

## **ANXIETY IN ALIENS: GAUGING CULTURE SHOCK EXPERIENCE OF NEPALESE STUDENTS IN LONDON**

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### **Abstract**

This study was conducted to gauge and identify the intensity of culture shock symptoms, factors causing culture shock and learning theory followed by Nepalese students during the adaptation process in host culture. Average responses collected from 250 Nepalese students studying in London were tested through Chi-square and Fisher's Exact Test. Nepalese students in London moderately experienced the culture shock symptoms like homesickness, social withdrawal, boredom, need for excessive sleep, loss of ability to study effectively and marital stress. Likewise, they strongly considered politics, educational infrastructure, educational system, lack of jobs and immigration policy as factors causing them culture shock. Operant Conditioning Theory of learning was the first choice of Nepalese Students in London to cope with culture shock during the adaptation process. Hypotheses test of independence showed that except gender other variables such as age, level of education and length of stay in the host culture were associated with factor causing culture shock. Similarly, analysis also revealed that the intensity of experience of culture shock symptoms depends on age and length of stay in host nation but not on gender and education level. Nepalese students were recommended not to apply for student visa if their hidden ambition is to work and earn in London.

**Keywords:Host culture;Psychological stress;Adaptation;Symptoms;Intensity.**

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## 1. Introduction

American and European anthropologists have spent more than thirty years of time in research related to culture shock (Eikelmann, 2006). There are numbers of definitions regarding what culture shock is about. Earlier definition of culture shock emphasized on the communication process. Oberg (1960) defined culture shock as anxiety results from losing all of our familiar signs and symbols of social intercourse. Weaver (1994) explained culture shock as loss of familiar cues, breakdown of interpersonal communication and identity crisis. Later definitions related to culture shock emphasized on psychological explanation. As per Adler (1975) it is the development of emotional reactions due to the loss of perceptual reinforcement from one's own culture to new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experiences.

In fact, occurrence of culture shock in any person when he is in new cultural pattern is due to his/her existing or old familiar pattern. As consequences of globalization people are forced to face cultural diversification due to which adjustment in culture shock and cross culture communication become a global issue. Changes in people's emotion from cheerful and relaxed to sad and depressed are common in culture shock (Hess, 1994) and understanding it from the psychological aspect can be supportive in overcoming these problems (Ferraro, 2006). Constituents of culture shock such as custom, value, sound, behavior, tradition, smell, and way of thinking are different in different nation and it takes long time span to understand and accept all these things if a person enters into different culture from his own which result in culture shock. When people lose all of their familiar sign and symbol after entering into a new culture then they try to adapt themselves to different life style, living condition and in a new cultural pattern and in this long-term adaptation process they face a series of psychological confusion and emotional discomfort (Hess, 1994). Terrific amount of psychological stresses (Eschbach, Parker, & Stoeberl, 2001.) and depression, anxiety and feeling of helplessness (Mio, 1999) are common negative impact of culture shock and inability of people to cope with these negative impact make people hostile to host nationals which may lead to a handicap of interpersonal relationship (Ferraro, 2006). People can follow various methods in order to reduce the impact of culture shock on their psychology, both before departing into a new culture (pre-departure period) and after entering into a new culture (during the experience). Understanding the four stages of culture

shock and acquiring knowledge enough to become familiar with new cultural pattern before departing can help people to predict and imagine potential difficulties and expected solution related to culture shock in advance. Making good use of pre-departure stage can reduce the impact of culture shock on his/her psychology (Cushner, 1994). Generally, four major factors viz. cognitive etiology, behavioural etiology, phenomenological etiology and socio-psychological etiology are responsible for culture shock.

Developing prediction ability before departure plays significant role in the reduction of stress and psychological disorientation (Lafreniere & Cramer, 2005). Understanding what will happen in each stage of culture shock help them face difficulties and troubles leisurely and calmly which result in alleviation of certain degree of anxiety, depression and feelings of helplessness (Jacobs, 2003). Knowing the pattern of host culture enhances individual competence to adjust to new circumstances (Coodman, 1994). The best way to gather knowledge about host culture is scholarly sources such as journal articles, books, newspapers, internet and the like (Ferraro, 2006). Knowing four stages of culture shock and gathering knowledge about host culture only reduces the influence of psychological stress by improving people's abilities and self confidence to adjust to a new cultural pattern but it cannot remove culture shock totally. Cushner (1994), emphasized on transformation of knowledge into practice in order to fight against the symptoms related to stress during the experience period. In fact there are three ways to reduce psychological stress and are self-confidence and optimism, accepting new culture and seeking social support. People with high self-efficacy and optimistic towards negative symptoms of culture shock can minimize their anxiety, depression and loneliness faster than others who have low self-efficacy and pessimistic towards negative symptoms of culture shock. But high optimism or self-efficacy would result in serious culture shock as people with these qualities may enter a new cultural environment without any preparation (Ferraro, 2006). Second approach to adapt in a new culture is to accept new cultural values, beliefs, behaviors, and norms of the society. Even though people cannot accept every aspects of new culture, they must develop tolerance capacity, open mind and respective behavior towards local culture so that they can mix themselves and communicate with host culture and host nationals. Seeking social support is third approach required to manage stress, anxiety and loneliness in host culture. According to Lafreniere and Cramer (2005) social support plays vital role in the reduction of negative impact

of major life events and daily hassles on people's psychology. Getting positive suggestions, supports and encouragement from friends and family members can rapid up the healing process of psychological stress (Aronson, Wilson, & Akert, 2005 & Scheyvens, 2003). Culture shock has both negative impact on work place and education. Some researchers and researches, without imparting authentic data, identified the list of negative impacts that a person have to face during experiencing different stages of culture shock and they also provided advices required to cope with these negative symptoms ( Guanipa, 1998; Sorrento, 2006 & Schneider, 2006). Most of the multinational companies and universities provide language training for their employees and international students so that they can communicate with local people and adapt themselves rapidly in the host culture. Many researches related to culture shock focused on international students from particular nationalities such as Chinese students (Wan, 2001), African students (Constantine, Anderson, Berkel, Caldwell, & Utsey, 2005), Taiwanese students (Swagler & Ellis, 2003), Japanese students (Landis & Bhagat, 1996 & Milsten, 2005), Norwegian students (Lysgaard, 1995) and the like. This student oriented research has been conducted to analyze the association between various personality traits and the adaptation ability to a host culture (Ward, Bochner & Furnham, 2001; Swagler & Jome, 2005; Shaffer, Harrison, Gregersen, Black & Ferzandi, 2006). As most of the previous researches related to culture shock were based on particular nationalities or group of students, outcome of these researches do not work for students other than those on which research was conducted. Study of previous researches also revealed that Nepalese students are out of their research periphery. None of the researches which have conducted till date explains about the culture shock factors related to Nepalese students and their adaptation and learning process in host nation. Different researchers have explained culture shock in different ways, for instances Lysgaard (1955) explained culture shock through U curve model and Stewart & Mendenhall (1991) and Ward, Okura, Kennedy and Koijima (1998) explained culture shock as J-curve model. Likewise, Bandura (1977) explained it as social learning theory, Furnham (1988) explained culture shock as disease and Bennet (1993) explained it as growth and development model. In this way different explanation of different researcher about same subject matter shows that there is still high level of conflict among the researcher of this topic. Every researcher has their own definition about culture shock and this verifies that the boundary of culture shock is big and it is a complex research topic. Even though culture shock is common for all international students, causes of culture shock can be different as per their origin

culture. Hence, this research paper will expose the factors causing culture shock in Nepalese students studying in London, identify their adaptation process in host nation and measures the intensity of experience of culture shock symptoms. As this research is going to conduct in different way, it will get significant position in the field of psychological research.

## 2. Objectives of the Study

Major objectives of this research are to identify the key factors causing culture shock and measuring intensity of impact of culture shock symptoms in Nepalese students studying in London. Other minor objectives of this research are as under:

- i. To determine the culture shock pattern of Nepalese students in host culture.
- ii. To determine whether the impact of culture shock factors on different age group, sex, education level and length of stay is same or not.
- iii. To measure the magnitude and direction of each factors causing anxiety, alienation and psychological stress in Nepalese students in London.
- iv. To identify the major symptoms of culture shock that can be seen in Nepalese students when they are in *“during the experience”* Period.
- v. To understand the major learning process followed by Nepalese students during their adaptation process in host nation.
- vi. To determine the intensity of experience of culture shock symptoms as per age, sex, education level, and length of stay.

## 3. Significance of the Study

This study will be of high importance because of the following reasons:

- i. It provides knowledge about culture shock to London based Nepalese students.
- ii. It helps Nepalese students to understand their psychological situation when they are in host nation.
- iii. Output of this research supports Nepalese students to manage themselves from pre-departure stage to re-entry phase.
- iv. This research will add extra literature in the field of psychology and behavioral science.
- v. This research will work as foundation knowledge for the forth coming researcher, students and scholars of psychology and management.

#### 4. Research Questions / Hypotheses (Mixed Method)

In this research researcher is going to employ mixed methodology in order to examine culture shock related to Nepalese students in London. Major research questions and hypotheses of this research are as under:

- a. What are the major factors causing culture shock in London based Nepalese students?
- b. What are the major symptoms (experience) of culture shock that can be seen in Nepalese students in London?
- c. What are the major learning theories followed by Nepalese students during the adaptation process in host nation?
- d. Is there any difference in intensity of culture shock experience of Nepalese students as per their age, gender, education level, and length of stay in London?
- e. Is there any difference in influence of culture shock factor as per the age, gender, academic level and length of stay of Nepalese students?

To get the answer of questions (d) and (e) following hypotheses are formulated to conduct the test of independence.

##### **Hypothesis I:**

**H<sub>0</sub>:** Influence of culture shock factors on different age group, different gender, different academic level and different length of stay is same.

**H<sub>1</sub>:** Influence of culture shock factors on different age group, different gender, different academic level and different length of stay is different.

##### **Hypothesis II:**

**H<sub>0</sub>:** Intensity of experience of culture shock symptoms is same for all age group, gender, academic level, and length of stay in London.

**H<sub>1</sub>:** Intensity of experience of culture shock symptoms is different for all age group, gender, academic level, and length of stay in London.

#### 5. Research Methodology

All primary data required for this study was collected from target population using structured questionnaire which measure the level of culture shock experience, identify the major factors

causing culture shock and determine the learning theory followed by Nepalese students during adaptation process in host nation. Questionnaire was also designed in such way that it can segregate the symptoms and factors of culture shock on the basis of gender, age academic qualification and length of stay in London. All Nepalese students studying in London was population for this study. 250 students from dense populated area of Nepalese were selected as sample respondents for this study. Plumstead, Southall, Stratford, and Aldershot were four major locations from where data were collected. Data required to analyze symptoms of culture shock and factors of culture shock were collected using four and five point Likert measurement scale with different Likert items respectively. Ten symptoms of culture shock were measured through different score where point 1 was assigned for responding “Not at All”, point 2 for responding “Slightly Disagree”, point 3 for responding “Moderately” and point 4 for responding “Heavily”. Likewise same sort of score was assigned to measure the cause of culture shock where point 1 indicates “Strongly Disagree”, point 2 indicates “Slightly Disagree”, point 3 indicates “Uncertain”, point 4 indicates “Slightly Agree” and point 5 indicates “Strongly Agree”. This research was quantitative research and tried to quantify the relationship between culture shock and its variables. Symptoms of culture shock such as irritability, homesickness, social withdrawal, overeating/loss of appetite, boredom, excessive sleep, depression, ineffective study, marital or relationship stress, felling sick much of the time and factors causing culture shock such as language, interpersonal communication, politics, mentality, attitudes of host nationals, educational infrastructures, service quality, educational system, food, environment concern, social responsibility, immigration policy, lack of jobs, and lack of education about host culture were analyzed on the ground of average responses collected from respondents. Data required to analyze learning theory followed by Nepalese students during adaptation process in host nation were collected using rank order scale where 3 was assigned for highly repeated theory and 2 and 1 for less repeated theory respectively. This scale consisted of learning theory propounded by B.F. Skinner (Operant Theory of Learning), Tolman’s Cognitive Learning Theory and Social Learning Theory. To test the association of culture shock factor and culture shock experience with gender, age, academic degree, and time span, Chi-square ( $X^2$ ) and Fisher’s Exact test were employed through statistical software XI-stat. Total score achieved by each Likert item was used as basis of statistical test. Questionnaire used in this research was adapted from article entitled “Culture Shock: Causes and Symptoms” written by Stephen H. Miller and Nada El-Aidi.

## 6. Data Analysis and Presentation

Analyses of collected data were classified into three sections. First section analyzed data related to symptoms of culture shock experienced by Nepalese students, second section analyzed data related to factors causing culture shock in Nepalese students and third section analyzed learning theory followed by Nepalese students during their adaptation process in host culture.

### a) **Analysis Related to Symptoms of Culture Shock Experienced by Nepalese Students:**

Analysis of symptoms of culture shock experienced by Nepalese students shows that none of the Nepalese students were heavily suffered from any symptoms included in this study. In average most of the students had experienced the symptoms of culture shock moderately or slightly. Majority of Nepalese students had moderately experienced homesickness, social withdrawal, boredom, need for excessive sleep, loss of ability to study effectively, marital relationship and slightly experienced irritability, over eating or loss of appetite, depression and felling sick much of the time (Table-1, Appendix). Gender based analysis of experience of each symptoms of culture shock showed same average responses from both male and female students except in homesickness. Experience of homesickness was higher in female students as compared to male students (Table-1, Appendix). As computed p-value (Chi-square = 0.8412 and Fisher's Exact = 0.8413) was greater than the significance level ( $\alpha = 0.05$ ), we can conclude that symptoms of culture shock and gender were independent. It also indicated that both male and female students had experienced all symptoms of culture shock equally (Table- 4, Appendix). Analysis of experience of symptoms of culture shock as per different age category revealed that all age categories of students had observed same impact of different symptoms of culture shock. All age categories of students had moderately felt symptoms related to social withdrawal, boredom, need for excessive sleep, and relationship stress and slightly felt symptoms such as over eating or loss of appetite and depression. Students above forty years of age had moderately felt irritability, homesickness, and highly lose their ability to study effectively (Table-1, Appendix). Test of hypotheses ( $P\text{-value}_{(0.0002)} < \alpha_{(0.05)}$ , Table-4, Appendix) demonstrated the linkage between age factor and experience of symptoms allied to culture shock. This also reflected that level of experience of symptoms of culture shock depended on age factor. Almost all students slightly felt irritability, depression and sick much of the time and moderately felt loss of ability to study effectively and boredom irrespective of their length of stay (Table-1, Appendix). Except students



between 1-2 years, all other students of different length of stay had moderate feeling of social withdrawal and need of excessive sleep. Students moderately experienced the relationship stress up to two years of his/her entry to a new culture. Statistical test of independence showed that there was linkage between experience of symptoms of cultural shock and length of stay of Nepalese students in London (Chi-square, P-value  $(0.0001) < \alpha_{(0.05)}$ , Refer to Table-4, Appendix). This also demonstrated that the level of experiencing symptoms of culture shock depended on length of stay of Nepalese students in host nation. Analysis also showed that students from different academic level i.e. graduate, under graduate and other had slightly experienced irritability, problem related to over eating or loss of appetite, depression and feeling sick and moderately experienced loss of ability to study. Other symptoms of culture shock such as homesickness, social withdrawal, boredom, need of excessive sleep, and relationship stress were moderately experienced by graduate and under graduate students and slightly experienced by other academic group (Table-1, Appendix). As computed P-value  $(0.6400) > \alpha_{(0.05)}$ , symptoms of culture shock were not associated with the academic level of Nepalese students (Table-4, Appendix).

**b) Analysis Related to Cause (Factors) of Culture Shock:**

According to analysis Nepalese students strongly denied environment and social responsibility related to host culture as causes of culture shock. Nepalese students also showed slight disagreement on factors such as language, interpersonal communication, mentality, religion, Londoners' attitude towards Nepalese students, service quality and food as factors causing them culture shock. More than 75% of the respondents strongly considered politics and education system of host nation as factor causing culture shock (Table-2, Appendix). Gender wise analysis indicated that both male and female students slightly or strongly considered politics, educational infrastructure, educational system, social responsibility, immigration policy and lack of job as factors responsible for culture shock. Both male and female respondents negatively considered rest of the factors included in this study as factors causing them culture shock (Table-2, Appendix). Hypothesis test related to gender and factor of culture shock (Chi-square, P-value  $(0.8634) > \alpha_{(0.05)}$  and Fisher's Exact Test P-value  $(0.8635) > \alpha_{(0.05)}$ ) showed no association between gender and factors of culture shock (Table-4, Appendix). This indicated the same level of impact of culture shock factors on both genders. Study also revealed that students of all age categories

mentioned above were almost strongly influenced from culture shock factors like politics, educational infrastructure, educational system, social responsibility, immigration policy, and lack of jobs. Language, interpersonal communication, Londoners' attitude toward Nepalese students, service quality, food, and natural environment had played negligible role in creation of culture shock in Nepalese students. Students aged between 24 and 29 and above 40 were uncertain whether mentality is factor of culture shock for them or not. Likewise, students aged above 35 were uncertain about factors like religion and lack of education about host culture were factors of culture shock for them or not (Table-2, Appendix). Hypothesis testing (Chi-square  $P_{\text{value}} (0.0001) < \alpha_{(0.05)}$ ) showed that there was linkage between age and factors of culture shock. This also showed that level of impact of culture shock factor was different as per different age group (Table-4, Appendix). All graduate, under graduate and other categories of students were highly influenced from politics, educational infrastructure, educational system, and social responsibility. Students except graduate and under graduate i.e., other categories of students were uncertain about the exact factor causing them culture shock (Table-2, Appendix). Hypotheses testing (Chi-square  $P_{\text{value}} (0.0001) < \alpha_{(0.05)}$ ) showed association between academic degree and impact of culture shock factor. Strength of impact of culture shock factor differs as per different academic levels. Study based on length of stay showed that students who had been in London for more than two years were uncertain about influence of certain factors causing culture shock such as mentality, service quality, food, lack of education about host culture and the like. Majority of the students highly influenced from politics, educational infrastructure, educational system, social responsibility, immigration policy and lack of jobs (Table-2, Appendix). As the computed P-value  $(0.0001)$  was lower than significance level alpha ( $\alpha=0.05$ ), we can conclude that there was linkage between students' length of stay in London and impact of culture shock factor on them (Table-4, Appendix). This also indicated that strength of impact of culture shock factors differs as per their length of stay in London.

**c) Analysis Related to Learning Theory Followed by Nepalese Students during Their Adaptation Process in Host Nation or Host Culture:**

Analysis of learning theories that Nepalese students had followed during their adaptation process in host nation showed that repetition of regular activities (learning theory by B.F. Skinner) was the major way of adapting themselves in host culture and this was followed by Social Learning

Theory and Tolman Theory of Learning (I change myself as per environment) respectively (Table-3, Appendix).

## **7. Summary, Conclusion and Recommendation**

Research shows that almost all Nepalese students studying in London have suffered from culture shock. As first priority of Nepalese students in London is to earn money, job opportunities and status of earning in host nation determines the key factors causing culture shock to them rather than difference in culture between host and origin country. Major factors causing culture shock to Nepalese students were educational system, educational infrastructure, social responsibility, lack of jobs, immigration policy, politics, and mentality and these are those factors which have negative impact on their hidden ambition to work and earn money in London. Other factors such as language, interpersonal communication, religion and environment are weak culture shock factors influencing Nepalese students. Similarly, Nepalese students are rarely influenced by Londoners' attitude, service quality and lack of education about host culture. Operant Conditioning Theory and Social Learning Theory are the major learning theories used by Nepalese students during the time of culture shock. Cognitive Learning Theory of Tolman has been hardly ever used by Nepalese students. Factors and symptoms of culture shock found in Nepalese students are more or less same as factors and symptoms observed in the study of P.S. Adler but length of experiencing these symptoms by Nepalese students does not exactly fit in Five Stages Culture Shock Model of P. S. Adler. Nepalese students must know the real educational infrastructure and educational system in colleges and universities in London before applying for student visa. It is strongly recommended that Nepalese students must not apply students' visa if their hidden aim is to work in London. These sorts of difference in visa status and real ambition result in high level of culture shock in host nation. Nepalese students must understand the facts related to social responsibility, political situation, and immigration policy of any nation before applying for student visa. Nepalese students who are going to apply student visa for London must know that rules and regulation related to international students in London can be changed any time.

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**Appendix****List of Tables****Table 1: Overall Analysis of Experience of Symptoms of Culture Shock on the Basis of Gender, Age, Length of Stay and Academic Degree.**

Experiences	Average Responses (Both Male and Female)	Average Responses (Gender Based)		Average Responses (Age Based)				Average Responses (Based on Length of Stay)				Average Responses (Education Based)		
		M	F	A	B	C	D	M	N	O	P	G	U	O
Irritability	1.8	1.7	1.9	1.4	1.5	2.0	2.7	1.7	1.7	2.1	2.0	2.0	1.7	1.9
Homesickness	2.84	2.4	2.6	2.5	2.7	2.4	2.5	1.9	2.9	2.1	2.7	2.6	2.5	2.0
Sudden Intense Feeling Loyalty to your own Culture	2.72	2.7	2.7	2.7	2.6	2.8	2.8	2.7	2.8	2.4	2.9	2.5	2.8	2.2
Over eating or loss of appetite	2.1	2	2.2	1.8	2.2	2.2	2.4	2.5	1.7	2.5	2.6	2.0	2.1	2.0
Boredom	2.9	2.9	2.9	2.7	3.1	2.9	2.9	2.9	3.0	2.7	2.9	2.6	3.1	2.1
A need for excessive sleep	2.996	2.9	3.1	3.2	2.6	3.1	3.1	3.2	3.2	2.3	3.1	2.8	3.1	2.1
Depression	2.14	2.2	2.0	1.9	2.1	2.4	2.2	2.2	2.0	2.3	2.3	1.9	2.2	2.4
Loss of ability to study effectively	3.276	3.2	3.3	3.6	3.1	2.9	3.5	3.0	3.4	3.1	3.5	3.2	3.3	2.7
Marital or Relationship Stress	2.96	2.9	3.0	3.4	2.9	2.6	2.8	3.0	3.0	3.0	2.3	2.8	3.1	2.3
Feeling sick much of the time (head ache, upset stomach, if other please specify)	2.28	2.3	2.3	2.5	1.9	2.4	2.3	2.1	2.4	2.3	2.0	2.0	2.4	2.3

**Note:** Some major tables, data and questionnaire are excluded in this article due to large size. To minimize the length of article only average responses extracted from analysis are presented here. In all table letter A, B, C and D indicates age of students, M, N, O, and P indicates length of stay and G, U, and O indicates education level of students as under:

**A:** 18-23 yrs, **B:** 24-29 yrs, **C:** 30-34 yrs and **D:** 35 – 39 yrs and there were no students found over 40 yrs.

**M:** Less than 6 months, **N:** 6 months – 1 year, **O:** 1 yr – 2 yr and **P:** more than 2 yrs.

**G:** Graduate, **U:** Under Graduate and **O:** Others.

**Table 2: Overall Analysis of Factors Causing Culture Shock on the Basis of Gender, Age, Educational Level and Length of Stay**

Factors	Average Responses (Both Male & Female)	Average Responses (Gender Based)		Average Responses (Age Based)				Average Responses (Education Based)			Average Responses (Time Based)			
		M	F	A	B	C	D	G	U	O	M	N	O	P
Language	1.5	1.5	1.5	1.8	1.5	2.0	1.1	1.6	1.4	2.7	1.3	1.3	1.7	1.6
Interpersonal Communication	1.6	1.4	1.7	1.3	1.8	1.9	1.4	1.7	1.5	2.4	2.2	1.3	1.8	1.4
Politics	4.6	4.6	4.6	4.6	4.7	4.5	4.7	4.5	4.7	4.2	4.6	4.5	4.9	1.3
Mentality	2.3	2.4	2.1	2.1	2.5	2.0	2.6	2.1	2.3	2.5	1.9	2.4	2.3	2.5

Religion	1.9	1.9	2.1	1.9	1.8	2.5	2.0	2.1	1.9	2.8	2.0	1.6	3.1	1.7
Londoner's Attitude towards Nepalese Students	1.8	1.6	1.9	1.5	2.0	1.4	2.5	1.9	1.7	2.8	2.0	1.4	2.0	3.5
Educational Infrastructure	4.7	4.6	4.7	4.6	4.8	4.7	4.6	4.5	4.8	4.3	4.7	4.8	4.5	4.3
Service Quality (Other than education)	1.9	1.9	1.8	1.9	1.6	2.0	2.0	2.0	1.7	2.9	1.9	1.3	2.9	2.7
Educational System	4.8	4.6	4.7	4.8	4.8	4.6	4.6	4.6	4.8	4.6	4.7	4.7	4.7	4.7
Food	1.7	1.8	1.6	1.9	1.7	1.5	1.6	2.3	1.4	2.6	2.0	1.2	2.2	3.2
Environment Concerns	1.3	1.2	1.3	1.2	1.4	1.4	1.2	1.5	1.1	2.6	1.6	1.1	1.4	1.7
Social Responsibility	1.0	4.4	4.6	4.6	4.4	4.6	4.4	4.3	4.6	3.6	4.2	4.6	4.7	4.2
Immigration Policy	4.5	4.5	4.4	4.5	4.5	4.5	4.4	4.4	4.6	3.4	4.1	4.7	4.6	3.9
Lack of Job	4.5	4.4	4.4	4.6	4.4	4.5	4.3	4.3	4.6	3.2	4.1	4.7	4.6	3.9
Lack of education about Host Culture	1.8	1.7	1.9	1.5	1.7	2.0	2.6	2.0	1.7	3.2	1.5	1.5	2.7	2.7

**Table 3: Learning Theory Followed by Nepalese Students during Adaptation Process in Host Culture**

Respondent Code	Repetition of Regular Activities (B.F. Skinner)	I Changed Myself As Per Environment (Tolman)	My Adaptation Process Links With Observation and Experience (Social Learning Process)
P1	3	2	1
P2	3	1	2
P3	3	2	1
P4	2	3	1
P5	1	3	2
P6	3	1	2
P7	3	1	2
P8	3	1	2
P9	3	1	2
P10	2	1	3
P11	2	1	3
P12	3	1	2
P13	3	3	2
P14	1	2	3
P15	3	1	2
P16	3	1	2
P17	2	3	1
P18	2	1	3
P19	1	3	2
P20	3	2	1
Weighted Value	49	34	39
Mean Weight	2.45	1.7	1.95
Overall Rank	I	III	II



**Table 4: Result of Statistical Test of Independence**

Between Gender and Factor of Culture Shock				Between Gender and Symptoms of Culture Shock			
Chi-square Test		Fisher's Exact Test		Chi-square Test		Fisher's Exact Test	
Chi-square (Observed Value)	8.470 2	p-value (Two-tailed)	0.86 35	Chi-square (Observed Value)	4.920 1	p-value (Two-tailed)	0.8413
Chi-square (Critical Value)	23.68 48	alpha	0.05	Chi-square (Critical Value)	16.91 9	alpha	0.05
DF	14			DF	9		
p-value	0.863 4			p-value	0.841 2		
alpha	0.05			alpha	0.05		
Between Age and Factor of Culture Shock				Between Age and Symptoms of Culture Shock			
Chi-square Test		Fisher's Exact Test		Chi-square Test		Fisher's Exact Test	
Chi-square (Observed Value)	96.78 72	p-value (Two-tailed)		Chi-square (Observed Value)	60.51 92	p-value (Two-tailed)	
Chi-square (Critical Value)	58.12 4	alpha	0.05	Chi-square (Critical Value)	40.11 33	alpha	0.05
DF	42	The exact p-value under Fisher's Exact Test could not be computed		DF	27	The exact p-value under Fisher's Exact Test could not be computed	
p-value	<0.00 01			p-value	0.000 2		
alpha	0.05			alpha	0.05		
Between Education Level and Factor of Culture Shock				Between Education Level and Symptoms of Culture Shock			
Chi-square Test		Fisher's Exact Test		Chi-square Test		Fisher's Exact Test	
Chi-square (Observed Value)	97.78 19	p-value (Two-tailed)	0.91 58	Chi-square (Observed Value)	15.31 89	p-value (Two-tailed)	
Chi-square (Critical Value)	41.33 71	alpha	0.05	Chi-square (Critical Value)	28.86 93	alpha	0.05
DF	28			DF	18	The exact p-value under Fisher's Exact Test could not be computed	
p-value	<0.00 01			p-value	0.64		
alpha	0.05			alpha	0.05		
Between Time Span and Factor of Culture Shock				Between Time Span and Symptoms of Culture Shock			
Chi-square Test		Fisher's Exact Test		Chi-square Test		Fisher's Exact Test	
Chi-square (Observed Value)	272.5 89	p-value (Two-tailed)		Chi-square (Observed Value)	63.13 84	p-value (Two-tailed)	
Chi-square (Critical Value)	58.12 4	alpha	0.05	Chi-square (Critical Value)	40.11 33	alpha	0.05
DF	42	The exact p-value under Fisher's Exact Test could not be computed		DF	27	The exact p-value under Fisher's Exact Test could not be computed	
p-value	<0.00 01			p-value	0.000 1		
alpha	0.05			alpha	0.05		