

# Acculturation Anxiety and Academic Achievement among Undergraduate Students in a New State: A Survey

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## Abstract

This research paper investigates the relationship between acculturation anxiety and academic achievement among undergraduate students who have relocated from their home state to study in another state. The study employs a questionnaire to collect data from 70 undergraduate students hailing from diverse states and studying at Aligarh Muslim University, with 40 male and 30 female students forming the sample. The collected data's mean scores are compared using t-test and Anova one-way analysis to draw inferences. The study's results demonstrate that providing adequate counselling, guidance, and facilities during a student's early academic journey can effectively reduce the adverse impact of acculturation anxiety on academic achievement. The findings hold practical implications for individuals relocating for education or employment and can help them better adjust to new environments by receiving proper support and guidance during their transitional period.

**Keywords:** Acculturation anxiety, Under Graduate Students, and Academic Achievement.

## Introduction

Due to the distribution of resources throughout the world, separate economic areas have emerged. Globalization has made the world more interconnected, which has led to an increase in people moving between different places for a variety of reasons. Yet, when people adjust to new cultures, attitudes, and beliefs, cross-cultural living necessitates considerable physical, psychological, and sociocultural changes in the individuals. Acculturation is the term for the process through which individuals or groups from various cultural origins come into touch and undergo changes to their cultural patterns. Acculturation is the result of direct cultural transmission between two or more cultural systems. It is impacted by a variety of factors, including demographic and ecological considerations.

## Acculturation Anxiety

Acculturative anxiety refers to the feeling of anxiety experienced during the process of adapting to a new culture due to significant differences in social customs, values, and other cultural aspects. This can lead to stress and affect an individual's mental and physical health as well as academic performance.

## Under Graduate Students

Undergraduate education refers to the level of education that follows secondary education but precedes postgraduate education, encompassing all postsecondary programs up to the level of a bachelor's degree. This study focuses on undergraduate students who are studying at Aligarh Muslim University.

**Academic Achievement:** - Academic achievement is a performance result that shows how well a person performed in tasks that were the subject of instruction, specifically in school, college, and university settings.

### Objectives of the Study

**Objective No. 1 :-** To Identify whether there exist any difference between the Acculturation anxiety of male and female student studying in Aligarh Muslim University

**Objective No. 2 :-** To Identify the effect of Acculturation Anxiety on Academic Achievement of Semester 1 under graduate students studying in Aligarh Muslim University.

**Objective No 3 :-** To Identify the effect of Acculturation Anxiety on Academic Achievement of Semester 2 under graduate students studying in Aligarh Muslim University.

### Hypotheses:

**Hypothesis (Ho1):-** There is no significance difference between the Acculturation anxiety of male and female student studying in Aligarh Muslim University

**Hypothesis (Ho2):-** There is no significant effect of Acculturation Anxiety on Academic Achievement of Semester 1 under graduate students studying in Aligarh Muslim University.

**Hypothesis (Ho3):-** There is no significant effect of Acculturation Anxiety on Academic Achievement of Semester 2 under graduate students studying in Aligarh Muslim University.

### Literature Review

**Berry (1987)** found significant variations in the levels of stress experienced by individuals from different types of acculturating groups. He identified several individual difference variables such as sex, age, education, attitudes, and cognitive style, and social variables such as contact, social support, and status that influenced the extent to which acculturative stressors caused anxiety. Berry suggested that the characteristics of both the individual and the host culture played a significant role in determining the level of stress experienced during acculturation, and that not all acculturative stressors resulted in acculturative anxiety.

**Williams and Berry (1991)**, it was found that a higher level of acculturative anxiety can lead to negative emotional situations like anxiety and depression. Acculturative stress occurs when individuals encounter problems during the process of acculturation. Since refugees are considered an at-risk population, there is a need for public health interventions to prevent acculturative

anxiety among them. The study emphasizes the importance of applying psychological theories and practices to prevent and manage acculturative anxiety among refugees.

**Khan et al. (2016)** found that social support has a direct effect on acculturative stress, while acculturation experience, cultural intelligence, and social support are not strong predictors of acculturative stress.

**Romero & Pina-Watson (2017)** reviewed the main causes of stress, such as prejudice, linguistic strain, marginalisation, and family conflict as they examined the ideas of acculturative and bicultural stress. According to the research review, acculturative/bicultural stress affects people differently and affects minorities in the United States just as much as immigrants.

**Na Mi Bang (2018)** Foreign language anxiety was found by Na Mi Bang to significantly predict the counselling self-efficacy of international counselling students, albeit the role of acculturation in this context needs more research. They offer analysis and recommendations for research and training in counselling.

**M.Taylor (2021)** According to Berry's model of acculturation, M. Taylor investigated the relationship between several migrant acculturation techniques (integration, assimilation, separation, and marginalisation) and their consequences on mental health disorders like depression, anxiety, and PTSD.

### Variables of the study

- Acculturation anxiety (Independent variable)
- Academic achievement (Dependent variable)

### Design of the study

An approach to descriptive research known as a descriptive survey research combines quantitative and qualitative data to give you accurate and pertinent information. Descriptive survey design, a quick research technique, involves the subjects who are the focus of the study's goal.

### Sample

The sample of the present study consists of 70 students of Aligarh Muslim University. The investigator used simple stratified sampling technique.

### Tools used for the study

- Acculturation Anxiety inventory

## Dimensions of the questionnaire

- 1) **Adjustment to Culture and Traditions:-** The students are able to adjust to prevalent culture and traditions in the University.
- 2) **Impact of Ambience:** - It is the impact of the atmosphere/aura and character of the place on the students.
- 3) **Nature of Curriculum :-** The scope and sequence, instructional modules, lesson plans, materials, and teaching methodologies are all included in the curriculum.
- 4) **Degree of Accessibility of Resources :-** Easily resources are available/accessible to the students.
- 5) **Comprehensibility of Language and Dialect:-** The students are able to comprehend/understand the language/dialect of that place.
- 6) **Comprehensibility of Non -Verbal communication:-** Students are able to comprehend the signs, symbols, gestures which are a part of non-verbal communication.
- 7) **Life style:-** It is the living standard of that place on the students.

## Items of Tool

There are 35 items of five-point questionnaire (Strongly agree, Agree, Undecided, Disagree, strongly disagree) intended to reveal student opinions on the sub-questions in the research question. The responses of the student are given in a response sheet.

## Statistical Technique

- Mean
- t-test
- Percentage Analysis
- One Way Anova

## Data Analysis

**Objective No. 1 :-** To Identify whether there exist any difference between the Acculturation anxiety of male and female student studying in Aligarh Muslim University

**Hypothesis (Ho1):-** There is no significance difference between the Acculturation anxiety of male and female student studying in Aligarh Muslim University

Table 4.1 T-test showing the any difference between the Acculturation anxiety of male and female.

Variable	Gender	N	Mean	S.D	Df	T-Value	Sig.	Result
Acculturation Anxiety	Male	40	114.6000	12.25331	68	-1.491	0.686	Accepted
	Female	30	119.0000	12.16553	62.859	-1.493		

Table 4.1 makes it clear that the Mean score of Acculturation Anxiety of Male and Female Students is 114.6000 and 119.0000 and Their Standard Deviation is 12.25331 and 12.16553 respectively. Here calculated t- Value is -1.491 with Degree of Freedom 68 and significant.

**Objective No. 2 :-** To Identify the effect of Acculturation Anxiety on Academic Achievement of Semester 1 under graduate students studying in Aligarh Muslim University.

**Hypothesis (Ho2):-** There is no significant effect of Acculturation Anxiety on Academic Achievement of Semester 1 under graduate students studying in Aligarh Muslim University.

**ANOVA**

	Sum of Squares	Df	Mean Squar	F	Sig.
M1 Between groups	1135.917	39	29.126	1.184	0.319
Within groups	738.083	30	24.603		
total	1874.000	69			

Table 4.2

Table 4.2 Makes it clear that F value obtained is 1.184 which indicates no significance effect of Acculturation Anxiety on Academic Achievement of Semester 1 Under-Graduate students as significance value is  $0.319 > 0.05$

**Objective No 3 :-** To Identify the effect of Acculturation Anxiety on Academic Achievement of Semester 2 under graduate students studying in Aligarh Muslim University.

**Hypothesis (Ho3):-** There is no significant effect of Acculturation Anxiety on Academic Achievement of Semester 2 under graduate students studying in Aligarh Muslim University.

**ANOVA**

	Sum of Squares	Df	Mean Squar	F	Sig.
M2 Between groups	666.169	39	17.081	0.859	0.675
Within groups	596.417	30	19.881		
total	1262.586	69			

Table 4.3

Table 4.3 Makes it clear that F value obtained is 0.859 which indicates no significance effect of Acculturation Anxiety on Academic Achievement of Semester 2 Under-Graduate students as significance value is  $0.675 > 0.05$

## Conclusion

This study indicates that the probability of student dropouts is highest before enrolling in the university and during the first month of attending the university. However, after three months, the likelihood of dropouts significantly reduces. To address this issue, it is recommended that the university provide adequate orientation and guidance services to students before admission, to alleviate any anxiety or hesitation. Moreover, teachers and facilitators at the university should pay close attention to briefing and induction of students from diverse regions. The university's authorities should also ensure proper accommodation for students and provide support to aid in their acclimatization. These measures can help to reduce the dropout rates and improve the overall academic experience and mental well-being of students at the university.

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