CHAPTER-II
REVIEW OF LITERATURE

2.1 Introduction

The subject of overseas education has attracted the attention of scholars all over the world. The specific area of Iranians studying in India is not much researched into. However an attempt is made in this chapter to review the available research works not only those pertain to Iranians studying outside or in India but also of others which are relevant. The main aim of the review is not only to understand the research issues but also to identify the gaps if any. The review of literature mainly focus on the themes which are related to the push and pull factors influencing the students studying outside their country and students problems.

2.2 Studies in Iran

Mehran Ghassem (1985) showed that the lack of sufficient educational institutions was one of the important factors affecting the choosing of India for study abroad. He further indicated that the lack of post-graduation or PhD Course in some field as one of the important factors affecting in choosing abroad for study especially India. He showed that due to economic crisis in Iran many families are unable to send their children for higher education to Europe and America. As a result of this; students are forced to come to India for educational purpose as low cost of living and educational facilities are important factors in attracting the Iranian students to India. He also found that war with Iraq forced the youth to migrate for educational purpose in order to avoid being sent to the battle field. He also pointed out that Iranian students use India as a bridge to pass over to Europe and America, because these students find it difficult to get visas to these counties from Iran as there is no American Embassy in Iran.

Akbar Torbat (2002) demonstrated how educational policies in Iran propel emigration from Iran to the U.S. in particular. He suggested that political pressures in Iran and political freedoms in the U.S. followed by economic, social, and professional considerations largely motivate Iranian emigration.
Iran National Youth Organization (2004) conducted a vast survey at the national level and revealed that majority of university students and graduates (87 percent) wanted higher educational system to undertake certain fundamental reforms in order to prepare young people and elites for achieving scientific and research goals. Such reforms must be carried out following management methods of the system. Seventy percent of young people felt that in their own country’s educational system it was difficult to acquire sufficient education or training and vocational skills needed to enter the world of work. According to an estimate, 80 percent of students outstanding (aged 16-19) in scientific Olympiads, which were held in Iran have been absorbed into the reputed foreign universities.

Keiko Sakurai (2004) observed the role of the system of conducting university entrance examination, as an apparatus in admitting state supported and excluding groups that are not aligned with it. She also discussed the institution of reservation quotas for state supported students who are poor, religiously conservative and coming from rural background. Thus, while such quotas are initiated under the auspices of social justice and equalization, Sakurai contends that the underlying reason for such policies is politically motivated to the State’s advantage. Sakurai made two salient points; first, that these policies of admission have increasingly marginalized qualified urban and minority populations (while integrating and assimilating conservative and rural populations within the State’s ideological construct) and second, that imbalanced preference for “social justice” has led to deteriorating educational quality.

Sina M. Mossayeb and Roozbeh Shirazi (2005) reported that the pursuit of educational opportunities was the most frequently attributed factor for Iranians to immigration to the U.S. However, religious and political persecution and lack of social freedom are also reasons for emigration from Iran.

Francis Harrison BBC News, Tehran (2005) has done an interview with some Iranian youths and found that the number of young Iranians wanting to leave is increasing. The main reasons for going out of Iran are economic problems, lack of job security, lack of freedom, conducting entrance examinations and so on.
Hossein Mirzaei found that political uncertainty, social tensions and lack of sufficient individual and social freedoms are additional crucial factors driving the younger generation leaving their homeland, especially those who are bright and well off.

Mohamad Hajilri (1993) conducted a case study on brain drain and noted that inadequacy of jobs, availability of only a few opportunities, social and political tensions, career prospects and better living standards, joyful education, job security and family links are as significant pull and push factors influencing Iranians’ decisions to leave Iran for study.

Eide (1987) in her study on Iranian students in U.S.A indicated that many of those students marry foreigners and considerable number disoriented with respect to Iran and remain abroad because they migrate at early ages. She showed their young ages as a reason for marriage to American girls and disorientation to home culture.

Nader Habibi (1989) illustrated how admittance into higher education has been based on ideological grounds, rather than on merit. Political screening, as defined by Habibi, is the use of administrative means to control access to higher education and public sector jobs, which are viewed among the eminent vehicles for social mobility in Iran. He suggests that the practice of screening applicants has served, more or less, as a discriminatory carrot-and-stick policy that has punished those who have been labeled as incongruent with the State's ideology, has punished those who have been labeled as incongruent with the State's ideology, and rewarded those who have supported it. In turn, this has led to a depreciation of the university credential and the usefulness of higher education in the private and public employment sector.

In an independent survey of 3,849 Iranian-Americans, conducted by the Iranian Studies Group at the Massachusetts Institute of Technology (MIT), 48% responded that education was the single most important factor in deciding to where to live in the U.S. (Iranian Studies Group, 2005). Such demographic data suggests that a relationship between Iranian immigration to the U.S. and a perception of educational opportunity may indeed exist, and is worthy of empirical investigation. In addition, a
series of resolutions passed by Iran's Supreme Council of the Cultural Revolution (SCCR) in the past three years indicates that education is central to emigration concerns in Iran.

2.3 General Studies Abroad

The results of a survey conducted by Rao (1976) showed that standard of course affects international students in choosing where they make overseas studies.

The results of a survey of New South Wales University graduates, who had studied in Australia as international students and had returned to their home countries, showed that their Australian qualification was recognized in their home countries (Gardiner and Hirst, 1990).

Smart and Ang (1992) conducted a study in Singapore and found that one of the factors that was considered by Singaporean students and their parents was the recognition of the degree. Similarly, recognition of qualifications was also an important factor for Hong Kong and Taiwanese students and their parents in choosing a destination for study abroad (Smart and Ang, 1993, 1995).

Recognition of qualifications has also been identified as one of the factors affecting Hong Kong students while making a decision to study abroad (Lawley, 1993).

The survey done in Singapore by Smart and Ang (1992) revealed that time taken to complete the programmes was one of the aspects that affected international students’ decision when choosing a country for study, because it affected the total cost of study abroad.

The study conducted by Smart and Ang (1992) in Singapore revealed that reputation of higher educational institutions was a factor that affected international students and their parents in selecting a place for study abroad. This factor was also supported by the results of a survey with international students conducted by Bureau
of Industrial Economics (1989) as one of the reasons for international students to come to study in Australia.

Lawley’s (1993) findings about factors influencing Hong Kong students in making a decision to study abroad showed that the standard of courses was one of the factors that influenced them to study abroad. This factor was also supported by the survey in three South Australian universities by Mullins, Quintrell and Hancock (1995) who also showed that reputation of higher education institutions was one of the factors influencing international student’s choice of study destination.

A project carried out by the Bureau of Immigration, Multiculture and Population Research to investigate the experiences and perception of international students in Australian universities has shown that 60 per cent of international students come to study in Australia due to an institution’s reputation (Nesdale et al, 1995).

Wilkinson et al (1996), Lawley (1993), Gardiner and Hurst (1990), and Duan (1997) discussed the quality and content of the university courses as a factor influencing choice.

Blight and Lawley (1997), identified timing of completion as a factor of importance to students as they try to reduce the opportunity loss and overall cost of education.

Gatfield et al (1999) and Purdy (1992) found the access to lecturers to be of significance to students in terms of enriching their academic experience in a university.

Harvey (2001), Townley (2001) discussed library facilities under the generic label, provision of facilities and services in universities have provided evidence in regard to importance of this facility in influencing student’s choice as well as satisfaction.

Mazzarol et al (2001) found the availability of information as a factor influencing choice of a study destination, while Zikopoulus and Barber (1986) discussed the role played by the oversea agent in providing information to prospective students. Vicziany (1995), on the other hand, provided evidence of the unethical behavior of oversea agents in India when recruiting students for universities.

Tinley (2001) and Harvey (2001) identified the internet as a key resource provided by the universities to students.

A higher educational institution’s reputation was suggested as a factor that affects the attitudes of international students when they select an institution for their oversea study (Mazzarol, 1998). This was supported by a result of a survey with Asian postgraduate students conducted by Eduworld (2001).

Mazzarol, Choo and Nair (2001) conducted a survey with Indian students who did not choose Australia as their destination country. They found that the reputation of higher educational institutions influenced the study destination choice of 96 per cent of Indian postgraduate students.

The survey conducted in China by Mazzarol et al. (2001) showed the reputation of higher education institutions was considered by 58 per cent of respondents while making a decision to study abroad. This was also confirmed by a finding of a survey undertaken by Eduworld (2001) that revealed that reputation of the university was one of the most important factors that Asian students considered while choosing a place to study abroad and it was the reason why they finally chose their institutions.

A research paper presented by Lawley and Blight (1997) about choice of destination by international students while making a decision for their studies abroad
indicated that recognition of qualifications was one of the important factors affecting Malaysian, Thai and Indian students in selecting a place to study in oversea countries and this is also true of Middle Eastern students (Coleman, 2004).

The survey conducted in China by Mazzarol et al, (2001) revealed that recognition of qualification was a factor considered by 71 per cent of respondents for choosing a place of study abroad.

Houston and Rees (1999) found the relationship between postgraduate students and the university to be very complex. This requires greater attention of universities.

According to findings of research reported by Eduworld (2001) indicated that standard and quality of education was a factor considered by Asian students for choosing a place to study abroad.

The study regarding international students in Australia carried out by Rao (1976) found that one of the reasons for students to come to study in Australia was a wider choice in the fields of study.

Joseph and Joseph (2000) found that a wide range of courses and programs was one of the factors considered by Indonesian students in choosing to study at higher educational institutions in New Zealand.

A finding of the Department of Export Promotion of Thailand (2006) about strengths and weaknesses of higher educational institutions in Thailand indicated that higher education institutional facilities such as a recreation center, effective administration processes, kind of staff for international students, a support policy of system of exemption and a modern library facilities were influential factors in attracting international students to Thailand.

Back, Davis and Olsen (1997) found that the length of programmes could be one of the factors considered by international students because it affected the total cost of study.
Smart and Ang (1995) recommended that institutions should emphasize the good quality of their welfare and all support services (counseling, placement services, etc) for international students. There constitute one of the factors for international students and their parents to consider while making a decision about study abroad.

Mohammed and Perkins (1999) found that limited educational opportunities was a factor led women in Dominica and St.Lucia, to consider temporary migration to obtain skills and pursue a career, often leaving their children with relatives in the home country.

Soutar (2001) found that four motivating factors of importance were a perception that an oversea course of study was better than a local one, the student’s ability to gain entry to particular programme, a desire to improve understanding of foreign societies, particularly Western ones and an intention to migrate after graduation.

Wu (1989), Steadman and Dagwell (1990), Andressen (1993), Harris and Rhall (1993), Lawley (1997) found in their studies that tuition fees play a significant role in the selection of a study destination

Choo and Nair (2001) carried out a survey with Indian students who chose to study in countries other that Australia. They found that lower tuition fees for education was identified by 35 per cent of Indian students as one of the factors influencing study destination choice of postgraduate students.

Mazzarol et al (2001) conducted a survey in order to understand how Chinese students selected a country for study abroad. They found that lower tuition fees for education courses as well as lower cost of living were considered by 47 per cent of respondents in the selection of the study destination.

A study conducted by Back, Davis and Olsen (1997) of the comparative cost of higher educational courses for international students in Australia, New Zealand, the United Kingdom, Canada and the United State of America showed that the cost of
study is a factor that international students considered while making a choice for study in other countries.

The findings of a survey of Asian students in 2000 conducted by Eduworld (2001) showed that cost of study in destination country was an important factor for students, choice of destination, especially for Thai and Indonesian students.

The results of a survey involving higher educational institutions in Thailand showed that cost of study (Tuition fees) at higher educational institutions in Thailand was lower when compared to other destination countries that offered courses which were delivered in English. For example in Australia, New Zealand, it was found to be a strong factor in attracting international students for choosing to study in higher educational institutions Thailand (Department of Export Promotion of Thailand, 2002).

International students, as long-tourists, have a significant injection into the United Kingdom economy due to the fact that they pay full tuition fees and also their expenditure on the United Kingdom produced services and goods (Kelly et al, 2002)

The comparative study of the costs of higher educational courses for international students in Australia, New Zealand, the United Kingdom, Canada and the United States of America undertaken by Back, Davis and Olsen (1997) showed that the cost of living was a factor that international students considered when making a choice for study in other countries.

A research study conducted by Australian Education Center (2003) found that costs of course and of living were an important factors for international students when making a decision to choose a place for their study abroad.

The results of the Department of Export Promotion of Thailand (2006) survey of higher education institutions in Thailand also showed that living expenses per year in Thailand were cheaper when compared to other countries.
Geographically close to home countries was one of the factors influencing study destination by Indian and Chinese students when choosing a place for study abroad (Mazzarol, Choo and Nair, 2001).

Distance is an important factor for Middle Eastern students and Australia is perceived as a destination country which is far away from their home countries (Coleman, 2004).

Basch et al. (1994) found that the primary reason for West Indian migration both within and outside the Caribben has been economic, “as migration has provided a major means for sustaining and advancing the class and status position of individuals and families”.

The project carried out by Industry Commission (1991) entitled “export of education service report no.12” showed that international students would choose a country near their home countries for overseas studies. This was also supported by the findings of a report by Nesdale et al. (1995) about international students and immigration, which indicated that “close to home country”, was one reasons for choosing a country for study abroad.

Sutton (1993) discussed the phenomenon of overseas study after the reduction of East-West tensions, and pointed out that global expansion in overseas study is sensitive to changes in the world economy.

Cummings (1993) stated that the increase in overseas education is related to the emergence of a new international economic order, along with the individual advancement and regional solidarity.

Barnett and Wu (1995) are the first to described the international students exchange programme by using network analysis. The findings indicated that the international student network changed significantly over the past 20-year period. While the United States and some Western developed countries remained at the center of the network, Asian and Middle Eastern countries have become more central and African countries more peripheral. The changes in this network not only reflect the
hierarchical structure of the hegemonic powers in the modern world system, but economic changes over this period.

The prevailing belief about international education is that students select to study abroad in order to expand their educational and economic opportunities, thus, student flows follow the structure of the global economy (Chen and Barnett 2000).

The study done in Singapore by Smart and Ang (1992) showed that the possibility for family migration to a particular country may influence the choice of a study destination.

The report on the factors which affect the efficient export of an education service by the Industry Commission (1991) revealed that personal safety was one of the reasons for international students choosing to study in Australia. Safe country was found to be a factor considered by Singaporean students and their parents when making a decision to overseas studies (Smart and Ang, 1992).

The results of the survey carried out in Hong Kong by Lawley (1993) indicated that safety was one of the factors considered by Hong Kong students for their choice of study abroad. This factor is also presented in Lawley and Blight’s (1997) research paper in the model of destination choice by international students as one of the important factors affecting Indian, Malaysian and Thai students for their choice of study abroad. Their research paper also relayed the findings of a survey carried out in Indonesian and Taiwan in 1996 which revealed that safety was one of the important factors for Indonesian and Taiwanese students when making a decision to study overseas (Lawley and Blight, 1997).

A safe place was also identified as a factor influencing Chinese students for a choice of study destination abroad (Mazzarol et al, 2001). This was found also to be true for Indian students (Mazzarol, Choo and Nair, 2001) and Middle Eastern students (Coleman, 2004).
Duan (1997), Asia Pacific Access (1995), Nesdale et al (1995), and Radford et al (1984) found that presence of other students of their own nationality in the university is as an important factor of choice of the study destination.

A research study conducted by Rao (1976) found that racism was a factor that concerned international students when deciding to come to Australia. Racism was found by Smart and Ang (1992) to be a factor of concern for international students and their parents in choosing a country for study abroad.

Rao (1976) stated that geographical proximity was a factor of concern for international students and their parents in choosing a country for study abroad.

Sana and Massey (2000) suggested that desires for social security may be an alternative motivation from Mexico to the United States.

Nancy Faner’s study (1978) of rural Jamaican life found that “education was central to villagers. To rural Jamaican, education was a powerful symbol of prestige and of aspiration for their children. In essence, educational attainment served as a vehicle for social mobility for children and their parents, as the educational success of children could enhance parental prestige.

A study done by (Beasley and Pearson 1999) found that female and male international students in business courses have differences in their motivation and strategies in learning.

A number of studies showed that a majority of the migrants consisted of young people mainly in the age group of 15-34 years or so (Zacariah, 1968, Illsley 1970, Belhum 1971, Lakshmaiah 1974, Balkrishan 1976).

Chauhan (1966), Zachariah (1968), Dhesi and Gumbar (1982) showed that most of the immigrants were young and unmarried before their migration to new area.

Thomas (1938), observed that persons in their teens, twenties and early thirties were more migratory than other groups.
Studies of Japanese female overseas students conducted by Goldsmith and Shawcross (1985), Matsui (1991), Andressen and Kumagai (1996), and Habu (2000) found that women who go overseas to study as a consequence of globalization do not tend to be strongly motivated by work-related objectives and their associated financial rewards. They concluded that Japanese women cross national borders in pursuit of greater freedom and self-development, to relax, to escape from social pressures and to look for an alternative way of living that can free women from the constraints of life in Japan. Lacking such fulfillment in Japan these women may turn to higher education abroad.

In-depth interviews with exchange of four students from Cornell University, who had experiences of study abroad indicated that one reason influencing them to study in other countries was the culture of those destination (Emanoil, 1999)

Intercultural exchange was indicated by international students as an expectation in making a decision to study abroad (Hellsten, 2002).

An opportunity to study English with native speakers, might be considered by international students when deciding to study abroad (Rao, 1976).

Having better career opportunities was a benefit that international students expected to gain after finishing their degrees in oversea (Hellsten, 2002). Other aspects, such as intercultural exchange and language improvement were also found from the results of in-depth interviews with small sample of international students conducted in Australia as an expectation of their study abroad (Hellsten, 2002).

The English language is also considered as a global language in communicating across the world when they offer international programmes, as they use English as a medium of instruction for all students including international students. Therefore it has been an increase in demand by international students who want to study abroad and this has continued to grow rapidly (Tilbrook, 2003)

Non-economic benefits arise from oversea students such as English course and culture and understanding between races (McNamara and Harris, 1997).
McInnis and James (1995) reported, job aspiration as one of the important factors affecting the learning outcomes of students.

Zheng (2003) found that the factors which shaped students’ intentions to study abroad could be ranked as follows: economic factors (29 per cent), educational factors (27 per cent), student’s personal factors (15 per cent), social factors (13 per cent), cultural factors (9 per cent), and political factors (7 per cent). Most of these factors were external forces which impacts on students’ choices, but personal factors were internal to the students. Zheng found that economic, educational and personal factors were the most important determinants of students’ intentions to study abroad. This was to some extent echoed by the present study, but with variations.

Ahmad (1970) found that most of the migrants from the less developed countries were students. Through migrating, they hope or intend to avail themselves of the best possible facilities, get trained under professors of better standing and repute that are found in their countries, learn the latest developments in their fields and use better equipment than that available in their own countries.

Jolly (1997) stated that there are four particular factors that have influenced study abroad. Firstly, the globalization of many businesses has created the need for those businesses to link with international educational experiences via an international network. Secondly, the demands for broader cultural experience and language training have been increasing. Thirdly, the growth of expert knowledge has created an opportunity for international higher educational institutions. Finally, an increase of income levels in some developing countries has stimulated the demand for international higher educational service.

There is a tendency to conceptualize skilled migrants in terms of their capacity to move beyond the limits of economic capital. And economists and sociologists alike often propose that globalization and modernity have given human capital, talent, education and the capacity to break down the barriers of mobility previously determined by socio-economic status (Borjas 1989).
Bourdieu and Wacquaint (1992:92) first identified social capital as the sum of social and physical resources available to an individual due to formal networks and relationships with people, institutions, and other groups.

A research study conducted by Pimpa (2001) revealed that educational agencies constitute the strongest factor influencing international students (Thai) in making a decision to study in Australia.

The results of research undertaken by Eduworld (2001) revealed that most 60 per cent of international students in Australia had contacted education agents and tended to be satisfied with the agents assistance, while only a small proportion of students in the U.K (15 per cent) and in the U.S.A (10 per cent), had contacted with private agents. Further, recommendation from private agents was also one of the factors influencing Indian and Chinese students while choosing a place for study abroad (Mazzarol, Choo and Nair, 2001, Mazzarol et al, 2001).

Joseph and Joseph (2000) showed that the internet as a source of information was becoming popular for Indonesian students in seeking information for study in New Zealand. It was also confirmed by Blight and Archer (2005) that the internet as a sources of information to help international students to make a decision to choose the university for their study abroad.

Eduworld (2001) revealed that the internet has now become a more powerful educational search and delivery tool for students in seeking information for studying abroad.

The results of a survey conducted by Rao (1976) showed that family members and friends affect international students in choosing the country for their study and also the influence of friends and relatives was cited by international students as one of the main reasons for choosing to study in Australia (Goldring,1984).

Bureau of Industry Economics (1989) found that the influence of parents and relatives was a significant part of the reason for international students choosing Australia for their study.
Kim and Crowley (1989) showed that family and friends were two of the important sources of information for Australian education.

Stewart and Felicetti (1991) indicated that influence of friends was a factor affecting them to choose the place for their study abroad.

Smart and Ang (1992, 1993) found that friends and relatives who had studied or had experiences overseas were significant sources of information influencing the choice of a destination country.

A survey of international students in Australia undertaken by Harris and Rhall (1993) supported the proposition that friends and relatives were two main sources of information for university students. This was supported by Australian International Education Foundation (1997) that relatives and friends affected international students at higher educational level in making a decision to study in Australia.

An exploratory study by Coleman (2004) in Middle Eastern countries supported that recommendation/opinion of family was very important for Arabs and Iranian. A big proportion of students in all destinations (61 per cent) were influenced by their parents, relatives or friends and the most powerful source was their parents (32 per cent).

In Australia, the majority of students (59 per cent) were influenced by parents and relatives and friends. The most powerful influence being parents (27 per cent) while 36 per cent made a decision by themselves (Eduworld, 2001)

It is evident that family, friends and relatives are good sources of information for students. They can use “word-of-mouth communication” to convince prospective students in making their decision to study abroad. Word of mouth referral is one of the most successful channels of sending information about an institution to international students.(Hill and Neely, 1988). This was also supported by a survey of Eduworld (2001) on the topic of “ASIAN STUDENTS of 2000: Choice Factors and Influences of Asian Undergraduates studying overseas”.

38
2.4 Students Problems

Studies (Rao 1976, Bradley and Bradley 1984, Burke 1986, Samuelowicz 1987, Tay and Smith 1990, Ballard and Clanchy 1984, 1988, 1991, Burns 1991) indicated that international students, especially those from Asian countries, face a range of unique challenges in their western universities. The identified challenges include language, lack of a support network of friends and family, homesickness, accommodation, finance, living independently, adjusting to different teaching style and different learning style.

Babiker, Cox, & Miller (1980), Ward & Searle, (1991), stated that the Cultural distance (i.e., the perceived discrepancy between culture of origin and culture of contact) has also been associated with psychosocial adjustment.

Furnham and Bochner (1982) reported that international students in the United Kingdom, who came from culturally similar regions, experienced less social difficulties than students from culturally distant regions.

A study done in UK (Wier 1982) found that language is only one of the difficulties experienced by international students. Other factors include academic difficulties, and adjusting to English society.

Goldring, (1984), stated that the racial discrimination was identified as a factor which international students have constant about, even after making the decision to study abroad.

Ballard and Clanchy (1984, 1991) and Burke (1986) have identified that culture, as well as language, contribute to the challenges facing international students in their study in abroad.

A study done by Mehreen Ghassem (1985) found that the system of higher education of the host country such as the method of examination, method of selection of subjects are some of aspects of problems of Iranian students in India.
A factor which has been found to relate strongly to both social contacts with host national students and psychosocial adjustment of international students in general, is fluency in the language of the host country (Barratt & Huba, 1994; Kagan & Cohen, 1990).

Burke (1986), Hellsten, (2001) and De Fazio (1999) found cultural shock as one of the problems identified and that international students faced then when they were studying abroad.

Burke, (1986), Lewins, 1990, De Fazio, (1999) reported that homesickness and English communication problems as concerns of students when they are studying in other countries.

Burke (1986) and Lewins (1990) found financial difficulties as another of the problem identified by international students who were studying abroad.

Samaelowicz (1987) noted most Asian international students experience a period of homesickness and emotional instability before settling in.

Kim and Crowley (1989) stated that homesickness, English communication and financial problems have all been reported as concerns of students when they are studying in other countries.

Athen (1991) stated that lack of assertiveness is a problem that affects many international students, especially Asian females.

According to Chen (1992), assertiveness may help international students to handle their adjustment difficulties.

Pedersen, (1995) and Stoynoff (1997) mentioned that psychosocial adjustment of international students is considered to be important because of its positive relationship with academic performance. Many researchers and educators are interested in the psychosocial adjustment of international students in order to find
ways to reduce their stress and increase the positive aspects of their experience abroad.

Jolly, (1997) and Goldring, (1984) identified racial discrimination as a factor which international students have constant concerns about, even after making the decision to study abroad.

Ballard and Clanchy (1997) stated the significant differences between learning and teaching approaches in Western cultures and more traditional cultures. These cultural differences in attitudes towards knowledge, teaching, learning and values in education, which international students bring with them, generate particular orientations to learning and to university practices (Aspland 1999).

Altbach (1998) pointed out that some students were pushed by unfavourable conditions in their home countries, while others were pulled by scholarships and other opportunities in host countries.

Houston and Rees (1999) stated that there is evidence of postgraduate students going through adjustment problems related to both living support and language.

A study done by Beasley and Pearson, (1999) found that female and male international students in business courses have differences in their motivation and strategies in learning.

Dunn (2001) stated that many Asian international students go through stress and adjustment difficulties during the initial period of their enrolment at a university. This could be due to various reasons including cultural differences. During the initial period of the university, students are likely to face a culture shock given to the new environment in the university chosen.

Rautopuro and Vaisanen, (2001) in their observations found that the most international students go through academic stress.
Tseng (2002) differentiates four major categories of adjustment problems faced by international students: general living, academic, socio-cultural, and personal psychological adjustment.

Erlenawati Sawir, Simon Marginson, Ana Deumert, Ana Deumert, in a study of international student security, consisting of 200 intensive interviews with students, resident onshore in Australia, found that two thirds of the group had experienced problems of loneliness and/or isolation, especially in the early months.

Makino (1992), Miyakoshi (1997), and Ohnishi (1998) examined the cases with Japanese female students in the U.S. in this context. The bulk of literature related to the problems of students' cultural adjustments and their perceptions of psychological well-being in the new environments has been reviewed.

Tseng (2002) differentiates four major categories of adjustment problems faced by international students: general living, academic, socio-cultural, and personal psychological adjustment. General living adjustment includes adaptation to U.S. food, living environment, transportation, climate financial and health care systems, low proficiency in the English language, ignorance of the U.S. educational system, and lack of effective learning skills to achieve academic success are all examples of academic adjustment issues.

Ward, Bochner, & Furnham, (2001). Stated that those students who are satisfied with their study abroad experience will serve as spokespeople for the country and the institution where they obtained their education. Positive word of mouth is vital in successful marketing, especially considering the recent increased competition from other host countries (e.g., Great Britain, Australia) and the decline in new international students coming to the U.S.

Babiker et al. (1980) argued that the degree of psychological adjustment difficulties is a function of the dissimilarities between culture of origin and culture of contact.
Furnham and Bochner (1982) reported that international students in the United Kingdom who came from culturally similar regions, experienced less social difficulties than students from culturally distant regions.

Communication and time spent with host students have been positively related to international students’ psycho-social adjustment (Pruitt, 1978; Rohrlich & Martin, 1991; Searle & Ward, 1990, Zimmerman, 1995).

Studies have consistently shown that relationships with compatriots (i.e., international students from the same country), other international students, and host nationals help international students to adjust to the new culture (Ward et al., 2001; Barratt & Huba, 1994).

Erlenawati Sawir and Gaby Ramia (2005) in their research on international students in Australia found that the existing social protection regime falls significantly short of recognizing students' rights. Problems are located in relation to language acquisition, social integration, finances, work and personal safety and they argued that a student security regime should incorporate better university practices, more integrated civil society networks, nongovernmental organizations (NGOs), and intergovernmental organization (IGO) coverage.