

**A STUDY ON THE IMPACT OF CULTURE SHOCK ON ASIAN STUDENTS IN
AUCKLAND, NEW ZEALAND**

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ABSTRACT

It goes without saying that Culture shock is the most common problem of international students. New Zealand is the country which is multi-diversified country and the students are coming to this country very often for obtaining an international education. The majority of the students those who are coming to this country are Asians. When, east meets west so this creates a problem of cultural shock. Students from Asian countries are more excited and enthusiastic about acquiring a qualification from English speaking countries such as London, Europe, Australia and New Zealand. However, they suffer from problems such as culture shock.

To collect the primary data, questionnaires were distributed to students of 4 different private institutes in Auckland such as Linguis International, NZCC, Tasman and AIS school of business. The target was to get 300 completed questionnaires but only 203 questionnaires were received due to various limitations. Also, interview been conducted with two pastoral care officers. Furthermore, SPSS software was used to analyse the data. The researcher found that students suffered from the culture in the initial stages and at the later stage, they were able to make adjustments to the new environment. The severity of the problem was not the same for the various age groups. Students over 28 years were not able to adjust as well as those in the age 20-25 age groups.

The research also found that culture shock is common in both genders. It was found that students who suffered from the culture shock did eventually overcome in the due course of the time. Several recommendations are provided to the institutes and universities to help international students cope better with the problem of the culture shock.

Keywords: culture shock, international students, international education, Asian students.

INTRODUCTION

Culture is the social and ethnic behaviour and the beliefs of any society or group of people. (Dictionary.com, 2015), from the above definition, we can see that Culture shock is common among the society because an individual is bringing up in a particular society and due to this they are habitual to the same atmosphere. Once they move to another country then it is difficult for them to accommodate themselves. This is the reason that culture shock takes place.

This shock is very common among the international students, where thousands of students come to studying New Zealand.

This English speaking and peaceful nation is the point of attraction among the international students. The majority of Asian students come to this country from different parts of Asia like India, China, Japan, Pakistan, Philippines etc. Asian culture is drastically changed from the west culture.

When international students come to New Zealand they feel uncomfortable and nervous in the beginning, because of a different culture, Asian students are brought up by their parents with lots of pampering and they are not independent. Arriving at the developed country like New Zealand they are not able to adjust easily to this culture. New Zealand is a country where everyone has individual approach and parents leave their children to depend on themselves from a very early age. In Asian countries children depend on their parents up to the age of 20-25 years old or more and their parents provide every major and minor support to them. This is the main reason that they are not so much independent (Jensen, 2011).

RESEARCH PROBLEM AND RESEARCH QUESTIONS

“How the culture shock impacts the lifestyle of Asian international students living in Auckland?”

The associated questions of the research are:

1. Does culture shock give opportunities to international students to become independent or it causes depression in the life of international students?
2. Does culture shock impact academic performance of Asian students?
3. What would be the mandatory steps for tertiary institutions in Auckland to help international students overcome culture shock?

PURPOSE OF THE RESEARCH

The purpose of this research is:

- To identify the pressure on international students as a result of culture shock.
- To understand the main reasons behind culture shock faced by international students in Auckland.
- To identify the new ways to help international students to cope with the culture shock by their respective institutions.

LITERATURE REVIEW

Introduction of New Zealand

New Zealand is a country of natural beauty and natural products. This country's native is Maori. It is a democratic country and New Zealand got its independence in 1907 from England. As it is an independent state but till now Queen of Great Britain is the chief of this country. New Zealand has 12 regional councils and 73 territorial authorities. This is a pollution free country and natural beauty is also the centre of attraction of this country. This country is also known as the country which provides the quality of life. Here people give preference to their life first and live it fully. This country is an isolated island in the world. This is the reason people feel secure in this country and feel very close to nature. The currency of New Zealand is also a hard currency. Life in New Zealand is very good and secure. People here are very friendly and crime in this country is not too much in comparison to the other part of the world. This is almost corruption free country. This is the reason people are very honest and straightforward in their dealings. New Zealand is surrounded by beaches

all around. New Zealand is also a country with a high income and total GDP of \$167.3 billion was calculated in the year 2012. The GNI per capita is approx. \$30640 in the year 2012.

The total population of this country is 4.471 Million. This country is a multicultural country with 71.2% of European and 14% Maori and approximately 11.3% of Asians. We can see the diversification in the culture of this country. Life here is not as fast; it is slow in comparison to other western and Asian countries. (New Zealand tourism guide, 2015)

Student's life in New Zealand

New Zealand has two major industries; tourism and education. New Zealand education is the world's finest education and this is also English speaking country so international students are attracted towards this country to make their career bright. Every year thousands of students come to this country, most of them are from the Asian countries like India, China, Middle East, Korea, and Japan. The education is divided Auckland into Levels. Level 1 to 10 and majorly students come here to pursue the level 5, 6, 7, 8 and 9. There are many private institutes as well as universities in New Zealand and students take enrolment according to their preferences. This country is very secure for the International students and people of this country are very nice and supportive. Every culture people live together in New Zealand and students easily get food and other things of their country and feel good. Indian and Chinese have their own food stores and restaurants. For public transport and other New Zealand destinations, students get the discount. (Linguis International Institute, 2015).

CULTURE SHOCK AND ASIAN STUDENTS

There are many studies on the culture shock. As the impact of the culture upon students is a very sensitive topic, in schools and colleges there are many departments working with this type of problem with students. There are many heterogeneous discoveries in regards to culture shock.

Culture shock according to the Oxford Dictionary "Any immediate and disorder apprehension occur in the mind of a human being due to unwanted perception, pain, guilt or a sudden surprise where a person needs some time to accommodate himself is the culture shock". (Oxford Dictionary, 2014)From the definition of cultural shock, here we can see that

this is not a very normal situation for anyone. Human is a social animal and he cannot live in the situation of isolation.

Kalvero Oberg is the first person who has first stated the term “Cultural Shock” in the year 1960 in his article – “Cultural Shock: Adjustment in the new environment”. According to him, cultural shock is “when any human being loses his family belongingness and lack of communication within the society. When this anxiety gains momentum at that time a person suffers from the depression of cultural shock”. (Oberg, 1960).

There are many other symptoms seen in the student’s behaviour while dealing with cultural shock:

- Lose weight very easily.
- Get emotional quickly
- Lack of sleep and eating disorder
- Lack of confidence.
- High anxiety level

After the description of cultural shock by Kalvero Oberg another researcher Levine and Adelman has also stood by Kalvero Oberg. In the year 1993 both of them, Levine and Adelman put some light on this topic and in their explanation. They have put the light on the cultural shock that when anyone feels homesickness, fear of negligence, focus upon the negative part of the culture and non-capability of dealing in the new environment are the basic symptoms of culture shock (Adelman, 1993). Here, it goes without saying that any individual is ready for the new surprises but that is also true that in the back of the mind people have some fear and due to that lack confidence. Same happens in the state of mind of students as well. When students are not able to cope with the culture initially, then they start seeing the negative side of the culture and take out their frustrations (A multilevel treatment approach for culture shock experienced by sojourners, 2002).

Hofstede’s Cultural dimensions

Social psychologist professor and former employee of IBM researched upon different culture dimensions in the year 1980. In his book “Cultural and Organization: Software of the Mind”.

He explained that cultural shock is the relocation of a person in a strange culture. This cultural transmission is a very big reason for anyone's to become defocused and helpless towards the unknown environment.

In his theory, Professor Greet Hofstede has given 5 cultural dimensions:

Power distance: Every country has the specific perception on the issue of power distance. Power distance means when there is a huge gap between two individuals due to their financial and professional position in the society. This can be mostly seen in the Asian countries and this distance is not very common in western countries. This is also the main reason for the cultural shock. When students get the job here, they are not able to accept the jobs which do not have status value in their country. For instance: cleaning jobs.

Individualism: Individualism means when everyone takes their own decision and the decision is not according to the society and his focus group. New Zealand is a country where everyone has their own approach. When Asian students come to this country, they get confused to see that every person has its individual approach. Working atmosphere in New Zealand is quite different and here no one interferes with others work and everyone takes full responsibility for their own work. Theory Y is applied to New Zealand that they do not need full-time supervision and this is also a cultural shock for Asian students because Theory X applies to Asians. Asian people require supervision.

Uncertainty Avoidance: Uncertainty avoidance means when people are ready to face any sort of future problem. They are also ready to cope up with any situations as well. Asian countries are very low in Uncertainty avoidance and this is the reason that Asian students are not ready to keep pace with the circumstance and then culture shock occurs.

Masculinity versus Feminist: New Zealand is a country which gave first priority to women for voting. Here, it is mandatory to respect women and all women in a family take a decision. In Asia it is vice – verse. These types of difference create a problem and for the immigrants like students need time to understand the culture.

Time orientation: This is the most important dimension in the Hofstede 5 cultural dimensions. Different countries have their own perceptions of time management. New Zealanders are very particular about the time. But on the other hand, Asians are not good with time Asian students feel very uncomfortable when someone says that they are 5 minutes late. These small things are also the part of the cultural shock. Students fight with the new environment so these types of things irritate them a lot.

Author Hofstede explained that every country has its own cultural dimension and in that difference when another person comes try to survive, he always faces many problems. These problems are known as the cultural shock. Now this is the era of globalisation the world is a single platform. Multinational companies do exist in this world and due to that, the whole world is moving from one country. However, it is important to behave according to that country where we live. New Zealand is a country where individualism approach exists and Asians do not have individualism approach. When Asian students come to Auckland city, they experience culture shock (Gundersen, 2002).

The university of Copenhagen was established in the year 1477. It surveyed thousands of International students to get insight into culture shock. There were many students who had come for further studies to this university and the university helped their students to cope with the cultural shock. The university stated that cultural shock is a kind of a feeling of ambiguity and dilemma in which a person encounters with the unfamiliar place and people. Due to this, a person faces a mixed reaction of physical and psychological stress.(University of Copenhagen, 2015)

Professor Douglas McGregor (Theory X and Theory Y)

Professor Douglas McGregor (1960) has explained in his book “The Human Side of Enterprise due to different culture”. He has researched upon the different culture people. He has come out with the Theory X and Theory Y.

Theory X: This theory explains that people under this category have some type of behavioural characteristic:

- These people do not like to work and they want to keep away to a greater extent: The people those who come under this category are more relaxed. They do not want to work more and they have the habit of lingering on attitude.
- They need supervision and they cannot work by themselves. It is mandatory to control these types of people: The people who come under this category work but they need supervision and control upon the activity. They cannot work on their own initiative. They need instruction every time. The fear is important for these types of people.
- Lack of responsibility: When people work only under the pressure, they are not responsible at all by nature.
- They have very less ambition and sometimes they have no ambition: People with some ambition are passionate towards their goal. These people are self-motivated but in the theory X, people are not self-motivated and they tend to focus on the negative aspects.
- This Theory X applies to the Asian people. The students, who come from Asian countries, come under Theory X. This also causes a cultural shock when they are not able to work in the different environment.

Theory Y: This theory explains that people under this category have some type of behavioural characteristics:

- Keep busy in their work and mentally and psychologically they get satisfaction with their work: People those who fall under this category are self-made people. They keep themselves busy in their work and they believe to get the work done by them.
- Self-motivated, determined and they have a locus of control: Locus of control means when a person never distracts himself from the outside world. He has full control over his actions. They have positive energy and are disciplined (Kemmerer, 2015).

- Responsible for their duties: People are responsible for themselves and these people are also taken responsibility of their country as well. They always try to be responsible for their actions.
- Put their full potential in their work: As these people do not need supervision and due to this habit, they do their job with full of potential. They focus on perfecting every task. The infrastructure and the architecture of western countries such as America, London, and New Zealand are the examples of the perfection of the work of the Theory Y people.

Due to these differences, the situation of cultural shock occurs since people behave according to the way they have been brought up. The basic habits are dependent on the culture (Mcgregor, 2015).

Nancy J Adler, Boris Becker, and Patrick E. Connor all emphasised that “Culture exists in the circulation along with value, attitude, and behaviour.

Every individual behaves according to their culture. It can be observed that values, attitude, and behaviour are interrelated. It depends on the upbringing of an individual and the culture he or she belongs to. This plays the major role during cultural shock. The environment has changed drastically so it can be difficult to adjust to a new culture. To adjust in any culture, there is a process of negotiating and compromising involved. Sometimes this negotiation and compromise can bring frustrations in the minds of the immigrants. The author explained that cultural differences have a number of consequences. For example, a French person may dislike the management’s objectives and “success is Asia is family first” and “organisation loyalty is the root of success” and the concept that British people are less loyal towards their organisation. So from these examples, we can see the differences between the values of every individual due to their culture. Culture changes the attitude and behaviour. The diagram below explains that the process of adjustment is a continuous process and students manage from the time they leave the home country and get back. After reaching the home country they also face the same problem.(Nancy J. Adler, 2008)

Schein (2003) explained that in this globalised environment, cultural shock is decreasing day by day. The environment of every country believes in the open system than a closed system. New Zealand is the country which also believes in the open system. People are

trying to cope with every culture as worldwide universities and institutes are welcoming the students from every corner. There is also the flexibility to adjust to each other's culture. Somehow these sorts of cultural changes are giving a push to the students more to explore their skills internationally to get more exposure. Researcher indicated many types of assumption in these changes. The psychological assumptions and cognition process is mandatory to develop in the institutions and universities so that the students can be more confident rather than suffer as a result of culture shock (Ronald R. Sims, 2003).

Paul Pedersen (Stages of culture shock)

Paul Pedersen has published a book and the name of that book is:

The five stages of cultural shock: Critical Incidents around the world. He has explained about the cultural shock that cultural shock goes through the five stages.

The five stages of culture shock are experienced by most when entering a new culture, the environment where the grounds of emotions and family touch are missing, and this environment takes the students into the situations of ambiguity. This ambiguity converts to cultural shock. The explanation of these five stages is given below:

Honeymoon stage: This stage is the stage of excitement and anxiety. This time is full of joy to explore new life, environment and seems like a trip. The start of any relationship, journey, and new environment always bring the new phase of life. In this students have positive thoughts.

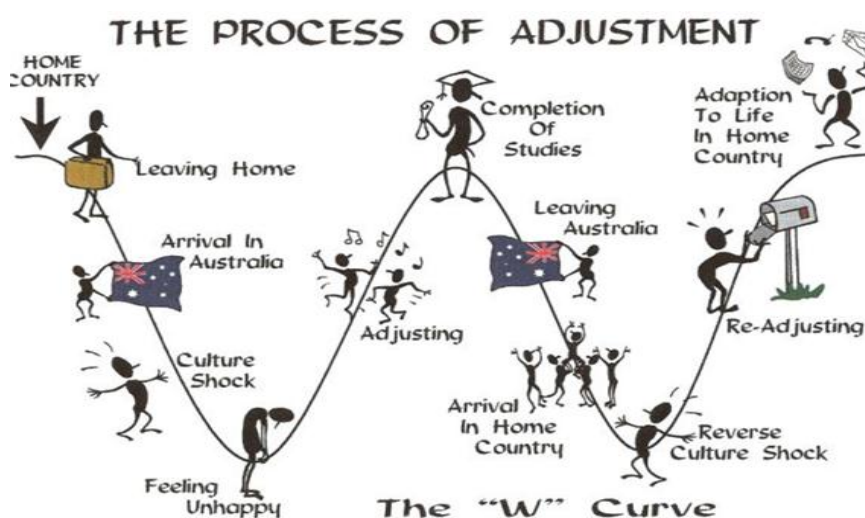
Cultural shock: When the honeymoon stage is over, students experience culture shock they have to carry on their journey in the country with the different perspective. The matching of perception and reality takes the different ways and to combine that route is difficult for the students.

Initial Adjustment: In this stage students are trying to accommodate with the situations. This adjustment is temporary. Some student's take this stage as a learning curve but many fail at this stage as they go to the next stage of isolation.

Isolation stage: When the second stage reaches its peak, the face of isolation stage takes place. This stage is very difficult to deal with. The unfamiliar atmosphere and homesickness

set into that extent where sometimes the students reach the stage of depression. Here it is important to take counselling and indulge into different activities.

Acceptance and Integration: this stage is the stage of acceptance when the students have passed a long time in the new culture and have started making adjustments in the new culture. They start integrating the situations and ready for the life challenges and consequences.



Source: Pedersen, P. (1994 , December).

Junzi Xia has explained in her article about the main reasons of cultural shock among international students. She has explained the reason for a cultural shock with the example of low context culture and high context culture. In the low context culture in America, Britain, and New Zealand, the people believe in the verbal communication more than the nonverbal communication and they are very straightforward when speaking the truth in the front of the people. On the other hand, countries like Asia and Latin America are more indirect and use non-verbal communication in consideration than verbal communication. She focuses on the psychological aspects of the people. In her article, she has explained that when people are not ready psychologically to adapt the new environment, it is difficult to accept the situation easily. She has explained the negative impacts of cultural shock: This psychological confusion and emotional ambiguity is the cause of psychological stress.(Xia, 2009).

- Depression
- Helplessness
- Anxiety
- Disorientation

These are the common negative impacts of culture shock.

RESEARCH METHODOLOGY

This research is based upon the primary data using questionnaire and interview. The questionnaire is a well-organized technique to gather data. The main advantage of using questionnaire is the low cost involved and information can be gathered in a short span of time. The questionnaire used in this research had eight questions that addressed demographic data and opinions of students, it consisted three parts:

1. The first part of the questionnaire is about the student profile?
2. The second part dealt with respondent's reasons of culture shock.
3. How do the respondents accommodate the situation of culture shock?

The data have been collected from 203 Asian international students' studies in four different institutes in Auckland, and were mixed with a different level of education; graduates level 7, undergraduate's level 5, 6 and English course enrolled students.

The outcomes of these 203 respondents were analysed using SPSS software. Where frequency tables, graphs, and more advanced statistical tools applied to answer the research questions.

The researchers also use a qualitative method to collect some information using interview tool, has interviewed two pastoral care officers from two Private tertiary educations, also two international students also have been interviewed by the researcher. The interview has been recorded with the permission of the all the participants. The researchers also sought the permission from the Principal and the PTE management to interview their international students and Pastoral care officer.

The interview with the four participants has been recorded, and the findings from the interview questions are shown in the analysis part of this research. All the participants have completed nearly 2 or more years in New Zealand. The international student participants have completed more or less one year in New Zealand. The Pastoral care officer completed more than one and a half year in their respective job position and more than two years in the country. Interesting thing the researcher has found that both Pastoral care officers came to this country as international students and explained that they are very easily connected with the student's anxiety and problems.

The interview questions are shown below:

1. Does culture shock give opportunities to international students to become independent or culture shock causes depression in the life of international students?
2. Does culture shock impact academic performance of the students?
3. What would be the mandatory steps for private institutes in Auckland to help international students overcome culture shock?
4. How do they feel now in New Zealand?

FINDINGS FROM THE INTERVIEW

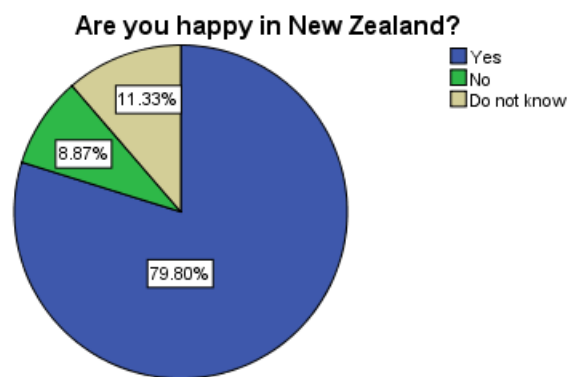
- In qualitative part, the researcher has taken the interview of two international students of different nationalities and two private tertiary education schools pastoral care officer. An international student came up with so many issues related to the cultural shock. The student interviewee responded about their experience such as both the student interviewed agreed that Auckland city is very expensive and they got shocked when they came to know that they need to pay their rent every week.
- The education system of New Zealand is totally different and this part also difficult for them to adapt quickly. Plagiarism is the new concept for them in their studies. They faced the problem to search the accommodation for them and they also struggled with public transport. The physiological support and proper guidance are also a very difficult ground for the international students.
- Interviewing Pastoral care officer of the PTE's, the researcher came to know that out of 10 international students at least 5 to 6 have encountered with cultural shock and every year 5 to 10 students out of 100 (around 10%) return back to their home country

within 10 days of their coming to this country as they would not be able to cope up with their cultural shock. These are some reasons that every PTE's are having Pastoral care officers who can speak the international language of the students and they can give them the support which they need at the initial time to find the accommodations for them or let them know how to search the job in New Zealand.

- One very interesting thing researchers got to know while interviewing the Pastoral care officer that undergraduate students take less time to accommodate themselves than the graduate students. The researcher has got another fact that there is no difference in the ratio of the cultural shock either the international student of any gender.

FINDINGS FROM THE QUESTIONNAIRE:

- Looking at the research sample, it can be seen that around 80% of the students are happy in New Zealand, 11% of the students have no comment as they have a neutral viewpoint. This means they have no negative feelings about Auckland. 9% of students are not happy because culture shock has had major effects on them.



- 48% of the research sample have no family friends/ relatives in Auckland but the percentage of students who do is high; 52%. This shows that all the 48% needs to adapt to the lifestyle in New Zealand independently.

Table 1: Do you have any distant relative/ family friend in NZ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	105	51.7	52.0	52.0
	No	97	47.8	48.0	100.0
	Total	202	99.5	100.0	
Missing	System	1	.5		
Total		203	100.0		

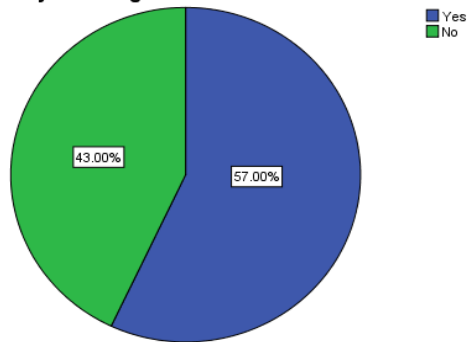
- 38% agrees that better lifestyle compared to their native country is the reason they like to stay in New Zealand. The excellent education system and safety and relaxed environment are other factors which are the main reasons. The percentages are nearly 21% and 30 % respectively. On the other hand, only 12% students agree that due to job opportunities they are happy in New Zealand.

Table 2: If yes, then select the ones that related to you

		Frequency	Percent	Valid Percent
Valid	Better lifestyle than your country	65	32.0	37.6
	Safe and Relaxing	51	25.1	29.5
	Better Job Opportunities	21	10.3	12.1
	Excellent Education System	36	17.7	20.8
	Total	173	85.2	100.0
Missing	System	30	14.8	
Total		203	100.0	

- 57% of the students feel comfortable in the New Zealand culture and with the due course, they adapt to the culture of this country. On the other hand, 43 % of the students do not so feel too comfortable due to culture difference.

Are you feeling comfortable in the New Zealand culture?



- The research also finds that 27% of students fear the new culture they are in but 49% students do not have any such fear. This shows that Asian students like to explore the new culture and they try to adapt as soon as possible.

Table 3: Fear from new culture

	Frequency	Valid Percent
Valid Strongly Disagree	40	19.7
Disagree	60	29.6
Neutral	51	25.1
Agree	29	14.3
Strongly Agree	23	11.3
Total	203	100.0

- The study pattern of Auckland is different from the Asian countries and the concept of plagiarism is very new for the Asian international students and due to that students face many problems. 36% students faced some problem with the new pattern of the studies here and nearly the same percentage of the students (37 %) thinks they have no such problem with the study pattern here. Asian students face the problem of English communication and they face the problem of Academic writing as well. Plagiarism is the major area of the problem which is faced by the students due to differences in the study pattern.

Table 4: Study pattern is different

	Frequency	Valid Percent
Valid Strongly Disagree	33	16.3
Disagree	42	20.7
Neutral	55	27.1
Agree	44	21.7
Strongly Agree	29	14.3
Total	203	100.0

- When they reach to a country such as New Zealand where people have individualist lifestyle, students get the feeling of loneliness. 41% of students strongly agree and agrees; only 35% disagrees. So in general Asian student's feels lanoline and that can impact their academic performance at the start.

Table5: Feeling of loneliness

	Frequency	Valid Percent
Valid Strongly Disagree	31	15.3
Disagree	41	20.2
Neutral	48	23.6
Agree	40	19.7
Strongly Agree	43	21.2
Total	203	100.0

- It can be seen that 43% of the students miss parental support and 33% of the students do not and the percentage is high for those who miss the support of their parents.

Table 6: Miss parental support

	Frequency	Valid Percent
Valid Strongly Disagree	36	17.7
Disagree	31	15.3
Neutral	49	24.1
Agree	45	22.2
Strongly Agree	42	20.7
Total	203	100.0

- Another reason that most the respondents in this research agrees about as part of the culture shock is the fear of failure, and the table below shows that 36% disagrees with that reason, but 39% agrees and strongly agrees that fear to fail is the reason behind the culture shock they face.

Table 7: Fear of Failure

	Frequency	Valid Percent
Valid Strongly Disagree	31	15.3
Disagree	42	20.7
Neutral	50	24.6
Agree	38	18.7
Strongly Agree	42	20.7
Total	203	100.0

Cross –tabulation and test of differences:

The researchers test if there are any differences between nationalities in the research sample regarding different reasons for culture shock.

The null hypothesis was there are no differences between nationalities regarding five reasons of culture shock against the alternative hypothesis that there are differences.

The result from the statistical test shown in table 8 below:

Table 8: Results for differences test

	Difficult to manage studies as well as job	Study pattern is different	Self-dependency for everything is difficult	fear of new culture	Fear of Failure
Chi-Square	11.441	2.885	12.826	10.403	15.632
Df	5	5	5	5	5
Asymp. Sig.	.043	.718	.025	.065	.008

From the above table, the null hypothesis that there are no differences between the nationalities of the 203 responses is rejected (P- value <0.05) for:

- 1) Difficult to manage studies as well as a job.
- 2) Self-dependency for everything is difficult
- 3) Fear of failure

That means there are differences among nationalities in the above three reasons, a cross tabulation can justify that.

Table 9: What is your nationality? * Self dependency for everything is difficult

		Self-dependency for everything is difficult					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
What is your nationality?	Indian	7	16	33	23	8	87
	Chinese	6	9	7	5	6	33
	Japanese	0	3	7	7	2	19
	Middle East	3	5	7	3	4	22
	Philippines	0	0	3	3	1	7
	Others	6	14	8	4	3	35
Total		22	47	65	45	24	203

The above table shows that out of the 87 Indian, 36% agrees that to be independent is difficult, for Chinese 33%, and for a student coming from the Philippines 57% find it difficult to be self- dependency.

Table 10: What is your nationality? * Fear of Failure

		Fear of Failure					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
What is your nationality?	Indian	15	23	23	11	15	87
	Chinese	3	6	8	10	6	33
	Japanese	0	2	7	4	6	19
	Middle East	5	4	3	5	5	22
	Philippines	0	0	1	2	4	7
	Others	8	7	8	6	6	35
Total		31	42	50	38	42	203

The table above shows that 48% of Chinese, the culture shock reason for them is fair of failure, on the other hand only 30% of the Indian says that the culture shock come for that reason, and 34% other nationalities.

Overall we can say that different nationalities have a different reaction towards culture shock factors.

CONCLUSIONSAND RECOMMENDATIONS

CONCLUSIONS

The main purpose of this research is to find out the reasons behind the “Culture Shock among Asian Students in Auckland”. New Zealand is a popular destination for many students throughout the world. Every year thousands of students come to this country and the main students are coming from Asia. The primary role of institutions is to help students in their initial stages. Private institutions and universities should know the basic reasons of the culture shock of the international students. So institutes and universities can help them cope up with their problems (Education.govt.nz, 2015).

After the analysis of the primary data, the researcher is able to relate the finding with the theories applied on the culture shock. Pedersen (1995) explains the 5 stages of culture shock, he has explained in his book named as “The five stages of cultural shock: Critical Incidents around the world” (1995) that initially when any immigrant come to any country at that time the individual think that the journey and destination would be the way they imagine. The

reality is always different from the imagination. So the very first stage of culture shock is the honeymoon stage that gets over within one month and then the stage of culture shock starts. When the time passes, the stage of cultural shock gets over and the accommodating stage starts. After analysing the questionnaire in SPSS, researchers concluded that students are happy when they arrive in Auckland and then after that, they suffer from culture shock and this stage gets over with the time.

Adler, Becker and Connor (2014) all emphasised that culture exists in alongside value, attitude and behaviour. They have explained that in Asia success means family first. Due to these sentiments, they are attached to their family. This research also found the similarity in the analysis that Asian students feel lonely when they arrive in New Zealand and they also do not have a sense of belonging.

Kalvero Oberg is the first person who has first stated the term “Cultural Shock” in the year 1960 in his one of the article – “Culture Shock: Adjustment in the new environment”. According to him, cultural shock is “when any human being loses his family belongingness and lack of communication within the society. When this agitation accelerates at that time a person suffers from the depression of cultural shock”. Asian countries are known for their family and unity and as a result of the lack of that the students from Asian countries suffer from the culture shock.

Thus the answers to the research problem and questions are that international students suffer culture shock. Initially, they are under the situation of ambiguity. Students get the confidence to deal with every problem because they do everything here by themselves. They expect more help from their schools and universities. Due to culture shock, have problems in their studies as well.

RECOMMENDATIONS

In this section, the researchers will make some suggestions to the private institutions and universities according to the analysis and literature that have been covered in the research. First and foremost, the responsibility of the institute and universities are to support their international students in every aspect.

1. Private institutions and universities where international students come for their further studies should get the management and staff to take care of every international student personally. As different nationality students come to Auckland and their country is totally different from New Zealand, they have a fear of culture. So students need proper support from their institutes and organisation.
2. Every private institutions and university should provide one or more than one counsellor for the students' so, that international students can share their problems with them. From the questionnaire analysis, the researcher came to know that students have the problem of loneliness and they often feel they do not have proper guidance. If they get proper counselling sessions, they would feel more confident.
3. There should be two to three weeks of classes for the students in which they can be taught about the basic culture of the country they have come to. Telling them the good things of the country rather than on the dos and don't of the countries. Data analysis shows that students do have a communication problem here so it is important to provide these classes.
4. Immigration and Ministry of Education should counter check the universities and private institution to look after the welfare program for the international students. While distributing the questionnaire, the researcher had a conversation with the students and many have complained that their school has a welfare department but they are not getting the proper help from there.
5. Many of the students feel that Auckland is an expensive city to live in. While students get a discount, the discount is only on transportation. While talking to the student's researcher also got the feedback that they need a discount on stationary.

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