

**Social Anxiety, Culture Shock, Academic Adjustment and Ethnicity in Female
University Students**



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2021

Certificate

This is to certify that M.Sc. research report on “**Social Anxiety, Culture Shock, Academic Adjustment and Ethnicity in Female University Students**” prepared by Mehrun-Nisa been approved for submission to Quaid-i- Azam University, Islamabad.

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Table of Content

List of Tables	i
List of Appendices	ii
Acknowledgement	iii
Abstracts	iv
CHAPTER 1: INTRODUCTION	
Social Anxiety	2
Effect of Social Anxiety	3
Social Anxiety Relationship with Culture Shock	3
Social Anxiety Relationship with Academic Adjustment	4
Culture Shock	8
Effect of Culture Shock	9
Culture Shock Relationship with Social Anxiety	10
Culture Shock Relationship with Academic Adjustment	11
Academic Adjustment	14
Academic Adjustment Relationship with Social anxiety	16
Academic Adjustment Relationship with Culture Shock	17
Relationship with Demographics	21
Rationale of the Study	24
CHAPTER: 2 METHOD	
Objectives	26
Hypotheses	26
Operational Definitions	26
Sample	26
Instruments	27
Procedure	30

CHAPTER: 4 RESULTS	31
CHAPTER: 5 DISCUSSION	44
CHAPTER: 6 REFERENCES	49

Table 1	Frequency and percentage Along Demographic Variables of Sample (N=300).	29
Table 2	Correlation Matrix for Study Variables (N=300).	31
Table 3	Descriptive Statistics of Major Study Variables (N=300).	33
Table 4	Family System Differences across Study Variable (N=300).	34
Table 5	University System Differences across Study Variables (N=300).	35
Table 6	Departments Differences across Study Variables (N=300).	36
Table 7	Living Status Differences across Study Variables (N=300).	37
Table 8	Background Differences across Study Variables (N=300).	38
Table 9	One-Way Analysis of Variance for Ethnicity (N=300).	39
Table 10	One-Way Analysis of Variance for Indicate Current Living Status.	41
Table 11	One-Way Analysis of Variance for Semesters (N=300).	42

List of Appendices

Appendix A Culture Shock Questionnaire.

Appendix B Social Anxiety Questionnaire.

Appendix C Academic Adjustment Questionnaire.

Appendix D Informed Consent and Demographics Sheet.

Acknowledgment

I would like to express my gratitude to my supervisor Raiha Aftab for always being available to help me out, for the continuous support and immense knowledge for thesis. Her guidance helped me in the time of research and thesis writing.

Leaving the personal until last, I am exceedingly grateful to my grandparents, Mr. & Mrs. Rana Naseer Ahmad Khan and my parents Mr. & Mrs. Nazir Ahmad Khan for their endless love, support, and sacrifice from the very first day of my journey of life. They provided me with the ability and opportunities to follow my dreams. I am thanking my beloved brother (Mubashir and Majid) for all the hope, true love, affection, caring, concern and constant encouragement.

I am deeply indebted to my all friends especially (Yusra Sajid and Narjis Ali) and all cousins especially Daniyal for their continuous corporation and support.

Words can never express my feelings. I acknowledge every person in my life that have always been there for me in every thick and thin condition and braced me making my MSc possible.

Mehr-un-Nisa

Abstract

The present study was designed to investigate the social anxiety, culture shock, academic adjustment and ethnicity in female university students. In addition, the role of demographics variables (gender, age, family status, living status, university system, current living status, background, ethnicity, department, semester, etc.) was also determined in relation to the study variables. Convenient sample of 300 was collected from different universities of Islamabad (Quaid-i-Azam, Bahria, Air, Fatima Jinnah and NUML) and the face-to-face data was collected from Quaid-e- Azam University Islamabad. Instruments used in the present study were Culture Shock Questionnaire (Oberg, 1954), Social Anxiety Questionnaire for Adults (Caballo et al, 2010), Academic Adjustment Scale (Zia-ur- Rehman & Rabia Sharif, 2014). Results showed that the social anxiety was positively related with culture shock. Culture shock is positively related with academic adjustment and academic adjustment was positively related with social anxiety. Results of ONE- WAY ANOVA disclosed that due to ethnic defiance, some ethnic groups score higher because on cultural shock and social anxiety. There is no significant difference in living status, although some ethnic groups are different, leading to cultural shock and social anxiety. In the research basically divided into 6 ethnic groups (Punjabi, Sindhi, Pakhtoon, Baloch, Kashmir and Gilgit- Baltistan). According to the results different ethnic group scores different scales, in some scales Punjab group scores high and Pakhtoon female group score high. The hypotheses have been proved according to the tables.

**Social Anxiety, Culture Shock, Academic Adjustment
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Chapter 1

Introduction

The highest degree of education is university education. When a person reaches university level, they have the opportunity to improve their self-esteem, their intellectual ability, and their mental development. A university is a foundation where people from many backgrounds come to learn. When people from various backgrounds come to a university, their experiences are vastly different. Individual is focused on obtaining a degree and pursuing a career. When a girl reaches this age, she has a distinct set of experiences.

Different human beings have different experiences in life. Similarly in university different students get experiences and they have different results. The purpose of this research is to know the experiences of female students belonging to different backgrounds. The aim is to shed light on the negative and positive experiences gained in the university environment and ways to deal with them over a period of three to four years (BS Programme).

When female students leave home and go to university, interact with students from different backgrounds, they face many problems. The purpose of this research is to identify these issues during the interaction of female students to other students belonging to different ethnicities whose language and culture are different from them.

The purpose of this research is to find out how female students from different backgrounds face different challenges to adjust to the university environment. Female students may suffer from a number of mental diseases and this might affect their adjustment and their results. The present study looks into the experiences of female university students. Specifically, the purpose of this research is to see how culture shock impacts university students, as well as how social anxiety affects their academic performance. Cultural shock promotes anxiety among pupils, according to previous research (Carlson, 2013).

Pakistani society is a patriarchal society where most women are not allowed to leave home. In such a society it is considered bad for women to get education. In many areas there are no institutions for further education after school. Parents who want to

educate their daughters send them to hostels because there is no institution so that they can get further education. In this study, social anxiety refers to whether or not the girls entering the environment are socially isolated; the cultural barriers that girls from varied backgrounds face are referred to as culture shock. Present research examines how we set ourselves up in school and the obstacles we face in academic adjustment.

In Pakistan, women and girls face challenges such as poverty, illiteracy, malnutrition, and prejudice. It is important for the development of the country that men and women work together. Education is a must for awareness. But in a patriarchal society it is not considered necessary for women to get an education and they get married at an early age even they are not aware of their basic rights. Although education is a powerful tool for closing gender differences in society, addressing educational inequities is a difficult task (Ahmad, Bayan, Faque, & Seidi, 2017). In Pakistan, there are still groups where girls' education is not prioritized, resulting in females being married off at a young age and becoming mothers by the age of 20. In Punjab, female education is now highly valued; nevertheless, in Peshawar, young girl weddings are still conducted according to tradition, causing females psychological problems.

Balochs believe that allowing their daughters to leave the house as often as possible is a sign of disgrace. Honor killings of females are still common in Balochistan villages, despite the fact that there are no such restrictions on girls in Quetta. Nearly 90% of girls in rural Balochistan, according to a rights activist, an educationist, and a leading politician, lack access to education. Due to cultural constraints and a lack of resources, women in Balochistan are unable to attend school. In Balochistan, cultural impediments to female education are a big concern. They are sometimes pressured to stay at home rather than compete with males around the world. Because they have few chances and are subjected to a variety of cultural limitations; women in Balochistan have no dreams or goals. Similarly it has been reported that tribal people in rural Sindh have been dominated by a strong patriarchal society. Women in this country have faced significant obstacles as a result of patriarchal control, which has denied them essential rights like as education, gender equality, decision-making power, and being forced into early marriage. As a result, the purpose of this study is to see how diverse ethnic origins aid students in adjusting to university life. This study looked at social anxiety, cultural shock, and academic adjustment among university BS students while keeping their ethnic background in mind.

Literature Review

The following section presents a review of the literature related to the study variables. It explains the work conducted on study variables. The next section defines each variable. The report then concentrates on the method used to conduct the research.

Social Anxiety

Social anxiety is a common form of anxiety. A person with social anxiety has anxiety or fear in certain or all social circumstances, such as meeting new people, dating, being on a job interview, answering a question in class, or having to chat to a cashier in a store. Routine public tasks, such as eating or drinking in front of people or using a public restroom, might cause anxiety or dread. The individual is afraid of being evaluated, humiliated, and rejected (Iqbal & Ajmal, 2018).

Social anxiety runs in families, but no one knows why some family members are affected while others are not. According to research, fear and anxiety are related to different parts of the brain. According to some experts, perceiving others' behaviour may have a role in the development or aggravation of social anxiety. It might, for example, imagine that people are watching or frowning at when they aren't. A lack of social skills is another issue that may contribute to social anxiety. If its social skills are inadequate, for example, you may be frustrated after chatting with others and afraid to do it again. By learning more about fear and anxiety in the brain, scientists may be able to produce better treatments. According to the experts, stress and environmental factors may also play an impact (Levpuscek & Berce, 2012).

The development of social anxiety, like many other mental health illnesses, is most likely best explained as a complex interaction of numerous bio-psycho-social elements, according to Tillfors (2004). Genes may influence the chance of having any anxiety or depressive disease, not simply social anxiety, despite the fact that genetic variables appear to have a role. Mental illness is more common in relatives of people with social anxiety disorder than in relatives without the problem, and the link is stronger for the generalized subtype (Stein et al 2011).

People who suffer from social anxiety frequently recall painful social situations from their youth (such as being bullied, experiencing familial abuse, being publicly

humiliated, or having one's mind go blank during a public performance) (Erwin, Heimberg, Marx, & Franklin, 2006). According to certain studies, the disorder is linked to parental modeling of anxiety and social avoidance, as well as an overprotective parenting style (Merikangas, Lieb, Wittchen, & Avenevoli, 2003).

Effects of Social Anxiety

Some of the most persuasive evidence for a link between social anxiety and binge drinking comes from diagnostic research. According to Abdallah, Elzeiny, Abdel-hady, and Sheikh (2016), people with social phobia are more than twice as likely to have had drinking issues as the overall population. Several of these studies also found that the majority of participants had social phobia symptoms before becoming alcoholics, and that they utilized alcohol to cope with their anxiety symptoms.

Some of the strongest evidence for a link between social anxiety and binge drinking comes from diagnostic research. Afzal, Ali, Khan, and Hamid (2010), found that those with social phobia are more than twice as likely to have had drinking issues as the overall population. Several of these studies also found that the majority of participants had social phobia symptoms prior to developing alcoholism and used alcohol to cope with their anxiety symptoms.

Social Anxiety Relation with Culture Shock

When international students choose to continue their studies in another country, they frequently experience feelings of isolation and cultural shock. Because of the distance between them and their families, the difficulty of learning a new language and communicating with others and the difficulty of adapting to a new culture, which needs patience, this shock produces psychological crises such as anxiety. On the other hand, social anxiety has a significant impact on academic performance when international students decide to continue their studies in a foreign country. However, if a child has social anxiety, his or her academic performance will decrease. According to (Cabrera et al., 2002) students with high levels of social anxiety may be negatively affected in the following ways. Individuals suffer from social isolation and a lack of integration into campus life as a result of their social retreat. Second, when they engage with large numbers of strangers (in courses, residence halls, and other settings), they are terrified, which is an indication of social anxiety. Third, nervous students have a hard time

interacting with people in positions of power. They may find it easier to muddle through when they are unsure because communication with professors and classmates (for example, asking for clarification on course requirements) is so tough.

Learning a new language, according to a study, is a major source of concern for many students, particularly those who study in a language other than their original tongue. English is studied as a foreign language or as a second language by the majority of students in higher education institutions. Some of them may need to study English before enrolling in college. They may, however, be unable to meet the high standard of English competence expected in college. They are anxious that if they do not pass, they would be unable to complete their studies at university (Cabrera et al., 2002)

Social Anxiety Relation with Academic Adjustment

According to Kelly and Moogan (2012), Indonesian students suffer from English language anxiety due to a lack of writing skills, and instructors assign them class essay assignments, which likely add to their anxiety due to the limited time in class to complete the assignment with the correct answer. Additionally, some Indonesian students are apprehensive about presenting a presentation. Some of them may have been underprepared for the presentation and are irritated by being questioned about it. Students are also concerned about numerous medical specialist classes, such as dental and medical, medical and engineering, dentistry and veterinary medicine, and pharmacy (Ismaya et al., 2020).

As a result of their lack of preparation, several students experience anxiety throughout midterm and final exams. As a result, some students may misunderstand the exam questions and provide incorrect responses. In addition, there is sometimes insufficient time to answer exam questions. Some faculty members develop exams that are improper for some students' intelligence because they are unaware of the disparities in individuals' ability. As a result, some students may be unable to complete their tests. Students in a variety of fields, including arithmetic, history, geography, chemistry, physics, engineering, the arts, and music, suffer from exam anxiety.

Some students are apprehensive about online tests since certain professors construct them with a time limit in mind, and some students may require additional time. Additionally, while students are taking the online exam, the computer may not

function properly or Internet access may be interrupted. As a result, some students may find it inconvenient to take tests online (Chukwujekwu & Olose, 2018).

An overwhelming fear of being seen or interacting with strangers in social situations is known as social anxiety, or social phobia. As a result, helping children with social anxiety, which is one of the factors affecting mental health, can have a significant impact on their mental health and help them avoid further problems (Reta, Ayalew, Yeneabat, & Bedaso, 2020). Reta et al. (2020) define social anxiety as an intense fear or anxiety about one or more social situations in which the individual is observed by others. These situations include social interactions (e.g., having a conversation, meeting new people), being observed (e.g., eating or drinking), and performing in front of others (Reta et al., 2020). Social anxiety also known as social phobia is characterised by an irrational fear of being judged adversely by others when performing social duties or engaging in social interactions such as public speaking or conversing with strangers.

One of the most common symptoms of social phobia is a fear of speaking in public; studies show that nine out of ten people with social anxiety are afraid to speak in front of others. Because public speaking is an important academic skill and a prerequisite for participation in social activities, having a social anxiety disorder will have a substantial impact on students' academic success and social lives in higher education. Furthermore, significant anxiety has been linked to a higher rate of school dropouts. Students with social anxiety may experience functional impairment in a variety of areas of their lives, including reduced academic achievement, unstable employment, absenteeism from work, and decreased productivity, all of which lead to a reliance on family, community, and country. Medical students with social phobia have reported depressive symptoms and scored badly in clinical examinations, and social phobia increases the risk of substance addiction and leads to future career concerns (Reta et al., 2020).

Moriyama et al. (2016), is regarded to be a possible culture-specific expression of social anxiety, despite the lack of scientific confirmation for its validity. In order to accurately measure the degree and expression of social anxiety, the individual's social concerns must be examined in the context of the person's cultural, racial, and ethnic heritage. High school grads anticipate meeting new people, attending parties, learning more about their potential degree fields, and living independently away from home. For

the vast majority of teenagers, college is a rite of passage, a symbol of adulthood and independence. The new milieu of being a college student, on the other hand, is not so welcoming for someone with social anxiety. Instead, they see a never-ending succession of scenarios in which they will have to deal with their bodily anxiety symptoms as well as their problematic thoughts.

According to Handy and Cnaan, (2007), students with social anxiety avoid or do not participate in group projects or lectures at college because of shame and self-consciousness, fear of being judged, or concerning bodily signs like sweating or stuttering. According to a study, socially anxious students have a negative perception of their own ability when participating in a seminar or presentation, and this fear persists regardless of academic achievement. According to Himle et al. (2014), people with social anxiety have quite different job aspirations than people who do not have social anxiety. Positions that demand strong workplace-based social capacities (such as healthcare or hospitality), according to researches there are among the most active in the current economy, yet people with social anxiety usually avoid jobs that require social interaction. According to Stein and Kean (2000), around 20% of people with social anxiety disorder have turned down a job or a promotion because of their worries. According to certain research, students who suffer from social anxiety do not finish their education and drop out before graduating (Ameringen, Mancini, & Farvolden, 2003)

An engineering college is doing research to investigate how worry affects students' academic performance. Anxiety is one of the most important factors of academic success. Anxious students have a passive attitude toward their education, which shows up as a lack of interest in studying and bad exam and assignment performance. This study looks into the relationship between study anxiety and academic success. Engineering students participated in a study to see if there was a link between anxiety and academic success. Anxiety is a subjective experience of tension, anxiety, nervousness, and worry that is linked to nervous system activation, according to Chlan, Savik, and Weinert, (2003) when a person's anxiety level is high, it might be difficult to engage in everyday tasks and social interactions. Anxiety is one of a variety of emotional and behavioural problems (Weisskirch et al., 2011).

Students that suffer from anxiety take a lethargic approach to their studies, demonstrating a lack of interest in studying, as well as poor exam and assignment performance. Sweaty palms, cold, nervousness, panic, rapid breathing, racing heartbeat, or an upset stomach are some psychological symptoms of anxiety, whereas sweaty palms, cold, nervousness, panic, rapid breathing, racing heartbeat, or an upset stomach are some physical signs of anxiety. Physiological symptoms include a cold, anxiousness, fear, going blank during an exam, feeling helpless when accomplishing assignments, or a lack of interest in a tough subject (Vitasari et al., 2010). The frequency of concern among university students has been acknowledged by both students and professors. Study anxiety, on the other hand, is genuine, and its implications are particularly tied to the sources of worry and how to deal with them (Vitasari et al., 2010).

Anxiety while study is a significant predictor of academic performance (Vitasari, Wahab, Othman, Herawan, & Sinnadurai, 2010), and several research have shown that it has a negative impact. There is little evidence that high anxiety levels are associated to poor academic performance in students. According to studies, anxiety levels have been linked to a decrease in working memory, distraction, and reasoning in students (Hashempour & Mehrad, 2014). Anxiety has a major impact on student learning, according to research (Ibrahim & Abdelreheem, 2015). Additionally, anxiety has been shown to have both positive and negative effects on academic performance. Researchers investigated the relationship between anxiety and academic performance in schoolchildren and discovered that high school students with higher anxiety levels perform worse academically (Vitasari et al., 2010), and that higher levels of anxiety are linked to lower academic achievement (Shakir, 2014).

Lesure-Lester and King (2004) studied racial and ethnic differences in social anxiety among two-year college students in a study. Some Asian American, African American, White American, and Hispanic American students from two colleges in the Southeast participated in the poll. A social anxiety questionnaire was given to the subjects. Social anxiety is lower among White American pupils and higher in Hispanic and Asian American students, according to the study. It was assumed that racial-ethnic disparities in social anxiety were culturally related, and that diverse anxieties for racial-ethnic minorities were responsible for the disparities. Presbitero (2016) compared the academic stress levels of students at an urban community college and an urban

university. Students that are anxious have a reduced memory span, are unable to concentrate, lack confidence, and have weak thinking skills. When engineering students are faced with difficult conditions in their studies, they may experience fury and regret as a result of their anxiousness. Anxiety levels were more directly associated to poor performance in low-ability students in general (Vitasari et al., 2010).

Socially anxious students miss out on learning opportunities because they avoid engaging in activities, either physically or psychologically. Fears of negative feedback may skew the ability to monitor and change discourse with colleagues and tutors, while an overemphasis on their fear may divert focus away from academic substance (Segool et al., 2014).

Culture Shock

People may experience feelings of doubt, confusion, or uneasiness when they move to a new country or experience new culture or environment. This is a natural cultural shift that occurs as a result of being in a new environment. When people relocate to a new city or nation, they may experience culture shock. When people go on vacation, go abroad for work, or study abroad, they may experience culture shock. International students studying abroad for a semester in another country may face cultural difficulties due to their unfamiliarity with the weather, local culture, language, food, and values.

Culture shock process outlined, according to Siddiqa (2017) is utopian and so cannot be applied universally to all sojourners. The model is unable to explain why someone suffers from the negative effects of Culture Shock, what causes them, how powerful the experience is, or whether the person is able to recover from the crisis. Culture shock can be mild to severe, depending on the person, the cultures involved, and the circumstances of the meeting.

According to Furnham and Bochner (1982) culture Shock's duration and intensity are influenced by three types of influences which are given below,

1. Cultural differences - Culture Shock appears to be caused by cultural differences between one's own culture and the country of a foreign culture. Because of this

complexity, the cultures may resemble each other in some ways while differing greatly in others.

2. Individual characteristics include personality differences and the ability to adapt to new situations. Age, gender, socioeconomic class, and education are all addressed in the demographic data.
3. Sojourner experiences - How sojourners are treated by members of the host society has a substantial impact on the adaptation process.

Effect of Culture Shock

According to Paige, the growing trend of international student and scholar exchange has focused educators' attention to the obstacles that international students experience during their transition (1991). International students are people who are from a different cultural background than their hosts and are studying for a length of time in a country other than their own. International students have their own set of social standards, attitudes, and behavior because they come from a different cultural background than their hosts. These distinctions may make it challenging for these students to acclimatize to a new social environment.

Cultural adjustment is defined by Gong et al. (2019) as the modifications that individuals go through in order to build a relationship with the host society. According to researches cultural adjustment is the act of comprehending and adopting the host culture's behaviors, values, and beliefs into one's own culture of origin (2004). Nasir (2012) define cultural adjustment as a process with several interconnected components relating to behavioral, cognitive, affective, and demographic elements that leads to varying levels of adjustment ranging from cultural assimilation to cultural transmutation.

Many studies have been conducted to look into the challenges that international students face while studying abroad as they adjust to their new culture (Mtubwa, 2016). Cultural and social adjustment can effect achievement in all areas of life, including schooling, according to research. Chen, Robin, and Li (1997) discovered that adolescent students' social adjustment affects their academic achievement in a longitudinal study. Success in international assignments is predicted by a global manager's capacity to adapt to a variety of cultural and social conditions (Gong et al, 2019).

There has been relatively little research done on the difficulties that overseas students face in Pakistan. However, the major obstacles that students experience are similar to those that students in other nations face. Nasir (2012) conducted interviews with a number of overseas students and discovered that interacting with the local society was the most difficult component of their study. Another issue is acclimating to the local cuisine. The harsh weather makes it difficult for international students to acclimate. Nasir (2012) discovered that cultural adjustment has an impact on the academic achievement of international students.

Relationship Between Culture Shock and Social Anxiety

When a person is immersed in a new cultural pattern as a result of an existing or old familiar pattern, culture shock develops. People are compelled to confront cultural diversity as a result of globalization, and coping with culture shock and cross-cultural communication has become a global concern. As a result of culture shock, people's moods shift from happy and comfortable to sad and melancholy, and understanding it from a psychological aspect may help them overcome these obstacles (Przyłęcki, 2018).

When a person enters a culture that is not his own, he experiences culture shock; in other countries, customs, value, sound, conduct, tradition, scent, and way of thinking are all different, and it takes a long time to absorb and embrace them all. When people lose all of their familiar signs and symbols after entering a new culture, they try to adjust to a new way of life, living conditions, and cultural pattern, during this long-term adaption process, they encounter a sequence of psychological ambiguity and emotional agony (Przyłęcki, 2018).

Culture shock causes a lot of psychological stress, as well as feelings of despair, anxiety, and impotence (Eschbach, Parker, & Stoerberl, 2001). In 1999, Mio reported that people who are unable to cope with these negative outcomes become hostile to foreign visitors, which can lead to interpersonal conflicts (Ferraro, 2006). Many studies on culture shock have focused on international students from particular countries, such as Chinese students, African students, Japanese students, and others. In this student-centered study, the relationship between different cultures and the ability to adapt to a new student was studied (Rajasekar & Renand, 2013). According to studies, when a

person is confronted with a unique circumstance, their anxiety level increases. They also had to deal with a slew of adoption issues.

Culture Shock Relation with Academic Adjustment.

Communication is crucial in any culture for the development of a harmonious interaction between varied people/institutions both within and outside of a community. Excellent coexistence among students of the same age group, their parents, relatives, teachers, and other children is facilitated through effective communication at school and at home. The student is more likely to experience communication problems as a result of cultural shock. In other words, he or she struggled at school and at home to connect with other adolescent kids (Bulik et al., 1991).

A variety of circumstances at home and at school can have an impact on a student's academic performance, but culture shock is the most underappreciated. As an adolescent student moves from one geographical or geographic region to another, his or her academic performance tends to deteriorate. This is the case since no one can entirely prepare for a new way of life in a new location. In other words, despite a person's desire to go somewhere else, he or she is unable to execute some activities and achieve certain goals (Bolsoni-Silva & Loureiro, 2014).

According to Searle and Ward (1990), adolescent students experience school culture shock when they move to a new environment (school), where they are expected to learn new skills, make new friends, understand examination procedures, and what the teacher frequently expects in exams, among other things. When a student's educational site is unknown to them, they face a slew of other issues, including a failure to adjust to their academic performance, which has an impact on their grades. Individual emotional balance is necessary for making suitable daily activities modifications. Emotional equilibrium is necessary for pupils to achieve/acclimate to the social environment at all times. Loneliness, homesickness, low self-esteem, mood swings, perplexity, worry, uncertainty, despair, and other emotional imbalances or reactions are all potential outcomes (Bolsoni-Silva & Loureiro, 2014).

As a result of their incapacity to acclimate meaningfully to the new community, culture shock causes emotional imbalance in students, according to Kusumaningsih

(2016). To put it another way, the student is emotionally disadvantaged as a result of their failure to adapt favorably to the new culture's socially accepted goals, which frequently obstructs their progress (Buttaro, 2014). Culture shock causes students to lose patience and tolerance with their peers and classmates. The adolescent student suffers recurrent depression, personality disorder, and behavioral challenges as a result of the emotional imbalance in the new culture.

Conflict can arise as a result of cultural shocks. People may face internal or external conflict as a result of culture shock. Internal conflict occurs from within an individual, such as despair and unhappiness, whereas external conflict, such as hostility and alienation from friends, arises from outsiders (Chapdelaine & Alexitch, 2004). In order to fully adjust or integrate to a new culture, a learner must go through these two types of struggle over time. As a result of culture shock, a student may acquire an aggressive attitude toward aspects of the new culture that have a negative impact on him or her. Regardless of the oncoming conflict, a student's aggressive nature usually drives him or her to adjust to his or her own self-determination/proposed ethics (Chapdelaine & Alexitch, 2004).

In the study by You et al. (2019), the theoretical issues of culture shock and adaptation are studied as they pertain to the instructional adaption of student sojourners in a foreign country. The creation of contemporary theoretical techniques such as cultural learning, stress and coping, and social identity arose from the historical growth of conventional conceptions of culture shock. These strategies can be included into a larger theoretical framework based on shock and adaptation's emotional, behavioral, and cognitive (ABC) elements. This concept of cultural synergy allows for a clearer understanding of the processes at hand. Future research, policy, and educational and practical implications are discussed.

Many studies in the migration literature emphasized the negative effects of exposure to a new culture, and the majority of the student sojourner literature echoed this sentiment. The early efforts to examining international students were clinically based and highly inspired by sojourner adjustment medical models (Wright & Lander, 2003). Following that, researchers began to question the underlying premise that cross-cultural contacts are so stressful that medical treatment is required.

The social skills/culture learning paradigm was complimented by Furnham and Bochner (1982) for its theoretical robustness and the fact that it led to training approaches. This practice spawned the theory of modern cultural learning. Its roots can be found in social psychology, a discipline of psychology that studies the behavioral elements of international communication and views social interaction as a competent and jointly organized performance. Tarry (2011) claims that the practice of seeking higher education abroad has the power to alter cultures. International students' benefits of studying abroad are hotly discussed. Scholars argue that studying abroad is more about gaining experience in the host country than it is about abandoning one's cultural roots and adopting the culture in which international students would reside for a brief period (Wentzel & Wigfield, 1998).

According to the study, culture shock may be the first step in a longer and sometimes positive process of developing beliefs and understandings that can strengthen people's commitment to their cultural heritage while also providing them with a perspective that allows for the harmonious assimilation of new cultural experiences with their existing culture through stages of crisis, recalibration, and integration (Weiner, 2017). When a person is confronted with an overwhelming scenario that they are unable to handle, social anxiety develops. Family problems, language barriers, poor academic relationships with instructors, relationships with other students, loneliness, financial challenges, insufficient resources to perform academic work, and culture shock are the most common sources of stress for international students in an unfamiliar academic environment (Leong, Ward, & Low, 2000). During their studies abroad, international students face several forms of social anxiety. They also have to deal with the specific demands of the school system (Loudin, Loukas, & Robinson, 2003), which might lead to emotional instability. Because of the stress in their lives, international students may find it difficult to concentrate in class (Lieberman, 1994)

Other factors, aside from English language proficiency, contribute to culture shock; yet, it is one of the most essential factors defining international students' environmental acclimatization. Classroom teaching, as Villarosa, Madson, Zeigler-Hill, Noble, and Mohn (2014), demonstrated, can involve significant and organizational aspects that are unfamiliar to international students. International students may be

accustomed with the typical lecture format of instruction and the traditional educational environment at an American university, according to researches however, he also acknowledged that classroom education may be difficult owing to linguistic barriers. This shows that communication is a big difficulty for international students in both the classroom and among their peers in their new learning environment.

Another key issue affecting overseas students' psychological stability has been investigated: culture shock (Oyeniya, Bain, & Furgerson, 2016). They may also face sociocultural challenges outside of the classroom. Many overseas students have expressed concern that they are newcomers to the host culture and lack the necessary skills to manage some basic life events (Westwood & Ishiyama, 1991).

They can create stressors in international students' day-to-day adjustments to their new socio-cultural environment.

There are several explanations for the rise in social anxiety among international students, according to For (Wang, Yuen, & Slaney, 2009), starters, international students must acclimate to their new study environment. Second, because of the language barrier, it is necessary to comprehend the new group of individuals. Third, cultural differences and lifestyle changes cause anxiety in the majority of overseas students. International students may also have emotional issues. Concerning educational and cultural modifications for which you may be unprepared. It has been suggested that these aspects cause stress to overseas students in the United States in 2007 (Wang, Yuen, & Slaney, 2009).

Any collapse or significant worsening of the fiscal imbalance could have an influence on the educational interests and other aspects of international students' lives. Dissatisfaction, fragility, a movement in racial and ethnic preference toward the majority cultural group, and a variety of psychological and emotional disorders can all result from this stress (Westwood & Ishimaya, 1991). This lack of competency in English language abilities, according to research may have a negative impact on international students' academic progress as well as their attitude toward living in the United States. In the long run, this will have an impact on their emotional adjustment to their new circumstances.

Academic Adjustment

Academic adjustments refer to changes in how students participate in class and activities. These changes make it possible for students to meet the requirements, but they do not change them. Academic adjustments ensure that all students have access to the University's educational resources on an equitable basis (Chapdelaine & Alexitch, 2004).

Effect of Academic Adjustment

The study looked into the effects of racism on western students and eastern students' college adjustment at five primarily some American universities. In terms of social flexibility, Anglos surpassed western and eastern, according to the researches. African-Americans were the most affected by racism, while Asians were the least affected. Racist Asian and Latino students did worse in school and in social situations than similar Asian and Latino students who were not exposed to racism. Racist-affected African-American students exhibited a worse social adjustment than those who had not been exposed to racism.

Racism-affected Pupils who had been exposed to racism had a poorer social adjustment than students who had not been exposed to racism. Racism had no effect on African-American children's academic achievement. In terms of likely expectancies, coping methods, and intra-group support, the absence of impact of racism on African-Americans in college compared to Asians and Latinos was explained. African-Americans may have been more susceptible to racism because they were less astonished when it occurred (Marteau & Bekker, 1992).

The impact of ethnic diversity on test performance, as well as the percentage of non-native pupils was the focus on a study. As an identification approach, the researchers employed a comprehensive survey of Dutch primary school students, as well as changes in succeeding cohorts within the same school. We discovered that ethnic diversity boosts minority pupils' exam scores, notably in language abilities. There is also evidence of a detrimental association between ethnic variety and social integration in schools. Ethnic variety, we believe, improves language competency and extends the amount of time kids spend teach (Pantelidou & Craig, 2006).

Failure has a number of disadvantages in a variety of jobs, according to Stein & Kean (2000), especially since learning and teaching are such crucial components of modern life. Low academic success is a major issue that has a host of bad and damaging consequences for both families and communities. Individuals in families dealing with this issue face instability, as well as acts of violence and fleeing the house, among other things, which can harm the family and have a detrimental impact on the community as a whole. As a result, there may be a sense of imbalance and conflict among community members.

The incapacity of a student to adjust is one of the most common causes of academic failure. When a student is challenged with a variety of circumstances, an adjustment difficulty arises. The findings indicate that the student failed as a result of their new surroundings, as they were unable to acclimatize to their new peers, resulting in a range of academic issues. If a child cannot get along with his or her peers, he or she may face numerous difficulties. Students encounter a range of obstacles as a result of the new environment, including a lack of peer relationships, a lack of experience, and an emphasis on speedy results, all of which lead to academic failure, as well as a lack of abilities, a fear of failure, and a lack of self-confidence. As a result, academic failure occurs when a student convinces himself or herself that due to a lack of abilities and knowledge, he or she is unable to succeed. The learner's objectives should be clear, measurable, and achievable. You won't be able to meet these goals unless you take action (Stein & Kean, 2000).

According to research excessive pressure on a student to get higher exam results might lead to a terrified reaction if he does not achieve the high grades that his parents want, resulting in academic failure. Furthermore, students live in a condition of tension, confusion, and lack of attention coming up to exams as a result of their chaotic household situations, which has a poor impact on academic progress.

Academic Adjustment Relation with Social Anxiety

The findings of a university investigation into how anxiety affects academic adjustment revealed a link between high anxiety levels and poor academic achievement among engineering students (Anderson, 2007). This is because they avoid participating in activities, whether physically or psychologically, socially anxious adolescents miss

out on learning opportunities. Fears of negative feedback may impair the ability to monitor and adjust conversations with colleagues and instructors, while a concentration on their anxiety may divert attention away from academic content (Wentzel & Wigfield, 1998).

Murad (2020), also points out those studies with only female samples have frequently found stronger links between social anxiety and behavioral deficiencies than studies with male samples, implying that gender-role expectations may lead to more negative social anxiety effects in women. In female-only research, the effects of social anxiety are attributed to moderating effects of gender or other differences in study conditions. Unfortunately, there have been few studies that directly compare men and women, or different aspects of performance, inside the same study, where methodological homogeneity is more typical. Social anxiety affects students who have an excessive and persistent fear of social and/or performance circumstances such as school, parties, sporting events, and others. They are afraid of being judged negatively if they say or do something embarrassing. These kids are always aware that they are "on stage," which can lead to feelings of self-consciousness, anxiety, and avoidance. Some students are merely afraid of speaking or performing in front of an audience, whereas others are afraid of and avoid a wide range of social situations. Finally, being a shy or quiet child is not the same as having social anxiety disorder (Hussain, 2019).

Academic Adjustment Relationship with Culture Shock

International education is a fantastic way for students to gain a variety of advantages. According to study, however, foreign students experience cultural gaps between their home culture and the new culture, which may have a substantial impact on their academic performance. International students confront a range of challenges, including adjusting to a new academic environment, learning a new language, dealing with financial and housing concerns, and cultural differences (Parade, Leerkes, & Blankson, 2010). If the learners' home culture is very different from the new culture, the tasks become much more difficult.

Although adjusting to a new learning environment is difficult, past research has revealed that international students have a positive attitude toward overcoming obstacles and the ability to adapt to their new surroundings (Mennin et al, 2002). One

of the most difficult challenges for overseas students is studying in a non-native language. Proficiency in the target language aids academic progress as well as cultural assimilation. Purdon et al (2001), investigates the main factors that determine overseas students' academic success and discovers a link between academic achievement and language competency. Another study by researches indicated that a lack of faith in the teaching language is one of the biggest disappointments for international students and their contributions in the classroom. Previous research has identified a number of areas where international students suffer academic language challenges (Preeti, 2019).

One of the difficulties that have been highlighted as having the biggest impact on international students' capacity to adjust is loneliness. According to Tsui, Lahat & Schmidt (2017), being away from home creates cultural loneliness. Those who isolate themselves from the new culture, according to Brook & Willoughby (2015), are more likely to feel high levels of cultural stress. Cultural stress is a severe issue when the home and new cultures are vastly different (Tsui, Lahat, & Schmidt, 2017). The majority of international students have a difficult time making friends with students from the host culture (Shabani & Masdari, 2016). Making friends can be challenging, which can lead to feelings of homesickness, which is a typical issue among international students (Pantelidou & Craig, 2006).

The topic of ethnic minority students' academic underachievement has gotten a lot of attention in a lot of places, including medical school, high school language, reading, and arithmetic. Although there are typically no substantial variations in performance between ethnic majority and minority pupils at the beginning of their educational careers researches show, such differences emerge in elementary school and expand over time. Given the likely distance from family and previous circle of interpersonal relationships, the transition to higher education, while involving acquisitions relevant to the young adult's professional and personal responsibilities, also signifies a hanged in the social support network for most young students (Okazaki, 1997). Young people experience a variety of academic and personal problems in this setting, and emotional distress can exacerbate the adaptive process, prompting the evaluation of such qualities as a preventive measure (Villarosa et al, 2014)

Social anxiety is on the rise among college students, producing problems with social skills as well as academic achievement. Excessive agony and/or the avoidance

of situations in which the person is afraid of being ridiculed or disgraced are traits (Strahan, 2003). Despite the fact that social anxiety is common among college students, many undergraduate and graduate students are unaware of it. Nonclinical individuals with stronger social anxiety symptoms have different cognitions and physiological reactions than those with social phobia (anxiety; Strahan, 2003). Poor academic performance produced by high levels of social anxiety, according to study, might have both micro and macro consequences. Excessive substance usage is a typical concern among college students with social anxiety on a micro level (Villarosa et al., 2014). On a larger scale, kids with social anxiety usually require support but are unsure how to go about getting it. On college campuses, students have access to mental health facilities, but there is still confusion about which therapies are accessible (Bajaj & Ayub, 2018).

Mental health issues among college students are becoming a growing public health concern (Alsaifi & Shin, 2019). A person's ability to succeed in school is aided by social workers. Currently, social workers are engaged in school districts and on college campuses to provide support or intervene in a variety of situations where children may require assistance. The need to create, enhance, and provide new ways to serve the public as a result of the rising demand for mental health services may have an impact on the University's current policies. Professional mental health and counseling services are provided by social workers (Admon, 2007). Although several researches have looked at the impacts of social anxiety; few have shown a link between it and academic achievement. This literature review will help you comprehend and support the research proposal. It will look into how social anxiety, substance misuse, and academic performance are linked.

Arjanggal and Kusumaningsih (2016) investigated whether there was a link between social anxiety and college adjustment in their study. 436 undergraduate psychology students from five universities in Central Java took part in this study. Fear of unfavorable assessment is associated to academic and personal-emotional adaptations, but not to social or institutional adjustment, whereas social avoidance and distress are linked to all dependent variables. According to this study, social anxiety has a role in college adjustment.

Academic demands, autonomy in their needs and activities, and greater learning independence are all issues that students in higher education encounter (Clark &

Arkowitz, 1975). Students in their first year must learn how to adapt to a new social environment, form an orientation based on the institution to which they have been admitted, become productive members of their university's community, and adjust to new responsibilities and duties (Kelly & Moogan, 2012). According to researches, participation in institutional activities, psychological well-being, and excellent academic performance are all predictors of effective college adjustment. Additional responsibilities may encourage them to mistrust their own capacity to adjust to academic commitments and their friends' new cultures, causing stress. Academic progress will be influenced by student adjustment (Abdallah, Elzeiny, Abdel-hady, & El-sheikh, 2016). They are having trouble adjusting because they are in the adolescent stage of development. It's a time when youngsters are experiencing a crisis of self-identity and must deal with the demands of previous developmental stages as a result of new challenges, such as being separated from their parents (Wilson, 2005).

The research, which looked into the value of ethnicities, was conducted in a number of countries. As a result, another purpose of this research was to look into ethnic minorities' value-expressive behaviours, or how ethnic members behaved to signal their ethnicity and their interactions with their own ethnic groups, all of which were influenced by ethnic-minority-values. These acts may be driven from within or without, consciously or unconsciously, but they must be chosen in advance to demonstrate their ethnic beliefs (Schwartz & Butenko, 2014).

In South Africa, a study was conducted to look into the We investigated the association between social anxiety and ethnicity among South African students, as well as its linkages to depression and alcohol and drug abuse. There was a lot of social anxiety, which was linked to severe depression but not to drug or alcohol abuse. Ethnicity was revealed to have an independent effect on the symptomatology of social anxiety (Zare et al., 2007). Many students from various ethnic groups, according to the report, suffer from social anxiety. Students turn to drugs and alcohol to soothe their anxiety, but if they do so frequently, they get addicted and lose focus on their academic achievement. Students can acclimatize to different ethnic groups with the support of good connections and bonds. When someone leaves their comfort zone, they need to connect with others (Cushman, 2007).

Another study in America looked at fear and social anxiety among university students and included individuals from diverse ethnic backgrounds. When the ethnicities are different, such as when students belong to different areas and ethnicities in America, the study finds that performance/public speaking, social interaction, and observational in the study effects when the ethnicities are different, such as when students belong to different areas and ethnicities in America, so some students in all samples show anxiety. They avoid speaking in front of large gatherings of people because they are uncomfortable. As a result, studies show that ethnicity has a substantial influence on human personality (Gültekin & Dereboy, 2011).

Another study examined the intellectual abilities and achievements of children from various ethnic groups. The study's participants are from a variety of immigrant families with a wide range of cultural backgrounds. Adolescents from various walks of life identified themselves with a variety of ethnic labels. When the research is completed, the data imply that the strength of an adolescent's ethnic identity is more crucial for their academic adjustment, and that ethnic minority students need more motivation to achieve the same level of academic success (Laidlaw, 2009).

Relationship with Demographic Variables

The association between social anxiety, culture shock, and academic adjustment knowledge and demographic characteristics such as age and ethnicity has received little attention in previous research. There are, however, research that look at the gender-based link between study variables. In previous literature, the following demographic-based researches were discovered.

Gender. Gender has a significant impact on one's sense of agency. Gender roles in society assign a set of standards and characteristics to each gender. Gender-related features and personalities have an impact on one's sense of self. Archetypes, for example, are a set of features that are linked with females. An individual evaluates himself and takes acts based on these archetypes. However, one's feeling of agency is influenced more by the environment than by gender alone. Young proposed the concept of the lived body in 1990, claiming that a person's subjectivity is determined by socio-cultural variables, behaviours, and other expectations. These socio-cultural variables and expectations have an indirect influence on thoughts and actions that are out of sync with interior states (Langacker & Oxford, 2014).

It is undoubtedly based on a knowledge of socially organised gender within power classes (i.e., patriarchy), which lends gender inequality to the way males and females are treated in this culture, according to feminist and developmental research (Fisher, Masia-Warner & Klein, 2004). Previous studies have discovered that gender-based expectancies differ for men and women. Men are not expected to engage in family life and balance home responsibilities in the same way that women are. It has been discovered that whereas girls are expected to be courteous, calm, and kind at all times throughout their lives, boys are not. Women are also expected to be decent spouses and mothers who look for their families (Gairns, Whipp, & Jackson, 2015). One study found that women are more afraid of losing control of themselves than males, and that being out of control, even for a brief minute, makes women feel humiliated. As a result, women appear to have more self-control than men (Portes, 1996).

Men and women have different brain processes underlying cognitive control, according to research. Women, in particular, are more likely than men to make mistakes. Because behavioural errors frequently elicit cortical and sub cortical activity, which can also be elicited during affective processing, the findings discovered gender variations in cognitive control (Portes, 1996). Furthermore, one study of physics students discovered that both male and female students' feeling of autonomy grows over the semester. As a result, the findings revealed that there will be a considerable difference in agency ratings between men and women (Liao et al, 2010)

One study that looked into student epistemic beliefs discovered that male and female students have different ideas regarding quick learning and fixed abilities. Female students are less likely to believe in quick learning and fixed ability, according to the findings, because they are more likely to have low trust in their knowledge and higher comprehension accuracy (Puklek Levpušček & Berce, 2012). One of the findings of the study is that there is a negative link between academic performance and epistemological beliefs among students. Female students were shown to have more sophisticated epistemological beliefs than male students, according to these data (Ingman, 2000).

Age. Furthermore, previous studies looked into the relationship between age and a sense of agency. The findings imply that getting older is linked to a decrease in social anxiety. It's because elderly people experience less social anxiety when their

ethnicity or culture changes. Previous studies have discovered that the observational level of an immature student differs from that of a mature student. A student's social anxiety level and sensitivity to their ethnic group were different while they were in their immature stage of life and had to make decisions about their future than a student working on a PhD (Hignett & Cartwright-Hatton, 2008).

Ethnicity. Cultural differences are linked to social anxiety, culture shock, and academic adjustment. Ethnicity has a significant impact on a person's personality. Students from various ethnic groups will attend an institute with the purpose of receiving an education. Because different ethnic groups have different traditions, the students had a lot of issues when they were all thrown together in one institute. Some pupils are afraid of social situations and never speak up in them. They are apprehensive about social situations.

Some kids were confused by the new environment's way of life. They are unfamiliar with their new surroundings. According to Pakistani culture, many of the students are from rural areas and come from various backgrounds; however they have had a difficult time adjusting to their new surroundings. When they are stressed, they turn to drugs to help them cope, and some of them form relationships with people who are also members of their ethnic group. According to the author, ethnic groups have a significant impact on human nature; some people use these as a benefit, while others use them as a source of sympathy (Pintak & Nazir, 2013).

The administrative partition of Pakistan into the four provinces of Sindh, Punjab, Khyber Pakhtunkhwa, and Balochistan, each of which is ethnically and linguistically diverse, reflects the traditional areas of Pakistan, which have been influenced by ecological causes and historical history.

Until irrigation, much of the Punjab's population was restricted to locations with more than 20 inches (500 mm) of annual precipitation, such as the pothwar Plateau and the upper Indus plain. Barani is a term used to describe locations where dry farming is performed. Later, canals watered extensive tracts of uncultivated land in the Indus River plain of southern Punjab, and colonists from other parts of the province colonised the area. Pakistan's urban population accounts for roughly two-fifths of the country's total. Karachi, the capital of Sindh province (and the country until 1959), and Lahore, the capital of Punjab, have a dominant position. Government policy has aimed to disperse

industry, which had grown strongly concentrated in Karachi, since the 1960s. As a result, urbanisation has been more evenly distributed throughout a number of cities. Karachi is still the main port and commercial and industrial hub.

Baloch culture is the polar opposite of popular notion. Despite the fact that Balochistan is a nation of deserts, mountains, and desolate lands, the Baloch culture is rich in customs, arts, and crafts. Balochi embroidery is one of the most prominent female-dominated arts and crafts. Baluchistan's tribes and festivals are also well-known. Women in Balochistan's historically patriarchal society experience discrimination, assault, and murder on a regular basis, all in the name of "honour." In terms of politics, culture, economics, and social issues, they are marginalised. In terms of maternal mortality, female illiteracy, unemployment, and gender inequities, Balochistan ranks first in Pakistan. In rural areas of Balochistan, the situation is significantly worse (Norouzi, Michaeli, & Issazadegan, 2016).

Houses in the village are often composed of bricks, clay, or mud. Extended families are often housed in two or three rooms. Diverse regions have slightly different physical and social layouts due to geographical and other socioeconomic variation. People in Gongrani, Balochistan, for example, live in homes built into cliff-side caverns with pathways connecting them. The majority of the locals are farmers, but there are also blacksmiths, hairdressers and tailors, and shepherds. Kinship and trading relationships characterise Pakistan's rural social organisation. The ownership of agricultural land is widely used to determine socioeconomic status among rural Pakistani peasants, and it can also confer social prestige in village cultures. The bulk of rural Pakistanis' livelihoods are focused on livestock rearing, which accounts for a large portion of Pakistan's gross domestic product. Cattle and goats are among the livestock maintained by rural Pakistanis (Lyons & Branston, 2006).

Migration. The main push factors that drive the rural population to the cities are bad economic conditions and a lack of work opportunities in communities. The surplus population is pushed to urban regions because rural areas are less developed, have inferior agricultural conditions, and have more population pressure on land. The migratory trend is determined by the differing population growth rates in different places. In general, rural areas have a higher fertility rate and natural population expansion. Population growth in urban areas is slower than in rural areas, owing to

improved health services and educational opportunities. These circumstances are also blamed for rural-urban migration. Rural-urban migration is also influenced by social and cultural variables (Levine et al., 2014). Traditional values are stronger and more essential in rural communities than in metropolitan places. Individuals are regarded as inferior to the community. People in metropolitan regions, on the other hand, have far more freedom and are free to practise modern principles without restraint. The youth are very interested in modern and western values. As a result, this group of people is more likely to migrate to the city. Physical circumstances, distances, climate and natural environment, as well as natural calamities such as tempests, floods, earthquakes, and droughts, have all had a role in the nature of rural-urban migration (Moghtader, 2019). State policies on rural-urban and inter-state migration have had a significant impact in the migration of people to cities. If the government does not impose limits on free movement of people, the transition will be natural and necessary given the current situation (Morrison & Heimberg, 2013).

Rationale

Adolescent development can be influenced significantly by ethnic identification. The junction of ethnic and racial identity development has been studied before, and it is certainly a topic that needs more research (Moslay, 2014). In this research, the ethnic identity of female students has been studied in terms of social anxiety, cultural shock and academic adjustment. According to some previous researches, ethnic identity affects the academic performance of female students but this research corrects this. Furthermore, in female university students, cultural shock is likely to have a favorable link with social anxiety, culture shock and academic adjustment (Eseyin & Wagbara, 2021).

Ethnicity has a significant impact on a person's mental growth. The purpose of this research is to find out the problems faced by the students belonging to different ethnic identities when they go to university for higher education regarding their ethnic identity and they suffer from social anxiety. In addition, they have to deal with academic adjustment issues and cultural shocks. It is important for psychologist to explore how the new environment affects these students, and how they adapt to this environment after being cut off from their old environment. This study will also look

at how ethnic group influences on human personality and how ethnic group members deal with the challenges of being different.

Present research also assesses the level of social anxiety that female students face when they leave the house. It has been reported that young female students develop social anxiety when they leave their homes for a four-year education programmed (Peleg, 2005). What is important to explore is the extent of this anxiety. Research has briefly touched upon self-esteem and communication issues, but more research is needed to explore the role of culture shock and social anxiety on their adjustment.

Academic achievement needs social interaction and participation. Many students from various ethnic groups, according to the report, suffer from social anxiety. Students turn to drugs and alcohol to soothe their anxiety, but if they do so frequently, they get addicted and lose focus on their academic achievement. When a person comes out from their comfort zone they need to connect with other people to overcome their anxiety.

Method

Chapter 2

Method

The following chapter of the current study contains information about the aims, hypotheses, operational definition, sample, instruments, and process, as well as information about the demographic sheet, consent form, and confidentiality concerns.

Objectives

1. The study determines the relationship among social anxiety, cultural shock and academic adjustment among female university students.
2. The study determines the demographics on age, gender, family system and current living status across female university students.

Hypotheses

1. In female university students, cultural shock is likely to have a favorable link with social anxiety.
2. In female university students, social anxiety is likely to have a good link with academic adjustment.
3. Among female university students, academic adjustment has a good link with culture shock.
4. There will be a significant difference on culture shock in different ethnic in female university student.
5. There will be a significant difference on social anxiety in different ethnic in female university student.
6. There will be a significant difference on academic adjustment in different ethnic in female university student.

Operational Definitions of Variables

Social Anxiety. People are affected by a mental health disorder known as social anxiety (also known as social phobia). It's a constant, crippling fear of being judged and scrutinized by others. This fear could affect employment, school, and other daily activities (Bhandari, 2021). The Social Anxiety Scale for Adults was used to assess social anxiety in this study (Caballo, Salazar, Irurtia, Arias, & CISO-A Research Team, 2012). The five dimensions of this scale are: Speaking in public/talking with people in authority, speaking in private/talking with people in authority, speaking in

public/talking with people in authority, speaking in private/talking with people in authority, and speaking in public/talking with people in authority Interactions with people of the opposing gender, Anger, disgust, or disapproval expressed forcefully. Criticism and humiliation, Interactions with people you don't know; the higher the score in each dimension, the greater the person's worry in that dimension.

Culture Shock. Culture shock is characterized as feelings of doubt, bewilderment, or worry experienced by people who are transplanted into a society that is different from their own. People experience culture shock when they go on vacation, do business, go to school, or relocate to another city or country (Segal, 2021). The Cultural Shock Questionnaire was used to assess culture shock in this study (Oberg, 1954).

Academic adjustment. Academic adjustments are changes in how students engage in class and activities. These changes allow students to meet the requirements, but they do not change them. Academic modifications ensure that all students have equitable access to the University's educational opportunities. Academic adjustment was measured in this study using the Academic Adjustment Scale, which has 26 items. A high score on the scale indicates more academic adjustment experience (Zia-ur-Rehman, & Sherif, 2014).

Ethnicity. Ethnicity refers to a group of people who share common qualities that set them apart from the majority of people in a given society. Language, religion, territorial boundaries, and other cultural elements, such as historical, political, and geographical roots, are all part of ethnicity. According to the survey, when asked if they considered themselves to be associated with any ethnic group, 72 percent of people said they did in some way.

Instruments

Following instruments were used

Social Anxiety Scale of Adults. A Social Anxiety Questionnaire was created by Caballo et al in 2012. The SAQ-A30 has 30 items that conform to a social phobia/anxiety framework of five extremely solid dimensions (factors), each of which includes six items, according to Caballo (2010). Cronbach's alpha for the entire questionnaire was .91, and the split-halves reliability coefficient (Guttman) was .93,

according to Caballo (2010). The Liebowitz Social Anxiety Scale-Self Factors Report (LSAS-SR) had Pearson correlations of .70 for the LSAS-Anxiety subscale and .66 for the entire LSAS-SR. Caballo (2013) discovered that the LSAS-SR has a 5-factor structure that explains 52.32 percent of the variance and has an internal consistency reliability coefficient (Cronbach's) of .93. Given the dubious discriminant evidence of the avoidance and anxiety subscales, these writers, Heimberg and Oakman (2003), only considered the the LSAS-SR Anxiety subscale.

Culture Shock. Culture Shock Scale was created by Oberg (1994). There are 12 items on the scale, with two subscales: culture shock and combined cultural and interpersonal stress. The correlation coefficient between the 10 was in the range of .2-.25, according to Oberg (1994).

Academic Adjustment. Academic adjustment which involves constructive adaptation of students to academic challenges, can improve academic and psychological empowerment. This scale was used by professors of a private university in Islamabad, Pakistan to check the condition of children. It is a local scale which consists of twenty six questions. Prof. Zia-ur- Rehman and Rabia Shariff tested it in Pakistan in 2014. There was also a positive and significant correlation between academic adjustment and academic ($\alpha > 0.01$)

Sample.

The sample included 300 female university students from various ethnic backgrounds, as well as a BS student.

Following major demographic are categorize are given below ($N=300$).

Variables	<i>f</i>	%
Family system		
Nuclear	206	60.4
Joint	92	27.6
University System		
Private	92	27.0
Public	206	60.4
Ethnicity		
Punjabi	88	25.8
Pakhtoon	66	19.4
Sindhi	45	13.2
Baloch	33	9.7
Kashmiri	48	14.1
Gilgit-Baltistan	20	5.9
Semesters		
1 st	8	2.3
2 nd	30	8.8
3 rd	47	13.8
4 th	74	24.7
5 th	77	22.6
6 th	30	8.8
7 th	18	5.3
8 th	16	4.7
Living Status		
Hostel	164	48.1
Day scholar	136	33.9

Procedure

In several universities across Pakistan, a possible sample of female university students was approached. Before the concerned target sample representative begins filling out the questionnaires. Because of COVID-19, data was collected in two ways: online and offline. The face-to-face data collection was conducted on campus. The questionnaires were collected at the spot.

Female students from various ethnic groups at Quaid-i-Azam University were given questionnaires. Those who completed the online questionnaires received text messages. Everyone who took part in the study was assured that their information would be kept confidential and their privacy would be respected. Informed Content explains what the topic is related to and what kind of information is required. In addition, the participants were given a choice that if they do not want to be part of the research, then there is no compulsion for them.

Results

Results

The statistical analysis consists of descriptive and inferential statistics while in descriptive statistics includes means, standard deviation, skewness, range and Cronbach's alpha whereas in inferential statistics Pearson product moment correlation, regression, *t*-test and ANOVA were included. To determine the normality of data, skewness is computed. Furthermore, *t*-test is computed in order to calculate the mean differences among age, gender, and ethnicities.

Table 2

Correlation Matrix of All the Study Variables for the University Female Students (*N*=300).

Variables	1	2	3	4	5	6	7	8
Core culture	-	.54*	.26*	.24*	.27*	.25*	.26*	.40*
Interpersonal culture		-	.29*	.27*	.33*	.33*	.30*	.26*
Speak in Public			-	.65*	.59*	.61*	.62*	.34*
Interaction				-	.61*	.52*	.55*	.34*
Expression					-	.55*	.48*	.24*
Criticism						-	.56*	.37*
Interaction							-	.31*
Academic								-

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

* $p < .05$

Table 2 show correlations between variables; culture shock is significantly and positively related to its subscale. It also represents the correlation among culture shock with subscale of core culture and interpersonal stress culture subscale. Results indicate significant positive relationship between core culture and interpersonal stress culture. Results also illustrate that there is a positive relationship between social anxiety and academic adjustment. Results revealed positive relationship between social anxieties with their subscales. According to the results social anxiety is positively related with their multi-dimensional subscale. Results in tables illustrate that the subscale of social

anxiety is positively related with each other's. Table indicates that all the study variables are positively related with each other's.

Table 3

Alpha Reliability Co-efficient and Descriptive Statistics of Social Anxiety, Culture Shock Academic Adjustment and Ethnicity in Female University Students ($N=300$)

Scale	k	α	M	SD	$Skew$	$Kurt$	Range	
							Actual	Potential
Core culture	7	.64	6.79	2.62	-.22	.131	0-14	0-14
Interpersonal	5	.41	5.12	1.94	-.10	-.01	0-10	0-10
Speak public	9	.63	26.75	5.64	.03	.66	9-44	9-45
Interaction	6	.65	18.18	4.73	.05	-.18	6-30	6-30
Expression	5	.64	15.30	4.01	.13	-.05	5-25	5-25
Criticism	6	.57	18.12	4.22	-.18	.55	6-30	6-30
Interaction	4	.42	11.87	3.08	-.10	.12	4-20	4-20
Academic	26	.874	80.87	14.79	.00	.72	37- 130	26-130

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Table 3 illustrates the results of mean, standard deviation, skewness and kurtosis for social anxiety, culture shock, academic adjustment and ethnicity in female university students. The SD indicates that response is scattered from the mean of each variable. The skewness value of scale and subscale in descriptive statistics is less than 1, indicating that their distribution is normal. Positive values for skewness indicate presence of higher values and on the other side the negative values indicate the presence of lower value; kurtosis range from + 2 to -2. Negative kurtosis on scale and subscale means that the distribution curve is relatively smooth and the entire sample has range of features equally distributed (Kim & Kerrila, 2013).

Table4

Mean Difference and *t* Values for Family System on Social Anxiety, Culture shock, Academic Adjustment and Ethnicity in Female University Students (*N*=300)

Variables	Nuclear (<i>n</i> = 206)		Joint (<i>n</i> = 92)		<i>t</i>	<i>p</i>	95% CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Core culture	6.75	2.74	6.89	2.35	-.45	.64	-.75	.46
Interpersonal	5.12	1.89	5.12	2.06	-.00	.99	-.47	.47
Speak public	26.76	5.87	23.73	5.13	.04	.96	-.13	1.41
Inter_opposite	18.33	4.96	17.85	4.21	.82	.89	.90	-.67
Expression	15.43	4.24	15.01	3.48	-.84	.40	-.56	1.40
Criticism	18.45	4.35	18.27	3.94	-.41	.67	-.12	.81
Interaction	11.85	3.11	11.90	3.04	-.11	.90	-.80	.71
Academic	80.31	15.62	82.10	12.78	-1.05	.29	-5.16	1.57

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Table 4 illustrates the family system; family system is divided into nuclear family system and joint family system. In the sample of 300 the nuclear family system is 206 and the joint family system students consisted on 92. Results presented in table 4 shows that there is no significant difference between students from nuclear and joint families across all study variables

Table5

Mean Difference and *t*-values for University System on Social Anxiety, Culture shock, Academic Adjustment and Ethnicity in Female University Students (*N*=300).

Variables	Public (<i>n</i> = 206)		Private (<i>n</i> = 92)		<i>t</i>	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Core culture	6.35	2.75	7.71	2.00	-	.00	-	-.79	.56
					4.77		1.91		
Interpersonal	5.01	1.94	5.34	1.92	-	1.72	-.81	.14	-
					1.37				
Speak public	26.47	5.77	27.40	5.37	-	.190	-	.46	-
					1.31		2.32		
Inter,opposite	17.82	4.92	19.00	4.20	-1.9	.04	-.23	-.01	.25
Expression	15.33	4.11	15.09	3.75	.48	.63	-.74	1.2	.06
Criticism	17.82	4.46	18.70	3.56	-	.94	-	.15	.21
					1.68		1.92		
Interaction	11.66	3.20	12.30	2.80	-	.10	-	.12	-
					1.63		1.39		
Academic	79.37	14.53	83.94	14.85	-	.013	-	-.95	.31
					2.48		8.17		

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Table 5 shows significant differences on the basis of university system. According to the results, students from private universities have more academic adjustment, culture shock, and interaction with opposite sex as compared to students from public universities. There are non-significant differences on all other study variables.

Table6

Mean Difference and *t*-Values for Departments on Social Anxiety, Culture shock, Academic Adjustment and Ethnicity in Female University Students (*N*=300).

Variables	Social Sciences (<i>n</i> = 152)		Natural Sciences (<i>n</i> = 147)		<i>t</i>	<i>p</i>	95% CI		Cohen <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Core,culture	6.56	2.79	7.00	2.44	-1.45	.14	-1.04	.15	-
Interpersonal	4.95	2.06	5.28	1.81	-1.47	.04	-.772	.11	.15
Speak public	26.10	5.54	27.40	5.69	-1.99	.04	-2.57	-.01	.23
Inter,opposite	17.72	4.62	18.64	4.82	-1.67	.09	-1.99	.15	-
Expression	15.00	4.02	18.59	4.01	-1.25	.20	-1.50	.30	-
Criticism	17.76	4.56	18.46	3.86	-1.41	.15	-1.65	.26	-
Interaction	11.59	3.26	12.15	2.89	-1.58	.11	-1.26	.13	-
Academic	80.70	15.25	81.09	14.41	-.22	.82	-3.76	2.98	-

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Table 6 presents differences between groups on the basis of study department. According to the results there are nonsignificant differences between students from natural and social sciences except on speaking in public. Students of natural sciences have more tendency of speaking in public than students from social sciences.

Table 7

Mean Difference and *t*-Values for Living Status on Social Anxiety, Culture shock, Academic Adjustment and Ethnicity in Female University Students (*N*=300).

Variables	Hostel (<i>n</i> = 164)		Day-Scholar (<i>n</i> = 136)		<i>t</i>	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Core, culture	6.73	2.83	6.87	2.36	-.47	.63	-.73	.44	-
Interpersonal	5.08	1.96	5.17	1.92	-.40	.68	-.53	.35	-
Speak public	27.24	5.77	26.16	5.44	1.65	.09	-	2.36	-
							2.02		
Inter,opposite	18.32	4.62	18.00	4.88	.58	.55	-.76	1.40	-
Expression	15.42	3.90	15.015	4.16	.57	.56	-.65	1.18	-
Criticism	19.27	3.95	17.94	4.53	.65	.51	-.65	1.30	-
Interaction	12.01	3.15	11.70	3.00	.58	.39	-.39	1.01	-
Academic	81.37	15.36	80.26	14.11	.64	.51	-	4.49	-
							2.26		

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Table 7 shows differences between groups on the basis of living status. There are nonsignificant differences between students living in hostel and those who are day scholars on all study variables.

Table 8

Mean Difference and t Values for Background on Social Anxiety, Culture shock, Academic Adjustment and Ethnicity in Female University Students (N=300).

Variables	Urban (n = 164)		Rural (n = 136)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Core,culture	6.96	2.44	6.58	2.38	1.23	.21	-.22	.98	-
Interpersonal	5.17	1.67	5.06	2.22	.47	.63	-.34	.56	-
Speak public	27.39	5.58	25.98	5.63	2.15	.03	.12	2.68	.25
Inter,opposite	18.49	4.68	17.80	4.79	1.24	.21	-.39	1.76	-
Expression	15.13	.407	15.50	3.95	-.78	.43	-	.55	-
							1.28		
Criticism	18.25	4.06	17.95	4.42	.58	.56	-.68	1.25	-
Interaction	11.94	3.01	11.78	3.17	-.68	.65	-.54	.86	-
Academic	80.78	14.19	80.98	15.53	-.11	.90	-	3.17	-
							3.58		

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

Results presented in table 8 shows differences along background of students on study variables. Means score of students from urban background is high on speaking in public means that those students who live in cities are have more courage to speak in public. There are no significant differences between students from rural and urban background on other study variables.

Table 9*One-Way Analysis of Variance for Ethnicity (N=300)*

<i>Variables</i>	Punjabi		Pakhtoon		Sindhi		Balochi		Kashmiri		GB		<i>f</i>	<i>p</i>	<i>i,j</i>	<i>D(i-j)</i>	<i>LL</i>	<i>UL</i>
	<i>(n=88)</i>		<i>(n=66)</i>		<i>(n=45)</i>		<i>(n=30)</i>		<i>(n=48)</i>		<i>(n=20)</i>							
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>						
Academic	82.61	14.78	75.68	14.72	84.46	15.19	79.48	13.43	81.85	15.30	82.20	11.69	2.6	.02	3>2	86.93	3.23	14.33
															1>2	6.93	2.25	11.61
															5>2	6.17	.72	11.62
Core-cul	6.59	2.53	6.09	2.72	7.55	2.58	7.15	2.42	7.08	2.89	7.05	1.98	2.12	.06	-	-	-	-
Interpersonal	4.85	1.95	4.66	1.71	5.66	2.71	5.15	1.92	5.70	2.06	5.10	1.25	2.66	.02s	3>1	.791	.10	1.4
															3>2	1.00	.27	1.72
															5>1	.83	.15	15.10
															5>2	1.04	.32	17.57
Speak-public	4.87	1.95	4.66	1.7	4.66	1.7	1.15	1.29	5.01	1.25	1.15	1.25	1.10	.04	-	-	-	-
Inter-oppo	4.83	.51	4.66	1.7	19.00	5.06	17.51	4.1	1.72	4.15	18.75	3.49	.97	.43	-	-	-	-
Expression	15.53	4.06	15.21	4.19	15.64	4.31	14.60	3.20	15.04	4.13	15.55	3.73	.38	.86	-	-	-	-
Criticism	18.53	4.13	16.54	4.21	8.51	4.76	18.75	3.35	18.45	4.10	18.85	4.17	.37	.30	1>2	1.98	.65	3.35
															3>2	1.96	.37	3.55
															4>2	2.21	.46	3.96
															5>2	1.91	.35	3.47
															6>2	2.30	.20	4.40
Interacion	12.11	3.10	11.50	3.10	11.48	3.25	11.66	2.95	12.02	3.32	2.33	.52	.38	.86	-	-	-	-

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale. GB =GilgitBaltistan.

The academic adjustment scale has significant results, as shown in Table 9. Sindhis outperform Pakhtoons in academic adjustment, as shown in the table. At the same time, Punjabis outperform Pakhtoons in terms of academic adjustment, while Kashmiris outperform Pakhtoons in terms of academic adjustment.

Sindhis ethnic group outperforms Punjab in the interpersonal stress culture shock subscale, while Sindhis outperform Pakhtoon in culture shock. In terms of cultural shock, Kashmir outperforms Punjab and Pakhtoon. Punjab outperforms Pakhtoon on the social anxiety scale's criticism and embarrassment subscale, whereas Sindhis outperform Pakhtoon, Balochs outperform Pakhtoon, Kashmiris outperform Pakhtoon, and Gilgit-Baltistans outperform Pakhtoon.

Table10

One-Way Analysis of Variance for Current Living Status (N= 300)

Variables	University hostel		Private hostel		Family		F	p
	(n=91)		(n=71)		(n=138)			
	M	SD	M	SD	M	SD		
Core-culture	6.70	2.83	7.04	2.33	6.72	2.53	.52	.66
Interpersonal	5.18	1.97	5.01	1.80	80.26	14.86	.52	.66
Speakpublic	27.27	5.94	27.08	5.38	25.69	5.30	1.59	1.90
Interpersonal	18.42	4.70	18.07	4.40	17.90	5.08	1.59	1.90
Expression	15.19	3.83	15.74	4.22	15.14	4.15	.59	.62
Criticism	18.08	4.03	18.52	4.19	17.82	4.52	.80	.49
Interaction	11.89	3.16	18.80	3.04	11.64	4.17	1.16	.32
Academic	15.14	3.10	15.96	3.72	12.62	4.17	.61	.42

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

In table 10 shows that the non-significant results in current living status. There are no significant differences between the living statuses. There is no difference between living with family, living in private and university hostel.

Table 11*One-Way Analysis of Variance for Semester in Female University Students. (N=300)*

	Semesters																<i>f</i>	<i>p</i>
	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th			
	(n = 8)		(n = 30)		(n = 47)		(n = 74)		(n = 77)		(n = 30)		(n = 18)		(n = 16)			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Academic	74.50	10.60	83.90	10.69	81.85	16.27	81.05	13.89	77.96	13.44	77.66	17.02	85.12	15.94	17.02	15.94	.90	.50
Core-cul	7.25	1.83	5.76	2.29	6.93	2.05	6.64	2.73	7.00	2.48	6.63	3.15	7.66	3.30	7.12	3.13	1.11	.33
interpersonal	4.62	1.59	5.06	1.85	5.38	1.97	4.75	1.78	5.22	1.99	5.50	2.43	5.55	1.78	4.81	1.79	.94	.47
speakpublic	27.00	5.47	28.00	5.51	26.65	5.41	26.39	5.06	26.55	4.52	26.33	5.47	25.9	6.52	29.50	5.89	.92	.48
Inter oppo	19.50	4.72	19.20	4.42	17.89	4.71	17.48	5.45	19.09	3.95	18.23	4.17	18.66	5.80	19.62	5.22	.79	.59
expression	15.87	4.12	15.76	3.73	15.63	3.84	14.64	4.72	15.15	3.44	14.30	3.64	15.38	4.28	16.87	4.28	.79	.39
Criticism	18.75	4.13	18.80	4.00	18.51	5.27	17.41	4.14	18.15	3.64	17.86	3.03	17.33	4.13	19.93	3.95	1.01	.42
interaction	11.75	3.01	11.93	2.77	12.27	3.20	11.57	3.27	11.64	2.71	12.13	2.37	11.33	3.25	13.50	3.25	1.06	.38

Note. Core culture = Core culture shock item; Interpersonal = Interpersonal stress item; speak public = speak in public/ talking with people in authority; Inter opposite = interaction with the opposite sex; Expression = Expression; Criticism = criticism and embarrassed; interaction = Interaction with the stranger; Academic = Academic adjustment scale.

In table 11 there are no significant differences in the semesters. All the results in a table show that there are no significant differences between 1st to 8th semesters in female university students.

Discussion

Discussion

The goal of this research is to determine how social anxiety, cultural shock, academic adjustment, and ethnicity influence female university students. The study's main purpose is to investigate into the social anxiety, culture shock, academic adjustment, and ethnicity of female university students. Another purpose is to look at the perspectives of female pupils of different races. Another purpose was to investigate the association between female students' age, gender, education, family structure, current living circumstances, and ethnicity. The study's correlation found a positive relationship between the investigated variables (social anxiety, culture shock, academic adjustment and ethnicity). The sample was gathered from several universities via online data collecting, as well as from female Quaid-i-Azam university students who completed a hard form questionnaire. The social anxiety questionnaire (Caballo et al., 2010), the culture shock questionnaire (Oberg, 1954), and the academic adjustment questionnaire (Caballo et al., 2010) were used on a group of 300 female university students (Zia-ur-Rehman & Shariff, 2014).

Culture shock scales developed by Oberg (1960) in which has a reliability of .71, suggesting strong internal consistency. The scale had 12 items and the questions focused on culture shock and interpersonal stress. The Adult Social Anxiety Questionnaire had a .88 reliability rating. The social anxiety questionnaire for adults was developed by Caballo et al, 2010 and consists of five subscales and 30 items. The reliability of the academic adjustment scale was .85. The Academic Adjustment Scale is a collection of 26 items used to evaluate pupils' academic adjustment concerns in a range of scenarios.

Several hypotheses were generated to investigate the relationship between social anxiety, culture shock, academic adjustment, and ethnicity in female university students. The first hypothesis was that culture shock has a positive relationship with social anxiety in female university students. Because culture shock and social anxiety exhibited a significant positive association, the hypotheses were accepted. Table 2 revealed a positive relationship between culture shock and social anxiety.

The first hypothesis supported by research that culture shock can occur when people transfer to a new city or nation, such as after retiring overseas. When people travel for vacation, retirement, or business, or when they study abroad, culture shock can occur. Because of their unfamiliarity with the weather, local customs, language, food, and values, international students studying abroad for a semester in another country may confront cultural barriers. Culture shock occurs when a person leaves the comfort of their home and familiar surroundings and enters an unfamiliar environment. The transition period can be protracted, particularly if the two regions are vastly different, such as moving from a small rural area to a large city or to a different country. People may experience culture shock when moving from one location to another within the same country (Russell & Topham, 2012).

Social Anxiety is likely to have a positive relationship with academic adjustment in female university students, the second assumption stated. The discovery corroborated the theory. In female university students, Table 2 demonstrated a significant positive relationship between social anxiety and academic adjustment. Previous research has found a link between social anxiety and academic adjustment. Students that suffer from anxiety take a lethargic approach to their studies, demonstrating a lack of interest in studying, as well as poor exam and assignment performance. Some psychological symptoms of anxiety include sweaty palms, cold, nervousness, panic, rapid breathing, racing heartbeat, or an upset stomach, while physiological symptoms include sweaty palms, cold, nervousness, panic, going blank during a test, feeling helpless while doing assignments, or a lack of interest in a difficult subject (Bunce, Baird, & Jones, 2017).

The frequency of concern among university students has been acknowledged by both students and professors. Study anxiety, on the other hand, is genuine, and its implications are particularly tied to the sources of worry and how to deal with them (Nasir, 2010). According to Bunce, Baird, and Jones (2017), students with social anxiety avoid or do not participate in group projects or lectures at college because of shame and self-consciousness, fear of being judged, or concerning bodily signs like sweating or stuttering.

Academic adjustment is positively associated to culture shock in female university students, according to the third hypothesis. The findings corroborated the conclusion (see table 2). The topic of ethnic minority kids' academic underachievement has gotten a lot of attention in a lot of places, including medical school, high school language, reading, and arithmetic. Although there are typically no substantial variations in performance between ethnic majority

and minority pupils at the beginning of their educational careers (Costello and Stone (2012), such differences emerge in elementary school (Schroeder, 1995).) and expand over time Ryan and Shim (2008). Another study indicated that a lack of faith in the teaching language is one of the biggest disappointments for international students and their contributions in the classroom. Previous research has identified a number of areas where international students suffer academic language challenges (Rytwinsk et al., 2009).

The mental state of people is greatly influenced by ethnic differences. In the fourth hypothesis, ethnic inequalities in culture shock in female university students will be significant. The importance of ethnicity cultural variations is linked to social anxiety, culture shock, and academic adjustment, according to past study. The ethnicity of a person has a big impact on their personality. Students from a variety of ethnic backgrounds will attend an institute to receive an education. Students experienced a lot of troubles when they were all placed together in one institute since different ethnic groups had different traditions. Some students are shy in social situations and never say up. They are frightened of social situations (Ejaz et al., 2020).

Ethnic inequalities in social anxiety among female university students will be significant, according to the fifth hypothesis. Many studies have found that different ethnic groups have varied effects on students' lives. Students are confronted with a variety of difficulties relating to their ethnic background. Some ethnic groups are minority, while others are the majority. Many students in Pakistan, for example, suffer from social anxiety since they are members of a minority population. Age is a crucial factor that can contribute to social anxiety. When sifting through any type of environment that is completely new to them, an immature person encounters numerous difficulties.

A person becomes stressed, according to Edwards-Joseph and Baker (2012); when he or she believes that their relationship with the environment is in jeopardy and that their adaptive resources are insufficient to satisfy the environment's demands. According to Fleming and Baum, no situation or event is inherently stressful. Stress is generated by a misalignment between environmental expectations (stressors) and individual abilities to handle these demands, according to studies.

In the sixth premise ethnicity is significantly differences on academic adjustment in female university students in the prior studies the importance of ethnicity mentioned as, people who live in another nation may have difficulty adjusting. International students are exempt

from this procedure. Understanding the adjustment process is crucial to the success of the sojourner population. From the minute they arrive in their host country, international students will face a range of issues. Students may have to adjust to a new educational system that is vastly different from that of their own country (Mehdizadeh & Scott, 2005).

There is an obvious distinction between Pakistani culture and that of European countries. Because the literature research largely contains data from European countries, the results were mostly non-significant due to cultural variations. Ethnicity plays an important role in human growth; Pakistan has a diverse range of cultures and ethnic groups, yet its culture is distinct from that of other Asian countries. Aside from European countries, which have a diverse range of cultural privileges, Asian countries, particularly Pakistan, have distinct cultures.

Conclusion

We found that the hypothesized relationship between study variable was supported. The results of present study showed significant positive relationship between social anxiety, culture shock, academic adjustment and ethnicity. Social anxiety plays predictive role on culture shock; relationship of demographic variables with main study variables was explored. Result show that the gender has significant positive relation with variables. A result indicates that there is significant difference between gender differences on main study variables. The results also indicates that the young adult positive relation between social anxiety, culture shock, academic adjustment and ethnicity in female university students.

Implications

Following the conclusion of the research, the current study will provide evidence for a well-known phenomenon (i-e, social anxiety, culture shock, academic adjustment and ethnicity). Because there is so little research on these variables in Pakistani society, this study has practical implications. This research will also contribute to a greater understanding of social anxiety, cultural shock, and ethnicity, all of which might affect academic transition. As a result, this research will serve as a guide for individuals in adapting to new cultures and resolving challenges that they may encounter when they leave their comfort zone.

Limitations and Suggestions

1. Every research has some limitations no matter how well it is carried on. Although, this study offers new and interesting results, it has some limitations that need to be noted.
2. Results cannot be generalized upon the all-Pakistan ethnic groups, because social anxiety, culture shock, academic adjustment and ethnicity dissimilar in different region or areas in Pakistan.
3. The sample consists of young adults with the ranging from 19-25 years. This research is difficult to generalize all the age group which study in a university.
4. There is a clear gap between the culture of Pakistan and the culture of other countries. Not much literature has been found regarding Pakistan due to which we have not been able to find out whether social anxiety, culture shock and academic adjustment have any direct relation with ethnicity or not. The information obtained from the sample may not apply to all countries and not all universities of Pakistan because the response of each city and each ethnic group is different.
5. It was a small effort with a small number of samples. More work needs to be done to find out if female students who come from different places to study and belong to different ethnic groups find things related to social anxiety, cultural shock and academic adjustment that will make them to face difficulties.

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Appendices

Informed Consent

I am a student at National Institute of Psychology, Quaid-i-Azam University Islamabad. I am conducting a research for partial fulfilment of my degree; I am researching on adjusting to life at university campuses and I am looking to explore the life experiences of female students from different ethnicity. I ensure you that all acquired information will be kept confidential and will only be used for research purposes.

Your participation is completely voluntary. You have right to withdraw participation at any time. So, honestly respond to statements given in questionnaires. You are free to leave any statement unanswered. Your participation in my research will be highly appreciated and would be helpful for me in achieving my research objectives. If you are agree to participate please indicate your acquiescence. Thank you for your participation in this research.

Signature

Demographic Sheet

Age: _____

Education: _____

No of Siblings: _____

Your birth order: _____

Educational Status: _____

Educational Level: _____

College /University Enrolled: _____

Family Monthly Income: _____

Family System: Nuclear Joint

Ethnic Group: _____

City of University: _____

Current Status: Day Scholar Living in Hostel

If hostile, indicate current living status:

Living with family Living in a private hostel Living in university hostel

How long have you being living in hostel? _____

Direction: Please encircle the best option in front of each statement that describes your feelings/experiences:

Do you feel strain from the effort to adapt to a new culture?	Most of the time	Occasionally	Not at all
Have you been missing your family and friends back home?	Most of the time	Occasionally	Not at all
Do you feel generally accepted by the local people in the new culture?	No	Not sure	Yes
Do you ever wish to escape from your new environment altogether?	Most of the time	Occasionally	Not at all
Do you ever feel confused about your role or identity in a new culture?	Most of the time	Occasionally	Not at all
Have you ever found things in your environment shocking and disgusting?	Many things	Few things	None
Do you ever feel helpless or powerless when trying to cope with the new culture?	Most of the time	Occasionally	Not at all
Do you feel anxious and awkward when	Most of the time	Occasionally	Not at all

meeting local people?			
When talking to people, can you make sense of their gesture facial expression?	Not at all	Occasionally	Most of the time
Do you feel uncomfortable if people stare at you when you out?	Very uncomfortable	Slightly uncomfortable	Not at all
When you go out shopping, do you feel though people trying to cheat you?	Most of the time	Occasionally	Not at all
Are you finding it an effort to be polite to your host?	Most of the time	Occasionally	Not at all

Instructions: Please read the pair of statements, one pair at a time, and think about which Statement within the pair seems more true to you at this point in your life. Indicate the degree to which statement.

Below are a series of social situations that may or may not cause you UNEASE, STRESS or NERVOUSNESS. Please place an "X" on the number next to each social situation that best reflects your reaction, where "1" represents no unease, stress or nervousness and "5" represents very high or extreme unease stress, or Nervousness.

If you have never experienced the situation described, please imagine what your level of UNEASE, STRESS, or NERVOUSNESS might be if you were in that situation and rate how you imagine you would feel by placing an "X" on the corresponding number.

Appendix D

Level of unease, stress and nervousness

Not at all or very slightly	Slight	Moderate	High	Very high or extremely high
1	2	3	4	5

Please rate all the items and do so honestly; do not worry about your answer because there are no right or wrong ones. Thank you very much for your collaboration.

	1	2	3	4	5
Greeting someone and being ignored					
Having to ask a neighbour to stop making noise					
Speaking in public					
Asking someone attractive of the opposite sex for a date					
Complaining to the waiter about my food					
Feeling watched by people of the opposite sex.					
Participating in a meeting with people in authority					
Talking to someone who isn't paying attention to what I am saying					
Refusing when asked to do something I don't like doing					
Making new friends					
Telling someone that they have hurt my feelings					
Having to speak in class, at work, or in a meeting					
Maintaining a conversation with someone I've just met					

Expressing my annoyance to someone that is picking on me					
Greeting each person at a social meeting when I don't know most of them					
Being teased in public					
Talking to people I don't know at a party or a meeting					
Being asked a question in class by the teacher or by a superior in a meeting					
Looking into the eyes of someone I have just met while we are talking					
Being asked out by a person I am attracted to					
Making a mistake in front of other people					
Attending a social event where I know only one person					
Starting a conversation with someone of the opposite sex that I like					
Being reprimanded about something I have done wrong					
While having dinner with colleagues, classmates or workmates, being asked to speak on behalf of the entire group					
Telling someone that their behaviour bothers me and asking them to stop					
Asking someone I find attractive to dance					
Being criticized					
Talking to a superior or a person in authority.					
Telling someone I am attracted to that I would like to get to know them better					

Select the best answer that relate to your personality.....

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that assignment					

and projects of some teachers are excessive					
I feel that I don't understand a lot about some teacher's teaching content					
Some teachers provide too much data which causes me to be unable to finish studying and to understand the knowledge.					
I feel a lot of pressure because all subjects use foreign language books					
I feel that i am not able to adapt to teaching methods of some teachers					
I feel that once I got in					

university, I could not keep up with the pace of teacher's instruction					
I don't get good enough sleep at night because I worry about quizzes and exam.					
I stay up late before all the big and small quizzes and exams					
I feel that the assignment and project of some teachers are difficult					
I often face problem as how to share work with my classmates when some exercises or reports require group work					
When group work is required to complete a project, I					

worry that i will not able to find a suitable group member					
When I give a presentation, I worry that my classmates will laugh at my inability to perform well					
I feel that my parents feel that i am not serious with my studies					
I worry that my academic results will not meet expectations of my parents					
When i want to study on my own in class, I am affected by my classmates chatting					
I feel that there is open rivalry and veiled					

struggles among classmates due to academic performance					
I feel that i am unable to schedule the time between my academic and social activities					
I feel it difficult to me to find a balance between my academic and social activities					
I feel confident about my ability to support myself financially					
I feel pressured as i can't manage my weekly budget					
I can't get money I need to pay for my university dues.					

I feel that it is difficult for my parents to earn enough money to pay my university dues					
I feel difficult to give time for my family					
I feel a lot of pressure due to lack of clarity about assessment task requirement					
I feel that assignment and project given by some teachers are too strict					

