and group activities. Those who had stayed in Mizoram for a few years appeared to have developed better coping mechanisms and adapted better with everyday life. As duration of stay increases, the familiarity of the place increases and students gradually become more used to the place and the people.

5.1.6 Findings with regards to Objective No. 6: Level of adjustment of non-resident students.

From 656 non-resident students in this study, the findings indicated that 227 students (34.60%) have average level of adjustment. There were 75 students (11.43%) who has excellent level of adjustment while 158 students (24.09%) displayed unsatisfactory level of adjustment. 128 students (19.51%) exhibit good level of

adjustment while the remaining 68 students (10.37%) were observed having very unsatisfactory level of adjustment. The findings of the study were in agreement with findings from Sual et al. (2012), Chien (2013) and Ayele (2018) in which they found average level of adjustment from international students.

Discussion:

Adapting to a new environment is a critical transitional process for non-resident students, shaping their ability to navigate social integration, cultural adaptation and academic demands (Wu, Garza, & Guzman, 2015). Numerous students have to deal with strange circumstances, new routines and cultural expectations when they move away from home. Students that are able to adapt do better academically, have less stress and create great relationships. However, each students' adjustment process is unique based on their ability, coping mechanisms and personality. Successful adaptation centres on how effectively the students become familiar with peer groups, host-culture norms and institutional expectations and how well they reconcile their prior learning habits with new academic demands (Taylor & Ali, 2017). While some students take longer and depend on emotional strength and self-motivation, others adjust more quickly by forming new friendships, picking up the local language and getting involved in community events. Proper adjustment is essential to provide non-resident students with the feeling of security and belonging in their new environment.

According to the results from focus group discussion, non-resident students generally undergo different levels of adjustment depending on their capacity to manage social and academic obligations. Due to academic and cultural barriers, some students take longer to settle in while others adjust easily and develop confidence while engaging with local peers and teachers. However, majority of the students increasingly demonstrate progress in adjusting to their surroundings, developing helpful friendships and handling their challenges more efficiently. As non-resident students grow more accustomed to their surroundings, this general pattern shows a consistent development toward improved adjustment.

5.1.7 Findings with regards to Objective No. 7: Comparison of adjustment between male and female non-resident students.

The result on comparison of adjustment between male and female non-resident students revealed significant difference. The finding of this study was in consistent with studies from Raji (2019) and Nazir and Özçiçek (2023). However, the finding also contradicted with findings from Goyol (2002), Sual et al. (2012), Mustaffa and Ilias (2013), Rujipak and Limprasert (2016) where no significant differences was found on gender of the students.

Discussion:

Although it is often subtle and varies from person to person, gender can have an influence on how non-resident students adjust to a new environment. Male and female students may generally encounter similar difficulties such as adjusting to a new culture, managing their studies and forming social relationships, but they may handle these difficulties in different ways. Although the overarching difficulties may be shared, gender can influence how non-resident students respond to cultural distance and adapt to their new learning environment (Van Viet, 2021). In social settings, male students could come across as more sociable or self-sufficient whereas female students might need more emotional support and close friendships to cope. In unfamiliar surroundings, male students often display greater flexibility, engaging more easily in social activities and confidently exploring their environment (Hu & Cheung, 2021). However, female students could be more hesitant at first, looking to their familiar peers for solace and support before fully adjusting.

According to the comments from focus group discussion, male participants tended to adjust more easily than their female counterparts. Male students seemed to adjust more readily by participating in social and physical activities like sports and group interactions, whereas female students often encountered homesickness, emotional stress and trouble establishing new social relationships. This implied that whereas women may initially suffer with emotional dependence on their home environment, men tend to adopt more proactive coping techniques. Overall, these

results corroborate the quantitative data that indicated male students are more proficient at adjusting to their new social and academic surroundings.

5.1.8 Findings with regards to Objective No.8: Comparison of adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.

The findings on comparison of adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years revealed significant differences between students who are below 20 years and above 31 years and also between 21-25 years and above 31 years. The findings of this study resonate with findings from studies conducted by Yusoff and Chelliah (2010) and Rujipak and Limprasert (2016) while the findings contradicted with findings from Goyol (2002) and Sual et al. (2012) where no significant difference was found on age of the students.

Discussion:

One of the most significant factors influencing a students' experiences in both their home and new environments is their age; younger students often struggle to adapt to unfamiliar settings, whereas older students typically approach obstacles with greater confidence and resilience (Navarro, García-Rubio, & Olivares, 2015). Age can play a vital role in students' transition and adjustment processes, with older students often showing stronger adaptation and younger students are always encountering greater challenges in new educational settings (Aloka, 2023). Younger students, especially those in their late teens, often had more trouble adjusting to a new setting since they had less experience with independence, homesickness and social adjustment. Due to their greater mental stability, maturity and prior experience to a variety of settings, older students seemed to handle academic and social problems better. This implies that as students gain experience and self-assurance, they improve their coping skills and flexibility, which lessens their sense of adjustment in a foreign environment.

From the results of focus group discussion, age has an impact on how non-resident students adjust to a new environment. Younger students likely struggled to manage their personal and academic lives when they are separated from their families which makes adjusting to a new environment more difficult. However, because of

variations in age, priorities and interests, older students may feel socially isolated from their younger peers. These differences imply that age has a significant impact on how students adjust generally and that both younger and older students experienced difficulties.

5.1.9 Findings with regards to Objective No. 9: Comparison of adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

The findings on the comparison of adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years revealed no significant difference between the students based on duration of stay in Mizoram. The findings of this study were similar to the findings reported by Goyol (2002), Rujipak and Limprasert (2016) where no significant difference was found based on duration of stay in the host environment.

Discussion:

Although duration of stay in a new environment is commonly presumed to enhance adjustment, research shows that a longer stay does not always equate to better adaptation among students (English et al., 2016). Adjustment could be largely influenced by attitudes, social skills, coping mechanisms and the support of peers, teachers and the community which in turn means more than just the amount of time spent in the new environment. Some students may rapidly adjust due to open-mindedness and positive social contacts, while others may struggle for years because enduring language barriers, cultural differences and feelings of loneliness hinder their adaptation (O'Dea & Stern, 2023). In the end, the quality of experience and social connections could play an important role in the adjustment among students of different ages.

The results of focus group discussion showed that duration of stay has a big impact on how well the students adjust to a new environment. Over time, the students would be more accustomed to the local language, culture and customs which makes it easier for them to handle the difficulties of living away from home. Longer stays always enable students to strengthen their social ties, boost their self-esteem and

develop useful adjustment strategies. The level of adjustment, however, may still differ based on individual attitudes and support networks. Students who have stayed longer typically exhibit higher levels of comfort and adaptation than those who have just arrived. This indicates that time plays a beneficial role in the adjustment process as a whole.

5.1.10 Findings with regards to Objective No. 10: Level of academic achievement of non-resident students.

Among 656 non-resident students, the findings showed that 125 students (19.06%) belonged to high achiever level and 508 students (77.44%) fell under average achiever level while 23 students (3.50%) were constituted low achiever level.

Discussion:

Academic achievement is a key metric for assessing how well non-resident students adapt to their new learning environment. Due to variations in motivation, adaptability and availability of support networks, achievement levels among the students tends to differ. Despite being away from home, some students perform remarkably well, exhibiting great determination and efficient learning techniques. Studies from different contexts such as Singapore, South Africa and Ethiopia also revealed that non-resident students are capable of maintaining commendable academic results, with many performing at or above average levels (Jayanthi et al., 2014; Sikhwari et al., 2020; Tadese et al., 2022). However, many students typically perform at an average level as they juggle the obligations of their studies with the difficulties of adjusting to a new environment and culture. Among the non-resident students, it is undeniable that a few students will find it difficult to perform well as a result of stress, homesickness or lack of social and academic support. Despite differences in context, educational level and field of study, their achievement reflects the ability to meet institutional expectations and maintain satisfactory academic standards across diverse educational settings (Brough et al., 2017; Jiang, 2022; Hasanova, 2025).

The results from focus group discussion implied that a variety of factors, including motivation, instructional methods, emotional well-being and language difficulties have an impact on non-resident students' academic achievement. After

transferring to a new academic setting, many students experience decline in their academic achievement because it takes some time to get used to the new teaching strategies and cultural differences. Despite being away from home, those who maintain high achievement typically exhibit self-discipline, efficient time management and a concentrated approach to their studies. However, homesickness, stress and trouble focusing on academics can make it difficult for some students to perform well and maintain consistency in their academic endeavours.

5.1.11 Findings with regards to Objective No. 11: Comparison of academic achievement between male and female non-resident students.

The findings on academic achievement between male and female non-resident students demonstrated that there is a significant difference between male and female non-resident students in their level of academic achievement. The findings of the study corroborated with findings of Jayanthi et al. (2014) and the findings also contradicted with a study conducted by Aden (2021) where no significant difference between male and female students were found.

Discussion:

From the quantitative results, there is a gender difference in non-resident students' academic achievement, with male students performing marginally better. This difference could be related to variations in self-assurance, involvement and coping mechanisms when adjusting to a new social and academic setting. Male students are likely expected to exhibit higher levels of confidence and classroom participation which can improve their academic achievement. Parakarn (1964) also revealed that male students could also excel under conducive academic and social conditions, particularly when living in dormitories or engaging in extracurricular activities. On the other hand, female students may face more emotional difficulties and stress associated to adjustment when juggling personal and academic obligations which can occasionally have an impact on their performance. Studies conducted by Masud et al. (2023) and Hasanova (2025) suggest that institutional support, communication and satisfaction with the learning environment can either reduce or amplify performance differences between male and female students.

According to the results of focus group discussion, the students' academic achievement in a new setting is influenced by their gender. Male students typically expressed more self-assurance and involvement in class activities which could have a favourable impact on their academic achievement. They highlighted self-control and time management as methods for sustaining better academic performance. On the other hand, some female students seemed to find it more difficult to adapt to new environments and to balance their personal and academic responsibilities. Concentration and general academic success might occasionally be hampered by these emotional and psychological difficulties. Overall, disparities in confidence, coping strategies and adaptation in the academic environment appear to be the main causes of gender discrepancies in academic achievement of the students.

5.1.12 Findings with regards to Objective No. 12: Comparison of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.

The findings on the comparison of academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years indicated a significant difference on adjustment based on the age of non-resident students. This finding aligned with the findings of Aden (2021) and Tadese et al. (2022) where they also found a significant difference on academic achievement based on age of the students.

Discussion:

Academic achievement of a non-resident student is likely to fluctuate with age, reflecting variations in personal obligations, experience and maturity. Older students typically outperform their younger peers because they are more mature, more focused and have more established coping mechanisms. Tadese et al. (2022) found clear evidence of the positive effect of age on academic performance among university students in Ethiopia, where students aged 25-29 years achieved significantly higher results than their younger peers aged 20-24 years. Better time management and academic discipline may also result from their life experience and sense of responsibility. Younger students, on the other hand often take longer to adapt to new

social and academic settings, which may have an impact on their performance. Brough et al. (2017) noted that younger students were more likely to experience negative effects on academic performance due to emotional and adjustment-related difficulties. The students' academic achievement can therefore be impacted by differences in life stage, motivation and coping mechanisms.

From the focus group discussion, age disparities have an impact on how non-resident students manage academic pressure and transition. Due to their increased self-assurance, self-control and knowledge with academic standards, older students are better at handling assignments and exams. Their maturity and past experience seem to provide them an advantage when it comes to staying focused and adjusting to academic hurdles. Conversely, younger students could experience greater pressure or require more time to reach the same degree of self-assurance and adaptability. Overall, the results show that differences in how students adjust to their learning environment and deal with academic demands are influenced by their age.

5.1.13 Findings with regards to Objective No. 13: Comparison of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

The findings on comparison of academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years revealed that there is a significant difference on academic achievement between non-resident students based on duration of stay. The findings of the study highlighted that there is a significant difference between students who have stayed in Mizoram for less than 1 year and more than 5 years as well as between students who have stayed for 3-4 years and more than 5 years.

Discussion:

For non-resident students, the duration of stay in a new location can be a significant determinant of academic achievement. Students' familiarity with the educational system, instructional strategies and local culture tends to grow over time

which can improve their performance and learning. Cavusoglu et al. (2016) found that international graduate students reported an improvement in their grade point averages (GPAs) over time. Stronger social ties, improved adjustment and the formation of productive study habits are always made possible by longer stay in the place. Some students can also rapidly adjust while others might struggle even after years in the setting. The duration of stay influences students' degree of comfort, adaptability and participation in their academic and social environments, all of which contribute to academic achievement. Longer duration of stay promotes gradual improvement in academic achievement through the enhancement of adjustment, motivation and resilience in non-resident students (Cavusoglu et al., 2016; Brough et al., 2017; Jiang, 2022; Sikhwari et al., 2020; Mbandlwa, 2021).

The responses from focus group discussion showed that the duration of stay affects how non-resident students successfully adapt to a new academic setting. Recently arriving students likely struggle with language problems, environments and trouble staying focused on their studies. They eventually strengthen their coping mechanisms and study habits as they spend more time in the unfamiliar environment which boosts their academic achievement. Those who have stayed for a number of years typically feel more at ease and self-assured, both academically and socially as they become accustomed to the learning environment and local culture. In general, a lengthier stay seems to have a good impact on non-resident students' academic achievement.

5.1.14 Findings with regards to Objective No. 14: Relationship between alienation and adjustment of non-resident students.

The findings on relationship between alienation and adjustment of non-resident students revealed significant but weak relationship between alienation and adjustment of non-resident students in Mizoram.

Discussion:

When non-resident students are adjusting to a new environment, alienation and adjustment seems to be closely connected. Alienation appears to negatively influence students' ability to adjust academically, socially and psychologically (Zokaei, 2011; Al

Nasser, 2019). Students' capacity to adapt can be sternly deprived when they feel isolated or disconnected from peers, teachers or the larger community. Several studies highlight that students with higher levels of social contact, organizational involvement and cultural integration report lower alienation and better adjustment (Shram, 1986; Hsiu Huang, 1991; Howard, 1994; Klomegah, 2006). Higher levels of alienation often result in challenges with establishing connections, engaging in activities and managing everyday life in their new surroundings. Effective adjustment involves figuring out how to get over or deal with feelings of alienation by fostering social support, gaining self-assurance and adjusting to the academic and cultural demands of the environment. Students' adjustment generally improves when they feel less alienated and feelings of alienation tend to reduce when adjustment strategies are successfully adopted. This indicates a dynamic and reciprocal relationship between the two variables.

The focus group discussion results show that emotions of loneliness do not completely hinder the students' capacity to adjust to a new social and academic setting. The students actively use ways to overcome obstacles even if they may encounter peer disconnection, issues integrating into the community or challenges juggling personal and academic responsibilities. These tactics include planning their studies, staying in touch with friends and family at home, taking part in extracurricular activities and creating routines to handle everyday obligations. Even in the face of isolation, such actions show resilience and a deliberate attempt to adapt in their new surroundings. According to the weak but significant correlation between alienation and adjustment, higher levels of alienation are linked to some adjustment difficulties but these difficulties are not insurmountable and students continue to make conscious efforts to engage academically and socially. This relationship highlights the intricate interaction between the sense of alienation and the proactive tactics students employ to sustain adaptation which highlights their ability to adjust in spite of social and cultural obstacles.

5.1.15 Findings with regards to Objective No. 15: Relationship between adjustment and academic achievement of non-resident students.

The findings on the relationship between adjustment and academic achievement of non-resident students demonstrated no significant relationship between adjustment and academic achievement of non-resident students in Mizoram. The findings of the study contradicted Ayele (2018) where a significant relationship between adjustment and academic achievement was found.

Discussion:

Academic achievement and adjustment are two crucial facets of students' life but they do not always have a direct impact on one another. Although students may manage routines, establish relationships and adapt to their social and personal surroundings, these efforts may not always result in improved academic performance. In a similar manner, some students may achieve academic success but still struggle to adjust to their environment or manage social and personal responsibilities. This implies that academic achievement and adjustment of non-resident students function as essentially separate facets of a students' experience which could be impacted by many other factors. Factors such as individual resilience, motivation, prior academic preparation, institutional support and access to academic resources may allow students to excel academically despite facing personal, social or cultural adjustment difficulties (Goyol, 2002; Rajapaksa & Dundes, 2002; Ackah & Kuranchie, 2015; Othman, 2015). As a result, students might show resilience and personal development in their adjustment without necessarily having an impact on their academic achievement.

The results from focus group discussion revealed that there is no visible relationship between the students' academic achievement and adjustment. Although some students claimed to be comfortable in their new surroundings and routines, this did not always result in improved academic achievement. Some students who struggled with social or emotional adjustment were nonetheless able to complete their studies satisfactorily. Despite differing degrees of adjustment, the end academic results from the students suggests that these two factors function mostly independently. This demonstrates that academic achievement and adjustment are likely influenced by other

factors and may not always directly affect one another, supporting the quantitative data that shows no significant relationship.

5.1.16 Findings with regards to Objective No. 16: Relationship between alienation and academic achievement of non-resident students.

The findings on the relationship between alienation and academic achievement of non-resident students highlighted no relationship between alienation and academic achievement of non-resident students in Mizoram. The findings of the study are in connection with the findings Ruffin (1988) and Alamoudi et. al (2018) where they also found no relationship between alienation and academic achievement.

Discussion:

In order to pursue higher education, many students move from different places and face a variety of issues such as social isolation, cultural differences, homesickness and trouble making friends. But students manage to maintain their attention on their academic obligations, giving their studies first priority and working toward their educational objectives in spite of these experiences. Shaheen and Naser (2014) found that students with “good” or “excellent” academic performance often reported higher alienation, suggesting that determination and personal ambition can override feelings of isolation. Similarly, Brough et al. (2017) highlighted that students facing personal-emotional challenges still achieved good performance due to goal-directed effort. Even in the midst of social and emotional difficulties, their capacity to stay focused and produce excellent academic results indicates that the consequences of alienation on academic performance are either minimal or indirect. Alkouri (2018) and Alamoudi et al. (2018) reported no significant relationship between alienation and academic performance among university and medical students, suggesting that motivated students may achieve academically despite experiencing social or psychological alienation. This absence of a strong relation shows that whereas alienation mostly impacts social and personal experiences, academic achievement is more driven by elements like individual motivation, study habits and involvement with studies.

The results from focus group discussion showed that many students maintained satisfactory academic performance while feeling lonely, having few social connections

and while facing other difficulties related to being away from home. Their ability to perform consistently across a variety of subjects due to their concentration on personal goals and educational aims suggests that feelings of alienation had no direct impact on their academic performance. This demonstrates that although alienation may affect social and emotional facets of student life, it does not always dictate or impede academic achievement which is consistent with the quantitative findings of the study.

5.1.17 Findings with regards to Objective No. 17: Prediction on the contribution of alienation on academic achievement of non-resident students.

The findings of prediction on the contribution of alienation on academic achievement of non-resident students disclosed that alienation is not a significant predictor of academic achievement of non-resident students in Mizoram.

Discussion:

The non-resident students' academic experiences can be impacted by alienation which is often mentioned as a psychological and social aspect, especially for those studying away from home. Feelings of loneliness, alienation from classmates or lack of acquaintance with the local environment and culture can influence how non-resident students approach their studies. The relationship between alienation and academic achievement is complicated because academic performance might depend on a variety of factors including motivation, intellectual capabilities and support networks. Many non-resident students could be motivated by personal goals, family expectations and future professional purposes and they stay focused on their academic goals despite feeling alone. Studies highlighted that variables like academic adjustment, access to resources, language proficiency and cultural adaptation are stronger predictors of academic success than alienation itself (Páramo et al., 2015; Cavusoglu et al., 2016; Mbandlwa, 2021). Additionally, self-discipline, good instruction and institutional support can enable students to perform well academically even when they feel socially or culturally alienated.

The students' responses from focus group discussion showed that although a number of non-resident students faced social and academic difficulties including feelings of alienation, language differences and trouble adjusting to different teaching

methods, these problems did not always weaken their academic achievement. Despite communication difficulties and low involvement in class, many students showed perseverance by staying focused on their studies and doing well on tests and exams. These results are consistent with the quantitative findings that indicate a weak or negligible relationship between social adjustment challenges and academic achievement, signifying that while non-resident students encounter a variety of social and instructional adjustment challenges, their determination and motivation to succeed academically help them overcome these challenges.

5.1.18 Findings with regards to Objective No. 18: Prediction on the contribution of adjustment on academic achievement of non-resident students.

The findings of prediction on the contribution of adjustment on academic achievement of non-resident students implied that adjustment is not a significant predictor of academic achievement of non-resident students in Mizoram.

Discussion:

Even though adjustment is crucial for non-resident students' general well-being, it might not be a reliable indicator of their academic achievement. A great number of students who relocate to seek higher education face a variety of difficulties including adjusting to a new social setting, food, language and culture. Their academic performance might not always be hampered by these transition issues. Factors such as personal motivation, prior academic preparation, language proficiency, social support and access to academic resources often play a more decisive role in predicting academic outcomes than adjustment alone (Mbandlwa, 2021; Dağtekin, 2021; Hasanova, 2025). Despite the difficulties adjusting to a new setting, many non-resident students maintain a strong sense of motivation to fulfil their academic objectives. They can easily sustain steady academic performance because of their concentration on long-term goals, family expectations and personal commitment.

According to the students' responses from focus group discussion, their academic achievement was not considerably hindered by early difficulties including adjusting to dormitory life, adjusting to new teaching techniques and engaging with local peers. Many students showed that they could adjust over time, maintaining steady

academic performance in spite of challenges with institutional and social adjustment. This supports the quantitative findings that indicate adjustment challenges have little effect on overall academic achievement by indicating that non-resident students have a degree of resilience and determination that allows them to manage academic duties well.

5.1.19 Findings with regards to Objective No. 19: Prediction on the contribution of alienation on adjustment of non-resident students.

The findings of prediction on the contribution of alienation on adjustment of non-resident students exhibited that alienation is a significant predictor of adjustment of non-resident students in Mizoram.

Discussion:

Non-resident students often experience feelings of loneliness, unfamiliarity and cultural distance when they relocate to seek higher education which can have a big impact on their capacity to adjust. The students experiencing higher levels of alienation tends to face greater challenges in academic, psychological and socio-cultural adjustment (Rajapaksa & Dundes, 2002; Yusoff & Chelliah, 2010; Mesidor, 2016). Interactions with peers, participation in class activities and involvement in campus life can all be impacted by alienation which manifests as feelings of loneliness, a lack of belonging or perceived prejudice. Building meaningful relationships, communicating successfully and feeling at ease in a new environment may be more challenging for those who feel cut off from their surroundings. Alienation can therefore hamper the process of adjustment and make it more difficult for non-resident students to completely integrate into the social and academic facets of life.

From the focus group discussion, the students' responses revealed that while many initially faced interpersonal and cultural challenges such as roommate conflicts, differences in food and language and feelings of social exclusion, they gradually developed effective coping and adjustment strategies. Participation in co-curricular activities, involvement in local events and engagement in study groups played a significant role in helping them build connections and adapt to their new environment.

These responses indicate that non-resident students actively seek social integration and personal adjustment over time.

5.1.20 Findings with regards to Objective No. 20: Academic challenges faced by non-resident students in Mizoram.

The findings on academic challenges faced by non-resident students in Mizoram pointed out five themes from focus group discussion. These are shortage of faculty members, inadequate institutional facilities, excessive academic workload, teaching methods and instructional approaches and unsupportive local classmates. The themes of the study also resonated with the findings of Janjua et al. (2011); Zhu (2012); Womujuni (2006); Pak (2019); Chuba (2019); Bastien et al. (2018); Majid et al. (2017); Li & Zizzi (2018); Li and Zhang (2022); Sual et al. (2012); Ackah & Kuranchie (2015); Jiyagatai (2018); Alavi and Mansor (2011); Talebloo and Baki (2013); Wu and Guzman (2015); Iqbal et al. (2015); Ersan and Khalil (2019); Chen et al. (2021); Murage (2024); Zhang (2025); Masud et al. (2023); Lebcir et al. (2008); Cavusoglu et al. (2016); Son (2019); Dağtekin (2021); Jiang (2022); Tadese et al. (2022) and Hasanova (2025).

Discussion:

The academic experiences of non-resident students in Mizoram exposed a number of interconnected issues that influence their learning and transition to higher education. One significant problem noted was the lack of faculty members, which restricted students' access to advice and assistance and made it challenging for them to get individualized attention or have their questions answered. Lebcir et al. (2008) also highlighted that the speed and format of lectures, coupled with limited adaptability of teaching methods, affected students' comprehension. These challenges were worsened by inadequate institutional facilities which reduced opportunities for productive learning and academic engagement. Examples of these amenities include a lack of study areas, laboratory equipment and library resources. Alavi and Mansor (2011) in their study reported that international students in Malaysia also faced problems such as insufficient recreational facilities, inadequate campus arrangements and overwhelming workloads. Additionally, a lot of students said that the academic

burden was too heavy, putting them under pressure to finish exams and tests while also adjusting to a new setting., The teaching strategies and instructional methodologies used by some institution presented extra difficulties especially for students who required more interactive or hands-on learning experiences because they prioritized theory over practical comprehension. Chen et al. (2021) also found that teacher-student relationships, linguistic limitations and student-centred teaching styles posed adjustment difficulties for Chinese students in Australia. Lastly, it was more difficult to collaborate and participate in group activities due to the lack of support from local peers which occasionally worsened feelings of loneliness. When taken as a whole, these themes demonstrate how social dynamics outside of the classroom and institutional elements influence academic difficulties for non-resident students.

5.1.21 Findings with regards to Objective No. 21: Aspects of alienation experienced by non-resident students in Mizoram.

The findings on the aspects of alienation experienced by non-resident students in Mizoram presented six themes from focus group discussion. These themes are language barrier, food habits, limited social integration, homesickness, transportation issues and perceived discrimination. The themes of the study also aligned with the findings of Shram (1986); Ruffin, (1988); Al-Khawaj (1988); Hsiu Huang (1991); Howard (1994); Klomegah (2006); Osin (2007); Zokaei (2011); El-Deeb (2012); Shaheen and Naser (2014); Dowleh et al. (2014); Mighty (2016); Alamoudi et al. (2018); Pepanyan (2019); Al Nasser, (2019); Apriyanti (2021); Tao et al. (2022); Alkouri (2022); Zitha et al. (2023); Demir (2025); Janjua et al. (2011); Rajapaksa and Dundes (2002); Womujuni (2006); Chien (2013); Majid et al. (2017); Sivtceva (2016); Li and Zizzi (2018); Wahyuningsih (2020); Raji (2019); Ahrari et al. (2019); Rahim (2021); Erturk and Nguyen Luu (2021); Li and Zhang (2022); Nazir & Özçiçek (2023); Yao et al. (2025); Parakarn (1964); Lebcir et al. (2008); Cavusoglu et al. (2016); Son (2019); Sikhwari et al. (2020); Almukdad and Berhanu (2020); Dağtekin (2021); Jiang (2022); Masud et al. (2023); Qayyum (2024) and Hasanova (2025).

Discussion:

According to the results of focus group discussion, non-resident students in Mizoram faced many forms of alienation that are a reflection of the social and cultural difficulties they face in their new surroundings. A significant contributing factor was the language barrier, which regularly hindered participation in class discussions and group activities by making contact with local students and instructors challenging. Dağtekin (2021) also emphasized that language barrier as the most significant factor affecting academic performance and social experiences of international students. Feeling of loneliness were further exacerbated by differences in food habits, as students found it difficult to maintain old eating patterns while adjusting to local cuisine. Iqbal et al. (2015) also revealed that international students in Pakistan faced considerable difficulties in adjusting to local food, communication, understanding lectures and forming friendships with native students. Another issue that surfaced was limited social integration, as many students struggled to make friends or feel like they belonged on classroom and campus in general. The students often experienced homesickness, missing their family and comfortable surroundings which occasionally had an impact on their emotional and academic well-being. Their everyday routines were made more stressful and inconvenient by transportation-related problems, such as trouble getting to colleges or handling lengthy commutes and misunderstandings with drivers. Lastly, students felt more alienated and found it more difficult to completely interact with their surroundings as a result of perceived discrimination, whether through subtle social exclusion or judgment based on physical or cultural differences. Ersan and Khalil (2019) also highlighted that Turkish international students in Pakistan struggled primarily with language barriers, uncooperative classmates, social exclusion and differences in study methods. Overall, these themes show that alienation among non-resident students is complex, resulting from a variety of linguistic, cultural, social and practical difficulties that affect their entire experience and adjustment to higher education.

5.1.22 Findings with regards to Objective No. 22: Adjustment strategies adopted by non-resident students in Mizoram.

The findings on adjustment strategies adopted by non-resident students in Mizoram demonstrated five themes from focus group discussion. These are familial support, engage in co-curricular activities, guidance from senior students, learning the local language and emotional resilience. The themes that emerged from the study corroborated with findings of Wu and Guzman (2015); Lee (2017); Aung (2019); Chennamsetti (2020); Chen et al. (2021); Lorenzetti et al. (2023); Çiydem and Gharalar (2023); Shaikh (2024); Zhang (2025); Rajapaksa and Dundes (2002); Womujuni (2006); Yusoff and Chelliah (2010); Yuan (2010); Davis (2010); Janjua et al. (2011); Zhu (2012); Mustaffa and Ilias (2013); Chien (2013); Othman (2015); Sivtceva (2016); Baklashova and Kazakov (2016); Majid et al. (2017); Li and Zizzi (2018); Bastien et al. (2018); Rahim (2021); Erturk and Nguyen Luu (2021); Li and Zhang (2022); Alshammari et al. (2023); Yao et al. (2025).

Discussion:

The focus group discussion identified a number of strategies adopted by non-resident students in Mizoram to adapt to their new social and academic surroundings. A key component that helped students deal with the difficulties of being away from home was familial support which offered emotional support and a sense of security. Shaikh (2024) also observed that co-curricular activities combined with familial and peer support helped students develop emotional resilience, adapt to cultural differences and improve social and academic adjustment. A lot of students participated in extracurricular activities which provided chances to socialize with classmates, build social networks and feel more a part of the campus community. Wu and Guzman (2015) also found that students who actively engaged in campus activities, joined student organizations, attended orientation programmes and sought institutional support, demonstrated both proactive engagement and emotional resilience in adapting to their new environment. The senior students' guidance was also beneficial since they often offered academic pointers, useful advice and insights into managing the institutional processes and local culture. Another important strategy was learning the

local language which allowed children to engage in group activities, interact with teachers and classmates more successfully and feel less alone. Zhang (2025) also found that Chinese Ph.D. students in Malaysia who built supportive peer networks and learned the local language reported better adaptation, emotional stability and academic performance. Another important factor mentioned by the students was emotional resilience which helped students deal with stress, overcome obstacles and stay focused on their academic objectives in spite of the difficulties of adjusting to a new setting. These adjustment strategies show that non-resident students actively look for various ways to improve their transition, integrating personal, cultural and social resources to successfully manage life and studies in Mizoram.

5.2 RECOMMENDATIONS BASED ON THE FINDINGS

Based on the findings of the study, three levels of recommendations were made for the effective support and holistic development of non-resident students in Mizoram. They are as follows:

1. Recommendations at Community Level

i) The findings suggest that implementing cultural orientation and social integration initiatives would significantly support non-resident students in adapting to everyday life in Mizoram. Programmes that promote understanding of local customs, traditions and language may reduce social and cultural alienation, foster inclusivity and encourage meaningful interaction between non-resident students and local residents.

ii) The establishment of peer support networks such as mentorship, buddy systems and collaborative projects linking local residents with non-resident students can help provide guidance in navigating daily life, cultural adaptation and social engagement. This kind of network may mitigate emotional and social alienation and offer reassurance to students experiencing homesickness or isolation.

iii) Access to safe transportation and affordable housing is another factor influencing students' adjustment. Addressing these practical aspects of daily life can help students feel more settled and integrated into the local environment.

iv) Conducting awareness programmes like promoting diversity, inclusion and respect for differences could contribute to a more accepting social atmosphere. These kinds of initiatives can help reduce perceived discrimination and social isolation and supports non-resident students in their overall sense of belonging.

2. Recommendations at Institutional Level

i) Universities and colleges should ensure adequate faculty availability and accessibility for non-resident students. Faculty mentoring, regular check-ins and open communication channels can reduce academic and institutional alienation.

ii) It is highly recommended that institutions should design structured orientation programmes to familiarize non-resident students with institutional policies, academic expectations and available support services. Proper orientation can help reduce uncertainty, promotes social integration and helps in adjusting to new academic and cultural environments.

iii) Faculties and staffs should encourage non-resident students to participate in clubs, sports and cultural programmes to build peer connections, develop emotional resilience and reduce social alienation. Active engagement in co-curricular activities can be of great help to form social networks and improving academic adjustment.

v) Institutions should ensure balanced academic workload and adopt diverse, student-centred teaching approaches. Incorporating interactive, practical and culturally inclusive instructional methods can improve understanding and engagement, reduce academic alienation and enable students to perform better.

3. Recommendations at Academic Level

i) Establishing formal peer tutoring and mentorship programmes within academic departments can help students navigate complex courses, cope with academic workload and adapt to teaching methods.

ii) Counselling can be integrated into academic system to address the interrelationship between emotional well-being and academic performance. Academic counsellors can provide guidance on study skills, time management, exam preparation and overall mental health. This initiative can help students to overcome academic stress and receive emotional guidance. Faculty members can also receive training to identify early signs of academic burnout and refer students to professional support services when needed.

iii) Institutions can encourage collaborative learning opportunities like group projects, seminars and peer mentoring to enable the students to build academic relationships, share experiences and integrate more fully into the academic community.

iv) Regular assessment of non-resident students' academic progress and adjustment can help identify challenges early. Personalized feedback and guidance can prevent extended academic struggles and foster successful integration into the academic environment.

5.3 SUGGESTIONS FOR FURTHER STUDIES

Based on the scope and confinement of the present study, it is recommended that future research may explore additional dimensions related to non-resident students' educational experiences. The list of topics suggested are as under:

1. Family Separation, Emotional Well-Being and Academic Motivation among Non-Resident School Students in Mizoram.
2. Academic Resilience and Coping Mechanisms among Non-Resident Undergraduate Students in Mizoram.
3. A Study on Social Integration and Well-Being between Resident and Non-Resident Undergraduate Students of Mizoram.

4. Inter-personal Relationships and Adjustment among International Ph.D. Scholars in Mizoram University.
5. Social Support, Cultural Adaptation and Well-Being: A Comparative Study between Non-Resident College Students of Mizoram and Meghalaya.
6. A Longitudinal Study on Alienation and Adjustment among Non-Resident Students pursuing Higher Education in Mizoram.
7. A Comparative Study of Alienation and Adjustment among Non-Resident Students Pursuing Professional and General Courses in Mizoram.
8. A Comparative Study on Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram and Meghalaya.

5.4 CONCLUSION

The study examined alienation, adjustment and academic achievement among non-resident students pursuing higher education in Mizoram. The findings revealed a moderate level of alienation, indicating that while many students integrated socially and academically some of them experienced emotional detachment, homesickness and limited sense of belonging. Overall adjustment was satisfactory, though language barriers and cultural unfamiliarity remained one of the major challenges. The academic achievement of the students was average which highlighted that alienation and adjustment did not directly affect performance but could influence motivation and participation. Alienation was not a significant predictor of academic achievement and thereby highlighted the importance of factors like social support, resilience and institutional assistance. Participation in co-curricular activities, peer relationships and faculty guidance were found to enhance emotional stability, adjustment and confidence.

It can be concluded that alienation and adjustment have a significant role in non-resident students' educational experiences. Both internal coping mechanisms and outside resources such as peer networks, community engagement and institutional advice are necessary for successful adjustment. Fostering belonging and involvement requires comprehensive academic, emotional and social support through peer mentoring, cultural orientation and counselling. The well-being of the students,

academic achievement and a culturally diverse learning environment will all be improved by strengthening student support networks and encouraging inclusive behaviour.

APPENDIX - I

ALIENATION SCALE FOR NON-RESIDENT STUDENTS

INSTRUCTIONS:

Dear participant, I invite you to take part in this study by responding to the statements on the following pages. These statements reflect different experiences and opinions since your arrival in Mizoram. Please indicate your answer by ticking one of the five options provided. There are no right or wrong answers, so please respond honestly. Your feedback is very important for the success of this study. All responses will be kept strictly confidential.

DEMOGRAPHIC DATA:

Gender : _____ Age : _____

Course of Study : _____ Department : _____

Name of Institution : _____

Duration of Stay in Mizoram : _____year(s) _____month(s)

State of Domicile : _____

Percentage/CGPA in last examination : _____

Please indicate your response to each statement by ticking the choice that best describes how you feel.

		Always	Often	Sometimes	Rarely	Never
1.	I feel a sense of loneliness	☐	☐	☐	☐	☐
2.	I feel anxious about interacting with local students	☐	☐	☐	☐	☐
3.	I feel like I do not truly belong in my academic programme	☐	☐	☐	☐	☐
4.	My emotions fluctuate more than usual since I became a non-resident student	☐	☐	☐	☐	☐
5.	The institute's policies are not inclusive to my unique needs and challenges	☐	☐	☐	☐	☐
6.	I feel excluded from social events and activities on campus	☐	☐	☐	☐	☐
7.	I struggle to engage in academic projects with my classmates	☐	☐	☐	☐	☐
8.	I do not feel comfortable sharing my personal problems with my peers	☐	☐	☐	☐	☐
9.	I am unsatisfied with the services available to non-resident students at the institute	☐	☐	☐	☐	☐
10.	I feel excluded from informal social gatherings with local students	☐	☐	☐	☐	☐

11. I find it difficult to connect with teachers for academic collaboration	☐	☐	☐	☐	☐
12. I feel overlooked in group settings because of cultural differences	☐	☐	☐	☐	☐
13. The institute does not foster a welcoming environment	☐	☐	☐	☐	☐
14. I fear that I will be treated unfairly by teachers because of my community background	☐	☐	☐	☐	☐
15. I feel alone in my efforts to manage my tension and stress while studying	☐	☐	☐	☐	☐
16. I struggle to keep up with the academic demands	☐	☐	☐	☐	☐
17. I find it difficult to build social networks at the institute	☐	☐	☐	☐	☐
18. I feel burdened by my current academic responsibilities	☐	☐	☐	☐	☐
19. I have been doubting my abilities since I became a non-resident student	☐	☐	☐	☐	☐
20. I do not have easy access to accommodation options that suit my needs	☐	☐	☐	☐	☐

21. I experience language barrier in and outside the classroom	☐	☐	☐	☐	☐
22. The education I received in my institute does not meet my academic goals	☐	☐	☐	☐	☐
23. I feel a lack of emotional support from my peers	☐	☐	☐	☐	☐
24. I am not aware of the resources available for non-resident students provided by the institute	☐	☐	☐	☐	☐
25. I feel misunderstood and judged based on cultural differences	☐	☐	☐	☐	☐
26. The institute does not seek feedback from me to improve my experience	☐	☐	☐	☐	☐
27. I have a constant fear of being judged and stereotyped	☐	☐	☐	☐	☐
28. My social life is limited compared to resident students	☐	☐	☐	☐	☐
29. I feel that my problems are not taken seriously by the institute	☐	☐	☐	☐	☐
30. I feel discouraged when I receive different treatment in public places	☐	☐	☐	☐	☐

31. The institute does not provide assistance in navigating administrative processes	☐	☐	☐	☐	☐
32. I worry that my accent and language skills will lead to discrimination	☐	☐	☐	☐	☐
33. I feel that the institute does not value my contributions	☐	☐	☐	☐	☐
34. I find it difficult to access the necessary academic resources	☐	☐	☐	☐	☐
35. I get the impression that nobody cares that I'm here	☐	☐	☐	☐	☐
36. I am not encouraged to take part in co-curricular activities	☐	☐	☐	☐	☐
37. My mental health has been deteriorating since becoming a non-resident student	☐	☐	☐	☐	☐
38. I do not have a voice in decision-making processes at the institute	☐	☐	☐	☐	☐
39. I feel disconnected between my academic aspirations and my experiences	☐	☐	☐	☐	☐
40. I lack the opportunity to participate in meaningful social interactions with my classmates	☐	☐	☐	☐	☐

41. My academic journey as a non-resident student feels detached	☐	☐	☐	☐	☐
42. I feel a sense of exclusion when interacting with fellow students on campus	☐	☐	☐	☐	☐
43. The office staffs are not approachable to my questions and concerns	☐	☐	☐	☐	☐
44. I hesitate to participate in class discussions due to fear of being judged	☐	☐	☐	☐	☐
45. I find it difficult to engage in extracurricular activities at the institute	☐	☐	☐	☐	☐
46. I am treated differently than local students when seeking information	☐	☐	☐	☐	☐
47. I do not receive timely communication regarding events tailored for non-resident students	☐	☐	☐	☐	☐
48. I experience misconceptions about my culture and traditions.	☐	☐	☐	☐	☐
49. I feel left out when my local friends communicate in their mother-tongue	☐	☐	☐	☐	☐

50. I struggle to balance my academic commitments with my non-resident status ☐ ☐ ☐ ☐ ☐

APPENDIX- II
MANUAL FOR
ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS (AICS) BY DR.
A.K.P SINHA AND DR. R.P. SINGH (1968)

Manual for
**Adjustment
Inventory
For College
Students**

AICS-ss

Prof. A. K. P. Sinha (Retd.)
Professor & Head
Department of Psychology
Pt. Ravi Shankar Shukla University
RAIPUR

Prof. R. P. Singh (Retd.)
Professor & Head
Department of Education
Patna University
PATNA



T.M. Regd. No. 564838
Copyright Regd. No. A-73256/2005 Dt. 13.5.05

Estd. 1971

☎ 0562-2464926

NATIONAL PSYCHOLOGICAL CORPORATION

BHARGAVA BHAWAN, 4/230, KACHERI GHAT, AGRA-282 004 (INDIA)
● Email-npc_agra@yahoo.com ● website : www.npcindia.com

**Manual
for**

ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS

AICS-ss

Prof. A. K. P. Sinha (Retd.)
Professor & Head
Department of Psychology
Pt. Ravi Shankar Shukla University
RAIPUR

and

Prof. R. P. Singh (Retd.)
Professor & Head
Department of Education
Patna University
PATNA



T. M. Regd. No. 564838
Copyright Regd. No. © A-73256/2005 Dt. 13.5.05

Estd. 1971

www.npcindia.com

☎:(0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

**MANUAL
FOR**

**ADJUSTMENT INVENTORY FOR
COLLEGE STUDENTS (A I C S)**

INTRODUCTION

The adjustment inventory has been designed for use with English/Hindi knowing college students of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of adjustment (Home, Health, Social, Emotional and Educational). The test is helpful in screening the poorly adjusted students who may need further psychodiagnostic study and counselling.

The inventory has been prepared in Hindi as well in English and it has 102 items (Home 16, Health 15, Social 19, Emotional 31 and Educational 21). While constructing items, care was taken to employ simpler English/Hindi words of every day use. Also, care was taken to formulate items keeping in view the local conditions and the problems facing the student population in this country.

In the beginning, a list of 201 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous for their retention. This led to elimination of 35 items out of 201. The remaining 166 items were subjected to item analysis. Item analysis was done by calculating biserial correlation of each item (i) with the total scores on the inventory and (ii) with the area total scores. The significance of a bi-serial correlation at .001 level was fixed as the criterion for retaining an item. This led to further elimination of 64 items out of 166, retaining only 102 items for the final test.

Sample

The final test of 102 items was administered on a randomly selected representative sample of 2280 students (1550 M, 730 F) of Patna and Magadh Universities. The chi-square test was applied to determine the normality of the distributions of the scores of the subjects of the two sexes in respect of the total

inventory as well as of the five separate areas of the inventory. The values of Chi-square, thus calculated, showed that the distributions were not departing significantly from normality.

Reliability

Coefficient of reliability was determined by (i) split-half method (ii) Hoyt's analysis of variance method (iii) K-R Formula-20. Test-retest reliability was also determined by administering the test after a period of 3 weeks on 228 students which is 10 percent of the total sample. The following table gives the reliability coefficients determined by different methods.

TABLE 1
Reliability Coefficients of the Inventory by Using Different Methods Reliability Co-efficients

Method Used	Home	Health	Social	Emotional	Educational	Total
Split half	.87	.83	.96	.95	.97	0.94
Test-retest	.85	.82	.95	.94	.96	0.93
Hoyt's Method	.86	.85	.95	.95	.94	0.94
K-R Formula-20	.84	.82	.92	.94	.93	0.92

Validity

In item analysis, validity coefficients were determined for each item by bi-serial correlation method and only those items were retained which yielded bi-serial correlation with both the criteria (i) total score, and (ii) area score, significant at .001 level.

Intercorrelations among the five areas of the inventory were calculated. The correlation matrix is presented in Table 2.

TABLE 2
Correlation Matrix of the Five Areas

Areas			a क	b ख	c ग	d घ	e च
a क	Home	—		.22	.16	.26	.25
b ख	Health	.22	—		.14	.25	.22
c ग	Social	.16	.14	—		.21	.20
d घ	Emotional	.26	.25	.21	—		.32
e च	Educational	.25	.22	.20	.32	—	

Table 2 reveals that correlations among various areas vary between 0.14 and 0.32 with an average of 0.22. Thurston's centroid method of factor analysis was employed and after the extractions of second centroid factor from the first

4 | Manual for A I C S

residual correlation matrix, it was amply proved that there exists inter-independence among the five areas of inventory.

The inventory was also validated by correlating inventory-scores with Hostel Superintendents' ratings. This was studies on a sample of 120 students living in different hostels of Patna University. The Hostel Superintendents rated the students on five point scale, namely, Excellent, Good, Average, Unsatisfactory and Very unsatisfactory in respect of their adjustment. Product moment coefficient of correlation between the inventory scores and superintendents' rating was obtained to be 0.58, significant at .01 level.

Norms

Percentile norms were computed for both males and females of all the five areas (Home, Health, Social, Emotional and Educational) separately as also for the inventory as a whole. Table 3 and 4 present the percentiles for males and females respectively.

TABLE 3 : Percentile Norms for Males

Percentile	Home	Health	Social	Emotional	Educational	Total
P ₉₀	9.09	7.51	11.31	19.11	12.81	55.54
P ₈₀	7.46	5.97	10.30	16.73	10.72	48.69
P ₇₀	6.45	4.14	9.38	14.98	9.20	44.37
P ₆₀	5.46	4.17	8.78	13.48	8.13	39.92
P ₅₀	4.75	3.92	8.20	11.75	7.01	36.34
P ₄₀	4.06	2.82	7.51	10.05	5.83	32.73
P ₃₀	3.35	2.23	6.86	8.33	4.77	28.71
P ₂₀	2.63	1.64	6.12	6.42	3.76	24.02
P ₁₀	1.91	0.62	5.02	4.12	2.40	18.33

TABLE 4 : Percentile Norms for Females

Percentile	Home	Health	Social	Emotional	Educational	Total
P ₉₀	7.02	8.38	11.54	19.34	12.12	51.50
P ₈₀	5.42	6.70	10.66	16.87	10.12	45.39
P ₇₀	4.77	4.93	9.19	14.99	8.32	42.72
P ₆₀	4.11	4.46	9.04	13.24	6.83	37.36
P ₅₀	4.07	3.92	8.35	11.75	6.14	34.07
P ₄₀	3.06	2.53	7.66	9.56	5.36	30.78
P ₃₀	2.65	2.10	6.96	7.90	4.40	27.24
P ₂₀	2.23	1.34	6.25	6.20	3.54	23.55
P ₁₀	1.83	0.42	5.54	3.61	2.18	18.04

The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different categories of adjustment are – 'A' which stands for excellent, 'B' which stands for good, 'C' which stands for average, 'D' which stands for unsatisfactory, and 'E' which stands for very unsatisfactory adjustment. This categorization was done by dividing the base line of the normal curve into five equal units, each unit being equal to 1.2 standard deviation. Table 5 presents the classification of adjustment for total scores.

TABLE 5
Classification of Adjustment in Terms of Categories

Categories		Description of Adjustment	Range of Scores	
			Male	Female
A	क	Excellent	12 and below	12 and below
B	ख	Good	13 – 28	13 – 27
C	ग	Average	29 – 45	28 – 41
D	घ	Unsatisfactory	46 – 61	42 – 57
E	च	Very Unsatisfactory	62 and above	58 and above

Means and SDs of the population upon which norms are based is given in Table 6.

TABLE 6

Adjustment Areas			Male		Female	
			Mean	S.D.	Mean	S.D.
a	क	Home	4.95	2.82	4.24	2.16
b	ख	Health	4.26	2.64	4.05	2.92
c	ग	Social	8.14	2.48	8.46	2.56
d	घ	Emotional	11.21	5.65	11.48	5.83
e	च	Educational	7.25	3.90	6.69	3.60
TOTAL			36.67	13.69	34.71	11.62

Table 7 shows the classification of adjustment for males and females separately in respect of the five areas — Home, Health, Social, Emotional and Educational.

TABLE 7
Classification of Adjustment in Terms of Categories in the Five Areas

Areas	Category	Description of Adjustment	Range of Scores	
			Male	Female
Home a क	A	Excellent	0 – 1	0 – 1
	B	Good	2 – 3	2 – 3
	C	Average	4 – 7	4 – 5
	D	Unsatisfactory	8 – 9	6 – 8
	E	Very Unsatisfactory	10 and above	9 and above
Health b ख	A	Excellent	0 – 1	Zero
	B	Good	2 – 3	1 – 2
	C	Average	4 – 5	3 – 6
	D	Unsatisfactory	6 – 8	7 – 9
	E	Very Unsatisfactory	9 and above	10 and above
Social c ग	A	Excellent	0 – 2	0 – 3
	B	Good	3 – 6	4 – 6
	C	Average	7 – 9	7 – 9
	D	Unsatisfactory	10 – 12	10 – 11
	E	Very Unsatisfactory	13 and above	12 and above
Emotional d घ	A	Excellent	0 – 1	0 – 1
	B	Good	2 – 7	2 – 7
	C	Average	8 – 15	8 – 14
	D	Unsatisfactory	16 – 21	15 – 21
	E	Very Unsatisfactory	22 and above	22 and above
Educational e च	A	Excellent	0 – 1	0 – 1
	B	Good	2 – 4	2 – 4
	C	Average	5 – 9	5 – 8
	D	Unsatisfactory	10 – 14	9 – 12
	E	Very Unsatisfactory	15 and above	13 and above

- a क Home Adjustment**—Low Scores indicate satisfactory adjustment. Individuals scoring high tend to be unsatisfactorily adjusted towards their home surroundings.
- b ख Health Adjustment**—Low scores indicate satisfactory health adjustment and high scores unsatisfactory adjustment.
- c ग Social Adjustment**—Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.
- d घ Emotional Adjustment**—High scores indicate unstable emotion. Individuals with low scores tend to be emotionally stable.
- e च Educational Adjustment**—Individuals scoring high are poorly adjusted toward curricular and co-curricular programmes. Persons with low scores are interested in the educational activities.

The inventory is intended as an aid in counselling college students whose personal problems pertain to any of categories included in the test. The use of Devnagri letters **a (क)**, **b (ख)**, **c (ग)**, **d (घ)**, **e (च)** corresponding to the five measures of adjustment, as well as the numbers, enable the test user to discover readily the particular question relating to each measure. The total score may be taken to indicate the general adjustment status.

INSTRUCTIONS FOR TEST ADMINISTRATOR

1. It is a **self-administering inventory**. The administrator should read the instructions given on the first page and the students should also read them silently along with the administrator.
2. There is no time limit for answering it. Ordinarily an individual takes **18 minutes** in completing the test.
3. Students should be instructed to **interpret** the meaning of the sentences themselves. However, meaning of the difficult words, if any, should be given by the administrator.
4. Co-operation of the students in answering the inventory is **very essential**. The administrator should assure them that their answers and scores will be treated with strictest confidence.
5. The administrator should indicate **frankly and honestly** the purpose of the test, if any item regarding this is raised by the students.
6. There is no need of telling why letters and numbers are placed before the item. If a item is asked about these the administrator should tell the meaning of the letters.

INSTRUCTIONS FOR RESPONDENTS

1. Do not open or turn any page of this booklet until you are asked to do so.
2. Do not make any mark in this booklet and handle it with care.

3. You have this booklet in which some items relating to your personality are given and your answers are to be marked on the separate answer sheet provided.
4. You will find two cells against each item on the answer sheet. Look from your side, left hand cell is indicating 'Yes' response, while the right hand cell is indicative of 'No' response. Out of these two cells, you have to draw a circle around any one cell which is applicable to you. Keep in mind that no item is false or true. What is true concerning you, draw a circle around that only. If the answer of a item is 'Yes' about you, draw a circle around the left hand cell and if it is 'No', draw a circle around the right hand cell.
5. Your responses will be kept completely **secret**. So answer them without any hesitation.
6. There is no time limit, but try to finish it as early as possible.

INSTRUCTIONS FOR SCORING

The inventory is reusable with answer sheet for responses given by the students. Transparent scoring keys are provided separately for each area and the **responses marked under circle** are considered and each response has to be assigned a weightage of One (1) score.

Sr. No.	Adjustment Areas		Item No. Serial wise		Total
a क	HOME	YES	1, 6, 10, 15, 17, 20, 27, 34, 38, 49, 54, 58, 66, 100	14	16
		NO	45, 70	02	
b ख	HEALTH	YES	4, 7, 16, 21, 24, 28, 35, 36, 42, 46, 50, 59, 62, 67, 71	15	15
		NO	—	—	
c ग	SOCIAL	YES	5, 12, 32, 39, 51, 55, 72, 74, 77, 80, 83	11	19
		NO	18, 25, 63, 76, 85, 89, 91, 97	08	
d घ	EMOTIONAL	YES	2, 8, 11, 13, 19, 22, 26, 29, 31, 33, 40, 43, 47, 52, 56, 60, 64, 68, 75, 78, 81, 84, 87, 90, 92, 95, 96, 98, 102	29	31
		NO	99, 101	02	
e च	EDUCATIONAL	YES	3, 9, 14, 23, 30, 37, 41, 44, 48, 53, 57, 65, 69, 73, 79, 86, 88, 94	18	21
		NO	61, 82, 93	03	
1 Score awarded each item				TOTAL	102

APPENDIX – III
ADJUSTMENT INVENTORY BOOKLET

REUSABLE BOOKLET

OF

AICS-ss

{English Version}

Prof. A. K. P. Sinha (Patna)

Prof. R. P. Singh (Patna)



T.M. Regd. No. 564838
Copyright Regd. No. ©A-73256/2005 Dt. 13.5.05

Estd. 1971

☎ (0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4 / 230, KACHERI GHAT, AGRA - 282 004 (U.P.) INDIA

INSTRUCTIONS

-  Do not open or turn any page of this booklet until you are asked to do so.
-  Do not make any mark in this booklet and handle it with care. It is to be reused.
-  You have this booklet in which some statements relating to your personality are given and your answers are to be marked on the separate answer sheet provided to you.
-  You will find two cells against each statement on the answer sheet. Look from your side, left hand cell is indicating **Yes** response, while right hand cells is indicative of **No** response. Out of these two cells, you have to draw a circle around any one cell which is applicable to you. Keep in mind that no item is false or true. What is true concerning you, draw a circle around that only. If the answer of a question is **Yes** about you, draw a circle around on left hand cell  and if it is **No** draw a circle on right hand cell .
-  Your responses will be kept completely secret. So answer them without any hesitation.
-  There is no time limit, but try it finish it as early as possible.

Sr. No.

STATEMENTS

- 1 | a | Have you ever strongly desired to go home ?
- 2 | d | Do you often daydream ?
- 3 | e | Do you feel that many of you friends have better educational background than in many subjects ?
- 4 | b | Is it difficult for you to sleep sometimes even when there is no noise disturbing you ?
- 5 | c | Do you avoid meeting your friends in a public place ?
- 6 | a | Do you feel that true love and affection is lacking in your home ?
- 7 | b | Do you feel quite tired by the end of the day ?
- 8 | d | Do you feel difficulty sometimes ?
- 9 | e | Are you often worried because of your poor memory ?
- 10 | a | Has your home become full of problems for you, due to lack of money ?
- 11 | d | Do you get discouraged easily ?
- 12 | c | Are you of a shy nature ?
- 13 | d | Do you get excited in debates ?
- 14 | e | Are you more interested in the cinema actors than in the learned people ?
- 15 | a | Have your parents interfered or objected to the company of some of your friends with whom you move around ?
- 16 | b | Have you ever had a major operation ?
- 17 | a | Does your father or mother get irritated soon ?
- 18 | c | Do you generally ask the speaker some questions in a meeting?
- 19 | d | Do you believe that you are nervous ?
- 20 | a | Do you often quarrel with your brothers and sisters ?
- 21 | b | Do you often feel dizzy ?

Sr. No.

STATEMENTS

- 1 a Have you ever strongly desired to go home ?
- 2 d Do you often daydream ?
- 3 e Do you feel that many of you friends have better educational background than in many subjects ?
- 4 b Is it difficult for you to sleep sometimes even when there is no noise disturbing you ?
- 5 c Do you avoid meeting your friends in a public place ?
- 6 a Do you feel that true love and affection is lacking in your home ?
- 7 b Do you feel quite tired by the end of the day ?
- 8 d Do you feel difficulty sometimes ?
- 9 e Are you often worried because of your poor memory ?
- 10 a Has your home become full of problems for you, due to lack of money ?
- 11 d Do you get discouraged easily ?
- 12 c Are you of a shy nature ?
- 13 d Do you get excited in debates ?
- 14 e Are you more interested in the cinema actors than in the learned people ?
- 15 a Have your parents interfered or objected to the company of some of your friends with whom you move around ?
- 16 b Have you ever had a major operation ?
- 17 a Does your father or mother get irritated soon ?
- 18 c Do you generally ask the speaker some questions in a meeting?
- 19 d Do you believe that you are nervous ?
- 20 a Do you often quarrel with your brothers and sisters ?
- 21 b Do you often feel dizzy ?

STATEMENTS

Sr. No.		Statement
43	d	Do you dislike the kind of happiness that makes others happy?
44	e	Are you afraid of appearing for examinations?
45	a	Are you happy and satisfied with the presents atmosphere at home?
46	b	Do you sometimes get strong headache?
47	d	Do you fear that you might jump when you climb to a high place?
48	e	Is it difficult for you to grasp the subject-matter taught in the class?
49	a	Do you get very little help from home?
50	b	Are you often absent from college due to sickness?
51	c	Have you ever been unable to answer a question in class because of being afraid of speaking?
52	d	Do you get angry easily?
53	e	Is it difficult for you to set your mind into studies?
54	a	Do you feel inferior because your friends home atmosphere is happier than yours?
55	c	Do you cross the road to avoid meeting a certain individual?
56	d	Are you unhappy because of inferiority feeling?
57	e	Is it difficult for you to write notes in the class?
58	a	Do you feel that your parents are of old ideas?
59	b	Are you sometimes affected with skin disease?
60	d	Do you worry about expected problems to come?
61	e	Do you know how to get ready for examination?
62	b	Are you always worried because of physical morbidity?
63	c	Do you make friends easily?

STATEMENTS

Sr. No.

64 d

Do you feel perplexed that people on the road are looking at you only ?

65 e

Do you feel sleepy in class even after you have had enough of sleep during the night ?

66 a

Do you feel that you are a burden to your parents ?

67 b

Does your health always trouble you ?

68 d

Do you get much disturbed because of criticism ?

69 e

Do you think of leaving the college sometimes ?

70 a

Are you satisfied with the behaviour of your brothers and sisters ?

71 b

Does the idea of being infected with a contagious disease often terrify (frighten) you ?

72 c

Do you get confounded (or baffled) very much when a teacher comes to your home suddenly ?

73 e

Do you have any doubt on the value of things you read ?

74 c

Do you have difficulty starting up a conversation with a stranger ?

75 d

Do you get bewildered easily ?

76 c

Do you like to take part in celebrating festivals or other entertainment programmes ?

77 c

Do you hesitate in coming into a room where some people are sitting and talking among themselves ?

78 d

Does your emotional (or sentimental) being rise or fall without any obvious cause ?

79 e

Is it difficult for you to express your ideas in writing ?

80 c

Do you often experience loneliness ?

81 d

Do you get frightened in the darkness when you are alone ?

82 e

Do you think that you get encouragement from your teacher ?

83 c

Are you careful in speaking something that hurts others ?

84 d

Does praise please you more than the work achievement ?

85 c

Do you disregard other sentiments to achieve any important goal (or object) ?

Sr. No.	STATEMENTS
86 e	Do you think that your teacher have no interest in you ?
87 d	Do people take advantage of you sometimes ?
88 e	Does it worry you that your teachers think of you less than you really are ?
89 c	Do you come forward and bring life into a dead party or function ?
90 d	Does your mind sometimes wander or get confused so much that you forget the order of the work that you are doing ?
91 c	Do you like to work in groups ?
92 d	Do you get sometimes pleasing and sometimes sad thoughts one after the other without any reason ?
93 e	Do you think that you have chosen subjects that are most appropriate for you ?
94 e	Is it difficult for you to keep up with the progress in class ?
95 d	Do you think that after you have finished studying, you will not get the kind of job you like ?
96 d	Do you sometimes feel that you should not have been born ?
97 c	Do you have many friends in college in whom you trust ?
98 d	Do you sometimes do some things unknowingly ?
99 d	Do you quarrel with your classmates over little things ?
100 a	Do you have to be often out to have peace at home ?
101 d	Doesn't it grieve you when a teacher praises any other student ?
102 d	Are you often so much lost in thinking that you do not know what is happening around you ?

APPENDIX - IV

GUIDING QUESTIONS FOR FOCUS GROUP DISCUSSION

Introduction

1. Begin with a brief self-introduction.
2. Explain the current status of the research project and the purpose of the focus group discussion.
3. Provide an overview of the topics to be discussed during the session.
4. Explain the purpose of audio recording the discussion.
5. Assure participants of confidentiality and emphasize their right to withdraw or decline to answer any question.
6. Obtain informed consent from all participants and have them sign the consent forms.

Guiding Questions related to Aspects of Alienation

1. How have you felt since your arrival in Mizoram?
2. Did your initial experiences match your expectations? If yes, in what ways? If no, why not?
3. Since your arrival in Mizoram, have you ever felt isolated, excluded or disconnected? If yes, in what situations? If no, why not?
4. What challenges or difficulties made you feel this way? Elaborate.

Guiding Questions related to Academic Challenges

1. How do you find the academic environment in Mizoram? If positive, what helped you adapt? If challenging, what made it difficult?
2. Did any differences in educational background or prior schooling caused difficulties in adapting to the academic expectations here? If yes, how?
3. Are there any situations that made you feel stressed, unsupported or isolated academically? If yes, what were they?
4. What aspects of your studies did you find most challenging? Elaborate.

Guiding Questions related to Adjustment Strategies

1. In response to the problems you faced, did you take any actions to overcome them?
2. Did anything or anyone help you adjust after facing challenges? If yes, what or who helped? If no, why not?
3. Are there any strategies that helped you cope with these challenges? If yes, which ones and why were they helpful? If no, why not?
4. Did any routines, habits or activities help you adjust more easily? Elaborate.

APPENDIX - V

CONSENT FORM FOR PARTICIPATING IN FOCUS GROUP DISCUSSION

I have been provided with detailed information about the purpose, objectives and procedures of this study and I have had the opportunity to discuss the research project thoroughly with the researcher conducting this study as part of a Ph.D. programme.

I understand that:

- Participation in this study is voluntary and I have the right to withdraw at any time without giving a reason.
- I may decline to answer any specific question if I do not wish to.
- My responses will be treated as confidential and no information that can identify me will be used in any reports or publications without my prior consent.
- Information shared within the focus group or interview should remain confidential.
- My interview may be audio-recorded for research purposes.

By signing below, I give my consent to participate in this discussion. I understand that the information collected from my participation will be kept confidential and used primarily for a Ph.D. thesis and may also be included in summarized form in journal publications. I consent to the use of my data for these purposes.

Date : _____ Signature : _____

APPENDIX - VI

ITEM DISCRIMINATION TABLE

Item No.	HIGH GROUP		LOW GROUP		t-value	Significance
	Mean	Standard Deviation	Mean	Standard Deviation		
1.	3.33	1.07	1.67	0.78	6.51	*
2.	3.74	1.26	1.70	0.72	7.29	*
3.	3.96	1.02	1.70	0.91	8.59	*
4.	3.67	0.92	1.37	0.69	4.19	*
5.	3.19	1.08	2.67	0.78	2.02	NS
6.	2.96	1.16	1.44	0.75	5.71	*
7.	3.44	1.65	1.70	0.82	4.91	*
8.	3.52	1.25	1.52	0.98	6.55	*
9.	4.30	0.95	3.04	1.09	4.52	*
10.	3.52	1.19	1.81	0.74	6.33	*
11.	2.93	1.52	1.37	0.63	4.92	*
12.	3.78	1.25	1.48	0.85	7.89	*
13.	3.81	1.18	1.59	0.80	8.12	*
14.	4.11	1.25	2.41	1.22	5.07	*
15.	3.30	1.27	1.56	1.05	5.50	*
16.	2.96	1.45	1.37	0.69	5.15	*
17.	3.52	1.25	1.59	0.84	6.63	*
18.	3.89	1.19	2.04	1.06	6.06	*
19.	3.96	1.06	1.37	0.56	11.25	*
20.	3.56	1.25	2.00	0.92	5.21	*
21.	3.22	1.34	1.26	0.45	7.22	*
22.	4.22	1.15	1.93	0.83	8.40	*
23.	3.96	1.13	1.59	1.01	8.14	*
24.	3.63	1.39	1.70	0.72	6.38	*

25.	3.48	1.16	1.30	0.54	8.89	*
26.	4.00	1.18	1.41	0.84	9.30	*
27.	3.70	1.07	1.63	0.93	7.63	*
28.	3.52	1.25	1.37	0.88	7.29	*
29.	3.48	1.16	1.52	0.70	7.55	*
30.	3.78	1.15	1.33	0.73	9.28	*
31.	3.67	1.41	1.48	0.94	6.70	*
32.	3.96	1.02	1.41	0.64	11.06	*
33.	3.67	1.36	1.48	0.70	7.43	*
34.	3.48	1.34	1.52	0.85	6.43	*
35.	3.63	1.31	1.44	0.85	7.30	*
36.	3.78	1.22	1.52	0.94	7.64	*
37.	3.44	1.42	1.81	0.92	4.99	*
38.	3.67	1.33	1.67	0.92	6.43	*
39.	3.74	1.23	2.04	1.22	5.11	*
40.	4.15	1.03	1.96	1.16	7.33	*
41.	3.63	1.45	1.48	1.01	6.32	*
42.	4.19	1.11	1.70	1.07	8.37	*
43.	3.48	1.34	1.33	0.68	7.43	*
44.	3.04	1.58	1.44	0.64	4.85	*
45.	3.33	1.18	2.19	1.14	3.63	*
46.	3.78	1.25	1.78	0.93	6.66	*
47.	3.74	1.26	1.78	0.89	6.61	*
48.	3.93	1.14	1.30	0.47	11.09	*
49.	3.41	1.47	1.85	1.03	4.50	*
50.	3.81	1.36	1.78	0.93	6.42	*
51.	3.67	1.30	1.33	0.48	8.74	*

Note. NS = Not Significant, * = Significant at 0.01 level (table value = 2.68)

APPENDIX - VII

TEST-RETEST SCORES ON ALIENATION SCALE FOR NON-RESIDENT STUDENTS

Sl. No.	Score on first test	Score on second test	Sl. No.	Score on first test	Score on second test
1.	77	57	51.	78	62
2.	82	68	52.	147	129
3.	106	87	53.	211	112
4.	124	106	54.	94	78
5.	216	203	55.	119	85
6.	123	105	56.	115	90
7.	190	172	57.	71	62
8.	131	120	58.	188	172
9.	135	124	59.	108	84
10.	85	71	60.	83	65
11.	105	86	61.	155	135
12.	92	74	62.	154	135
13.	124	106	63.	121	111
14.	141	130	64.	143	127
15.	166	144	65.	240	226
16.	115	87	66.	114	86
17.	75	62	67.	155	128
18.	189	168	68.	192	176
19.	109	85	69.	152	139
20.	94	80	70.	112	90
21.	129	113	71.	84	64
22.	108	92	72.	178	154
23.	102	90	73.	125	109
24.	120	110	74.	78	64

25.	237	222	75.	104	103
26.	93	82	76.	218	192
27.	193	182	77.	82	71
28.	147	124	78.	100	84
29.	123	108	79.	127	110
30.	82	66	80.	133	122
31.	122	114	81.	150	141
32.	108	113	82.	157	132
33.	113	88	83.	146	132
34.	82	71	84.	130	117
35.	130	114	85.	92	79
36.	127	108	86.	116	92
37.	142	130	87.	128	109
38.	135	119	88.	240	229
39.	158	127	89.	161	142
40.	131	120	90.	74	64
41.	72	59	91.	75	72
42.	172	152	92.	102	86
43.	109	87	93.	158	142
44.	142	131	94.	134	120
45.	174	162	95.	105	84
46.	229	214	96.	238	224
47.	188	167	97.	106	91
48.	71	71	98.	147	125
49.	148	144	99.	165	139
50.	195	178	100.	121	85

APPENDIX - VIII

SCORES ON TWO SCALES FOR ESTABLISHING CRITERION-RELATED VALIDITY

Sl. No.	Score on present scale	Score on criterion test	Sl. No.	Score on present scale	Score on criterion test
1.	144	136	51.	139	131
2.	85	83	52.	66	59
3.	64	58	53.	90	78
4.	84	79	54.	113	99
5.	168	149	55.	74	69
6.	68	61	56.	106	108
7.	135	130	57.	72	65
8.	71	64	58.	91	79
9.	108	94	59.	92	88
10.	127	121	60.	142	132
11.	176	158	61.	172	147
12.	105	102	62.	120	105
13.	162	139	63.	90	81
14.	192	138	64.	142	131
15.	78	72	65.	128	121
16.	64	57	66.	135	126
17.	87	81	67.	131	127
18.	71	69	68.	129	121
19.	130	127	69.	127	119
20.	122	109	70.	110	92
21.	125	121	71.	86	82
22.	79	68	72.	65	61
23.	124	120	73.	57	48

24.	132	129	74.	103	98
25.	214	147	75.	108	110
26.	226	139	76.	71	64
27.	87	77	77.	85	75
28.	120	119	78.	88	77
29.	84	81	79.	152	134
30.	87	81	80.	144	139
31.	132	112	81.	124	115
32.	62	59	82.	109	101
33.	222	139	83.	154	137
34.	141	137	84.	86	77
35.	182	146	85.	203	134
36.	90	87	86.	111	99
37.	110	103	87.	113	107
38.	114	89	88.	120	117
39.	114	110	89.	139	123
40.	86	81	90.	130	123
41.	119	112	91.	92	89
42.	106	98	92.	85	78
43.	117	106	93.	59	52
44.	112	167	94.	84	79
45.	82	79	95.	80	76
46.	62	59	96.	109	101
47.	172	142	97.	229	147
48.	167	143	98.	64	62
49.	224	142	99.	62	67
50.	71	66	100.	178	154

APPENDIX - IX

RAW SCORES WITH CORRESPONDING Z-SCORES ON ALIENATION SCALE

Raw Score	Z-score	Raw Score	Z-score	Raw Score	Z-score	Raw Score	Z-score
61	-2.14	75	-1.64	81	-1.42	84	-1.32
63	-2.07	75	-1.64	82	-1.39	84	-1.32
67	-1.93	75	-1.64	82	-1.39	85	-1.28
67	-1.93	75	-1.64	82	-1.39	85	-1.28
70	-1.82	75	-1.64	82	-1.39	85	-1.28
70	-1.82	75	-1.64	82	-1.39	85	-1.28
71	-1.78	75	-1.64	82	-1.39	85	-1.28
71	-1.78	76	-1.60	82	-1.39	85	-1.28
71	-1.78	77	-1.57	82	-1.39	85	-1.28
72	-1.75	77	-1.57	83	-1.35	86	-1.24
73	-1.71	77	-1.57	83	-1.35	87	-1.21
73	-1.71	78	-1.53	83	-1.35	87	-1.21
74	-1.68	79	-1.50	84	-1.32	88	-1.17
74	-1.68	79	-1.50	84	-1.32	88	-1.17
74	-1.68	79	-1.50	84	-1.32	89	-1.14
74	-1.68	79	-1.50	84	-1.32	89	-1.14
74	-1.68	80	-1.46	84	-1.32	89	-1.14
74	-1.68	80	-1.46	84	-1.32	89	-1.14
75	-2.14	81	-1.42	84	-1.32	89	-1.14
89	-1.14	94	-0.96	97	-0.85	99	-0.78
89	-1.14	94	-0.96	97	-0.85	99	-0.78
89	-1.14	94	-0.96	97	-0.85	99	-0.78
89	-1.14	94	-0.96	97	-0.85	99	-0.78

90	-1.10	94	-0.96	97	-0.85	99	-0.78
90	-1.10	94	-0.96	97	-0.85	99	-0.78
90	-1.10	95	-0.92	97	-0.85	99	-0.78
90	-1.10	95	-0.92	97	-0.85	99	-0.78
91	-1.06	95	-0.92	98	-0.81	100	-0.74
91	-1.06	95	-0.92	98	-0.81	100	-0.74
91	-1.06	95	-0.92	98	-0.81	100	-0.74
91	-1.06	95	-0.92	98	-0.81	100	-0.74
91	-1.06	95	-0.92	98	-0.81	100	-0.74
92	-1.03	95	-0.92	98	-0.81	100	-0.74
92	-1.03	95	-0.92	98	-0.81	100	-0.74
92	-1.03	96	-0.88	98	-0.81	100	-0.74
92	-1.03	96	-0.88	98	-0.81	101	-0.70
92	-1.03	96	-0.88	98	-0.81	101	-0.70
92	-1.03	96	-0.88	98	-0.81	101	-0.70
92	-1.03	96	-0.88	98	-0.81	101	-0.70
92	-1.03	96	-0.88	98	-0.81	101	-0.70
92	-1.03	96	-0.88	98	-0.81	101	-0.70
93	-0.99	96	-0.88	98	-0.81	101	-0.70
93	-0.99	96	-0.88	98	-0.81	102	-0.67
93	-0.99	96	-0.88	98	-0.81	102	-0.67
93	-0.99	96	-0.88	98	-0.81	102	-0.67
93	-0.99	96	-0.88	98	-0.81	102	-0.67
94	-0.96	97	-0.85	98	-0.81	102	-0.67
94	-0.96	97	-0.85	98	-0.81	102	-0.67
94	-0.96	97	-0.85	98	-0.81	102	-0.67
102	-0.67	106	-0.53	108	-0.45	112	-0.31
102	-0.67	106	-0.53	109	-0.42	112	-0.31
102	-0.67	106	-0.53	109	-0.42	113	-0.27
102	-0.67	106	-0.53	109	-0.42	113	-0.27
102	-0.67	106	-0.53	109	-0.42	113	-0.27

102	-0.67	106	-0.53	109	-0.42	113	-0.27
102	-0.67	106	-0.53	109	-0.42	113	-0.27
103	-0.63	106	-0.53	109	-0.42	113	-0.27
103	-0.63	106	-0.53	109	-0.42	113	-0.27
103	-0.63	106	-0.53	109	-0.42	113	-0.27
104	-0.60	106	-0.53	110	-0.38	114	-0.24
104	-0.60	107	-0.49	110	-0.38	114	-0.24
104	-0.60	107	-0.49	110	-0.38	114	-0.24
104	-0.60	107	-0.49	110	-0.38	114	-0.24
104	-0.60	107	-0.49	110	-0.38	114	-0.24
104	-0.60	107	-0.49	110	-0.38	114	-0.24
104	-0.60	108	-0.45	110	-0.38	115	-0.20
105	-0.56	108	-0.45	111	-0.35	115	-0.20
105	-0.56	108	-0.45	111	-0.35	115	-0.20
105	-0.56	108	-0.45	112	-0.31	115	-0.20
105	-0.56	108	-0.45	112	-0.31	115	-0.20
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
105	-0.56	108	-0.45	112	-0.31	116	-0.17
116	-0.17	121	0.01	125	0.16	127	0.23
117	-0.13	121	0.01	125	0.16	127	0.23
117	-0.13	121	0.01	125	0.16	127	0.23
117	-0.13	121	0.01	125	0.16	128	0.27
117	-0.13	121	0.01	125	0.16	128	0.27
117	-0.13	121	0.01	125	0.16	128	0.27
117	-0.13	121	0.01	125	0.16	128	0.27

117	-0.13	122	0.05	125	0.16	128	0.27
118	-0.09	122	0.05	125	0.16	129	0.30
118	-0.09	122	0.05	125	0.16	129	0.30
118	-0.09	122	0.05	125	0.16	129	0.30
118	-0.09	122	0.05	125	0.16	129	0.30
119	-0.06	123	0.09	126	0.19	129	0.30
119	-0.06	123	0.09	126	0.19	130	0.34
119	-0.06	123	0.09	126	0.19	130	0.34
119	-0.06	123	0.09	126	0.19	130	0.34
119	-0.06	123	0.09	126	0.19	130	0.34
119	-0.06	123	0.09	126	0.19	131	0.37
120	-0.02	123	0.09	126	0.19	131	0.37
120	-0.02	123	0.09	126	0.19	131	0.37
120	-0.02	123	0.09	126	0.19	131	0.37
120	-0.02	123	0.09	127	0.23	131	0.37
120	-0.02	123	0.09	127	0.23	131	0.37
120	-0.02	124	0.12	127	0.23	131	0.37
121	0.01	124	0.12	127	0.23	131	0.37
121	0.01	124	0.12	127	0.23	132	0.41
121	0.01	124	0.12	127	0.23	132	0.41
121	0.01	124	0.12	127	0.23	132	0.41
121	0.01	124	0.12	127	0.23	132	0.41
121	0.01	125	0.16	127	0.23	132	0.41
121	0.01	125	0.16	127	0.23	132	0.41
132	0.41	137	0.59	141	0.73	148	0.99
132	0.41	137	0.59	142	0.77	148	0.99
133	0.45	137	0.59	142	0.77	148	0.99
133	0.45	137	0.59	142	0.77	148	0.99
133	0.45	137	0.59	142	0.77	148	0.99
133	0.45	138	0.63	142	0.77	148	0.99
134	0.48	138	0.63	142	0.77	148	0.99

134	0.48	138	0.63	142	0.77	148	0.99
134	0.48	138	0.63	143	0.81	148	0.99
134	0.48	138	0.63	143	0.81	149	1.02
134	0.48	138	0.63	143	0.81	149	1.02
134	0.48	138	0.63	143	0.81	150	1.06
135	0.52	139	0.66	143	0.81	150	1.06
135	0.52	139	0.66	143	0.81	150	1.06
135	0.52	139	0.66	144	0.84	150	1.06
135	0.52	139	0.66	144	0.84	150	1.06
135	0.52	139	0.66	144	0.84	150	1.06
135	0.52	139	0.66	144	0.84	152	1.13
136	0.55	139	0.66	145	0.88	152	1.13
136	0.55	139	0.66	145	0.88	152	1.13
136	0.55	139	0.66	146	0.91	152	1.13
136	0.55	139	0.66	146	0.91	152	1.13
136	0.55	139	0.66	146	0.91	152	1.13
136	0.55	140	0.70	146	0.91	153	1.17
136	0.55	140	0.70	146	0.91	153	1.17
137	0.59	140	0.70	147	0.95	153	1.17
137	0.59	140	0.70	147	0.95	154	1.20
137	0.59	140	0.70	147	0.95	154	1.20
137	0.59	141	0.73	147	0.95	154	1.20
137	0.59	141	0.73	147	0.95	154	1.20
137	0.59	141	0.73	147	0.95	154	1.20
154	1.20	160	1.42	168	1.71	178	2.06
154	1.20	160	1.42	168	1.71	178	2.06
155	1.24	160	1.42	168	1.71	179	2.10
155	1.24	160	1.42	169	1.74	179	2.10
155	1.24	161	1.45	169	1.74	181	2.17
155	1.24	161	1.45	169	1.74	182	2.21
155	1.24	162	1.49	170	1.78	183	2.24

156	1.27	162	1.49	170	1.78	183	2.24
157	1.31	163	1.53	170	1.78	185	2.32
157	1.31	163	1.53	170	1.78	186	2.35
158	1.35	163	1.53	171	1.81	187	2.39
158	1.35	163	1.53	172	1.85	187	2.39
158	1.35	164	1.56	172	1.85	187	2.39
158	1.35	164	1.56	173	1.89	187	2.39
158	1.35	164	1.56	174	1.92	189	2.46
158	1.35	164	1.56	174	1.92	189	2.46
159	1.38	164	1.56	174	1.92	190	2.50
159	1.38	165	1.60	174	1.92	191	2.53
159	1.38	165	1.60	175	1.96	191	2.53
159	1.38	166	1.63	175	1.96	193	2.60
159	1.38	167	1.67	175	1.96		
160	1.42	167	1.67	176	1.99		
160	1.42	168	1.71	178	2.06		

BIBLIOGRAPHY

- Ababu, G. B., Yigzaw, A. B., Besene, Y. D., & Alemu, W. G. (2018). Prevalence of adjustment problem and its predictors among first-year undergraduate students in Ethiopian university: A cross-sectional institution based study. *Psychiatry Journal*, 5(9),197-208. <https://doi.org/10.1155/2018/5919743>
- Ackah, J. Y. & Kuranchie, A. (2015). Foreign students' adjustment in early days of their university education: The stress and strains. *Academic Journal of Studies*. 4(2),33-39. <https://www.richtmann.org/journal/index.php/ajis/article/view/7183/6885>
- Adams, K. S., & Proctor, B. E. (2010). Adaptation to college for students with and without disabilities: Group differences and predictors. *Journal of Postsecondary Education and Disability*, 22(3), 166-181. <https://files.eric.ed.gov/fulltext/EJ906691.pdf>
- Adams, N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association*, 103(3), 152-153. <https://doi.org/10.3163/1536-5050.103.3.010>
- Aden, A. A. (2021). Factors affecting academic achievement of the foreign undergraduate students at Sudanese universities: A case study of Somali students. *Mogadishu University Journal*, 7, 131-157. <https://doi.org/10.12345/muj.v7i2021.1234>
- Adisa, T. A., Baderin, M., Gbadamosi, G., & Mordi, C. (2019). Understanding the trajectory of the academic progress of international students in the UK. *Education and Training*, 61(5), 606-624. <https://doi.org/10.1108/ET-08-2018-0177>.
- Afful-Broni, A., & Hogrey, P. (2010). A comparative study of residential and non-residential students' academic performance at the University of Education, Winneba. *Academic Leadership: The Online Journal*, 8(1), 2. <https://doi.org/10.58809/CJRX6177>
- Aggarwal, J. C. (2007). *Essentials of educational psychology*. Vikas Publishing House Pvt. Ltd.
- Agustini, D. P., & Nurdiawati, D. (2018). Adjustment and academic achievement of Unsoed international students. *Dialektika: Jurnal Pendidikan Bahasa Inggris*, 5(2), 120-133.
- Ahmadi, A., Ziapour, A., Yoosefi Lebni, J., & Mehedi, N. (2021). Prediction of academic motivation based on variables of personality traits, academic self-efficacy, academic

alienation and social support in paramedical students. *International Quarterly of Community Health Education*, 0(0), 1-7. <https://doi.org/10.1177/0272684X211004948>

- Ahrari, S., Krauss, S. E., Suandi, T., Abdullah, H., Sahimi, A. H. A., Olutokunbo, A. S., & Dahalan, D. (2019). A stranger in a strange land: Experiences of adjustment among international postgraduate students in Malaysia. *Issues in Educational Research*, 29(3), 611-632. <http://www.iier.org.au/iier29/ahrari.pdf>.
- Aidoo, B. (2012). *An examination of mature interpersonal relationships among international and American college students*. [Doctoral dissertation, University of Southern Mississippi]. Core. <https://core.ac.uk/download/pdf/301286191.pdf>
- Ajibade, T., Mashood, A., Gbolahan, B., Chima, G., & Mordi, C. (2019). Understanding the trajectory of the academic progress of international students in the UK. *Education and Training*, 61(3), 1-15. <https://doi.org/10.1108/ET-08-2018-0177>
- Al Matalaka, M., & Al Dwakat, M. (2022). The academic performance challenges of students in terms of obtaining the cumulative average required from donors to continuing study. *Journal of Positive School Psychology*, 6(8), 8494-8502. <http://journalppw.com>
- Al Nasser, A. N. (2019). The reality of alienation among international students at Imam Muhammad ibn Saud Islamic University. *Journal of Scientific Research in Education*, 20, 325-368.
- Alam, R., & Islam, R. (2022). Determinants of academic performance of the students of public universities in Bangladesh. *Athens Journal of Education*, 9(4), 641-654. <https://doi.org/10.30958/aje.9-4-6>
- Alamoudi, A.I (2018). Effect of alienation on academic achievement performance of medical students of King Faisal University. *The Egyptian Journal of Hospital Medicine*, 72 (6),4712-4714
https://ejhm.journals.ekb.eg/article_9846_663966a0ac445e5bcd372125e015dbbc.pdf
- Alasmari, A. A. (2023). Challenges and social adaptation of international students in Saudi Arabia. *Heliyon*, 9, 16283. <https://doi.org/10.1016/j.heliyon.2023.e16283>
- Alavi, M., & Mansor, S. M. S. (2011). Categories of problems among international students in Universiti Teknologi Malaysia. *Procedia - Social and Behavioral Sciences*, 30, 1581-1587. <https://doi.org/10.1016/j.sbspro.2011.10.307>

- Alfattal, E. (2016). International students' college achievement: A critical quantitative perspective. *Wisdom in Education*, 6(1), 1. <https://scholarworks.lib.csusb.edu/wie/vol6/iss1/1>
- Alhurishi, S. A., Aljuraiban, G. S., Alshaikh, F. A., Almutairi, M. M., & Almutairi, K. M. (2021). Predictors of students' academic achievements in allied health professions at King Saud University: A retrospective cohort study. *BMC Medical Education*, 21, Article 93. <https://doi.org/10.1186/s12909-021-02525-x>
- Al-Khawaj, J. M. A. (2013). *Psychosocial correlations of alienation in Kuwaiti students* [Doctoral dissertation, University of Surrey]. University of Surrey. <http://eprints.surrey.ac.uk/804895/>
- Almukdad, M., & Berhanu, K. Z. (2020). The opportunities, challenges and factors influencing international students' academic performance at Akdeniz University, Turkey. *European Journal of Education Studies*, 7(1), 277-294. <https://doi.org/10.5281/zenodo.3712418>.
- Aloka, P. J. (2023). Age differences and adjustment among freshmen at one selected public university. *Social Sciences and Education Research Review*, 10(1), 111-118. <https://doi.org/10.5281/zenodo.8151099>
- Alshammari, M. K., Othman, M. H., Mydin, Y. O., & Mohammed, B. A. (2023). The challenges of psychological adjustment for international students: A critical analysis of coping mechanisms and support services. *Information Sciences Letters*, 12(4), 1241-1245. <http://dx.doi.org/10.18576/isl/120439>
- Al-Zoubi, S. M., & Bani Younes, M. A. (2015). Low academic achievement: Causes and results. *Theory and Practice in Language Studies*, 5(11), 2262-2268. <https://doi.org/10.17507/tpls.0511.09>
- Alzukari, R. (2024). Academic self-efficacy, achievement motivation and academic success of international graduate students. *Journal of Positive School Psychology*, 6(8), 8494-8502. <http://journalppw.com>.
- Anderson, L. E. (1994). A new look at an old construct: Cross-cultural adaptation. *International Journal of Intercultural Relations*, 18(3), 293-328. [https://doi.org/10.1016/0147-1767\(94\)90037-X](https://doi.org/10.1016/0147-1767(94)90037-X)

- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131-154. <https://doi.org/10.1177/1475240906065589>
- Apriyanti, H. K. (2021). Alienation among University of Indonesia's psychology students: A comparative study amongst first-year, second-year and third-year students. *Makara Human Behavior Studies in Asia*, 20(1), 37-45. <https://doi.org/10.7454/mssh.v20i1.3485>
- Arbabisarjou, A., Zare, S., Shahrakipour, M., & Ghoreishinia, G. (2016). Relationship between self-efficacy and academic achievement of Zahedan medical sciences students in 2016. *International Journal of Medical Research & Health Sciences*, 5(7), 349-353. <https://www.ijmrhs.com/medical-research/relationship-between-selfefficacy-and-academic-achievement-of-zahedan-medical-sciences-students-in-2016.pdf>
- Arkoff, A. (1968). *Adjustment and mental health*. McGraw-Hill.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308. <https://www.sciepub.com/reference/230099>
- Aung, W. P. P. (2019). *Challenges international students face and their perceived values at the University of New Hampshire*. University of New Hampshire Scholars' Repository. <https://scholars.unh.edu/honors/471>
- Ayele, A. (2018). Assessing Major Adjustment Problems of First Year Students in Ethiopia, Wolaita Sodo University. *American Journal of Educational Research*, 6(9), 1326-1332. <https://doi.org/10.12691/education-6-9-13>
- Baklashova, T. A., & Kazakov, A. V. (2016). Challenges of international students' adjustment to a higher education institution. *International Journal of Environmental & Science Education*, 11(8), 1821-1832. <https://doi.org/10.12973/ijese.2016.557a>
- Balasubramanian, J. (2017). *Voices of international students on academic, cultural challenges and adjustments: A case study of a higher education institute in Mumbai, India* [Doctoral dissertation, Tata Institute of Social Sciences]. Shodhganga. <https://shodhganga.inflibnet.ac.in/handle/10603/169002>
- Balogun, O. S., Olaleye, S. A., & Ibidoja, O. J. (2020). University student's academic performance: An approach of Tau statistic. Proceedings of the 36th International

Business Information Management Association, Granada, Spain. ISBN: 978-0-9998551-5-7.

- Banjong, D. N. (2015). International students enhanced academic performance: Effects of campus resources. *Journal of International Students*, 5(1), 132-142. <http://jistudents.org/volume-5-issue-1/>
- Barbhuiya, A. H. (2010). *Economics of financing higher education In Mizoram*. [Doctoral thesis, Mizoram University]. Mizoram University Institutional Repository. [https://mzuir.inflibnet.ac.in/bitstream/123456789/89/1/Abdul%20Hannan%20Barbhuiya%20\(Economics\)%20-%202010.pdf](https://mzuir.inflibnet.ac.in/bitstream/123456789/89/1/Abdul%20Hannan%20Barbhuiya%20(Economics)%20-%202010.pdf)
- Bastien, G., Seifen-Adkins, T., & Johnson, L. R. (2018). Striving for success: Academic adjustment of international students in the U.S. *Journal of International Students*, 8(2), 1198-1219. <https://doi.org/10.32674/jis.v8i2.143>
- Berardi, F. (2009). *The soul at work: From alienation to autonomy*. Semiotext(e).
- Berry, J. W. (1997). Immigration, acculturation and adaptation. *Applied Psychology. An International Review*, 46(1), 5-34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- Bie, K. N. (1976). Norwegian students at British Universities - A case study of the academic performances of foreign students, *Scandinavian Journal of Educational Research*, 20(1), 1-24. <https://eric.ed.gov/?id=EJ149495>
- Bist, D., Smith, P., & Davies, M. (2019). A qualitative investigation into the reasons for low academic achievement of international students in a private college. *International Journal of Higher Education Management*, 6(1), 47-66. <https://sure.sunderland.ac.uk/id/eprint/11328/>
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York: David McKay.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <http://eprints.uwe.ac.uk/11735>
- Breuning, M. (2007). Undergraduate international students: A resource for the intercultural education of American peers? *College Student Journal*, 41(4), 1114-1122. <https://eric.ed.gov/?id=EJ816837>

- Brisset, C., Safdar, S., Lewis, J. R., & Sabatier, C. (2010). Psychological and socio-cultural adaptation of university students in France: The case of Vietnamese international students. *International Journal of Intercultural Relations*, 34, 413-426. <https://doi.org/10.1016/j.ijintrel.2010.02.009>
- Brough, J., Singh, P., & Aton, P. (2017). *Extent of college adjustment experiences and academic achievement of the international students in Trinity University of Asia*. Trinity University of Asia. https://www.academia.edu/43438559/College_Adjustment_Expereinces_and_Academic_Achievement_of_International_Students
- Bukhari, S. R., & Khanam, S. J. (2017). Relationship of academic performance and well-being in university students. *Pakistan Journal of Medical Research*, 56(4), 126-130. https://applications.emro.who.int/imemrf/Pak_J_Med_Res/Pak_J_Med_Res_2017_56_4_126_130.pdf
- Byrne, E., Brugh, R., & McGarvey, A. (2019). A melting pot of cultures: Challenges in social adaptation and interactions amongst international medical students. *BMC Medical Education*, 19(86). <https://doi.org/10.1186/s12909-019-1514-1>
- Case, J. M. (2008). Alienation and engagement: Development of an alternative theoretical framework for understanding student learning. *Journal of Higher Education*, 55, 321-332. <http://dx.doi.org/10.1007/s10734-007-9057-5>
- Cavusoglu, M., White, W., James, W. B., & Cobanoglu, C. (2016). Factors associated with international graduate students' academic performance: A comparative analysis between the first semester and the subsequent semester in the U.S. University of South Florida. https://www.researchgate.net/publication/332554656_Factors_Associated_with_International_Graduate_Students'_Academic_Performance_A_Comparative_Analysis_between_the_First_Semester_and_the_Subsequent_Semester_in_the_US
- Cena, E., Burns, S., & Wilson, P. (2021). Sense of belonging, intercultural and academic experiences among international students at a University in Northern Ireland. *Journal of International Students*, 11(4), 812-831. <https://doi.org/10.32674/jis.v11i4.2541>
- Çetin, C., Özdemirci, A., & Kartaltepe, N. (2009). Is alienation only a problem for the bluecollar workers? A research on the alienation of the white-collar workers in the age of information and in banking sector. *The Journal of Financial Research and Studies*, 1(1). <http://ataozdemirci.net/pdf/alienation%20of%20white%20collar%20workers.pdf>

- Chan, T. J., & Dai, M. (2023). Factors influencing academic achievement of university students. *Journal of Communication, Language and Culture*, 3(2), 14-26. <https://doi.org/10.33093/jclc.2023>
- Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.). Vikash Publishing House.
- Chen, Y., Pang, G., & Zhang, C. (2021). Problems encountered by Chinese international students studying in Australia in life and academic adaptations. *Advances in Social Science, Education and Humanities Research*, 582, 150-156. <https://doi.org/10.2991/assehr.k.211221.026>
- Chen, Z. J., & Skuterud, M. (2020). Relative academic achievement of international students: Evidence from an Ontario university. *Canadian Public Policy*, 46(1), 126-143. <https://doi.org/10.3138/cpp.2019-033>.
- Chennamsetti, P. (2020). Challenges faced by Indian international students in US higher education. *Journal of Interdisciplinary Studies in Education*, 9(2), 259-273. <http://ojed.org/jise>
- Chien, Y.Y. (2013). *Adjustment of international students in a UK university: Reasons for study abroad and subsequent academic and socio-cultural experiences* [Doctoral dissertation, University of Exeter]. University of Exeter Repository.
- Chuba, G. Y. (2019). *Common challenges faced by foreign nursing students in Finland: A literature review* [Bachelor's thesis, Centria University of Applied Sciences].
- Çiydem, E., & Gharalar, F. T. (2023). Qualitative assessment of the experiences and psychosocial problems of international students studying in Türkiye. *Gümüşhane University Journal of Health Sciences*, 12(3), 858-869.
- Concepcion, G. L., & Tancinco, N. P. (2016). Social issues and concerns and their influences on the academic performance of Social Science students of Naval State University, Naval, Biliran, Philippines. *International Journal of Sciences: Basic and Applied Research*, 28(1), 263-279. <https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/5889>
[gssrr.org](https://www.gssrr.org)
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Sage Publications.

- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.
- Crosnoe, R., J. M. K., & Elder, J. G. H. (2004). School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. *Social Science Quarterly*, 85(5), 1259-1274. <http://www.sci epub.com/reference/67284>
- Crow, L. D., & Crow, A. (1969). *Educational psychology*. New Delhi: Eurasia Publishing House.
- Dağtekin, O. C. (2021). Factors affecting international students' academic performance. in internationalization in higher education institutions. Ankara Hacı Bayram Veli University. <https://www.researchgate.net/publication/354841395>.
- Darwin, C. (1859). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. John Murray.
- Davis, R. L. (2010). *Academic and social adjustments international students deal with attending U.S. universities* [Master's thesis, Regis University]. <https://epublications.regis.edu/theses/25>
- Dean, D. G. (1961). Alienation: Its meaning and measurement. *American Sociological Review*, 26(5), 753-758. <https://doi.org/10.2307/2090204>
- Demir, K. A., Yaman, F., & Koçak, B. (2025). Social alienation with international students in New York City: A phenomenological research. *Siyasal: Journal of Political Sciences*, 34(1), 134-151. <https://doi.org/10.26650/siyasal.2025.34.1478556>
- Dowleh, M., Dowle, F., Shoaibi, M., & Elahian, H. (2014). Social and cultural factors associated with student alienation (Case study: Kermanshah Azad University). *Journal of Applied Environmental and Biological Sciences*, 4(5), 65-72.
- Duwe, S., & Titzmann, P. F. (2024). Examining the psychometric properties of the BIIS-2 in ethnic minority adolescents in Germany. *Psychological Test Adaptation & Development*, 6(1), 25-39. <https://doi.org/10.1027/2698-1866/a000081>
- El-Deeb, H. A. E. (2012). Analytical study of alienation of rural and urban college students in Sharkia Governorate after the revolution of 25th of January 2011. *Australian Journal of Basic and Applied Sciences*, 6(8), 546-563. <https://www.ajbasweb.com/old/ajbas/2012/August/546-563.pdf>

- English, T., Davis, J., Wei, M., & Gross, J. J. (2016). Homesickness and adjustment across the first year of college: A longitudinal study. *Emotion*, 17(1), 1-5. <https://doi.org/10.1037/emo0000235>
- Ersan, K., & Khalil, A. (2019). Academic challenges of Turkish international students in Pakistan: A qualitative study. *International Journal of Social Sciences*, 5(3), 177-189. <https://doi.org/10.20319/pijss.2019.53.177189>
- Erturk, S., & Nguyen Luu, L. A. (2021). Adjustment challenges and help seeking among Turkish international students in the United States. *Nitel Sosyal Bilimler-Qualitative Social Sciences*, 3(2), 213-230. <https://doi.org/10.47105/nsb.951339>
- Eryılmaz, A., & Burgaz, B. (2011). Özel ve resmi lise öğretmenlerinin örgütsel yabancılaşma düzeyi. *Eğitim ve Bilim*, 36 (161), 271-286. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/1007>
- Eze, S. C., & Inegbedion, H. (2015). Key factors influencing academic performance of international students in UK universities: A preliminary investigation. *British Journal of Education*, 3(5), 55-68. <https://www.eajournals.org/journals/british-journal-of-education-bje/vol-3-issue-5-may-2015/>.
- F. J. Pruitt. (1978). The adaptation of foreign students on American campuses. *Journal of the National Association for Women Deans, Administrators and Counselors* 41, (144-147). <https://eric.ed.gov/?id=EJ184653>
- Fass-Holmes, B., & Vaughn, A. A. (2014). Are international undergraduates struggling academically? *Journal of International Students*, 4(1), 60-73. <https://doi.org/10.32674/jis.v4i1.497>
- Fromm, E. (1966). *Marx's concept of man*. New York: Frederick Ungar.
- Ganesan, R., & Deb, M. (2018). Behaviour technology for enhancing adjustment among fresher female hostel students. *The International Journal of Indian Psychology*, 6(3), 131-141. <https://doi.org/10.25215/0603.73>
- Gates, A. I., & Jersild, A. T. (1948). *Adjustment to changing environments*. McGraw-Hill.
- Gautam, C., Lowery, C. L., Mays, C. D., & Durant, D. (2016). Challenges for global learners: A qualitative study of the concerns and difficulties of international students. *Journal of International Students*, 6(2), 501-526. <https://doi.org/10.32674/jis.v6i2.501>

- Gebhard, J.G. (2012). International students' adjustment problems and behaviours. <https://jistudents.files.wordpress.com/2011/12/10-international-student-adjustment-problems.pdf>
- Geyer, F. (2001). Alienation, Sociology of. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopaedia of the Social and Behavioural Sciences*. (1). 388-392. Amsterdam: Elsevier.
- Gohain, M.P. (2024, December 10). Foreign students in India at record high after Covid tumble. The Times of India. <https://timesofindia.indiatimes.com/india/foreign-students-in-india-at-record-high-after-covid-tumble/articleshow/115951966.cms>
- Good, C.V. (1959). Dictionary of Education, New York, Macmillan.
- Government of India, Ministry of Education. (1986). *National Policy on Education, 1986*. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
- Goyol, A.B. (2002). *The adjustment problems of African students at Western Michigan University*. [Doctoral dissertation, Western Michigan University]. Scholar works. <https://scholarworks.wmich.edu/dissertations/1283>
- Grayson, J. P. (2014). Negative racial encounters and academic outcomes of international and domestic students in four Canadian universities. *Journal of International Students*, 4(3), 262-278. <https://jistudents.org>.
- Gündüz, M., & Alakbarov, N. (2019). Analysis of social adjustment factors of international students in Turkey. *Journal of International Students*, 9(4), 1155-1171. <https://doi.org/10.32674/jis.v9i4.917>
- Gurumayum, P. (2016). *Total quality management in higher education: An analytical study on two central universities (Delhi University and Manipur University)*. [Doctoral thesis, Mizoram University]. Mizoram University Institutional Repository. [https://mzuir.inflibnet.ac.in/bitstream/123456789/231/1/Priyalaxmi%20Gurumayum%20\(Management\).pdf](https://mzuir.inflibnet.ac.in/bitstream/123456789/231/1/Priyalaxmi%20Gurumayum%20(Management).pdf)
- Hadi, N. U., & Muhammad, B. (2019). Factors influencing postgraduate students' performance: A high-order top-down structural equation modelling approach. *Educational Sciences: Theory & Practice*, 19(2), 58-73. <https://doi.org/10.12738/estp.2019.2.004>

- Hanushek, E. A. (1997). Assessing the effects of school resources on student performance: An update. *Educational Evaluation and Policy Analysis*, 19(2), 141-164.
<http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%201997%20EduEvaPolAna%2019%282%29.pdf>
- Hasanova, K. (2025). Factors affecting international students' academic achievement in Azerbaijan. *Acta Globalis Humanitatis et Linguarum*, 2(4), 223-246.
<https://doi.org/10.69760/aghel.0250040011>
- He, Y., & Banham, H. (2009). International student academic performance: Some statistical evidence and its implications. *American Journal of Business Education*, 2(5), 89-100.
<https://doi.org/10.19030/ajbe.v2i5.477>
- Hegel, G. W. F. (1949). *Phenomenology of mind* (J. B. Baillie, Trans.). Macmillan.
- Hellstén, M., & Prescott, A. (2004). Learning at University: The international student experience. *International Education Journal*, 5(3), 344-351.
<https://researchgate.net/publication/242530582>
- Hluna, J.V. (1992). *Education and Missionaries in Mizoram*. Spectrum Publication, Guwahati/Delhi. <http://www.mizoram.nic/about/physiography.html>
- Hmar, R. (2023). *Globalization and higher education: A comparative study of the British and Indian systems*. [Doctoral thesis, Mizoram University]. MZU Institutional Repository.
<https://mzuir.inflibnet.ac.in/bitstream/123456789/1372/1/Ruatdiki%20Hmar.pdf>
- Hosseini, A. S. (2014). The effect of creativity model for creativity development in teachers. *International Journal of Information and Education Technology*, 4(2), 138-142.
<http://www.ijiet.org/papers/385-L1021.pdf>
- Howard, E. A. (1994). *Alienation among international students* [Master's thesis, Oklahoma State University]. Oklahoma State University.
<https://research-solution.com/uplode/book/book-86413.pdf>
- Hsu, C.H. (2011). *Factors influencing international students' academic and socio-cultural transition in an increasingly globalized society* [Doctoral dissertation, University of Southern Mississippi]. <https://aquila.usm.edu/dissertations/429>
- Hu, J., & Cheung, C. K. (2021). Gender difference in the effect of cultural distance on academic performance among cross-border students in China. *Psicologia: Reflexão e Crítica*, 34(1), 33. <https://doi.org/10.1186/s41155-021-00199-4>

- Huang, H. (1991). *Alienation as a function of participation in college activities among selected international students* [Master's thesis, The University of Arizona]. ProQuest Dissertations Publishing. <https://hdl.handle.net/10150/277873>
- Hynson, E. (2019). *Academic competence, self-efficacy and achievement expectations among international students at the University of Central Florida* [Honors undergraduate thesis, University of Central Florida]. STARS Digital Repository. <https://stars.library.ucf.edu/honorstheses/541>
- Iqbal, S., Nasir, M., Ali, R., & Abaidullah, M. (2015). Problems faced by international students during study period. *Journal of Arts and Social Sciences*, 2(1), 1.
- Islam, M. N. (2019). Survey of literature on the relationship between learners' multiple intelligences and academic achievement. *International Journal of Research in Social Sciences*, 9(3), 353. <http://www.ijmra.us>
- Janjua, F., Malik, S., & Rahman, F. (2011). Learning experiences and academic adjustment of international students: A case study from Pakistan. *Journal of Language Teaching and Research*, 2(6), 1359-1365. <https://doi.org/10.4304/jltr.2.6.1359-1365>
- Jayanthi, S. V., Balakrishnan, S., Lim, A. L. S. C., Latiff, N. A. A., & Nasirudeen, A. M. A. (2014). Factors contributing to academic performance of students in a tertiary institution in Singapore. *American Journal of Educational Research*, 2(9), 752-758. <https://doi.org/10.12691/education-2-9-8>
- Jha, D. K., & Pashine, P. (2024). A feeling of alienation among school-going adolescents and its preventive measures: Focus on Nagpur, Maharashtra. *The International Journal of Indian Psychology*, 12(4). <https://ijip.in/articles/feeling-of-alienation/>
- Jiang, Q., Horta, H., & Yuen, M. (2022). International medical students' perspectives on factors affecting their academic success in China: A qualitative study. *BMC Medical Education*, 22(1), 574. <https://doi.org/10.1186/s12909-022-03597-z>
- Jiyagatai, A. P. (2018). Challenges faced by international students in China. *Greener Journal of Educational Research*, 8(4), 65-75. <https://doi.org/10.15580/GJER.2018.4.051118070>
- Jochems, W., Snippe, J., Smid, H. J., & Verweij, A. (1996). The academic progress of foreign students: Study achievement and study behaviour. *Higher Education*, 31(3), 325-340. <https://doi.org/10.1007/BF00128435>

- Johnson, G. M. (2005). Student alienation, academic achievement and Web CT use. *Educational Technology & Society*, 8(2), 179-189. <https://www.jstor.org/stable/jeductechsoci.8.2.179>
- Joseph, R. (2017). *A study of academic achievement of secondary school students in relation to their achievement motivation, study habits and learning styles in Kigali City, Rwanda* [Master's thesis, University of Mysore]. Shodhganga. <http://hdl.handle.net/10603/209647>
- Jusoff, A.N., Ali, S.K., Mokhtar, N., & Salamat, A. S. A. (2009). The factors influencing students' performance at Universiti Teknologi MARA Kedah, Malaysia. *Management Science and Engineering*, 3(4), 81-90. <https://ir.uitm.edu.my/34997/1/34997.pdf>
- Kanungo, R. N. (1979). The concepts of alienation and involvement revisited. *Psychological Bulletin*, 86(1), 119-138. <https://www.semanticscholar.org/paper/The-concepts-of-alienation-and-involvement-Kanungo/6d1db77f6c806c39511ccf42aee88636b8d0518b>
- Kaplon, M.A. (1976). *Alienation and identification*. The Free Press, 118. <https://books.google.co.in/books?isbn=1451403402>
- Kaur, J. (2015). *Alienation of rural and urban adolescents in relation to emotional intelligence and family environment* [Master's thesis, Guru Nanak Dev University]. Shodhganga. <http://hdl.handle.net/10603/199302>
- Khan, A., Hamdan, A. R., Ahmad, R., & Mustaffa, M. S. (2015). International student's academic achievement: Contribution of gender, self-efficacy and socio-cultural adjustment. *Asian Social Science*, 11(10), 153-158. <https://doi.org/10.5539/ass.v11n10p153>.
- Kim, Y. Y. (1995). Cross-cultural adaptation: An integrative theory. In R. Wiseman (ed.), *Intercultural communication theory: International and Intercultural Communication Annual*. 19, 170-193. Thousand aks: Sage.
- Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Sage Publications.
- Klomegah, R. Y. (2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40(2), 303-315. <https://eric.ed.gov/?id=EJ765327>

- Komow, B., Khanna, R., & Sharma, R. K. (2012). Journey of higher education in India: An analysis of post-independence era. *Asian Journal of Multidimensional Research*, 1(1), 96-115.
<https://pdfs.semanticscholar.org/ab0c/6cf4afdc090b8de3969a30ee400b95d52cf2.pdf>
- Kraaykamp, G., & van Eijck, K. (2012). Cultural and social integration of students in higher education: Effects on academic achievement. *Higher Education*, 63(5), 563-580.
<https://link.springer.com/article/10.1007/s10734-011-9468-1>
- Krueger, R. A. (2002, October). Designing and conducting focus group interviews. University of Minnesota. <https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf>
- Kukatlapalli, J. (2016). *A study of the adjustment experiences of Indian international students in New Zealand universities* [Doctoral dissertation, Victoria University of Wellington].
<https://doi.org/10.26686/wgtn.12503693.v1>
- Kumar, N. (2018). Alienation among male and female undergraduate students of government and private universities. *Journal of National Development*, 31(2), 197-202.
<https://jndmeerut.org/wp-content/uploads/2020/09/Volume-31-No-2-Winter-2018.pdf>
- Kumari, S., & Kumar, P. (2017). Study of academic performance among college students in relation to student alienation. *Educational Quest- An International Journal of Education and Applied Social Sciences*. doi: 10.5958/2230-7311.2017.00079.4
- Kusmayadi, T., & Husodo, B. (2018). The experimentation of LC7E learning model on the linear program material in terms of interpersonal intelligence on Wonogiri Vocational School students. *Journal of Physics: Conference Series*.
<https://iopscience.iop.org/article/10.1088/1742-6596/1013/1/012119>
- Labokas, M. (2024). Students' alienation from learning activity: Some insights from high-school seniors' study in Lithuania. *Journal of Education, Culture and Society*, 1, 549-555. <https://jecs.pl/index.php/jecs/article/view/1632>
- Lamas, H. A. (2015). School Performance. *Journal of Educational Psychology-Propositos y Representaciones*, 3(1), 351-385. Doi:10.20511/pyr2015.v3n1.74
- Lang, K. (1964). *Alienation in J. Gould and W. Kelb: A dictionary of social sciences*. New York, NY: Free Press. https://www.e-iji.net/dosyalar/iji_2022_3_20.pdf

- Lashari, S., Kaur, A. & Hashim, R.A. (2018). Home away from home - The role of social support for international students' adjustment. *Malaysian Journal of Learning and Instruction*. 15(2):33-54 doi:10.32890/mjli2018.15.2.2
https://www.researchgate.net/publication/330215811_Home_away_from_home_-_The_role_of_social_support_for_international_students'_adjustment
- Lazarus, R. S. (1961). *The relationship between personality and adaptation*. *Psychological Monographs*, 75(1, Whole No. 546). <https://doi.org/10.1037/h0093848>
- Lebcir, R. M., Wells, H., & Bond, A. (2008). Factors affecting academic performance of international students in project management courses: A case study from a British Post 92 University. *International Journal of Project Management*, 26(3), 268-274. <https://doi.org/10.1016/j.ijproman.2008.02.003>
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409. <https://www.jstor.org/stable/29735060>
- Lee, J. S. (2017). Challenges of international students in a Japanese university: Ethnographic perspectives. *Journal of International Students*, 7(1), 73-93. <https://doi.org/10.32674/jis.v7i1.245>
- Li, G., Chen, W., & Duanmu, J. L. (2010). Determinants of international students' academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education*, 14(4), 389-405. <https://doi.org/10.1177/1028315309331490>.
- Li, L., & Zhang, J. (2022). Academic adjustment in the UK university: A case of Chinese students' direct-entry as international students. *Journal of Education and Learning*, 11(5), 131-143. <https://doi.org/10.5539/jel.v11n5p131>
- Li, S., & Zizzi, S. (2018). A case study of international students' social adjustment, friendship development and physical activity. *Journal of International Students*, 8(1), 389-408. <https://doi.org/10.32674/jis.v8i1.171>
- Lin, J.C & Yi, J.K. (1997). Asian international students' adjustment: Issues and program suggestions. *College Student Journal*, 31 (4): 473-480.
- Lorenzetti, D. L., Lorenzetti, L., Nowell, L., Jacobsen, M., Clancy, T., Freeman, G., & Oddone Paolucci, E. (2023). Exploring international graduate students' experiences, challenges

- and peer relationships: Impacts on academic and emotional well-being. *Journal of International Students*, 13(4), 22-41. <https://doi.org/10.2162/jistudents.1342023.041>
- Mahajan, V.G. (2020). A study of alienation on among male and female college going students. *The International Journal of Indian Psychology* 8(4) doi: 10.25215/0804.135
- Majid, S., Balaji, R., Shivalini, M. P., & Shibani, A. (2017). Motivations for studying abroad and adjustment challenges faced by international students in Singapore. *Academia Journal of Educational Research*, 5(8), 223-235. <https://doi.org/10.15413/ajer.2017.0712>
- Malaklolunthu, S & Sateyen, P.S. (2011). Adjustment problems among international students in Malaysian private higher education institutions. *Procedia Social and Behavioural Sciences*. 15, 833-837 <https://cyberleninka.org/article/n/484084>
- Mann, S. J. (2001). Alternative perspectives on the student experience: Alienation and engagement. *Studies in Higher Education*, 26(1), 7-19. <https://doi.org/10.1080/03075070020030689>
- Pepanyan, M., Meacham, S & Logan, S. (2019). International students' alienation in a US higher education institution. *Journal for Multicultural Education*. <https://doi.org/10.1108/JME-10-2017-0057>
- Marx, K. (1844). *Economic and philosophic manuscripts of 1844: "Estranged labour."* Marxists Internet Archive. <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>
- Marx, K. (1978). *Economic and philosophical manuscripts of 1844* (M. Milligan, Trans.). Prometheus Books.
- Masud, N. A., Mensah, J., San, S. S. S., Subarna, M. T. N., & Hasan, M. (2023). A comprehensive review of international students' perceptions of the learning environment in relation to academic achievement. *Journal of Social, Humanity and Education*, 3(3), 219-236. <https://doi.org/10.35912/jshe.v3i3.1434>
- Mau, R.Y. (1992). The validity and devaluation of concept student alienation. *Adolescence*, 27, 731-741.
- Mbandlwa, Z. (2021). The comparison of the academic performance of students that are staying at student residences and those who are staying in their homes. *Elementary Education Online*, 20(4), 1562-1571. <https://doi.org/10.17051/ilkonline.2021.04.180>

- McGregor, A., Whitehead, W., Decarie, C., & Aylesworth-Spink, S. (2022). Supporting international students in an Ontario college: A case for multiple interventions. *Canadian Journal of Action Research*, 22(2), 5-28.
- Mesidor, J. K., & Sly, K. F. (2016). Factors that contribute to the adjustment of international students. *Journal of International Students*, 6(1), 262-282. <http://jistudents.org/>.
- Mighty, A. (2016). *Causes of alienation among Black students at two predominantly White universities* [Doctoral dissertation, South Dakota State University]. Open Public Research Access Institutional Repository and Information Exchange. <https://openprairie.sdstate.edu/etd/994>
- Ministry of Education, Government of India. (2020). National Education Policy 2020. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Ministry of Education, Government of India. (2024). All India Survey on Higher Education (AISHE) 2021-22: Final report. https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE%20Book_2021-22_4.pdf
- Ministry of Human Resource Development, Government of India. (2011). *All India Survey on Higher Education 2010-11: Concepts and definitions* (Chapter 2). Government of India. <https://cdnbbsr.s3waas.gov.in/s392049debbe566ca5782a3045cf300a3c/uploads/2024/02/20240213512897658.pdf>
- Mishra, L. (2016). Focus group discussion in qualitative research. *TechnoLEARN*, 6(1), 1-5. <https://doi.org/10.5958/2249-5223.2016.00001.2>
- Misra, R., & Castillo, L. G. (2004). Academic stress among college students: Comparison of American and international students. *International Journal of Stress Management*, 11(2), 132-148. <https://doi.org/10.1037/1072-5245.11.2.132>
- Mizoram University. (2016). Regulations governing the Choice-Based Credit and Grading System in undergraduate programmes (Constituent and affiliated colleges) <https://mzu.edu.in/wp-content/uploads/2019/07/New-Under-Graduate-CBCS-Regulation.pdf>
- Mizoram University. (2025). *About the university*. <https://mzu.edu.in/about-the-university/>

- Morgan, C. T. (1961). *Introduction to psychology* (3rd ed.). McGraw-Hill.
- Morinaj, J., Hadjar, A., & Hascher, T. (2019). School alienation and academic achievement in Switzerland and Luxembourg: A longitudinal perspective. *Social Psychology of Education*, 23(2), 279-314. <https://doi.org/10.1007/s11218-019-09540-3>
- Murage, L. M. (2024). Assessment of social challenges on university students' academic achievements. *International Journal of Arts and Social Science*, 7(6), 19-26. <https://ijassjournal.com>
- Mustaffa, C. S., & Ilias, M. (2013). Relationship between students' adjustment factors and cross-cultural adjustment: A survey at the Northern University of Malaysia. *Intercultural Communication Studies*, 22(1), 269-300.
- Narendra, S. (2024). Alienation among undergraduate students of government and private universities. *Journal of Indian Academy of Applied Psychology*, 50(1), 45-53. <https://jiaap.in/wp-content/uploads/2024/07/5-Narendra.pdf>
- Narzary, B. (2023). *Problems faced by the students from North-East India in metropolitan cities: A sociological study*. *Journal of Emerging Technologies and Innovative Research*, 10(11), 371-377. <http://www.jetir.org/view?paper=JETIR2311450>
- Navarro, J.-J., García-Rubio, J., & Olivares, P. R. (2015). The relative age effect and its influence on academic performance. *PLoS One*, 10(10), e0141895. <https://doi.org/10.1371/journal.pone.0141895>
- Nayak, R.J. & Kumari, G. (2018). Impact of alienation, internet addiction and birth order on anxiety and academic achievement of college students. *Journal of Emerging Technologies and Innovative Research*. <https://www.jetir.org/papers/JETIR1809930.pdf>
- Naz, S. (2017). A study of self-esteem and academic achievement of the physically challenged secondary school students of Kashmir. *International Journal of Academic Research and Development*, 2(4), 226-235. <http://www.academicjournal.in/download/432/2-4-134-211.pdf>
- Nazir, T., & Özçiçek, A. (2023). Adjustment challenges and coping strategies of Arab female international university students. *Frontiers in Psychology*, 14, Article 1125368. <https://doi.org/10.3389/fpsyg.2023.1125368>

- Nwosu, C. (2022). Does study abroad affect student academic achievement? *British Educational Research Journal*, 48(4), 821-840. <https://doi.org/10.1002/berj.3796>
- O'Dea, X., & Stern, J. (2023). Cross-cultural integration through the lens of loneliness: A study of Chinese direct entry students in the United Kingdom. *Qualitative Research in Education*. <https://doi.org/10.17583/qre.10205>
- Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. *Practical Anthropology*, 7(4), 177-182. <https://www.jstor.org/stable/2786030>
- OECD. (2023). *International student mobility*. Organisation for Economic Co-operation and Development. <https://www.oecd.org/education/international-student-mobility.html>
- Okusolubo, G. S. (2018). Academic and social challenges faced by African international students in collegiate institutions in America. *International Journal of Economics & Management Sciences*, 7(2), Article 514. <https://doi.org/10.4172/2162-6359.1000514>
- Orcan, F. (2020). Parametric or non-parametric: Skewness to test normality for mean comparison. *International Journal of Assessment Tools in Education*. 7(2). 255-265. <https://doi.org/10.21449/ijate.656077>
- Osin, E. (2007). *Subjective experience of alienation: Measurement and correlates* [Doctoral dissertation, Moscow State University], GLE International. https://www.existenzanalyse.org/wpcontent/uploads/Subjective_Experience_of_Alienation.pdf
- Othman, N. Z. (2015). *Relationship between international students' experience, adjustment and academic performance in Malaysian public universities* [Master's thesis]. Universiti Sains Malaysia.
- Pak, K. (2019). *Experiences of international students in a UK medical school: Cultural, professional and academic transitions* [Doctoral thesis, University of East Anglia]. UEA Digital Repository.
- Palmer, Y. M. (2016). Student to scholar: Learning experiences of international students. *Journal of International Students*, 6(1), 216-240. <https://jistudents.org/volume-6-issue-1/>
- Pandey, R.C., (2008), Academic achievement as related to achievement motivation and parental background. *Indian Psychology Review*, 70 (4): 213-216. https://researchjournal.co.in/upload/assignments/9_484-490.pdf

- Parakarn, S. (1964). *A study of academic achievement of foreign students at Kansas State University*. [Unpublished master's thesis]. Kansas State University.
- Páramo, M. F., Tinajero, C., & Rodríguez, M. S. (2015). Levels of adjustment to college, gender and academic achievement in first-year Spanish students. University of Santiago de Compostela. https://insciencepress.org/wp-content/uploads/2015/05/ISP_Education-Applications-Developments-Book.pdf
- Park, S. H., Abdin, E., Nan, L., Subramaniam, M., Tan, L. W. L., & van Dam, R. M. (2021). Adaptation and validation of a short acculturation scale in a multi-ethnic Asian population. *Psych*, 3(1), 25-38. <https://doi.org/10.3390/psych3010004>
- Pelley, M. (2009). *The impact of stereotype threat on the academic performance of international students studying in the United States* [Undergraduate honours thesis, University of Portland]. Pilot Scholars. https://pilotscholars.up.edu/cst_studpubs/43
- Pineda, J., Kercher, J., Falk, S., Thies, T., Yildirim, H. H., & Zimmermann, J. (2022). Accompanying international students in Germany to academic success: Results and recommendations from the SeSaBa project. DAAD Studies. <https://doi.org/10.46685/DAADStudien.2022.07>
- Qayyum, F. (2024). Cultural adaptation, social integration and academic performance: A study of international students. *International Journal of Contemporary Issues in Social Sciences*, 3(3), 1271-1280. <https://ijciss.org/>
- Rahim, N. A. A. (2021). Adjustment experiences of international graduate students to life in the United States. *Pertanika Journal of Social Sciences & Humanities*, 29(4), 2243-2262. <https://doi.org/10.47836/pjssh.29.4.08>
- Rai, M. (2022). *Adjustment and academic achievement of differently abled students in Sikkim* [Unpublished doctoral dissertation]. Sikkim University.
- Rajabbeigi, H. (2021). *Identifying characteristics that lead to better academic performance for international students in U.S. colleges* [Doctoral dissertation, Pepperdine University]. Pepperdine University Digital Commons. <https://digitalcommons.pepperdine.edu/etd/1209>
- Rajapaksa, S., & Dundes, L. (2002). It's a long way home: International student adjustment to living in the United States. *Journal of College Student Retention: Research, Theory & Practice*, 4(1), 15-28. <https://doi.org/10.2190/5HCY-U2Q9-KVGL-8M3K>

- Raji, M. O. (2019). Experiences and adjustment challenges of Nigerian international students in United Kingdom higher institutions. *International Affairs and Global Strategy*, 70, 1-8. <https://doi.org/10.7176/IAGS/70-01>
- Rathus, S. A., & Nevid, J. S. (1983). *Adjustment and growth: The challenges of life*. Holt, Rinehart and Winston.
- Ren, J., & Hagedorn, L. S. (2012). International graduate students' academic performance: What are the influencing factors? *Journal of International Students*, 2(2), 135-143. <https://www.ojed.org/jis/issue/view/30>
- Rienties, B., Beusaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education*, 63(6), 685-700. <https://doi.org/10.1007/s10734-011-9468-1>
- Rivas, A., Hale, R., & Burke, L. (2019). Challenges faced by non-resident students in higher education institutions: Academic and social integration issues. *Education Research International*, 12 64-67. <https://files.eric.ed.gov/fulltext/EJ1222456.pdf>
- Ruffin, W. L. (1988). *Alienation, aspiration and achievement among Black college students: A 1970-1986 cohort comparison* [Doctoral dissertation, University of Massachusetts]. <https://scholarworks.umass.edu/server/api/core/bitstreams/0fe16abd-3e89-45b9-a083-e89b1c49e0c8/content>
- Rujipak, V., & Limprasert, S. (2016). International students' adjustment in Thailand. *ABAC Journal*, 36(1), 34-46.
- Saikia, J., & Padmavathy, R. D. (2022). Alienation among university graduates in relation to their selected demographic factors and parental behaviour. *International Journal of Health Sciences*, 6(S1), 1517-1527. <https://doi.org/10.53730/ijhs.v6nS1.4912>
- Santrock, J.W. (2006). *Educational psychology* (2nd Ed). New Delhi: Prentice Hall of India.
- Sarah J. Mann (2001): Alternative perspectives on the student experience: Alienation and engagement. *Studies in Higher Education*, 26 (1), 7-19 <http://dx.doi.org/10.1080/03075070020030689>
- Sareen, L. (2025, May 29). 1.8 million and rising: Here is why Indian students prefer studying at international destinations. *The Times of India*.

<https://timesofindia.indiatimes.com/education/study-abroad/1-8-million-and-rising-here-is-why-indian-students-prefer-studying-at-internationaldestinations/articleshow/121489474.cms>

Sarfraz, H. (1997). Alienation: A theoretical overview. *Pakistan Journal of Psychological Research*, 12(1-2), 45-60. <https://pjpr.scione.com/cms/abstract.php?id=547>

Schacht, R. (1970). *Alienation*. Garden City, NY: Doubleday & Company.

Schaffer, L.F. (1961). The psychology of adjustment. Harper & Row. https://www.haldiagovtcollege.ac.in/wpcontent/uploads/2020/12/Adjustment_study_material.pdf

Schram, J. L. (1986). *Predicting alienation in international students (adjustment, culture shock)* [Doctoral dissertation, University of Arizona]. UA Campus Repository. <https://repository.arizona.edu/handle/10150/291262>

Searle, W., & Ward, C. (1990). The prediction of psychological and socio-cultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14(4), 449-464. [https://doi.org/10.1016/0147-1767\(90\)90030-Z](https://doi.org/10.1016/0147-1767(90)90030-Z)

Sebastian, A. (2024). Challenges of North Eastern college students in Chennai. *International Journal of Research Publication and Reviews*, 5(1), 502-506. <https://www.ijrpr.com>

Seeman, M. (1959). On the meaning of alienation. *American Sociological Review*, 24(6), 783-791. <https://doi.org/10.2307/2088565>

Semiun, Y. (2006). *Kesehatan mental I: Pandangan umum mengenai penyesuaian diri dan kesehatan mental serta teori-teori yang terkait* (1st ed.). Yogyakarta: Kanisius. <https://difarepositories.uin-suka.ac.id/247/>

Senerchia, R. E. (2015). *Academic success and academic culture shock: Do international students benefit from academic acculturation intervention?* [Doctoral dissertation, Salve Regina University] <https://digitalcommons.salve.edu/dissertations/AAI3725285/>

Shaheen, Mohammed Ahmed & Naser, Fidaa Mahmoud. (2014). Psychological alienation and its relation with self-esteem among students of Al-Quds University and Al-Quds Open University in Palestine. *Journal of Al-Quds Open University for Educational & Psychological Research & Studies* 7 (2) https://digitalcommons.aaru.edu.jo/jaou_edpsych/vol2/iss7/2

- Shaikh, F. (2024). Exploring challenges faced by international college students: A comprehensive study. *Scholarly Research Journal for Humanity Science & English Language*, 12(63), 417-425. <https://doi.org/10.5281/zenodo.12581765>
- Shengying, Z. (2016). A review of college students' academic achievement research. Teaching and education. *Higher Education Forum* (27), 36-38. https://www.jesoc.com/wp-content/uploads/2022/06/JESOC20_12.pdf
- Shiza, S., Khan, N. A., Ahmed, K., & Khan, M. I. (2021). Acculturative stress, interpersonal support and social adjustment problems in international students. *Indian Journal of Economics & Business*, 20(4), 21-36. <http://www.ashwinanokha.com/resources/v20-4%20-%2021-36-manju.pdf>
- Sidorkin, A. M. (2004). In the event of learning: Alienation and participative thinking in education. *Educational Theory*, 54(3), 251-262. <https://doi.org/10.1111/j.0013-2004.2004.00018.x>
- Sikhwari, T. D., Dama, N. G., Gadisi, A. M., & Matodzi, T. C. (2020). A comparative study of the academic performance of resident and non-resident students at a rural South African university. *Journal of Student Affairs in Africa*, 8(1), 1-12. <https://doi.org/10.24085/jsaa.v8i1.3824>
- Singh, A., Das, B., & Kumar, S. (2018). The relationship between acculturative stress and the length of stay of international students. *International Journal of Pure and Applied Mathematics*, 120(6), 7-14. <https://www.acadpubl.eu/hub/2018-120-6/7/680.pdf>
- Sivtceva, L. (2016). *Challenges and obstacles in the socio-cultural adjustment of international students* [Master's thesis, Masaryk University]. Masaryk University Digital Library. <https://www.muni.cz/en/research/publications/1349020>.
- Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35(6), 699-713. <https://doi.org/10.1016/j.ijintrel.2011.08.004>
- Son (2019). An analysis on factors that affect academic achievement of international students. <https://kdi.research.school.ac.kr/etd/project/analysis-achievement>
- Son, B., & Cho, Y. (2020). An analysis on factors that affect academic achievement in globalized environment. *Journal of Industrial Distribution & Business*, 11(6), 7-17. <https://doi.org/10.13106/jidb.2020.vol11.no6.7>

- Son, J.B., & Park, S.S. (2015). Academic experiences of international PhD students in Australian higher education: From an EAP program to a PhD program. *International Journal of Pedagogies and Learning*, 9(1), 26-37. <https://doi.org/10.1080/22040552.2014.1111498>.
- Sridhar, U., & Jain, K. (2018). Academic and social adjustment challenges faced by students of North-Indian origin studying in colleges of Tamil Nadu. *International Journal of Indian Psychology*, 6(2), 49-76. <https://doi.org/10.25215/0602.049>
- Stanford Encyclopedia of Philosophy. (2024). Alienation. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. <https://plato.stanford.edu/archives/spr2024/entries/alienation/>
- Steenberghs, N., Lavrijsen, J., Soenens, B., & Verschueren, K. (2021). Peer effects on engagement and disengagement: Differential contributions from friends, popular peers and the entire class. *Frontiers in Psychology*, 12, 726815. <https://doi.org/10.3389/fpsyg.2021.726815>
- Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2014). *Academic achievement*. In Oxford Bibliographies in Psychology. Oxford University Press. <https://doi.org/10.1093/obo/9780199756810-0108>
- Sual, R. J., Damasing, H. G. M., Jumao-as, C. J. S., & Sy, A. J. (2012). Adjustment experiences of foreign students in Liceo de Cagayan University: A basis for program recommendation to the guidance center. *Advancing Social Science Research*, 1(1), 14-32. <https://doi.org/10.7828/assr.v1i1.180>
- Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). Determinants of good academic performance among university students in Ethiopia: A cross-sectional study. *BMC Medical Education*, 22(395). <https://doi.org/10.1186/s12909-022-03461-0>.
- Talebloo, B., & Baki, R. (2013). Challenges faced by international postgraduate students during their first year of studies. *International Journal of Humanities and Social Science*, 3(13), 138-145. https://ijhss.thebrpi.org/journals/Vol_3_No_13_July_2013/17.pdf
- Tao, X., Li, S., Ma, J., & Zhou, M. (2022). Investigation and analysis of medical students' sense of alienation. *Pacific International Journal*, 5(4), 56-63. <https://doi.org/10.55014/pij.v5i4.244>

- Taylor, G., & Ali, N. (2017). Learning and living overseas: Exploring factors that influence meaningful learning and assimilation: How international students adjust to studying in the UK from a socio-cultural perspective. *Education Sciences*, 7(1), 35. <https://doi.org/10.3390/educsci7010035>
- Telbis, N. M. (2013). *International students' confidence and academic success* [Master's thesis, University of North Dakota]. University of North Dakota Theses and Dissertations. <https://commons.und.edu/theses/1484>
- Terzi, A.R., Çelik, H. & Dülker, A. P. (2023). The relationship between school alienation and student cynicism: A study on pre-service teachers. *Current Research in Social, Human and Administrative Sciences*. 120-133. Gece Publishing.
- Tesch-Römer, C., Wahl, H.-W., Rattan, S. I. S., & Ayalon, L. (2021). *Successful ageing: Ambition and ambivalence*. Oxford University Press. <https://doi.org/10.1093/med/9780192897534.001.0001>
- Tezcan, M. & Avcı, M. (2013). The relationship between the levels of alienation of the education faculty students and their attitudes towards the teaching profession. *Educational Sciences: Theory & Practice* 13(3) 1507-1513. doi: 10.12738/estp.2013.3.1577
- The Editors of Encyclopaedia Britannica. (n.d.). Alienation, society. Britannica. Retrieved November 3, 2025, from <https://www.britannica.com/topic/alienation-society>
- The Sentinel. (2025, August 7). Mizoram University celebrates NAAC A+ grade and NIRF ranking milestone. *The Sentinel*. <https://www.sentinelassam.com/north-east-india-news/mizoram-news/mizoram-university-celebrates-naac-a-grade-and-nirf-ranking-milestone>
- The Times of India. (2025, March 4). State university bill 2025 passed. <https://timesofindia.indiatimes.com/city/guwahati/state-university-bill-2025-passed/articleshow/118716288.cms>
- Tönnies, F. (2001). *Community and society* (C. P. Loomis, Trans.). Dover Publications. (Original work published 1887)
- Trivedi, R., & Prakasha, G. S. (2021). Student alienation and perceived organizational culture: A correlational study. *International Journal of Evaluation and Research in Education*, 10(4), 1149-1158. <https://doi.org/10.11591/ijere.v10i4.21304>

- Trow, W.C. (1956). *Psychology in teaching and learning*. Houghton Mifflin Company.
<https://books.google.co.in>
- UNESCO. (1998, October 9). World declaration on higher education for the twenty-first century: Vision and action and framework for priority action for change and development in higher education. *World Conference on Higher Education*.
<https://unesdoc.unesco.org/ark:/48223/pf0000113925>
- Van Viet, V. (2021). Student's adjustment to university and its relation to gender, residence and family factors. *Kasetsart Journal of Social Sciences*, 42(1), 81-88. <https://so04.tci-thaijo.org/index.php/kjss/article/view/249441>
- Vanengmawii, C. (2010). *Higher education in Mizoram in the context of knowledge society: A critical analysis* [Doctoral thesis, Mizoram University]. Mizoram University Institutional Repository. <http://14.139.116.8:8080/jspui/handle/123456789/307>
- Verma, A. (2016). A study of academic achievement among high school students in relation to their study habits. *International Journal of Research in Humanities, Arts and Literature*, 4(3), 75-88.
https://www.academia.edu/31672863/_A_STUDY_OF_ACADEMIC_ACHIEVEMENT_AMONG_HIGH_SCHOOL_STUDENTS_IN_RELATION_TO_THEIR_STUDY_HABITS
- Wahyuningsih, M. B. R. (2020). Challenges of foreign students' cultural adjustment to Indonesian culture and impacts on their academic achievements. *KnE Social Sciences*, 158-170. <https://doi.org/10.18502/kss.v4i4.6479>
- Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment and socio-cultural competence during cross-cultural transitions. *International Journal of Intercultural Relations*, 18(3), 329-343. [https://doi.org/10.1016/0147-1767\(94\)90036-1](https://doi.org/10.1016/0147-1767(94)90036-1)
- Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock* (2nd ed.). Routledge.
- Weinhardt, J. M., Morse, B. J., Chimeli, J., & Fisher, J. (2012). An item response theory and factor analytic examination of two prominent maximizing tendency scales. *Judgment and Decision Making*, 7(5), 644-658. <https://doi.org/10.1017/S1930297500006367>

- Womujuni, V. (2006). *The challenges international students face in adjusting to their new status as graduate students: An exploratory case study* [Doctoral dissertation, Portland State University]. <https://doi.org/10.15760/etd.5870>
- Wu, B., & Xin, Y. (2019). *Investigation and study on the causes of college students' poor academic performances and intervention mechanism: Taking college students in Xi'an as an example*. [Paper presentation]. 3rd International Conference on Culture, Education and Economic Development of Modern Society. Atlantis Press. <https://doi.org/10.2991/iccese-19.2019.364>
- Wu, H.P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2(2), 75-83. <https://doi.org/10.1155/2015/202753>
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row. <https://archive.org/details/statisticsanintr0000taro>
- Yang, B. (2019). *Racial microaggressions and alienation among Hmong American college students*. [Doctoral dissertation, Minnesota State University, Mankato]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. <https://cornerstone.lib.mnsu.edu/etds/962>
- Yang, J. (2020). American students' cultural adjustment in China: Experiences and coping strategies. *Journal of International Students*, 10(1), 106-123. <https://doi.org/10.32674/jis.v10i1.764>
- Yao, C. W., Rutt, J. N., Briscoe, K., Kirshenbaum, A., Knight, M. W., & Buell, K. J. (2025). Navigating the first year: Transition and adjustment experiences of international students of color at a predominantly white institution. *Journal of College Orientation, Transition and Retention*, 26(2), 1-25.
- Yeoh, J. S. W., & Terry, D. R. (2013). International research students' experiences in academic success. *Universal Journal of Educational Research*, 1(3), 275-280. <https://doi.org/10.13189/ujer.2013.010319>
- Yuan, M. (2022). Five academic challenges of Chinese international students in U.S. higher education: Educational system adjustment and classroom transition. *Highlights in Business, Economics and Management*, 4, 311-319. <https://doi.org/10.54097/hbem.v4i.3508>

- Yuan, W. (2010). Investigating international student perceptions of adjustment through Q methodology. *Intercultural Communication Studies*, 19(2), 235-252. <https://www-s3-live.kent.edu/s3fs-root/s3fs-public/file/17WenliYuan.pdf>
- Yükselir, C. (2018). International students' academic achievement and progress in Turkish higher education context: Students' and academics' views. *Universal Journal of Educational Research*, 6(5), 1015-1021. <https://doi.org/10.13189/ujer.2018.060522>
- Yusoff, M. Y., & Chelliah, S. (2010). Adjustment in international students in Malaysian public university. *International Journal of Innovation, Management and Technology*, 1(3), 275-278
- Zaid, A., Alkouri, Tamara. M., Nsair, Intisar Turki Al-Darabah & Khaled, M., Hamadin. (2022). Psychological alienation among college students. *Journal of Positive School Psychology* 6, 2516-2529 <http://journalppw.com>
- Zhan, Q., Wang, S., Li, C., Li, M., Liu, D., Peng, W., Song, F., Shi, T., & Li, Y. (2023). Revision and validation of the Prosocialness Scale for Adults (PSA) among Chinese college students. *BMC Psychology*, 11, 124. <https://doi.org/10.1186/s40359-023-01124-3>
- Zhang, L. (2023). *Chinese students' social experiences at a university in the United Kingdom* [Master's dissertation, University of Glasgow]. University of Glasgow Repository.
- Zhang, X. (2025). A study on educational integration in the multicultural context of Malaysia: An analysis of the current situation of Chinese PhD students. *International Journal of Changes in Education*. <https://doi.org/10.47852/bonviewIJCE52024684>
- Zhao, K. (2006). *The impact of adjustment problems on academic achievement of international undergraduates at West Virginia University* [Master's thesis, West Virginia University]. Graduate Theses, Dissertations and Problem Reports, 845. <https://researchrepository.wvu.edu/etd/845>
- Zhao, X. (2024). *Revisiting the 'U curve' hypothesis: International students' academic, sociocultural and psychological adjustment trajectories at a British university* [Unpublished doctoral dissertation]. Newcastle University.
- Zhao, X. L. (2025). Comparison of theoretical models of acculturation from the perspective of educational psychology. *World Journal of Educational Studies*, 3(3), 30-45. <https://doi.org/10.61784/wjes3030>

- Zheng, Z. M. (2022). A literature review on the academic achievement of college students. *Journal of Education and Social Sciences*, 20(1). https://www.jesoc.com/wp-content/uploads/2022/06/JESOC20_12.pdf
- Zhou, G., & Zhang, Z. (2014). A study of the first-year international students at a Canadian university: Challenges and experiences with social integration. *Canadian and International Education*, 43(2), 7. <https://doi.org/10.5206/cie-eci.v43i2.9253>
- Zhu, J. (2012). *Academic adjustment of Chinese students at German universities* [Doctoral dissertation, Humboldt-Universität zu Berlin]. <https://doi.org/10.18452/12345>
- Zitha, I., Mokganya, G., & Tshililo, T. (2023). Demystifying the factors contributing to alienation and fostering social justice in higher education: A case of first-year University Students. *Preprints.org*. <https://doi.org/10.20944/preprints202312.1180.v1>.
- Zokaei, M. S., & Esmaeili, M. J. (2011). Youth and academic and educational alienation. *Quarterly Journal of Cultural Studies*, 4(4), 55-90. <https://www.magiran.com/paper/1007780/youth-and-academic-and-educational-alienation?lang=en>

BRIEF BIO DATA OF THE CANDIDATE

Name:	Vanlalhluzuala Sailo
Father's Name:	Saihmingliana Sailo
Date of Birth:	26th May, 1995
Gender:	Male
Address:	Model Veng, Thenzawl, Mizoram
Phone Number:	8974448436
Email:	vlmamasailo@gmail.com
Nationality:	Indian
Category:	Scheduled Tribe
Religion:	Christian
Marital Status:	Unmarried
Educational Qualification:	M.A. (Sociology), M.Ed. M.A. (Education), NET (Education)
Ph.D. Registration:	MZU/Ph.D./2163 of 05.08.2022
Department:	Education
Title of Thesis:	Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram



Alienation Among Non-Resident Paramedical and Nursing Students of Mizoram

Vanlalhluzuala Sailo¹, Dr. Donna Lalnunfeli²

¹Research Scholar, Institute of Advanced Studies in Education, Aizawl, Mizoram

²Associate Professor, Institute of Advanced Studies in Education, Aizawl, Mizoram

Abstract

Alienation is a concept that found its place in the very beginning of humanity on earth, experienced at every stage of civilization throughout history. It is a condition in which individuals no longer have meaningful connection with their community or culture, and feel disconnected from the social environment around them. The present study examined the levels of alienation among 125 non-resident students of RIPANS, Aizawl and addressed whether gender, age and length of stay are determinants of alienation. '*Alienation Scale for Non-Resident Students*' developed by the researcher was used for collection of data. The results indicated that the students' level of alienation is moderate and no significant differences based on age and length of stay was found but there was difference based on gender.

Keywords: Alienation, Non-Resident Students, Paramedical And Non-Resident Students, Student Mobility

INTRODUCTION

With the increase in internalization and globalization of higher education across the globe, many students move across the world and from state to state within the country in search of quality higher education. Many students across the country are enrolled in different institutions both in and outside the country to pursue higher education. At the same time, students across the country also move from state to state in pursuance of higher education in different fields. Due to the expansion of professional higher educational institutions in Mizoram, students from various states across the country migrated in order to receive education. With the increase in non-resident students studying in Mizoram, certain problems and challenges are inevitable and could lead to different kinds of problems in their studies and everyday life. Alienation is evident especially in the secondary education and higher education (Tezcan, 1997). It is a sociological concept developed by German philosopher Karl Marx that describes the estrangement (emotional or physical) of an individual from society. It is a condition in which individuals no longer have meaningful connection with their community or culture, and feel disconnected from the social environment around them. According to Finifter (1972) "Alienation is a society-based phenomena that results in one's extraction from any society, institution or association in which he or she belongs."

However, in the context of higher education, the idea of student alienation became widespread in response to the student unrest of the late 1960s (Case, 2007). A person feels alienated when there is a feeling of disconnection from oneself at the personal level, education, work as well as from social environment at conscious level and unconscious level. In the technological, cultural, social system alienation among the students is increasing gradually. Particularly when it comes to students from various backgrounds entering

a new environment for the first time, feeling of alienation is an extremely serious obstacle for their development.

LITERATURE REVIEW

Bezuidenhout et al. (2011) in their study titled "Alienation and engagement in postgraduate training at a South African medical school" conducted semi-structured interview on 16 selected medical students and Based on an overall impression of each interview, five students were characterised as having had predominantly alienating learning experiences (alienated students), while 11 students were considered to have had mainly engaging experiences (engaged students). All five students who were identified as alienated were performing poorly academically.

Oksuz and Ozturk (2017) in their study of "Relationship between levels of student alienation and Hemsehrilik attitudes of university students: A Study on Kyrgyz-Turkish Manas University Students" studied 300 university students at Kyrgyz Turkish Manas University in 2015-2016 academic year in spring term. It was found that university students' alienation levels were affected by class and parents' home city. The study also revealed that there is no significant difference in the levels of alienation of the students between males and females. It also showed that there is a significant difference in the levels of alienation of the students between grade levels.

Alamoudi et al. (2018) in their study "Effect of alienation on academic achievement performance of medical students of King Faisal University" revealed that there is no significant relationship between male and female students regarding alienation and academic achievements. It is also found that there is no significant relation between alienation and participation in the college activities. It was revealed that alienation was not a contributing factor in the participating students' academic achievements.

Kumar (2018) conducted a study on "Alienation among male and female undergraduate students of government and private universities" and found that male and female undergraduate students of both government and private universities were not found to be differed significantly on total alienation and it's all dimensions. Similarly, when it was studied for government universities only, it was found that male and female undergraduate students of government universities do not differ significantly on total alienation and it's all dimensions. In the same way, it was also observed that male and female undergraduate students of private universities do not differ significantly on total alienation and it's all dimensions.

Tao et al. (2022) in their study titled "Investigation and analysis of medical students' sense of alienation" showed that the overall level of alienation of medical students was low and the alienation of boys is slightly higher than that of girls. The sense of alienation of freshmen is significantly lower than that of sophomores, juniors, and seniors in all dimensions. Junior grade students have a higher level of alienation. In terms of overall alienation, freshman year is the lowest, and senior year is lower than sophomore year. The findings indicates that grade, family economic level, and whether the only child is important factors affecting the alienation of medical students.

RESEARCH QUESTIONS

1. What is the level of alienation among non-resident students of paramedical and nursing students of Mizoram?
2. Is there any difference in alienation between non-resident male and female paramedical and nursing students of Mizoram?

3. Is there any difference in alienation between non-resident students of paramedical and nursing students of Mizoram based on their age?
4. Is there any difference in alienation between non-resident students of paramedical and nursing students based on their duration of stay in Mizoram?

RESEARCH OBJECTIVES

1. To find out the level of alienation among non-resident paramedical and nursing students of Mizoram.
2. To compare alienation between non-resident male and female paramedical and nursing students of Mizoram.
3. To compare alienation between non-resident students paramedical and nursing students of Mizoram below 20 years and above 20 years.
4. To compare alienation between non-resident paramedical and nursing students who have stayed in Mizoram for less than one year, one-two years and more than three years.

RESEARCH HYPOTHESES

1. There is no significant difference between non-resident male and female paramedical and nursing students of Mizoram.
2. There is no significant difference between non-resident resident paramedical and nursing students of Mizoram below 20 years and above 20 years.
3. There is no significant difference between non-resident paramedical and nursing students of Mizoram who have stayed in Mizoram for less than one year, one-two years and more than three years.

RESEARCH METHODOLOGY

The present study was conducted using Descriptive Survey Method. Descriptive survey method is a type of research design that helps to obtain information to systematically describe a phenomenon, situation or population.

TOOL USED

“Alienation Scale for Non-Resident Students” developed by the researcher was used to collect data. The scale comprised of 50 statements with four dimensions – i) Social Alienation ii) Academic Alienation iii) Emotional Alienation; and iv) Institutional Alienation.

SAMPLE OF THE STUDY

The sample consists of 125 non-resident students from Regional Institute of Paramedical and Nursing Sciences (RIPANS) Aizawl, Mizoram which were selected by using Stratified Random Sampling.

FINDINGS OF THE STUDY

1. To find out the level of alienation among non-resident paramedical and nursing students of Mizoram.

Level of Alienation	N	Percentage
Extremely High	16	12.8%
High	18	14.4%
Moderate	51	40.8%

3. Is there any difference in alienation between non-resident students of paramedical and nursing students of Mizoram based on their age?
4. Is there any difference in alienation between non-resident students of paramedical and nursing students based on their duration of stay in Mizoram?

RESEARCH OBJECTIVES

1. To find out the level of alienation among non-resident paramedical and nursing students of Mizoram.
2. To compare alienation between non-resident male and female paramedical and nursing students of Mizoram.
3. To compare alienation between non-resident students paramedical and nursing students of Mizoram below 20 years and above 20 years.
4. To compare alienation between non-resident paramedical and nursing students who have stayed in Mizoram for less than one year, one-two years and more than three years.

RESEARCH HYPOTHESES

1. There is no significant difference between non-resident male and female paramedical and nursing students of Mizoram.
2. There is no significant difference between non-resident resident paramedical and nursing students of Mizoram below 20 years and above 20 years.
3. There is no significant difference between non-resident paramedical and nursing students of Mizoram who have stayed in Mizoram for less than one year, one-two years and more than three years.

RESEARCH METHODOLOGY

The present study was conducted using Descriptive Survey Method. Descriptive survey method is a type of research design that helps to obtain information to systematically describe a phenomenon, situation or population.

TOOL USED

“Alienation Scale for Non-Resident Students” developed by the researcher was used to collect data. The scale comprised of 50 statements with four dimensions – i) Social Alienation ii) Academic Alienation iii) Emotional Alienation; and iv) Institutional Alienation.

SAMPLE OF THE STUDY

The sample consists of 125 non-resident students from Regional Institute of Paramedical and Nursing Sciences (RIPANS) Aizawl, Mizoram which were selected by using Stratified Random Sampling.

FINDINGS OF THE STUDY

1. To find out the level of alienation among non-resident paramedical and nursing students of Mizoram.

Level of Alienation	N	Percentage
Extremely High	16	12.8%
High	18	14.4%
Moderate	51	40.8%

Low	26	20.8%
Extremely Low	14	11.2%
Total	125	100%

The above table shows that majority of the students, i.e., 51 students (40.8%) have moderate level of alienation and the least number of students i.e., 14 students (11.2%) have extremely low level of alienation. There are 16 students (12.8%) who possesses extremely high level of alienation while 18 students (14.4%) have high level of alienation. There are also 26 students (20.8%) who have low level of alienation.

2. To compare alienation between non-resident male and female paramedical and nursing students of Mizoram.

Gender	N	Mean	SD	SED	df	t-value	Level of significance
Male	50	122.8	32.97	5.52	123	2.71	Significant
Female	75	137.75	25.6				

The above table shows the comparative analysis based on gender and the Mean scores of both male and female non-resident students are 122.8 and 137.75 respectively. The result showed that there is a significant difference between male and female non-resident students as the t-value i.e., 2.71 is greater than the critical value at 0.01 which is 2.63. Therefore, the null hypothesis “There is no significant difference between non-resident male and female paramedical and nursing students of Mizoram” is rejected. Hence, there is a significant difference between non-resident male and female paramedical and nursing students of Mizoram.

3. To compare alienation between non-resident paramedical and nursing students below 20 years and above 20 years.

Age	N	Mean	SD	SED	df	t-value	Level of Significance
Below 20 yrs	52	143.27	27.69	5.27	123	0.82	NS
Above 20 yrs	73	129.99	30.91				

From the above table, the Mean score of non-resident students who are below 20 years and above 20 years are 143.27 and 129.99 respectively. The t-value is 0.82 which is smaller than the critical value at 0.1 which is 2.63. This shows that null hypothesis “There is no significant difference between non-resident resident paramedical and nursing students below 20 years and above 20 years” is accepted. Hence, there is no significant difference between non-resident resident paramedical and nursing students below 20 years and above 20 years.

4. To compare alienation between non-resident paramedical and nursing students who have stayed in Mizoram for less than one year, one-two years and more than three years.

Source of Variance	df	Sum of the Squares	Mean Squares	F-ratio
Between Sets	2	4744.13	2372.06	0.009
Within Sets	122	32815650.14	268980.74	

The above table shows that the F-ratio is 0.009 which is smaller than the critical value at 0.01 i.e., 4.82. The null hypothesis “There is no significant difference between non-resident paramedical and nursing

students who have stayed in Mizoram for less than one year, one-two years and more than three years” is accepted. Hence, there is no significant difference between non-resident paramedical and nursing students who have stayed in Mizoram for less than one year, one-two years and more than three years.

CONCLUSION

The causes of student alienation are multifaceted including curricular, institutional and socio-cultural factors. Alienated students feel unrelated with curricula and devoid of opportunities to establish meaningful connections with others. This study investigated levels of alienation among non-resident paramedical and nursing students of Mizoram and the result showed that majority of the students have moderate level of alienation. The result also showed no significant differences based on age and duration of stay while there was significant difference based on gender.

REFERENCES

1. Ackah, J. Y. & Kuranchie, A. (2015). Foreign students' adjustment in early days of their university education: The stress and strains. *Academic Journal of Studies*.doi:10.5901/ajis.2015.v4n2p399
<https://www.richtmann.org/journal/index.php/ajis/article/view/7183/6885>
2. Alamoudi, A.I. (2018). Effect of alienation on academic achievement performance of medical students of King Faisal University. *The Egyptian Journal of Hospital Medicine*. 72 (6),4712-4714
https://ejhm.journals.ekb.eg/article_9846_663966a0ac445e5bcd372125e015dbbc.pdf
3. Bezuidenhout, J., Cilliers, F., Heusden, M.V., Wasserman, E., & Burch, V. (2011). Alienation and engagement in postgraduate training at a South African medical school. *Medical Teacher*, 33(3), e145-e153, <https://doi.org/10.3109/0142159X.2011.543198>
4. Case, J. M. (2008). Alienation and engagement: Development of an alternative theoretical framework for understanding student learning. *Journal of Higher Education*, 55, 321-332. <http://dx.doi.org/10.1007/s10734-007-9057-5>
5. Dean, D.G. (1961). Alienation: its meaning and measurement. *American Sociological Review*, 26,753-758.
6. Finifter, A.W. (1972). *Alienation and the social system*. New York: John Wiley and Sons, Inc.
7. Kumar, N. (2018). Alienation among male and female undergraduate students of government and private universities. http://www.ignited.in/File_upload/114185_4207518.pdf
8. Oksuz, Y., & Ozturk, M.B. (2017). Relationship between levels of student alienation and hemsehrilik attitudes of university students: A study on Kyrgyz-Turkish Manas university students. *Universal Journal of Educational Research* 5(7): 1182-1191, DOI:10.13189/ujer.2017.050711
9. Tao, X., Li, S., Ma, J., Zhou, M. (2022). Investigation and analysis of medical students' sense of alienation. *Pacific International Journal*, 5(4), 56-63. <https://rclss.com/index.php/pij>
10. Tezcan, M. & Avci, M. (2013). The relationship between the levels of alienation of the education faculty students and their attitudes towards the teaching profession. *Educational Sciences: Theory & Practice*, 13(3), 1507-1513. doi: 10.12738/estp.2013.3.1577

Adjustment Problems of Non-Resident Students Pursuing Higher Education in Mizoram: A Critical Review of Literature

Vanlalhluzuala Sailo

Research Scholar
Institute of Advanced Studies in Education
Aizawl, India
e-mail : vlmamasailo@gmail.com

Dr. Donna Lalnunfeli

Assistant Professor
Institute of Advanced Studies in Education
Aizawl, India
e-mail : donna19feb@yahoo.com

Abstract

Adjusting to a new environment is critical for non-resident students' successful engagement with their learning at colleges and university. Identifying factors that causes problems in their adjustment will be of great significance to help improve their overall development. This paper critically reviews previous literature that investigated issues that hinder non-resident students' adjustment in higher education institutions. The findings indicated that language barrier, social support, length of stay, perceived discrimination or prejudice, establishing relationships, and homesickness were the most significant variables related to the adjustment problems of non-resident students.

Keywords : Adjustment Problems, Non-Resident Students, Higher Education, Literature Review

INTRODUCTION

Leaving home to pursue higher education is an important milestone for students. However, the transition from home to higher education can be challenging, especially for students studying outside their home state. Many students across the country are enrolled in different institutions both in and outside the country to pursue higher education. As informed by the Ministry of External Affairs (MEA), approximately 1.2 million Indian students are studying abroad, including all streams of education (The Hindustan Times, 2023).

At the same time, students across the country also move from state to state in pursuance of higher education in different fields. Due to the expansion of professional higher educational institutions in Mizoram, students from various states across the country migrated in order to receive education. With the increase in non-resident students studying in Mizoram, certain problems and challenges are inevitable and could lead to different kinds of problems in their studies and everyday life.

Moving from secondary education to higher education can be a stressful endeavour for all students. Transitioning and adapting to new academic and social environments requires time and patience. Higher education for non-resident students is even more stressful for those who must contend with a second

or third language, a new culture, new academic values, and different expectations from professors and classmates. As stress increases social and academic life will be impacted for the students that find it difficult to adjust, and readjust, or who do not seek available resources to help them cope with this period of their lives (Misra and Castillo, 2004).

RESEARCH OBJECTIVES

1. To investigate the current conceptual understanding of adjustment of non-resident students in higher education.
2. To provide an overview of the related literature pertaining to adjustment problems of non-resident students in higher education.

CONCEPT OF ADJUSTMENT

Adjustment means to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify

one or both of them to correspond to each other. Adjustment is the maintenance of a harmonious relationship between man and his environment. Good (1995) state that adjustment is the process of finding and adopting modes of behaviour suitable of the environment or the changes in the environment. Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaption or the like. An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. Adjustment, in all its meanings implies a satisfactory adaptation to the demands of day-to-day life.

Studying in a new environment triggers different reactions among non-resident students. Thus, adjusting to a new culture can be a challenging and stressful experience. Rigorous academic demands along with the challenges to adjust to a new culture may put non-resident students at a greater risk than students in general. (Lin and Yi, 1997) mentioned that international students face common as well as their own unique problems such as racial discrimination, language problems, accommodation difficulties, dietary restrictions, financial stress, misunderstandings, and loneliness. Furthermore, coming from different cultures, international students cannot escape from cultural shock and are often with astounding difficulties. Students differ greatly in adjusting to their new circumstances and studies. Some adjust easily while others find it very difficult.

LITERATURE REVIEW

A systematic search of empirical articles was conducted and the number of reviews collected are 26 which ranges from the year 1987-2016. Even though the reviews may not have identified all of the articles relevant to the topic, the studies encountered are likely to be representative of the current knowledge base. Seven major findings in the literature concerning the adjustment problems experienced by non-resident students enrolled in higher education are categorised as under. Each of these issues are discussed in turn with illustrations from the literature.

i) Language Barrier

Samuelowicz (1987) indicated that international students faced the following difficulties: 'English language proficiency, coping with the Australian educational system and its demands, cultural adjustment to life in a foreign country and making good use of support services. On the basis of her own research, she added another two difficulties: ineffective or inappropriate study approaches and poor participation in group discussion. Anderson et al. (2009) argued that adjustment issues of international students could be viewed from five main aspects:

psychological issues (e.g. homesickness, isolation, loneliness, hopelessness, helplessness, frustration, depression), academic issues (e.g. language and communication, difficulty in adjust to the academic culture, use of library structures and services), sociocultural issues (e.g. cultural shock, cultural fatigue, racial discrimination), residential transition challenges (e.g. counseling and health services, documentation issues, dietary restrictions) and career development issues.

Swagler and Ellis's (2003) study, in turn, revealed that apprehension about speaking English affected the adjustment of Taiwanese students.

Poyrazli and Kavanaugh's (2006) study showed that English proficiency significantly affected the level of student sojourners' academic adjustment.

In another study, Mittal and Wieling (2006) qualitatively examined the experiences of doctoral-level international students studying marriage and family therapy. Results suggested that fluency in English affected participants' experiences.

Likewise, Poyrazli and Grahame (2007) found in their qualitative study that English language competency was an ongoing concern for internationals.

Dao, Lee, and Chang's (2007) study showed that Taiwanese international students who had lower perceived English fluency were at risk of depressive feelings

Gebhard (2012) conducted a study called "International students' adjustment problems and behaviours" and found that international students faced difficulties with academics, social interaction, and handling emotions. Not surprisingly, many students emphasized challenges with academics, but a language problem that surprised some students was academic reading. Students also expressed emotional challenges of adapting to another culture. To manage their problems, students made use of behaviours that can facilitate adapting to the new culture, as well as behaviours that can obstruct them from adapting.

Ackah and Kuranchie (2015) in their study "Foreign students' adjustment in early days of their university education: the stress and strains". The findings revealed that respondents had language and cultural differences as challenges they experienced especially outside lecture halls. The international students claimed that some of the domestic students used local languages in some social discourses at the hostels, which made it difficult for the international students to interact with them. The participants indicated that some lecturers' approach to teaching, which was purely lecture, was alien and

uncomfortable to them. The teaching approaches they experienced were at variance with what they had had during their pre-tertiary education time.

Baklashova and Kazakov (2016) in their study of "Challenges of international students' adjustment to a higher education institution" revealed that international students faced various problems as they had to deal with people, society and university to control their psychological condition, as well as behavioural changes in order to adapt to the new settings. The students had difficulties in communicating with their teachers because of cultural differences, expectations, which were different from the expectations of the teachers, as well as language barriers. They also faced challenges not only in the classroom but also in their social life. The participants experienced culture shock due to differences in views and values.

ii) Social Support

Atri, Sharma, and Cottrell (2007) found in their study that one type of social support, namely, emotional support, was significantly related to sojourners' mental health. Relatedly, findings from Dao et al. (2007) indicated that Taiwanese international students who were at risk of depressive feelings were more likely to be those who had the perception of limited social support.

Ye (2006) investigated the relationship between sociocultural and psychological aspects of cross-cultural adaptation of Chinese international students in the U.S. and the support they perceived from traditional support networks and online ethnic social groups. Findings indicated that perceived support from interpersonal networks in the host country and from online ethnic social groups was negatively related to social difficulties.

iii) Length of Stay

In an attempt to determine whether students from non-Asian countries had higher scores on adjustment scales than students from Asian countries, Abe, Talbot, and Geelhoed (1998) found that students who had lived in the U.S. previously scored significantly higher on the Social Adjustment and Institutional Attachment subscales than those who had not.

In turn, Wilton and Constantine (2003) reported that for international students, greater length of stay in the U.S. was associated with lower levels of psychological distress.

Relatedly, findings in Trice's (2004) study indicated that "the longer student sojourners had lived in the U.S., the more frequently they socialized with American students".

In Mittal and Wieling's (2006) qualitative research, findings indicated that length of stay in the U.S. affected the experiences of internationals

iv) Perceived Discrimination or Prejudice

Sodowsky and Plake (1992) studied both the overriding culture effect and effects of specific sociocultural variables among international students, scholars, and new immigrants in America. Findings indicated that Africans, Asians, and South Americans perceived more prejudice than Europeans. In addition, international students tended to perceive prejudice significantly more than did the permanent residents and visiting international scholars (pp. 56-58).

In another exploratory study, Constantine, Anderson, Berkel, Cadwell, and Utsey (2005) qualitatively examined the cultural adjustment experiences of Kenyan, Nigerian, and Ghanaian international college students in the United States. According to their findings, all of the interviewees reported prejudicial or discriminatory treatment. Constantine, M. G., Anderson, Also employing a qualitative general mode of inquiry, Poyrazli and Grahame (2007) found that student sojourners experienced different forms of discrimination primarily outside of campus.

In another study, Poyrazli and Lopez (2007) found that international students reported higher levels of discrimination than American students. Internationals who had lived in the U.S. longer also reported higher levels of perceived discrimination.

Wu et.al, (2015) in their study "International student's challenge and adjustment to college" revealed that international students encountered different challenges in the US. They have to deal with the people, society, school, psychological status, and behavioural changes in order to adapt to the new environment. The students noted prejudice and discrimination in their academic and social lives. Thus, they were marginalized in class or in social events. Most participants reported 2. It was particularly difficult for those students who did not have relatives or acquaintances nearby.

v) Establishing Relationships

Challenges in establishing relationships outside of their shared ethnic community (Olivas & Lee, 2006; Ward et al., 2008) specifically relating to lack of compatible social support within the host community.

Al-Sharideh and Goe (1998) found in their investigation that participation in an ethnic community via the establishment of strong ties with other co-culturals was the most important factor influencing the personal adjustment of international students.

Gebhard (2012) conducted a study called "International students' adjustment problems and behaviours" and found that international students faced difficulties with academics, social interaction, and handling emotions. Not surprisingly, many students emphasized challenges with academics, but a language problem that surprised some students was academic reading. Students also expressed emotional challenges of adapting to another culture. To manage their problems, students made use of behaviours that can facilitate adapting to the new culture, as well as behaviours that can obstruct them from adapting.

Wu et al. (2015) in their study "International student's challenge and adjustment to college" revealed that international students encountered different challenges in the US. They have to deal with the people, society, school, psychological status, and behavioural changes in order to adapt to the new environment. The students noted prejudice and discrimination in their academic and social lives. Thus, they were marginalized in class or in social events. Most participants reported experiencing social isolation and loneliness. It was particularly difficult for those students who did not have relatives or acquaintances nearby.

vi) Homesickness

Poyrazli and Lopez (2007) found that international students reported higher levels of homesickness than American students. Moreover, levels of discrimination among international students predicted their level of homesickness.

Tochkov, Levine, and Sanaka (2010) examined the incidence and determinants of homesickness experienced by international students using two samples: a sample of international college students from India and one of students from the United States. Findings indicated that international students from India experienced significantly higher levels of homesickness than American freshmen.

Anderson et al. (2009) argued that adjustment issues of international students could be viewed from five main aspects: psychological issues (e.g. homesickness, isolation, loneliness, hopelessness, helplessness, frustration, depression), academic issues (e.g. language and communication, difficulty in adjust to the academic culture, use of library structures and services), sociocultural issues (e.g. cultural shock, cultural fatigue, racial discrimination), residential transition challenges (e.g. counseling and health services, documentation issues, dietary restrictions) and career development issues.

vii) Academic problems

Malaklunthu and Selan (2011) in their study "Adjustment problems among international students in Malaysian private higher education institutions" revealed that the adjustment problems related to academic, religious, personal, and social adjustment problems were rated high, with financial, and language adjustment problems showing the least impact.

Wu et al. (2015) in their study "International student's challenge and adjustment to college" revealed that international students encountered different challenges in the US. They have to deal with the people, society, school, psychological status, and behavioural changes in order to adapt to the new environment. The students noted prejudice and discrimination in their academic and social lives. Thus, they were marginalized in class or in social events. Most participants reported experiencing social isolation and loneliness. It was particularly difficult for those students who did not have relatives or acquaintances nearby.

Anderson et al. (2009) argued that adjustment issues of international students could be viewed from five main aspects: psychological issues (e.g. homesickness, isolation, loneliness, hopelessness, helplessness, frustration, depression), academic issues (e.g. language and communication, difficulty in adjust to the academic culture, use of library structures and services), sociocultural issues (e.g. cultural shock, cultural fatigue, racial discrimination), residential transition challenges (e.g. counseling and health services, documentation issues, dietary restrictions) and career development issues.

Gebhard (2012) conducted a study called "International students' adjustment problems and behaviours" and found that international students faced difficulties with academics, social interaction, and handling emotions. Not surprisingly, many students emphasized challenges with academics, but a language problem that surprised some students was academic reading. Students also expressed emotional challenges of adapting to another culture. To manage their problems, students made use of behaviours that can facilitate adapting to the new culture, as well as behaviours that can obstruct them from adapting.

Ackah and Kuranchie (2015) in their study "Foreign students' adjustment in early days of their university education: the stress and strains". The findings revealed that respondents had language and cultural differences as challenges they experienced especially outside lecture halls. The international students claimed that some of the domestic students used local languages in some social discourses at the hostels, which made it difficult for the international students to interact with them. The participants indicated that some lecturers' approach to teaching, which was purely lecture, was alien and

uncomfortable to them. The teaching approaches they experienced were at variance with what they had had during their pre-tertiary education time.

Table 1 summarizes seven convergent findings that emerged in this review associated with the adjustment problems of non-resident students.

Sl. No.	Adjustment Problems	No. of Reviews	Name of Author	Major Findings
1.	Language Barrier	10	i. Baklashov and Kazakov (2016) ii. Ackah and Kuranchie (2015) iii. Poyrazli and Kavanaugh (2006) iv. Mittal and Wieling (2006) v. Poyrazli and Grahame (2007) vi. Dao, Lee, and Chang (2007) vii. Gebhard (2012) viii. Samuelowicz (1987) ix. Anderson et al. (2009) x. Swagler and Ellis (2003)	Lack of English proficiency, lack of fluency in English language, Problems using local language inside and outside the classroom, Difficulties in communicating with classmates and teachers, Difficulties in making friends, Communication barrier inside and outside the campus
2.	Social Support	3	i. Atri, Sharma, and Cottrell (2007) ii. Dao et al. (2007)	Lack of emotional support, lack of relation with others, less
3.	Perceived Discrimination or Prejudice	4	i. Sadowsky and Plake (1992) ii. Anderson, Berkel, Cadwell, and Utsey (2005) iii. Poyrazli and Lopez (2007) iv. Wu et.al. (2015)	Marginalized in class or in social events, experienced social isolation and loneliness, discrimination outside the campus, academic and social difficulties due to being an outsider
4.	Length of Stay	4	i. Abe, Talbot, and Geelhoed (1998) ii. Wilton and Constantine (2003) iii. Trice (2004) iv. Mittal and Wieling (2006)	Lack of socialising with resident students, lesser length of stay results in higher levels of distress compared to those who stayed for a longer period of time.
5.	Establishing Relationships	5	i. Olivas & Lee (2006) ii. Ward et al. (2008) iii. Al-Sharideh and Goe (1998) iv. Gebhard (2012) v. Wu et.al. (2015)	Lack of compatible social support within the host community, difficulty in making friends, lack of social interaction skills, lack of relatives/acquaintances, communication problems, lack of student support service.

6.	Homesickness	3	i. Poyrazlı and Lopez (2007) ii. Tochkov, Levine, and Sanaka (2010) iii. Anderson et al. (2009)	Discrimination, language problem, isolation, academic problems, difficulty in making friends, culture shock.	integrate services or create programmes within the university that promotes wellness and that makes the transition and adjustment of non-resident students less stressful.
7.	Academic Problems	5	i) Malakolunthu and Selan (2011) ii) Wu et al. (2015) iii) Anderson et al. (2009) iv) Gebhard (2012) v) Ackah and Kuranchie (2015)	Marginalized in class or in social events, loneliness, frustration, language and communication problems, racial discrimination, different and unfamiliar teaching approaches/strategies, difficulty in using institutional facilities and resources.	

CONCLUSION

This review focused on previous literature on non-resident students' adjustment problems and summarized these different problems which are categorized into seven categories: language barrier, social support, perceived discrimination or prejudice, length of stay, homesickness, establishing relationships, academic problem. These findings can be used to guide the implementation of support programs designed to contribute to a successful academic experience for non-resident students. Universities and colleges should be encouraged to

References

1. Abe, J., Talbot, D. M., & Geelhoed, R. J. (1998). Effects of a peer program on international student adjustment. *Journal of College Student Development*, 39(6), 539-547
2. Ackah, J. Y. & Kuranchie, A. (2015). Foreign students' adjustment in early days of their university education: The stress and strains. *Academic Journal of Studies*. doi:10.5901/ajis.2015.v4n2p399
<https://www.richtmann.org/journal/index.php/ajis/article/view/7183/6885>
3. Al-Sharideh, K. A., & Goe, W. R. (1998). Ethnic communities within the university: An examination of factors influencing the personal adjustment of international students. *Research in Higher Education*, 39(6), 699-725
4. Anderson et al., (2009) International students at four-year institutions. In: HAPPER, S. R. & QUAYE, S. J. eds. *Student Engagement in Higher Education*. (pp. 17-37). New York and London: Routledge.
5. Atri, A., Sharma, M., & Cottrell R. (2007). Role of social support, hardiness, and acculturation as predictors of mental health among international students of Asian Indian origin. *International Quarterly of Community Health Education*, 27(1), 59-74
6. Baklashova, T. A. & Kazakov, A. V. (2016). Challenges of international students' adjustment to a higher education institution. *International Journal of Environmental & Science Education*. 11, (8), 1821-1832 doi: 10.12973/ijese.2016.557a
7. Brisset, C., Safdar, S., Lewis, J. R., & Sabatier, C. (2010). Psychological and sociocultural adaptation of university students in France: The case of Vietnamese international students. *International Journal of Intercultural Relations*, 34, 413-426.
8. Dao, K. T., Lee, D., & Chang, H. L. (2007). Acculturation level, perceived English fluency, perceived social support level, and depression among Taiwanese international students. *College Student Journal*, 41(2), 287-295
9. G. M., Berkel, L. A., Cadwell, L. D., & Utsey, S. O. (2005). Examining the cultural adjustment experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology*, 52(1), 57-66
10. Gebhard, J. G. (2012). International students' adjustment problems and behaviors. <https://jistudents.files.wordpress.com/2011/12/10-international-student-adjustment-problems.pdf>
11. Good, C. V. (1959). Dictionary of education. New York: M C Graw – Hill Book company.

12. Johnson, B., Batia, A. S., & Haun, J. (2008). Perceived stress among graduate students: Roles, responsibilities, and social support. *VAHPERD Journal*, 31-36
13. Lin, J.C. & Yi, J.K. (1997). Asian international students' adjustment: Issues and program suggestions. *College Student Journal*, 31 (4): 473-480.
14. Malaklunthu, S. & Sateyen, P.S. (2011). Adjustment problems among international students in Malaysian private higher education institutions. *Procedia Social and Behavioral Sciences*, 15, 833-837
<https://cyberleninka.org/article/n/484084>
15. Misra, R., & Castillo, Linda. (2004). Academic stress among college students:
16. Comparison of American and international students. *International Journal of Stress Management*, 11, (2), 132-148. doi: 10.1037/1072-5245.11.2.132
17. Mittal, M., & Wieling, E. (2006). Training experiences of international doctoral students in marriage. *Journal of Marital and Family Therapy*, 32(3), 369-383
18. Olivas, M., & Lee, C. (2006). Understanding stressors of international students in higher education: What college counselors and personnel need to know. *Journal of Instructional Psychology*, 33(3), 217-222
19. Poyrazli, S., & Grahame, K. M. (2007). Barriers to adjustment: Needs of international students within a semi-urban campus community. *Journal of Instructional Psychology*, 34(1), 28-36
20. Poyrazli, S., & Kavanaugh, P. R. (2006). Marital status, ethnicity, academic achievement, and adjustment strains: The case of graduate international students. *College Student Journal*, 40(4), 767-781
21. Poyrazli, S., & Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *The Journal of Psychology*, 141(3), 263-279
22. Samuelowicz, K. (1987). Learning problems of overseas student. *Higher Education Research*
23. Shengying, Z. (2016). A review of college students' academic achievement research. Teaching and education (Higher Education Forum) (27), 36-38.
https://www.jesoc.com/wp-content/uploads/2022/06/JESOC20_12.pdf
24. Sadowsky, G. R., & Plake, B. S. (1992). A study of acculturation differences among international people and suggestions for sensitivity to within group differences. *Journal of Counseling & Development*, 71(1), 53-59
25. Sumer, S., Poyrazli, S., & Grahame, K. (2008). Predictors of depression and anxiety among international students. *Journal of Counseling and Development*, 86(4), 429-437
26. Swagler, M. A., & Ellis, M. V. (2003). Crossing the distance: Adjustment of Taiwanese graduate students in the United States. *Journal of Counseling Psychology*, 50(4), 420-437
27. Tochkov, K., Levine, L., & Sanaka, A. (2010). Variation in the prediction of cross-cultural adjustment by Asia-Indian students in the United States. *College Student Journal*, 44(3), 677-689
28. Trice, A. G. (2004). Mixing it up: International graduate students' social interactions with American students. *Journal of College Student Development*, 45(6), 671-687
29. Ward, C., Bochner, S., & Furnham, A. (2008). *The psychology of culture shock* (2nd ed.). London: Routledge.
30. Wilton, L., & Constantine, M. G. (2003). Length of residence, cultural adjustment difficulties, and psychological distress symptoms in Asian and Latin American international college students. *Journal of College Counseling*, 6(2), 177-187
31. Wu, H.S., Garza, E. & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*.
<http://dx.doi.org/10.1155/2015/202753>
32. <https://www.hindustantimes.com/india-news/over-7-lakh-students-went-abroad-to-study-in-2022-centre-informs-lok-sabha-101676023935837.html>
33. Ye, J. (2006). Traditional and online support networks in the cross-cultural adaptation of Chinese international students in the United States. *Journal of Computer-Mediated Communication*, 11(3), 863-876

CERTIFICATE OF PRESENTATION

		
A Three-Day International Conference		
Higher Education: Issues, Challenges and Ways Forward		
On		
Organized by		
School of Education		
Mizoram University (A Central University), Aizawl		
CERTIFICATE OF PARTICIPATION		
This is to certify that		
Vanlalhluzuala Sailo, Research Scholar, IASE		
has presented a paper on,		
“Adjustment Problems of Non-Resident Students Pursuing Higher Education In Mizoram: A		
Critical Review of Literature”		
in the International Conference on Higher Education: Issues, Challenges and Ways Forward held on		
25th-27th October, 2023, organized by the School of Education, Mizoram University.		
 Co-Convenor Prof. Lokanath Mishra Head, Department of Education, Mizoram University	 Co-Convenor Prof. H. Malsawmi Former Head, Department of Education, Mizoram University	 Convener Prof. Lalthmasai Chuaungo Dean, School of Education, Mizoram University

CERTIFICATE

OF PRESENTATION



This is to certify that

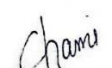
Vanlalhluzuala Sailo
Research Scholar
Institute of Advanced Studies in Education

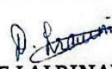
has presented a paper
entitled Alienation Among Non-Resident Students of Zoram
Medical College, Aizawl
at the One Day International Conference on Humanities and Social
Sciences (ICHSS) 2025 held on 24th September, 2025 jointly
organised by Zo Humanities and Social Sciences Research Hub
(OPC) Private Limited and IQAC, Government Hrangbana College,
Aizawl, Mizoram.

"Beyond Boundaries: Interdisciplinary Approach to Global Issue"


DR JULIET LALREMMAWII RALTE
Coordinator


DR JULIET F. LALZARZOLIANI
Organising Secretary


LALROCHAMI RALTE
Convener


DEBBIE LALRINAWMI
Director
Zo Humanities and Social
Sciences Research Hub (OPC)
Private Limited


LALTHLEGLIANA HRAHSEL
Principal
Govt. Hrangbana College

ANNEXURE – I

MIZORAM UNIVERSITY (A Central University)

Ph.D. Thesis/ M.Phil. Dissertation Certificate on Plagiarism Check

Name of Research Scholar	VANLALHLUZUALA SAILO	
Ph.D./M.Phil Registration Number	MZU/Ph.D./2163 of 05.08.2022	
Title of Ph.D. thesis	Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram	
Name & Institutional Address of the Supervisor	Dr. Donna Lalnunfeli Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram, 796005	
Name of the Department and School	Education Department, School of Education	
Date of submission	25.02.2026	
Date of plagiarism check	16.02.2026	
Name of the software used	TURTITIN	
Percentage of similarity detected by the TURNITIN software	Core Areas	0%
	Non-Core Areas	8%
Percentage of similarity permissible under MZU regulation	Core areas	A common knowledge and confidential terms and/or up to fourteen (14) consecutive words, if option is available in the software
	Non-Core Areas	Upto 10%

I hereby declare/certify that the Ph.D. Thesis submitted by me is complete in all respect, as per the guidelines of the Mizoram University (MZU) for this purpose. I also certify that the Thesis (soft copy and print version) has been checked for plagiarism using **TURNITIN** similarity check software. Copy of the Report generated by the **TURNITIN** software is also enclosed.

Place: Aizawl

Date: 25.02.2026

(VANLALHLUZUALA SAILO)
Scholar

Name & Signature of the Supervisor with seal:

(DR.DONNA LALNUNFELI)
Supervisor

Name & Signature of the DRC
Chairperson/Head with seal:

(DR.VANLALTANPUII)
Chairperson, DRC

Annexure-II

Plagiarism Verification Certificate

This is to certify that the plagiarism check has been performed for the Ph.D. Thesis Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram submitted by Mr. Vanlalhluzuala Sailo under the Supervision of Dr. Donna Lalnunfeli Department of Education, School of Education, Mizoram University. The check performed by the Scholar is found correct/adheres to MZU regulations and authentic software **TURNITIN** has been used for the similarity check.

Name, Signature & Seal of the Dean of the School: (Prof. LOKANATH MISHRA)

Dean of the School

COPY OF PLAGIARISM REPORT BY TURNITIN SOFTWARE



Vanlalhluzuala Sailo
Non Core Area chapter 1-3.docx

- My Files
- My Files
- Mizoram University

Document Details

Submission ID
trn:oid::10015:128366469

Submission Date
Feb 16, 2026, 10:41 AM GMT+5:30

Download Date
Feb 16, 2026, 10:50 AM GMT+5:30

File Name
chapter 1-3.docx

File Size
171.9 KB

96 Pages

26,463 Words

165,317 Characters



8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text
- Small Matches (less than 11 words)
- Submitted works

Match Groups

-  **116 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 8%  Internet sources
- 3%  Publications
- 0%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Vanlalhluzuala Sailo

Core Area chapter 4-5.docx

 Mizoram University

Document Details

Submission ID

trn:oid::10015:128373575

Submission Date

Feb 16, 2026, 11:50 AM GMT+5:30

Download Date

Feb 16, 2026, 11:53 AM GMT+5:30

File Name

chapter 4-5.docx

File Size

635.2 KB

104 Pages

31,056 Words

175,694 Characters

0% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text
- Small Matches (less than 11 words)
- Submitted works

Match Groups

- 2 Not Cited or Quoted** 0%
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations** 0%
Matches that are still very similar to source material
- 0 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 0% Internet sources
- 0% Publications
- 0% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

PARTICULARS OF THE CANDIDATE

Name of the Candidate:	VANLALHLUZUALA SAILO
Degree:	Doctor of Philosophy
Department:	Education
Title of thesis:	Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram
Date of Admission:	05.08.2022
Approval of Research Proposal:	
1. DRC:	28.03.2023
3. BOS:	28.04.2023
4. School Board:	23.05.2023
MZU Registration No.	1800693
Ph.D. Registration No.	MZU/Ph.D./ 2163 of 05.08.2022
Extension (If Any):	NIL

ABSTRACT

**ALIENATION, ADJUSTMENT AND ACADEMIC ACHIEVEMENT
AMONG NON-RESIDENT STUDENTS PURSUING HIGHER
EDUCATION IN MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

VANLALHLUZUALA SAILO

MZU REGISTRATION NO: 1800693

Ph.D. REGISTRATION NO: MZU/Ph.D./2163 of 05.08.2022



DEPARTMENT OF EDUCATION

INSTITUTE OF ADVANCED STUDIES IN EDUCATION

(An Affiliated Institute of Mizoram University)

SCHOOL OF EDUCATION

FEBRUARY, 2026

ABSTRACT

**Alienation, Adjustment and Academic Achievement among Non-Resident
Students Pursuing Higher Education in Mizoram**

By

VANLALHLUZUALA SAILO

DR. DONNA LALNUNFELI

Supervisor

Submitted

**In partial fulfillment of the requirements for the
degree of Doctor of Philosophy in Education,
Mizoram University, Aizawl**

INTRODUCTION

Student mobility has become a defining feature of global higher education, with students increasingly crossing national and regional boundaries in pursuit of academic excellence, specialized programmes, international exposure and enhanced career opportunities. According to reports from the Organisation for Economic Co-operation and Development, a large number of students choose to study abroad to access high-quality institutions and diverse learning environments (OECD, 2023). India reflects this global trend, with over 1.8 million Indian students studying overseas in 2025 (Sareen, 2025), while simultaneously attracting international learners. The Study in India (SII) initiative registered 72,218 students from 200 countries for the 2024-2025 academic year, highlighting India's growing role in internationalising higher education (Gohain, 2024).

A similar pattern is visible in Mizoram, where students from across India and abroad pursue higher education in different institutions. Mizoram University currently hosts non-resident students from various states along with 43 international students from 15 countries, contributing to a culturally diverse learning environment (The Sentinel, 2025). While this diversity enriches campus life, research shows that non-resident and international students commonly face challenges related to cultural adjustment, language, homesickness and social integration, all of which may influence their academic performance and overall well-being (Smith & Khawaja, 2011). With rising student mobility into Mizoram, addressing these challenges becomes essential for strengthening the academic and adjustment experiences of non-resident students.

ALIENATION

Philosophers and thinkers across centuries have explored the idea of alienation, from Plotinus's view of the soul's separation from the ultimate source (Al-Khawaj, 1988) and Biblical references to spiritual estrangement (Sarfraz, 1997) to Hegel's analytical framework distinguishing imposed and voluntary forms of alienation (Hegel, 1949, as cited in Schacht, 1970). Marx later highlighted structural alienation within capitalist systems, identifying disconnection from work, self and others (Saikia & Padmavathy, 2022).

Historically, the concept of alienation gained attention through Karl Marx, who analysed it in the context of capitalist society. He identified four types of alienation among workers viz., alienation from the process of work, the product, oneself and others and he argued that this separation is a structural feature of capitalist economic and labour systems (Saikia & Padmavathy, 2022). Etymologically, the word ‘alienation’ is rooted in the Latin word “*alienare*”, meaning “to remove” or “cause separation,” and the term encompasses psychological, social and philosophical dimensions (Sarfraz, 1997). Modern perspectives emphasise that alienation leads individuals to withdraw from meaningful relationships, social environments and their own essence (Eryilmaz & Burgaz, 2011; Terzi et al., 2023), with Kaplan (1976) describing it as the absence of meaningful connection between one’s identity, relationships and life roles. In educational settings, alienated students often feel isolated, disconnected from peers and disengaged from academic life, which negatively affects their well-being and performance (Dean, 1961; The Editors of Encyclopaedia Britannica, n.d.).

ADJUSTMENT

Adjustment is a lifelong process through which individuals cope with changes and challenges across personal, social and professional domains. It involves modifying one’s thoughts, feelings and behaviours to maintain balance and function effectively in different situations. Rooted in Darwin’s (1859) concept of adaptation which was originally used to describe organisms’ survival in changing physical environments, psychologists later expanded the idea to emphasize adjustment within social and interpersonal contexts (Lazarus, 1961). Adjustment enables individuals to manage stress, respond to demands and maintain harmony between their needs and their surroundings. According to Rathus and Nevid (1983), it refers to the behaviours that help people meet environmental demands, while Kim (1995) highlights that adjustment involves achieving an appropriate fit between the person and their environment.

In educational contexts, students must adjust to intellectual, social, emotional and cultural demands such as managing academic workloads, forming relationships and adapting to institutional norms. Poor adjustment may result in stress, loneliness and academic difficulties whereas good adjustment promotes mental health, academic achievement and social growth. Arkoff (1968) notes that a well-adjusted student performs satisfactorily in

academics and participates effectively in various activities, reflecting a balanced and capable functioning within the educational environment.

ACADEMIC ACHIEVEMENT

Academic achievement refers to the knowledge, skills and understanding students gain through study and effort, distinct from innate ability (Lamas, 2015). It includes outcomes of learning and school tasks (Pandey et al., 1996, as cited in Zheng, 2022) and is commonly measured through GPA or standardized tests (Alhurishi et al., 2021). Achievement is influenced not only by intelligence but also by motivation, study habits, social support and the learning environment (Annie et al., 1996, as cited in Bukhari & Khanam, 2017). It plays a key role in students' educational progression, career opportunities and personal development, making it a complex result of interacting personal and environmental factors (Singh, 1976, as cited in Islam, 2019).

HIGHER EDUCATION

Higher education, the apex of formal education, plays a key role in national development and evolves to meet societal and global needs (Hmar, 2023). UNESCO (1998) defines it as post-secondary studies provided by approved institutions, while in India it follows 10-12 years of schooling and includes general, vocational, professional and technical programmes (Ministry of Human Resource Development, 2011). India's higher education has developed through historical reforms, including the Radhakrishnan and Kothari Commissions and the National Education Policies and today comprises diverse universities and over 4.33 crore students (Government of India, 1986; Ministry of Education, 2020, 2024).

In Mizoram, higher education evolved from informal learning at the Zawlbuk to formal schools established by missionaries in the late 19th century, with the first college founded in 1958 and Mizoram University established in 2001 (Barbhuiya, 2010; Hluna, 1992; Mizoram University, 2025). Recent initiatives, including the Mizoram State University Bill, 2025, aim to expand opportunities and align with NEP 2020 (Times of India, 2025). The state now offers courses in arts, science, commerce, technical and professional fields, attracting non-resident and international students (Gurumayum, 2016).

RATIONALE OF THE STUDY

The pursuit of higher education away from home is a significant transition for students which could introduce new academic, social and personal demands (Ward, Bochner, & Furnham, 2001). Non-resident students face challenges such as unfamiliar cultural and linguistic environments, establishing peer and institutional relationships and adapting to different academic expectations (Rivas et al., 2019; Kraaykamp & van Eijck, 2012). These difficulties can lead to feelings of isolation, stress and negatively impacting motivation, engagement and academic performance (Shram, 1986; Rajapaksa & Dundes, 2002; Lee & Rice, 2007; Shaikh, 2024). Social and cultural differences, including potential discrimination may further influence students' ability to integrate fully into academic and campus life (Aung, 2019; Narzary, 2023; Lorenzetti et al., 2023).

Research indicates a reciprocal relationship between alienation, adjustment and academic achievement where alienation through social exclusion or cultural barriers can hinder engagement and performance, while effective adjustment enhances resilience and outcomes (Morinaj et al., 2019; Lee, 2017; Wu et al., 2015; Lorenzetti et al., 2023; Ersan & Khalil, 2019). Academic achievement thus reflects students' ability to navigate the social, cultural and academic challenges of being away from home (Chennamsetti, 2020; Zhang, 2025). Despite studies in other regions, little research exists on non-resident students in Mizoram where distinct linguistic, cultural and social contexts may uniquely affect adjustment and academic success. Understanding these experiences is essential to identify the challenges and support systems needed for non-resident students pursuing higher education in Mizoram.

STATEMENT OF THE PROBLEM

A growing number of students are leaving their home states and nations to seek higher education in culturally different places. This could present a number of social and psychological difficulties despite the chances for exposure and intellectual development. It is likely that non-resident students struggled to adjust to new social settings, linguistic variances and cultural norms that are very different from their own community. Their emotional and academic engagement may suffer as a result of these problems which can cause feelings of loneliness and isolation where adjustment becomes a critical component in assessing how well these students manage their new environment. Understanding how these factors relate to one another is essential for gaining insight into the educational experiences

of non-resident students in Mizoram, given that their levels of adjustment and alienation may have a direct impact on their academic achievement and daily functioning. Considering the significance of these apprehensions, the present study is titled, “*Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram*”.

OPERATIONAL DEFINITION OF THE TERMS USED

- Academic Achievement : Academic achievement refers to satisfactory learner performance as shown by grades or marks attained in exams, tests, continuous assessment and end-of-semester examinations. For the purpose of this study, academic achievement refers to the scores obtained by non-resident students in their annual or end-semester examinations, expressed as a percentage after converting their grades or marks.
- Alienation : Alienation refers to the feeling of disconnection or separation from one’s social environment, work, studies, self and others. In the present study, the level of students’ alienation is determined based on the score they obtained in the alienation scale.
- Adjustment : Adjustment refers to the process of adapting behaviour to a changed environment and the ability to cope in social situations and achieve satisfaction of one’s needs. In the present study, the level of students’ adjustment is determined based on the score they obtained in the adjustment scale.
- Non-Resident Student : In the present study, a non-resident student is any student who is not a permanent resident in the state of Mizoram, i.e. one who comes from another state or country to pursue higher education in Mizoram.
- Higher Education : Higher education refers to the level of education pursued after completing twelve years of schooling or an

equivalent, typically offered by colleges, universities and professional institutions.

RESEARCH QUESTIONS

1. Has alienation scale ever been constructed and standardized for non-resident students?
2. What is the level of alienation of non-resident students pursuing higher education in Mizoram?
3. Is there any difference in alienation of non-resident students with reference to their gender, age and duration of stay in Mizoram?
4. What is the level of adjustment of non-resident students pursuing higher education in Mizoram?
5. Is there any difference in adjustment of non-resident students with reference to their gender, age and duration of stay in Mizoram?
6. What is the level of academic achievement of non-resident students pursuing higher education in Mizoram?
7. Is there any difference in academic achievement of non-resident students with reference to their gender, age and duration of stay in Mizoram?
8. Is there any relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram?
9. Is there any relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram?
10. Is there any relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram?
11. Does alienation predict the academic achievement of non-resident students pursuing higher education in Mizoram?
12. Does adjustment predict the academic achievement of non-resident students pursuing higher education in Mizoram?
13. Does alienation predict the adjustment of non-resident students pursuing higher education in Mizoram?
14. What are the academic challenges faced by non-resident students pursuing higher education in Mizoram?
15. What are the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram?

16. What are the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram?

RESEARCH OBJECTIVES

1. To construct and standardize an alienation scale for non-resident students.
2. To examine the level of alienation of non-resident students pursuing higher education in Mizoram.
3. To compare alienation of non-resident students with regards to gender, age and duration of stay in Mizoram.
4. To examine the level of adjustment of non-resident students pursuing higher education in Mizoram.
5. To compare adjustment of non-resident students with regards to gender, age and duration of stay in Mizoram.
6. To examine the level of academic achievement of non-resident students pursuing higher education in Mizoram.
7. To compare academic achievement of non-resident with regards to gender, age and duration of stay in Mizoram.
8. To find out the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.
9. To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
10. To find out the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.
11. To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram.
12. To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram.
13. To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram.
14. To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram.
15. To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram.

16. To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram.

NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram.
2. There is no significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
3. There is no significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
4. There is no significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram.
5. There is no significant difference in the adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
6. There is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
7. There is no significant difference in academic achievement between non-resident male and female students pursuing higher education in Mizoram.
8. There is no significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years.
9. There is no significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.
10. There is no significant relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.
11. There is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.
12. There is no significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.
13. There is no significant contribution of alienation on academic achievement of non-resident students pursuing higher education on Mizoram.

14. There is no significant contribution of adjustment on academic achievement of non-resident students pursuing higher education on Mizoram.
15. There is no significant contribution of alienation on adjustment of non-resident students pursuing higher education on Mizoram.

REVIEW OF RELATED LITERATURE

The literature reviewed in this research are divided into four main themes viz., i) Studies related to alienation, ii) Studies related to adjustment, iii) Studies related to academic achievement; and iv) Studies related to problems and challenges.

A review of related studies conducted across different years which indicates the study titles and total number of works considered for reviewed are summarized below:

Table 1: Details of related literature reviewed

Sl. No.	Studies	Span of years	Total
1.	Studies related to alienation	1986-2025	20
2.	Studies related to adjustment	2002-2025	34
3.	Studies related to academic achievement	1964-2025	18
4.	Studies related to problems and challenges	2007-2025	24
Total			95

OVERVIEW OF RELATED LITERATURE

A total of 95 studies were reviewed, spanning the years 1964 to 2025 and sourced from doctoral theses, books, journals, dissertations and articles. All studies focused on non-resident and international students, with 20 examining alienation, 34 exploring adjustment, 18 addressing academic achievement and 24 investigating the problems and challenges faced by students in new social and academic environments.

Most studies on alienation among non-resident and international students used quantitative methods, with fewer employing qualitative approaches to explore personal and

cultural experiences. Samples included undergraduates, postgraduates and vulnerable groups across regions like the Middle East, US, China, Iran and Indonesia. Findings show that social engagement, cultural adaptation, supportive institutions and language proficiency reduce alienation (Mighty, 2016; Howard, 1994; Pepanyan, 2019). However, some studies found mixed effects on academic performance (Alamoudi et al., 2018; Ruffin, 1988), inconsistent gender differences (El-Deeb, 2012; Dowleh et al., 2014) and experiences of isolation despite social activity due to cultural stereotypes (Zitha et al., 2023), indicating that alienation is shaped by institutional, cultural and individual factors.

Studies on adjustment among international and non-resident students across countries like the US, UK, Malaysia and China show that successful adaptation depends on language proficiency, social engagement, institutional support, mentorship, extracurricular involvement and psychological resilience (Yusoff & Chelliah, 2010; Rahim, 2021; Li & Zhang, 2022). Positive institutional practices enhance adjustment, while unresponsive faculty or reliance on co-national peers can hinder integration (Gündüz & Alakbarov, 2019; Sivtceva, 2016). Gender differences and the separation of academic and socio-cultural adjustment highlight that adaptation is context-dependent and influenced by individual, cultural and institutional factors (Kukatlapalli, 2016).

Research shows that academic achievement among non-resident and international students is influenced by language proficiency, cultural adaptation, academic adjustment, engagement and residence type, with on-campus living and active participation enhancing performance (Parakarn, 1964; Lebcir et al., 2008; Son, 2019; Tadese et al., 2022; Sikhwari et al., 2020). Age, maturity and involvement in extracurricular activities also positively impact success by promoting discipline, resilience and holistic development (Aden, 2021; Jayanthi et al., 2014).

Studies exploring non-resident students' experiences using qualitative methods reveal challenges across social, cultural, psychological and academic domains. Language barriers hinder social integration and classroom participation (Talebloo & Baki, 2013; Wu et al., 2015). Cultural adjustment issues, including identity conflicts, stereotyping and discrimination are common (Lee & Rice, 2007; Narzary, 2023). Academic difficulties include heavy workloads, unfamiliar teaching styles and limited faculty support (Alavi & Mansor, 2011; Chennamsetti, 2020). Social isolation, lack of support networks,

psychological stress and financial pressures also affect students' well-being and performance (Wu et al., 2015; Lee, 2017; Lorenzetti et al., 2023).

RESEARCH GAP

Although substantial research exists on alienation, adjustment and academic achievement among non-resident students internationally, there is a notable lack of studies focusing on Mizoram's unique socio-cultural and institutional context. Existing literature highlights factors such as social interaction, language proficiency and institutional support (Yusoff & Chelliah, 2010; Mighty, 2016; Parakarn, 1964; Hasanova, 2025), but primarily reflects Western or other international settings, overlooking the specific challenges faced by non-Mizo students in Mizoram where strong ethnic identity, close-knit communities and prevalent Mizo language use may create particular difficulties (Narzary, 2023; Sebastian, 2024). While previous studies emphasize the importance of social networks, cultural adaptation and institutional support for successful adjustment and academic achievement (Howard, 1994; Klomegah, 2006; Rahim, 2021; Jiang, 2022), there is no research addressing these factors in Mizoram. This gap highlights the need for the present study which aims to explore the experiences, social and academic challenges and adjustment strategies of non-resident students in higher education institutions of Mizoram.

METHOD OF THE STUDY

The study used a mixed-methods design, combining quantitative and qualitative methods to gain a comprehensive understanding of non-resident students' experiences in Mizoram. An explanatory sequential design was employed, with questionnaires collected in the first quantitative phase, followed by focus group discussions in the qualitative phase. This approach allowed the qualitative data to clarify and expand on the statistical findings, providing a deeper and more reliable insight into students' experiences and challenges.

POPULATION OF THE STUDY

The population comprised of all non-resident students, both from other states and foreign countries, enrolled in higher education institutions across Mizoram during the 2023-2024 academic session. Since the Higher and Technical Education Department, Government of Mizoram, does not maintain separate or distinct records on non-resident students, the researcher personally identified higher education institutions across the state that enrolled

non-resident students. Through this process, it was found that seven institutions together had a recorded population of approximately 2,175 non-resident students.

SAMPLE OF THE STUDY

Two distinct sampling methods were used in this study to gather both quantitative and qualitative data. Based on Taro Yamane's (1967) sample size determination formula, the minimum required sample for the study was calculated as $n = 338$. The researcher employed Proportionate Random Sampling Method where 30% of non-resident students from each of the seven institutions were randomly selected in order to enhance the representativeness of the sample across the institutions. This procedure resulted in the final sample size that exceeded the computed minimum, thereby strengthening the reliability of the dataset. The quantitative sample for this study is depicted on the table below:

Table 2: Sample for Quantitative data

Sl. No.	Name of Institution	Under-graduate Students	Post-graduate Students	Research Scholars
1.	College of Horticulture	21	-	-
2.	College of Veterinary Sciences & Animal Husbandry	44	38	-
3.	Mizoram University	53	141	64
4.	National Institute of Technology	145	6	2
5.	Pachhunga University College	10	-	-
6.	Regional Institute of Paramedical & Nursing Sciences	82	16	-
7.	Zoram Medical College & Hospital	34	-	-
Total		656		

The study also employed Purposive Sampling Method to collect qualitative data, selecting participants who possessed the relevant experience and insights necessary to provide detailed and pertinent information. The qualitative phase of data collection was undertaken using Focus Group Discussion. Each focus group comprised of 5 to 10 participants, as recommended by Krueger (2002). Through this method, the researcher was able to learn more about the non-resident students' individual experiences, viewpoints and difficulties that the quantitative data was unable to adequately obtain. Seven (7) sessions of focus group discussion were conducted across seven different institutions. The sample for qualitative phase of data is given below:

Table 3: Sample for Qualitative data

Sl. No.	Name of Institution	No. of Participants
1.	College of Horticulture	10
2.	College of Veterinary Sciences & Animal Husbandry	6
3.	Mizoram University	8
4.	National Institute of Technology	6
5.	Pachhunga University College	5
6.	Regional Institute of Paramedical & Nursing Sciences	7
7.	Zoram Medical College & Hospital	6
Total		48

PROCEDURE OF DATA COLLECTION

Consent was obtained from institutional authorities and questionnaires were administered without disrupting academic activities, ensuring confidentiality.

Seven focus group discussions were conducted across seven institutions using a semi-structured guide on aspects of alienation, adjustment strategies and academic challenges of the students with recordings taken after participants' consent.

STATISTICAL TECHNIQUES USED

Normality of alienation, adjustment and academic achievement scores was tested using skewness and kurtosis prior to conducting analysis, all of which fell within the acceptable range (-1 to 1), indicating normal distribution and suitability for parametric tests (Orcan, 2020).

The results of the normality tests are presented below:

Table 4: Normality test for the major variables

Variables	Skewness	Kurtosis	Interpretation
Alienation	0.381	-0.474	Normal
Adjustment	-0.197	-0.301	Normal
Academic Achievement	-0.323	0.894	Normal

The statistical techniques employed in both the quantitative data and qualitative data of the study are outlined below:

Quantitative Data: The study used parametric statistical techniques since the data were normally distributed. Descriptive statistics (percentages, z-scores, standard deviation, central tendency) and inferential tests (Pearson's Correlation, t-test, One-way ANOVA, Tukey Kramer's post hoc analysis and linear regression) were applied. SPSS 25.0 was mainly used for inferential analysis, while Microsoft Excel was used to organized data and produced charts and graphs.

Qualitative Data: Using an explanatory sequential mixed-methods design, quantitative data were collected first via questionnaires, followed by focus group discussions to explore underlying experiences. Thematic analysis (Braun & Clarke, 2006) was employed through six phases: familiarization, coding, generating themes, reviewing themes, defining/naming themes and writing up. Combining both data types allowed triangulation, enhancing validity and providing a comprehensive understanding of students' experiences.

TOOLS USED FOR DATA COLLECTION

The following tools were utilised for the present study:

1. Alienation Scale for Non-resident Students developed by the researcher.

The researcher developed a 50-item Alienation Scale for Non-Resident Students using Likert's method, as no standardized tool existed for this population. The scale, comprising negative statements, measures four dimensions of alienation viz., academic alienation, emotional alienation, institutional alienation and social alienation using a five-point rating system (Always, Often, Sometimes, Rarely and Never) to capture students' experiences and challenges.

2. Adjustment Inventory for College Students (AICS) by Dr. A.K.P Sinha and Dr. R.P. Singh (1968)

The Adjustment Inventory for College Students (AICS) by Sinha and Singh (1968) was adapted and used to measure non-resident students' adjustment across five areas: Home, Health, Social, Education and Emotional. The 102-item inventory uses "Yes/No" responses, scored 1 for correct and 0 for incorrect answers. In the present study, items related to home and health areas were eliminated as they were not pertinent to the sample, yielding a revised set of 71 statements.

The test demonstrated high reliability (split-half 0.94, test-retest 0.93, Hoyt's ANOVA 0.94, K-R Formula-20 0.92) and validity, confirmed through item analysis and correlation between hostel superintendents and a sample of 120 students living in different houses of Patna University ($r = 0.58$, $p < 0.01$). Scores classify students into five adjustment levels: Excellent (A), Good (B), Average (C), Unsatisfactory (D) and Very Unsatisfactory (E). The following table represents the classification of adjustment for total scores:

Table 5: Classification of Adjustment in terms of categories

Categories	Description of Adjustment	Range of Scores	
		Male	Female
A	Excellent	12 and below	12 and below
B	Good	13-28	13-27
C	Average	29-45	28-41
D	Unsatisfactory	46-61	42-57
E	Very Unsatisfactory	62 and above	58 and above

Revalidating Reliability Using Cronbach's Alpha

The scale was revised for non-resident students by eliminating 31 items related to home and health, resulting in a 71-item scale covering social, educational and emotional adjustment. The revised scale showed acceptable reliability with a Cronbach's alpha of 0.79, confirming its suitability for the target population. This approach is consistent with established scale refinement practices where items are removed only when they are deemed irrelevant or unsuitable for the target population, as demonstrated in previous studies (Park et al., 2021; Zhan et al., 2023; Duwe & Titzmann, 2024).

Recalibration of norms

The norms of the scale were recalibrated for non-resident students to improve validity and interpretive accuracy. In the revised norms, lower scores indicate better adjustment, while higher scores reflect poorer adjustment. The recalibrated norms are as follows:

Table 6: Recalibrated norms for adjustment inventory

Sl. No.	Level of Adjustment	Range of Scores
1.	Excellent	24 and below
2.	Good	25-31
3.	Average	32-40
4.	Unsatisfactory	41-47
5.	Very Unsatisfactory	48 and above

3. Academic achievement

The academic achievements of the students were assessed using their end-semester and annual examination scores. As the results were presented in grades, the students' CGPAs were converted into percentages following the guidelines prescribed by Mizoram University (2016). The University outlines the following method for converting the Cumulative Grade Point Average (CGPA) into percentage:

$$\% \text{ Marks} = \text{CGPA} \times 10$$

4.Focus Group Discussion

The guidelines were drafted by the researcher to find out the academic challenges, aspects of alienation and adjustment strategies of non-resident students. The researcher employed thematic analysis framework developed by Braun and Clarke (2006) to examine the qualitative data. The process followed six-phase approach, which includes familiarization, coding, generating themes, reviewing themes, defining and naming themes; and writing up.

MAJOR FINDINGS OF THE STUDY

Objective 1: To construct and standardize an alienation scale for non-resident students.

Existing scales were unsuitable for capturing alienation of students living away from home, so the researcher created a new Likert type ‘Alienation Scale for Non-Resident Students’ with four dimensions: academic, emotional, institutional and social alienation.

Objective No. 2: To find out the level of alienation of non-resident students pursuing higher education in Mizoram.

- 1) Average alienation: 33.23% of students
- 2) Below average alienation: 26.07% of students
- 3) Above average alienation: 18.14% of students
- 4) High alienation: 12.50% of students
- 5) Low alienation: 10.06% of students

Shared experiences from focus group discussion: The focus group discussion revealed that non-resident students experienced varying degrees of alienation, including feelings of loneliness, cultural and language differences and initial difficulties in managing independently. Most students fall into the average level of alienation because, although they initially face these challenges, they gradually adapt by making new friends, adjusting to the local lifestyle and developing self-reliance.

Objective No. 3: To compare alienation between male and female non-resident students pursuing higher education in Mizoram.

- 1) High alienation: 15.08% males, 9.97% females

- 2) Above-average alienation: 17.85% males, 18.43% females
- 3) Average alienation: 27.38% males, 38.97% females
- 4) Below-average alienation: 27.69% males, 24.47% females
- 5) Low alienation: 12% males, 8.16% females

Comparison by test of significance: There was no significant difference in alienation between male and female non-resident students pursuing higher education in Mizoram (not significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion indicated that both male and female students faced similar challenges, such as loneliness, adjusting to a new environment and managing studies, especially at the beginning of the session. Students reported that these difficulties were shared experiences, not influenced by gender. This supports the quantitative finding, showing that the level of alienation is shaped by situational and environmental factors rather than gender.

Objective No. 4: To compare alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Students below 20 years show the highest percentage of high alienation (22.33%) and average alienation (42.72%), whereas students above 31 years report the highest proportion in below-average alienation (43.33%) and above-average alienation (21.11%). Students aged 26-30 years have the highest percentage of low alienation (20.16%). Overall, this indicates that age influences the level of alienation, with younger students facing more challenges in adjustment compared to older students.

Comparison by One way ANOVA: There is a significant difference in alienation between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram. Post hoc analysis highlighted that there is a significant difference between non-resident students who are below 20 years and 21-25 years, below 20 years and 26-30 years and students who are below 20 years and above 31 years (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion shows that younger students feel more alienated because they struggle to adjust to a new environment, studies and being away from home, leading to homesickness and loneliness. In contrast, older students cope better, seek support, participate in activities and manage their

time effectively. This indicates that age influences the intensity of alienation, with younger students being more vulnerable and older students better able to adapt.

Objective No.5: To compare alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Those who have stayed 3-4 years report the highest average alienation (36.33%), while students with 1-2 years (34.22%) and less than one year (28.57%) also show significant proportions in this category, indicating that alienation affects students regardless of stay length. High alienation is most common among students staying 3-4 years (19.25%) and lowest among those staying more than 5 years (8.30%), while below-average and low alienation are highest in the longest-stay group (31.48% and 11.11%). Overall, the findings suggest that longer duration of stay is associated with gradual adjustment and reduced alienation.

Comparison by One way ANOVA: There is a significant difference in alienation between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years. Post hoc analysis highlighted that there is a significant difference between students who have stayed in Mizoram for less than one year and 3-4 years, 1-2 years and 3-4 years and students who have stayed in Mizoram for more than 5 years and 3-4 years (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion indicates that the duration of stay influences students' feelings of alienation. Those who have been in Mizoram for a shorter period face social and academic challenges, such as making friends and adjusting to studies, while students with longer stays experience occasional stress from cultural differences or group dynamics despite becoming more familiar with their environment. This shows that alienation decreases over time but may persist in specific situations.

Objective No.6: To examine the level of adjustment of non-resident students pursuing higher education in Mizoram.

- 1) Excellent adjustment: 11.43% of students
- 2) Good adjustment: 19.51% of students
- 3) Average adjustment: 34.60% of students
- 4) Unsatisfactory adjustment: 24.09% of students

- 5) Very unsatisfactory adjustment: 10.37% of students

Shared experiences from focus group discussion: The focus group discussion indicates that students are gradually adjusting to their new environment by balancing studies and social life, making friends and seeking support from peers and seniors. While challenges like academic workload and cultural differences persist, most students develop strategies to cope, explaining why the majority show average to good adjustment in the quantitative data.

Objective No.7: To compare adjustment between male and female non-resident students pursuing higher education in Mizoram.

- 1) Excellent adjustment: 14.46% males, 8.46% females
- 2) Good adjustment: 21.23% males, 17.82% females
- 3) Average adjustment: 34.46% males, 34.74% females
- 4) Unsatisfactory adjustment: 23.69% males, 24.47% females
- 5) Very unsatisfactory adjustment: 6.15% males, 14.50% females

Comparison by test of significance: There is a significant difference in adjustment between male and female non-resident students pursuing higher education in Mizoram (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion shows that male students generally adjust more smoothly to their new environment by engaging in social activities, making friends and seeking support, while female students face greater emotional and social challenges such as homesickness and difficulty forming close connections. This indicates that gender influences adjustment patterns, with males coping better and females experiencing more adjustment difficulties.

Objective No.8: To compare adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Students above 31 years have the highest proportions in excellent (14.44%), good (25.56%) and average adjustment (43.33%) and none fall in the very unsatisfactory category. In contrast, younger students below 20 years report higher unsatisfactory (31.07%) and very unsatisfactory adjustment (9.71%), with lower percentages in excellent (10.68%) and good adjustment (18.45%). This demonstrates that adjustment improves with age.

Comparison by One way ANOVA: There is a significant difference in adjustment between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram. Post hoc analysis highlighted that there is a significant difference between students below 20 years and above 31 years, there also exist a significant difference between students who are 21-25 years and above 31 years (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion shows that age influences adjustment, with younger students struggling to balance studies and personal challenges, while older students may feel socially isolated due to differences with younger peers. This supports the quantitative data, indicating that age affects students' sense of belonging and their ability to adapt to a new environment.

Objective No.9: To compare adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

Average adjustment is most common across all durations of stay, increasing with longer stays: less than 1 year (35.71%), 1-2 years (32.87%), 3-4 years (33.16%) and over 5 years (46.30%). Students with longer stays also show higher good adjustment, while excellent and very unsatisfactory adjustment are more common among shorter-stay students. Overall, longer stays are linked to greater adjustment and stability.

Comparison by One way ANOVA: There is no significant difference in adjustment between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years (not significant at 0.05 level of confidence).

Shared experiences from focus group discussion: The focus group discussion reveals that the duration of stay in Mizoram does not necessarily determine a student's level of adjustment. Students who have been in the state for only a few months, as well as those who have stayed for several years, reported facing similar challenges related to language, food and being away from home. Successful adjustment appears to depend more on personal resilience, mindset and the presence of a strong support system rather than the length of stay.

Objective No.10: To examine the level of academic achievement of non-resident students pursuing higher education in Mizoram.

Out of 656 non-resident students, 125 (19.06%) are high achievers, 508 (77.44%) are average achievers and 23 (3.50%) are low achievers, indicating that most students perform at an average level academically.

Shared experiences from focus group discussion: The focus group narratives show that most students fall in the average level because they can manage their studies despite challenges like homesickness, language barriers and stress, but these issues prevent them from consistently performing at the highest level. On the other hand, some students struggle more with homesickness, stress, language problems, or poor adjustment, which affects their concentration and results in low achievement.

Objective No.11: To compare academic achievement between male and female non-resident students pursuing higher education in Mizoram.

1. Most male students are average achievers (87.08%), higher than female students (74.02%).
2. High achievement is slightly higher among males (11.38%) than females (8.76%).
3. Low achievement is far more common among females (17.22%) compared to males (1.54%).

Comparison by test of significance: There is a significant difference in academic achievement between male and female non-resident students pursuing higher education in Mizoram (significant at 0.05 level of confidence).

Shared experiences from focus group discussion: The focus group narratives show that female students reported better time management and confidence in class, supporting stronger academic performance, while male students shared challenges like stress, language barriers and adjustment issues that affected their studies. This supports the finding that gender differences influence academic achievement.

Objective No.12: To compare academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram.

Older students perform better academically, with the highest high-achiever rates in the 26-30 years (20.97%) and above 31 years (21.11%) groups. Younger students (below 20 years and 21-25 years) mostly fall in the average category and show higher low-achiever percentages. Overall, academic achievement tends to improve with age, as older students show stronger performance and fewer academic difficulties.

Comparison by One Way ANOVA: There is a significant difference in academic achievement between non-resident students below 20 years, 21-25 years, 26-30 years and above 31 years pursuing higher education in Mizoram. Post hoc analysis highlighted that there is a significant difference between students who are below 20 years and above 31 years (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion shows that older students perform better academically than younger students. Older students reported greater confidence, efficiency and familiarity with academic demands, while younger students experienced more pressure and difficulty coping.

Objective No.13: To compare academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years.

High achievers are most common among students staying 3-4 years (15.51%), while the proportion of average achievers increases with longer stays, peaking at 87.04% for students over 5 years. Low achievers are highest among mid-term residents (3-4 years, 10.16%) and absent in long-term residents, indicating that longer stays are linked to more stable academic performance and fewer low achievers.

Comparison by One Way ANOVA: There is a significant difference in academic achievement between non-resident students who have stayed in Mizoram for less than 1 year, 1-2 years, 3-4 years and more than 5 years. Post hoc analysis highlighted that there is a significant difference between students who have stayed in Mizoram for less than 1 year and more than 5 years as well as between students who have stayed for 3-4 years and more than 5 years (significant at 0.01 level of confidence).

Shared experiences from focus group discussion: The focus group discussion shows that students with shorter stays struggle with adjustment and concentration, affecting their academic performance, while long-term residents feel more settled, confident and perform better academically, supporting the quantitative findings.

Objective No.14: To find out the relationship between alienation and adjustment of non-resident students pursuing higher education in Mizoram.

There exist a positive but weak relationship between alienation and adjustment among non-resident students.

Shared experiences from focus group discussion: The focus group discussion shows that even as students gradually face fewer alienation-related challenges over time, such as social exclusion or cultural differences, many still struggle to fully adjust. Students reported feeling like outsiders, facing subtle discrimination, or experiencing language and cultural barriers, which continued to affect their academic engagement and social participation despite reduced alienation. This explains why adjustment levels did not rise proportionally with the decline in alienation.

Objective No.15: To find out the relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.

There is no significant relationship between adjustment and academic achievement of non-resident students pursuing higher education in Mizoram.

Shared experiences from focus group discussion: The focus group discussion shows that the students' experiences indicate that adjustment to the environment does not consistently affect academic performance. While they may feel settled socially and personally, exam scores remain unpredictable. Both qualitative and quantitative data suggest that adjustment supports personal and social well-being but does not directly determine academic achievement.

Objective No.16: To find out the relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.

There is no significant relationship between academic achievement and alienation of non-resident students pursuing higher education in Mizoram.

Shared experiences from focus group discussion: The focus group discussion shows that the students' experiences show that feelings of alienation do not directly affect academic performance. Despite challenges like loneliness, lack of close friends, or conflicts with peers, students remained focused on their goals and maintained good academic results. This suggests that alienation impacts social and emotional well-being but does not necessarily lower academic achievement.

Objective No.17: To predict the contribution of alienation on academic achievement of non-resident students pursuing higher education in Mizoram.

There is no significant prediction of alienation on academic achievement of non-resident students pursuing higher education on Mizoram.

Shared experiences from focus group discussion: The focus group discussion shows that the students' experiences indicate that alienation affects social and emotional experiences but not academic performance. Despite feeling excluded, facing language barriers, or struggling with teaching styles, students were still able to concentrate on their studies and perform well in exams. Both qualitative and quantitative findings show that alienation does not significantly impact academic achievement.

Objective No.18: To predict the contribution of adjustment on academic achievement of non-resident students pursuing higher education in Mizoram.

There is no significant prediction of adjustment on academic achievement of non-resident students pursuing higher education on Mizoram.

Shared experiences from focus group discussion: The focus group discussion shows that students faced social and environmental adjustment challenges, such as hostel life, new teaching methods and interacting with local classmates. Despite these difficulties, they were able to focus on their studies, complete assignments and maintain good academic performance, indicating that adjustment challenges did not hinder their academic achievement.

Objective No.19: To predict the contribution of alienation on adjustment of non-resident students pursuing higher education in Mizoram.

Alienation serves as a significant predictor on adjustment of non-resident students pursuing higher education on Mizoram.

Shared experiences from focus group discussion: The focus group discussion shows that students faced initial alienation due to conflicts, cultural differences and language barriers, but they used adjustment strategies such as joining activities, study groups and social events to improve both academic and social life. This indicates that while alienation poses challenges, it also encourages students to develop effective coping and adjustment strategies, supporting the quantitative findings.

Objective No.20: To explore the academic challenges faced by non-resident students pursuing higher education in Mizoram.

Using Braun and Clarke's (2006) thematic analysis, the focus group discussions revealed five major themes that capture the academic challenges faced by non-resident students. These are shortage of faculty members, inadequate institutional facilities, excessive academic workload, teaching methods and instructional approaches and unsupportive local classmates.

Objective No.21: To gain insight into the aspects of alienation experienced by non-resident students pursuing higher education in Mizoram.

Using Braun and Clarke's (2006) thematic analysis, the focus group discussions identified six themes that illustrate the different aspects of alienation experienced by non-resident students. These are language barrier, food habits, limited social integration, homesickness, transportation issues and perceived discrimination.

Objective No.22: To identify the adjustment strategies adopted by non-resident students pursuing higher education in Mizoram.

Using Braun and Clarke's (2006) thematic analysis, the focus group discussions revealed five major themes that capture the adjustment strategies adopted by non-resident students. These are familial support, engage in co-curricular activities, guidance from senior students, learning the local language and emotional resilience.

RECOMMENDATIONS BASED ON THE FINDINGS

Based on the findings of the study, three levels of recommendations were made for the effective support and holistic development of non-resident students in Mizoram. They are as follows:

1. Recommendations at Community Level

i) The findings suggest that implementing cultural orientation and social integration initiatives would significantly support non-resident students in adapting to everyday life in Mizoram. Programmes that promote understanding of local customs, traditions and language may reduce social and cultural alienation, foster inclusivity and encourage meaningful interaction between non-resident students and local residents.

ii) The establishment of peer support networks such as mentorship, buddy systems and collaborative projects linking local residents with non-resident students can help provide guidance in navigating daily life, cultural adaptation and social engagement. This kind of network may mitigate emotional and social alienation and offer reassurance to students experiencing homesickness or isolation.

iii) Access to safe transportation and affordable housing is another factor influencing students' adjustment. Addressing these practical aspects of daily life can help students feel more settled and integrated into the local environment.

iv) Conducting awareness programmes like promoting diversity, inclusion and respect for differences could contribute to a more accepting social atmosphere. These kinds of initiatives can help reduce perceived discrimination and social isolation and supports non-resident students in their overall sense of belonging.

2. Recommendations at Institutional Level

i) Universities and colleges should ensure adequate faculty availability and accessibility for non-resident students. Faculty mentoring, regular check-ins and open communication channels can reduce academic and institutional alienation.

ii) It is highly recommended that institutions should design structured orientation programmes to familiarize non-resident students with institutional policies, academic expectations and available support services. Proper orientation can help reduce uncertainty, promotes social integration and helps in adjusting to new academic and cultural environments.

iii) Faculties and staffs should encourage non-resident students to participate in clubs, sports and cultural programmes to build peer connections, develop emotional resilience and

reduce social alienation. Active engagement in co-curricular activities can be of great help to form social networks and improving academic adjustment.

v) Institutions should ensure balanced academic workload and adopt diverse, student-centred teaching approaches. Incorporating interactive, practical and culturally inclusive instructional methods can improve understanding and engagement, reduce academic alienation and enable students to perform better.

3. Recommendations at Academic Level

i) Establishing formal peer tutoring and mentorship programmes within academic departments can help students navigate complex courses, cope with academic workload and adapt to teaching methods.

ii) Counselling can be integrated into academic system to address the interrelationship between emotional well-being and academic performance. Academic counsellors can provide guidance on study skills, time management, exam preparation and overall mental health. This initiative can help students to overcome academic stress and receive emotional guidance. Faculty members can also receive training to identify early signs of academic burnout and refer students to professional support services when needed.

iii) Institutions can encourage collaborative learning opportunities like group projects, seminars and peer mentoring to enable the students to build academic relationships, share experiences and integrate more fully into the academic community.

iv) Regular assessment of non-resident students' academic progress and adjustment can help identify challenges early. Personalized feedback and guidance can prevent extended academic struggles and foster successful integration into the academic environment.

SUGGESTIONS FOR FURTHER STUDIES

Based on the scope and confinement of the present study, it is recommended that future research may explore additional dimensions related to non-resident students' educational experiences. The list of topics suggested are as under:

1. Family Separation, Emotional Well-Being and Academic Motivation among Non-Resident School Students in Mizoram.
2. Academic Resilience and Coping Mechanisms among Non-Resident Undergraduate Students in Mizoram.

3. A Study on Social Integration and Well-Being between Resident and Non-Resident Undergraduate Students in Mizoram.
4. Inter-personal Relationships and Adjustment among International Ph.D. Scholars in Mizoram University.
5. Social Support, Cultural Adaptation and Well-Being: A Comparative Analysis between Non-Resident College Students of Mizoram and Meghalaya.
6. A Longitudinal Study on Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram.
7. A Comparative Study of Alienation and Adjustment among Non-Resident Students Pursuing Professional and General Courses in Mizoram.
8. A Comparative Study on Alienation, Adjustment and Academic Achievement among Non-Resident Students pursuing Higher Education in Mizoram and Meghalaya.

CONCLUSION

The study examined alienation, adjustment and academic achievement among non-resident students pursuing higher education in Mizoram. The findings revealed a moderate level of alienation, indicating that while many students integrated socially and academically some of them experienced emotional detachment, homesickness and limited sense of belonging. Overall adjustment was satisfactory, though language barriers and cultural unfamiliarity remained one of the major challenges. The academic achievement of the students was average which highlighted that alienation and adjustment did not directly affect performance but could influence motivation and participation. Alienation was not a significant predictor of academic achievement and thereby highlighted the importance of factors like social support, resilience and institutional assistance. Participation in co-curricular activities, peer relationships and faculty guidance were found to enhance emotional stability, adjustment and confidence.

It can be concluded that alienation and adjustment have a significant role in non-resident students' educational experiences. Both internal coping mechanisms and outside resources such as peer networks, community engagement and institutional advice are necessary for successful adjustment. Fostering belonging and involvement requires comprehensive academic, emotional and social support through peer mentoring, cultural orientation and counselling. The well-being of the students, academic achievement and a

culturally diverse learning environment will all be improved by strengthening student support networks and encouraging inclusive behaviours.

REFERENCES

- Aden, A. A. (2021). Factors affecting academic achievement of the foreign undergraduate students at Sudanese universities: A case study of Somali students. *Mogadishu University Journal*, 7, 131-157. <https://doi.org/10.12345/muj.v7i2021.1234>
- Alamoudi, A.I (2018). Effect of alienation on academic achievement performance of medical students of King Faisal University. *The Egyptian Journal of Hospital Medicine*. 72 (6),4712-4714
https://ejhm.journals.ekb.eg/article_9846_663966a0ac445e5bcd372125e015dbbc.pdf
- Alavi, M., & Mansor, S. M. S. (2011). Categories of problems among international students in Universiti Teknologi Malaysia. *Procedia - Social and Behavioral Sciences*, 30, 1581-1587. <https://doi.org/10.1016/j.sbspro.2011.10.307>
- Alhurishi, S. A., Aljuraiban, G. S., Alshaikh, F. A., Almutairi, M. M., & Almutairi, K. M. (2021). Predictors of students' academic achievements in allied health professions at King Saud University: A retrospective cohort study. *BMC Medical Education*, 21, Article 93. <https://doi.org/10.1186/s12909-021-02525-x>
- Al-Khawaj, J. M. A. (2013). *Psychosocial correlations of alienation in Kuwaiti students* [Doctoral dissertation, University of Surrey]. University of Surrey. <http://eprints.surrey.ac.uk/804895/>
- Arkoff, A. (1968). *Adjustment and mental health*. McGraw-Hill.
- Aung, W. P. P. (2019). *Challenges international students face and their perceived values at the University of New Hampshire*. University of New Hampshire Scholars' Repository. <https://scholars.unh.edu/honors/471>
- Barbhuiya, A. H. (2010). *Economics of financing higher education In Mizoram*. [Doctoral thesis, Mizoram University]. Mizoram University Institutional Repository. [https://mzuir.inflibnet.ac.in/bitstream/123456789/89/1/Abdul%20Hannan%20Barbhuiya%20\(Economics\)%20-%202010.pdf](https://mzuir.inflibnet.ac.in/bitstream/123456789/89/1/Abdul%20Hannan%20Barbhuiya%20(Economics)%20-%202010.pdf)

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <http://eprints.uwe.ac.uk/11735>
- Bukhari, S. R., & Khanam, S. J. (2017). Relationship of academic performance and well-being in university students. *Pakistan Journal of Medical Research*, 56(4), 126-130. https://applications.emro.who.int/imemrf/Pak_J_Med_Res/Pak_J_Med_Res_2017_56_4_126_130.pdf
- Chennamsetti, P. (2020). Challenges faced by Indian international students in US higher education. *Journal of Interdisciplinary Studies in Education*, 9(2), 259-273. <http://ojed.org/jise>
- Darwin, C. (1859). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. John Murray.
- Dean, D. G. (1961). Alienation: Its meaning and measurement. *American Sociological Review*, 26(5), 753-758. <https://doi.org/10.2307/2090204>
- Dowleh, M., Dowle, F., Shoaibi, M., & Elahian, H. (2014). Social and cultural factors associated with student alienation (Case study: Kermanshah Azad University). *Journal of Applied Environmental and Biological Sciences*, 4(5), 65-72.
- El-Deeb, H. A. E. (2012). Analytical study of alienation of rural and urban college students in Sharkia Governorate after the revolution of 25th of January 2011. *Australian Journal of Basic and Applied Sciences*, 6(8), 546-563. <https://www.ajbasweb.com/old/ajbas/2012/August/546-563.pdf>
- Ersan, K., & Khalil, A. (2019). Academic challenges of Turkish international students in Pakistan: A qualitative study. *International Journal of Social Sciences*, 5(3), 177-189. <https://doi.org/10.20319/pijss.2019.53.177189>
- Eryılmaz, A., & Burgaz, B. (2011). Özel ve resmi lise öğretmenlerinin örgütsel yabancılaşma düzeyi. *Eğitim ve Bilim*, 36 (161), 271-286. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/1007>
- Gohain, M.P. (2024, December 10). Foreign students in India at record high after Covid tumble. The Times of India. <https://timesofindia.indiatimes.com/india/foreign-students-in-india-at-record-high-after-covid-tumble/articleshow/115951966.cms>
- Government of India, Ministry of Education. (1986). *National Policy on Education, 1986*. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
- Gündüz, M., & Alakbarov, N. (2019). Analysis of social adjustment factors of international students in Turkey. *Journal of International Students*, 9(4), 1155-1171. <https://doi.org/10.32674/jis.v9i4.917>

- Gurumayum, P. (2016). *Total quality management in higher education: An analytical study on two central universities (Delhi University and Manipur University)*. [Doctoral thesis, Mizoram University]. Mizoram University Institutional Repository. [https://mzuir.inflibnet.ac.in/bitstream/123456789/231/1/Priyalaxmi%20Gurumayum%20\(Management\).pdf](https://mzuir.inflibnet.ac.in/bitstream/123456789/231/1/Priyalaxmi%20Gurumayum%20(Management).pdf)
- Hasanova, K. (2025). Factors affecting international students' academic achievement in Azerbaijan. *Acta Globalis Humanitatis et Linguarum*, 2(4), 223-246. <https://doi.org/10.69760/aghel.0250040011>
- Hegel, G. W. F. (1949). *Phenomenology of mind* (J. B. Baillie, Trans.). Macmillan.
- Hluna, J.V. (1992). *Education and Missionaries in Mizoram*. Spectrum Publication, Guwahati/Delhi. <http://www.mizoram.nic/about/physiography.html>
- Hmar, R. (2023). *Globalization and higher education: A comparative study of the British and Indian systems*. [Doctoral thesis, Mizoram University]. MZU Institutional Repository. <https://mzuir.inflibnet.ac.in/bitstream/123456789/1372/1/Ruatdiki%20Hmar.pdf>
- Howard, E. A. (1994). *Alienation among international students* [Master's thesis, Oklahoma State University]. Oklahoma State University. <https://research-solution.com/uplode/book/book-86413.pdf>
- Islam, M. N. (2019). Survey of literature on the relationship between learners' multiple intelligences and academic achievement. *International Journal of Research in Social Sciences*, 9(3), 353. <http://www.ijmra.us>
- Jayanthi, S. V., Balakrishnan, S., Lim, A. L. S. C., Latiff, N. A. A., & Nasirudeen, A. M. A. (2014). Factors contributing to academic performance of students in a tertiary institution in Singapore. *American Journal of Educational Research*, 2(9), 752-758. <https://doi.org/10.12691/education-2-9-8>
- Jiang, Q., Horta, H., & Yuen, M. (2022). International medical students' perspectives on factors affecting their academic success in China: A qualitative study. *BMC Medical Education*, 22(1), 574. <https://doi.org/10.1186/s12909-022-03597-z>
- Kaplon, M.A. (1976). *Alienation and identification*. The Free Press, 118. <https://books.google.co.in/books?isbn=1451403402>
- Kim, Y. Y. (1995). Cross-cultural adaptation: An integrative theory. In R. Wiseman (ed.), *Intercultural communication theory: International and Intercultural Communication Annual*. 19, 170-193. Thousand aks: Sage.

- Klomegah, R. Y. (2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40(2), 303-315. <https://eric.ed.gov/?id=EJ765327>
- Kraaykamp, G., & van Eijck, K. (2012). Cultural and social integration of students in higher education: Effects on academic achievement. *Higher Education*, 63(5), 563-580. <https://link.springer.com/article/10.1007/s10734-011-9468-1>
- Krueger, R. A. (2002, October). Designing and conducting focus group interviews. University of Minnesota. <https://www.ciu.edu/ihec/Krueger-FocusGroupInterviews.pdf>
- Kukatlapalli, J. (2016). *A study of the adjustment experiences of Indian international students in New Zealand universities* [Doctoral dissertation, Victoria University of Wellington]. <https://doi.org/10.26686/wgtn.12503693.v1>
- Lamas, H. A. (2015). School Performance. *Journal of Educational Psychology-Propositos y Representaciones*, 3(1), 351-385. Doi:10.20511/pyr2015.v3n1.74
- Lazarus, R. S. (1961). *The relationship between personality and adaptation*. *Psychological Monographs*, 75(1, Whole No. 546). <https://doi.org/10.1037/h0093848>
- Lebcir, R. M., Wells, H., & Bond, A. (2008). Factors affecting academic performance of international students in project management courses: A case study from a British Post 92 University. *International Journal of Project Management*, 26(3), 268-274. <https://doi.org/10.1016/j.ijproman.2008.02.003>
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409. <https://www.jstor.org/stable/29735060>
- Lee, J. S. (2017). Challenges of international students in a Japanese university: Ethnographic perspectives. *Journal of International Students*, 7(1), 73-93. <https://doi.org/10.32674/jis.v7i1.245>
- Li, L., & Zhang, J. (2022). Academic adjustment in the UK university: A case of Chinese students' direct-entry as international students. *Journal of Education and Learning*, 11(5), 131-143. <https://doi.org/10.5539/jel.v11n5p131>
- Lorenzetti, D. L., Lorenzetti, L., Nowell, L., Jacobsen, M., Clancy, T., Freeman, G., & Oddone Paolucci, E. (2023). Exploring international graduate students' experiences, challenges and peer relationships: Impacts on academic and emotional well-being. *Journal of International Students*, 13(4), 22-41. <https://doi.org/10.2162/jistudents.1342023.041>
- Mighty, A. (2016). *Causes of alienation among Black students at two predominantly White universities* [Doctoral dissertation, South Dakota State University]. Open Public Research

- Access Institutional Repository and Information Exchange.
<https://openprairie.sdstate.edu/etd/994>
- Ministry of Education, Government of India. (2020). National Education Policy 2020. Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Ministry of Education, Government of India. (2024). All India Survey on Higher Education (AISHE) 2021-22: Final report.
https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE%20Book_2021-22_4.pdf
- Ministry of Human Resource Development, Government of India. (2011). *All India Survey on Higher Education 2010-11: Concepts and definitions* (Chapter 2). Government of India.
<https://cdnbbsr.s3waas.gov.in/s392049debbe566ca5782a3045cf300a3c/uploads/2024/02/20240213512897658.pdf>
- Mizoram University. (2025). *About the university*. <https://mzu.edu.in/about-the-university/>
- Morinaj, J., Hadjar, A., & Hascher, T. (2019). School alienation and academic achievement in Switzerland and Luxembourg: A longitudinal perspective. *Social Psychology of Education*, 23(2), 279-314. <https://doi.org/10.1007/s11218-019-09540-3>
- Narzary, B. (2023). *Problems faced by the students from North-East India in metropolitan cities: A sociological study*. *Journal of Emerging Technologies and Innovative Research*, 10(11), 371-377. <http://www.jetir.org/view?paper=JETIR2311450>
- OECD. (2023). *International student mobility*. Organisation for Economic Co-operation and Development. <https://www.oecd.org/education/international-student-mobility.html>
- Orcan, F. (2020). Parametric or non-parametric: Skewness to test normality for mean comparison. *International Journal of Assessment Tools in Education*. 7(2). 255-265. <https://doi.org/10.21449/ijate.656077>
- Pandey, R.C., (2008), Academic achievement as related to achievement motivation and parental background. *Indian Psychology Review*, 70 (4): 213-216.
https://researchjournal.co.in/upload/assignments/9_484-490.pdf
- Parakarn, S. (1964). A study of academic achievement of foreign students at Kansas State University. [Unpublished master's thesis]. Kansas State University.
- Pepanyan, M., Meacham, S & Logan, S. (2019). International students' alienation in a US higher education institution. *Journal for Multicultural Education*. <https://doi.org/10.1108/JME-10-2017-0057>

- Rahim, N. A. A. (2021). Adjustment experiences of international graduate students to life in the United States. *Pertanika Journal of Social Sciences & Humanities*, 29(4), 2243-2262. <https://doi.org/10.47836/pjssh.29.4.08>
- Rajapaksa, S., & Dundes, L. (2002). It's a long way home: International student adjustment to living in the United States. *Journal of College Student Retention: Research, Theory & Practice*, 4(1), 15-28. <https://doi.org/10.2190/5HCY-U2Q9-KVGL-8M3K>
- Rathus, S. A., & Nevid, J. S. (1983). *Adjustment and growth: The challenges of life*. Holt, Rinehart and Winston.
- Rivas, A., Hale, R., & Burke, L. (2019). Challenges faced by non-resident students in higher education institutions: Academic and social integration issues. *Education Research International*, 12 64-67. <https://files.eric.ed.gov/fulltext/EJ1222456.pdf>
- Ruffin, W. L. (1988). *Alienation, aspiration and achievement among Black college students: A 1970-1986 cohort comparison* [Doctoral dissertation, University of Massachusetts]. <https://scholarworks.umass.edu/server/api/core/bitstreams/0fe16abd-3e89-45b9-a083-e89b1c49e0c8/content>
- Saikia, J., & Padmavathy, R. D. (2022). Alienation among university graduates in relation to their selected demographic factors and parental behaviour. *International Journal of Health Sciences*, 6(S1), 1517-1527. <https://doi.org/10.53730/ijhs.v6nS1.4912>
- Sareen, L. (2025, May 29). 1.8 million and rising: Here is why Indian students prefer studying at international destinations. *The Times of India*. <https://timesofindia.indiatimes.com/education/study-abroad/1-8-million-and-rising-here-is-why-indian-students-prefer-studying-at-internationaldestinations/articleshow/121489474.cms>
- Sarfraz, H. (1997). Alienation: A theoretical overview. *Pakistan Journal of Psychological Research*, 12(1-2), 45-60. <https://pjpr.scione.com/cms/abstract.php?id=547>
- Schacht, R. (1970). *Alienation*. Garden City, NY: Doubleday & Company.
- Schram, J. L. (1986). *Predicting alienation in international students* [Master's thesis, University of Arizona]. UA Campus Repository. <http://hdl.handle.net/10150/291262>
- Sebastian, A. (2024). Challenges of North Eastern College Students in Chennai. *International Journal of Research Publication and Reviews*, 5(1), 502-506. <https://www.ijrpr.com>
- Shaikh, F. (2024). Exploring challenges faced by international college students: A comprehensive study. *Scholarly Research Journal for Humanity Science & English Language*, 12(63), 417-425. <https://doi.org/10.5281/zenodo.12581765>

- Sikhwari, T. D., Dama, N. G., Gadisi, A. M., & Matodzi, T. C. (2020). A comparative study of the academic performance of resident and non-resident students at a rural South African university. *Journal of Student Affairs in Africa*, 8(1), 1-12. <https://doi.org/10.24085/jsaa.v8i1.3824>
- Sivtceva, L. (2016). *Challenges and obstacles in the socio-cultural adjustment of international students* [Master's thesis, Masaryk University]. Masaryk University Digital Library. <https://www.muni.cz/en/research/publications/1349020>.
- Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35(6), 699-713. <https://doi.org/10.1016/j.ijintrel.2011.08.004>
- Son (2019). An analysis on factors that affect academic achievement of international students. <https://kdi.research.school.ac.kr/etd/project/analysis-achievement>
- Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). Determinants of good academic performance among university students in Ethiopia: A cross-sectional study. *BMC Medical Education*, 22(395). <https://doi.org/10.1186/s12909-022-03461-0>.
- Talebloo, B., & Baki, R. (2013). Challenges faced by international postgraduate students during their first year of studies. *International Journal of Humanities and Social Science*, 3(13), 138-145. https://ijhss.thebrpi.org/journals/Vol_3_No_13_July_2013/17.pdf
- Terzi, A.R., Çelik, H. & Dülker, A. P. (2023). The relationship between school alienation and student cynicism: A study on pre-service teachers. *Current Research in Social, Human and Administrative Sciences*. 120-133. Gece Publishing.
- The Editors of Encyclopaedia Britannica. (n.d.). Alienation, society. Britannica. Retrieved November 3, 2025, from <https://www.britannica.com/topic/alienation-society>
- The Sentinel. (2025, August 7). Mizoram University celebrates NAAC A+ grade and NIRF ranking milestone. *The Sentinel*. <https://www.sentinelassam.com/north-east-india-news/mizoram-news/mizoram-university-celebrates-naac-a-grade-and-nirf-ranking-milestone>
- The Times of India. (2025, March 4). State university bill 2025 passed. <https://timesofindia.indiatimes.com/city/guwahati/state-university-bill-2025-passed/articleshow/118716288.cms>
- UNESCO. (1998, October 9). World declaration on higher education for the twenty-first century: Vision and action and framework for priority action for change and development in higher education. *World Conference on Higher Education*. <https://unesdoc.unesco.org/ark:/48223/pf0000113925>

- Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock* (2nd ed.). Routledge.
- Wu, H.P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2(2), 75-83. <https://doi.org/10.1155/2015/202753>
- Yusoff, M. Y., & Chelliah, S. (2010). Adjustment in international students in Malaysian public university. *International Journal of Innovation, Management and Technology*, 1(3), 275-278.
- Zhang, X. (2025). A study on educational integration in the multicultural context of Malaysia: An analysis of the current situation of Chinese PhD students. *International Journal of Changes in Education*. <https://doi.org/10.47852/bonviewIJCE52024684>
- Zheng, Z. M. (2022). A literature review on the academic achievement of college students. *Journal of Education and Social Sciences*, 20(1). https://www.jesoc.com/wp-content/uploads/2022/06/JESOC20_12.pdf
- Zitha, I., Mokganya, G., & Tshililo, T. (2023). Demystifying the Factors Contributing to Alienation and Fostering Social Justice in Higher Education: A Case of First-Year University Students. *Preprints.org*. <https://doi.org/10.20944/preprints202312.1180.v1>.