

# University Of Namibia



## Faculty of Sciences

The Statistical Analysis of Challenges faced by  
International Students at the University of Namibia.

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## ABSTRACT

Typically this study has brought answers to the question of why international students are likely to face certain challenges as compared to other students. However, this study was carried out with the assumption that international students at the University of Namibia face a couple of challenges. The research was based on University of Namibia students that are on main campus, full time students who are undergraduates. Moreover the emphasis was on the international students. A questionnaire was used to collect data that has answered this question. Furthermore, the questionnaire was given to 220 students to complete it, in which only 143 of them were used in this study as they were the ones who completed the questionnaire fully.

The most commonly observed challenges faced by international students: functioning in English, achieving academic goals, adjusting culturally and integrating with the locals

## ACKNOWLEDGEMENTS

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Last but by far the least, the respondents. This research report would not have come to life if it was not for your generous giving of your time and participation.

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND INFORMATION

In today's generation, knowledge is increasingly a commodity that moves between countries. The growth of the knowledge-based economy has led not only to competition among employers worldwide for the best group of intellectuals but also among institutions that train the best intellectuals. Increasing demand for higher education, in turn, exceeds the capacity of many countries to supply it domestically. For decades now, many students have migrated to other countries to obtain higher education and today they continue to do so in increasing numbers. However, change of how higher education is delivered could affect future pathways of international student mobility.

Galloway (2009) states that a study was conducted in the United States of America on two private universities in Michigan State to explain the major adjustment problems faced by international students. Although students were found only to have minor adjustment problems, universities administrators and faculty overestimated the extent of these problems and misunderstood the importance of the various problem areas. Hierarchical regression analysis was used to decompose the variation in the student problems into demographic and English language components. The results revealed that English language were the largest single determinant of international students' problems.

International students are faced with a lot of difficulties and the institutions they decide to attend in order to further their studies rarely put these challenges into consideration when making school rules and regulations. Here are but a few of the challenges faced by international students:

**Language Barrier:** This is the most common challenge among international students and especially among those whose native language is not English. Along with this the problem, accents and understanding colloquial adds more to it.

**Cultural differences:** Due to difference in the culture people often tend to misunderstand each other. For example in certain cultures in Africa it is the men that pay dowry for their wives whilst in some cultures in the middle east it is the women that pay dowry for their husbands. Homosexuality is another example that is not accepted in some countries and cultures.

**Funding:** International students are either on Government Sponsorship or self sponsorship. For those on Self sponsorship meeting school financial requirements proves to be a challenge. For example at the University of Namibia, International students pay from 5% to 76% more of the tuition and accommodation fees paid by local students. This ranges from SADC to NON-SADC countries. And moreover more of these students belong to the developing countries like Zimbabwe, Tanzania, Botswana etc. They try to help themselves by working and saving

**Lack of acceptance by locals:** Acceptance is very important in every person's life. Studies worldwide have shown that acceptance yields positive results. Sometimes international students hesitate to mix with others for fear of not being accepted. For example, the xenophobic attacks that happened in South Africa between the years 2008 – 2009.

**Home sickness:** Is very much prevalent among those who came out from their homes for the first time. Unfamiliar environments are difficult to settle into because students have been removed from their comfort zones i.e. their homes

**Work Load:** Most international students face challenges because of the amount of work load on them. They need to study more as a full time students + part time jobs + looking after themselves (food, clothing. Housing etc). Some of them have never done so much back home. So being more independent also creates a challenge.

**Internal conflict:** This as a challenge is managing everything and fixing priorities, which even becomes stronger when looked up with their dream of settling down in a foreign country.

**Accommodation:** Many international students face challenges in trying to find suitable accommodation. Some are fortunate enough to be offered accommodation on university grounds whilst others go in search for accommodation out of university bound. The “non-hostel” students prefer accommodation that is within their budget and close to the university, to avoid unnecessary costs such as transport.

Given the above information it is to analyze some of these challenges and how they would affect university education completion and potential enrollment of future international students

## 1.2 STATEMENT OF THE PROBLEM

The University of Namibia has seen an increase in the number of international students over the years. These students are faced with key challenges that have been outlined in previous studies such as language barrier, accommodation, acceptance by locals, difference in culture, etc only but to mention a few.

Studies that have been conducted at the university include research on drug and alcohol abuse by students and research on the consumption of unhealthy food by the student population. However no study has been carried out concerning the well being of international students and challenges faced.

## 1.3 OBJECTIVES OF THE STUDY

### **Primary Objective**

- To analyze challenges faced by international students at the University of Namibia.

### **Secondary Objective**

- To investigate the key challenges faced by international students and ascertaining the most common.
- To explore if the challenges faced differ by gender.
- To explore if the challenges faced differ by Age group.
- To explore if the challenges faced differ by Nationality

## 1.4 SIGNIFICANCE OF STUDY

This research study aims at investigating challenges faced by international students. It brings to light an understanding of certain behaviours portrayed by these students. Therefore findings from this study can be used by administrators of the university and policy makers to address some of these issues for future student enrollment and education completion.

## 1.5 RESEARCH QUESTIONS AND HYPOTHESIS

### Research Questions

- i) What are the key challenges faced by international students at the University of Namibia?
- ii) Which challenges are the most common?
- iii) Do these challenges differ by gender?
- iv) Do these challenges differ with Age group?
- v) Do these challenges differ by Nationality?

### Hypotheses

- i) **Ho: There is not relationship between challenges and gender**  
**H1: There is a relationship between challenges and gender.**
- ii) **Ho: There is not relationship between challenges and age group**  
**H1: There is a relationship between challenges and age group.**
- iii) **Ho: There is not relationship between challenges and nationality**  
**H1: There is a relationship between challenges and nationality.**

## CHAPTER 2

### 2.1 LITERATURE REVIEW

Similar studies have been carried out in relation to this research topic by researchers all over the world. Methods of going about this topic may have differed at different levels but the end result was the same.

#### 2.1.1 Language Barrier

English and French are known as the main international languages around the world. Universities are known to deliver education in English. This however creates a challenge for those countries whose native languages does not include English.

Although the international students were found to have only minor adjustment problems in the twelve areas covered by the Michigan International Student Problem Inventory, university administrators and faculty consistently overestimated the extent of these problems and misunderstood the relative importance of the various problem areas (Galloway, 2004). Hierarchical regression analysis was then used to decompose the variation in student problems into demographic and English language components, where results revealed that problems with the English language were the largest single determinant of international student problems, followed in effect size by marital status and country of origin. (Fred J. Galloway, John R. Jenkins, 2004)

#### 2.1.2 Cultural Differences

Humans adapt to their surroundings, one may actually say that nature is forming culture which is strongly influences certain practices mould humans with respect to personality and cognition. Culture is defined as “the collective programme of the mind which distinguishes members of one human group from the other”( Gert Hofstede 1980). Crossing borders is also termed as crossing cultures.

In England the impact of moving from one familiar culture to one which is unfamiliar by analyzing social networking lead to what is known as Culture Shock. This arises from failure in the transmission of symbols from one individual to another when said individual enters the



latter's culture which is unfamiliar to him/her. Culture shock, therefore, is related to social groups and the way they interact rather than solely the individual's confined emotions (McGrath, 2003).

### 2.1.3 Funding

There is a perception that all international students are wealthy or at least their parents as fee payers are wealthy. This perception is not at all correct as some students come from developing 3<sup>rd</sup> world countries.

International students in New Zealand come from a variety of countries with variety of fee-payer. Some are government – sponsored, while others are beneficiaries of aid grants, some are on University scholarships, others are sponsored by companies, others paid by siblings or wealthy parents, but many are not. Students choose to attend school on New Zealand for various reasons some of which are its cheap, easy, to attain western degree and to have the ability to speak English. Some do not complete their tertiary education due to funding, the end result is a large number of un employed citizens due to lack of qualifications which in turn may lead to increase in crime, increase in poverty, etc. These challenges create a chain of unfortunate happenings.

### 2.1.4 Lack of Acceptance by Locals

Researchers (Ward et al., 2001, p.166) confirm that there are a number of factors that affect the structural components and functional outcomes of intercultural contact, and stereotypes, in particular are known to exert a strong influence on the interactions between local and overseas students. Research has suggested that a significant proportion of international student feel ambivalent about their relations with host nationals and that many perceive discrimination.

Acceptance is a tool that is important in any human's life. It gives a sense of belonging and freedom. It has also been discovered that students hesitate to mix with others, for example, the incident of xenophobia that happened in the Republic of South Africa between 2008 and 2009. The issue was claimed to be that the foreigners migrated to South Africa to where taking they locals jobs. In South Africa domestic workers are given a minimum wage which is not considered when giving the foreigners forms of employment because they ask for whatever they can be given without complaint.

Local Nationals have the belief that international students migrate from their homelands to acquire their jobs or places in school institutions. This being said, certain locals are perceived as hostile towards international students.

#### 2.1.5 Internal Conflict

Researchers claim that international students arrive on campus with unique academic goals but somewhere along the way, all their goals change due to the change in lifestyles and environment. Internal conflict deals more with setting priorities and working towards these priorities. They do not remain the same over a period of time, they change constantly. As predicted by previous research (Biglan, 1973), disciplinary differences also provide framework for explaining these divergent views.

These are but to mention a few of the challenges outlined by other researchers worldwide.

## CHAPTER 3

### 3.1 METHODOLOGY

#### 3.1.1 Research Design

This study is designed to continue the exploration of the main challenges faced by international students at the University of Namibia. This is because it is the main tertiary institution that admits a large number of international students every year.

Target population: International Students at the University of Namibia. A sample size of 220 students was calculated to be the best representative of the current total number of 2136 international students currently registered at the university (as shown in the table 1 below). The total number of international students has a ratio of 0.16 (2d.p) to the grand total of all registered students of a little over 13,000 students.

International students by country name			
Country Name	Female	Male	Grand Total
AFGHANISTAN	2	2	4
ANGOLA	42	100	142
ARGENTINA	5	1	6
AUSTRIA	1		1
BOTSWANA	76	63	139
BURUNDI	1	3	4
CAMEROON	3	2	5
CHINA	5	4	9
CONGO	13	12	25
DEMOCRATIC REP. OF THE CONGO	8	13	21
ETHIOPIA	1		1
FINLAND	4	1	5
GERMANY	10	1	11
GHANA	3	4	7
HUNGARY	1		1
INDIA	11	9	20
JAMAICA	3		3
KENYA	12	21	33
LESOTHO	3	1	4
LIBERIA		1	1
LIBYA		1	1
MALAWI	24	17	41
MAURITIUS		1	1
MOZAMBIQUE		1	1
NETHERLANDS		1	1
NICARAGUA	1		1
NIGERIA	17	15	32
PAKISTAN		1	1
RWANDA	2	3	5
SEYCHELLES		1	1
SOUTH AFRICA	22	15	37
SPAIN		1	1
SWAZILAND	5	3	8
SWEDEN	2	2	4
TANZANIA	24	12	36
TUVALU	1		1
UGANDA	5	6	11
UNITED KINGDOM		3	3
USA	1	1	2
ZAMBIA	390	435	825
ZIMBABWE	295	275	570
Norecorded	66	45	111
<b>Grand Total</b>	<b>1059</b>	<b>1077</b>	<b>2136</b>

Source: University of Namibia Statistician

The sample was obtained using the following formula

$$n = \frac{z^2 \times p(1-p)}{m^2}$$

where

- n** = required sample size
- z** = confidence level at 95% (standard value of 1.96)
- p** = estimated number of international students at the University of Namibia.(0.16)
- m** = margin of error at 5% (standard value of 0.05)

This gave an approximate estimate of 216 as a sample size. Therefore 220 was the best fit sample size to be used.

**Sampling Method:** A non-probability sampling method called Snowballing Sampling method was best suited to get a representative of this study. This is a sampling technique where the existing study subjects recruit future subjects from among their acquaintances. This technique uses recommendation to find people. It was used in this study to save on transport cost, to save on time, to locate international students of a certain country and solely because the university can not give a sampling frame due to student confidentiality (which is essential for a Probability Sampling method).

### 3.1.2 Instrumentation

For qualitative preliminary data 10 international students were interviewed to outline the most common challenges faced by international students at the University of Namibia. For the quantitative data, a questionnaire that includes variables on Language, Cultural Differences, Funding, Acceptance by Locals, Homesickness, Workload and Accommodation was used to collect the data. The questionnaire included both open and closed ended questions, which we later coded.

### 3.1.3 Data Collection Procedure

A Questionnaire consisting of 46 questions was administered to 220 international students. The questionnaire will explain the topic, purpose for the study and the variables under question. But before that, a pre-test was carried out using five questionnaires to check feasibility of this questionnaire.

### 3.1.4 Data Analysis:

Multivariate statistical techniques in consideration at this point are Principal Component Regression and Linear Regression. All these techniques work towards two common goals which are to reduce dimensionality of these challenges and to observe interactions among the variables. This will answer questions as to which problems or combination of problems affects international students the most.

SOFTWARE USED	RESEARCH QUESTION	STATISTICAL METHOD	REASON FOR METHOD	$\alpha$ USED	REJECTION LEVEL
SPSS	What are the key challenges?	Principal Component and Factor Analysis	To reduce dimensionality of the challenges by eliminating variables that do not correlate with any other variables.	0.05	Eliminate variable if p-value <0.05
R	Is there a relationship between challenges faced and gender?  Is there a relationship between challenges faced and age group?  Is there a relationship between challenges faced and nationality	Linear Regression	To fit a model that describes the relationships of the challenges and different variables	0.05	Reject Ho if p-value <0.05
SPSS	Majority of which group experiencing the challenge?	Frequency tables	Gives a count of the largest group experiences a particular challenge		

#### 3.1.4.1 Variables used in the analysis of the data

Dependant Variables: Language, Cultural Differences, Funding, Acceptance by locals and Accommodation.

Independent variables: Sex, Age group and Nationality.

3.1.4.2 Assumption: The assumption made when carrying out this study was that international students face quite a number of challenges.

#### 3.1.4.3 Limitations

- Some was a limiting factor.
- Students lacked a certain amount of seriousness when completing the questionnaire.
- Students requests for incentives to complete the questionnaire.
- Lack of cooperation from students

## CHAPTER 4

### 4.1 RESULTS AND ANALYSIS

After a quick interview with 10 international students they outlined the common challenges they face. 143 students were used in the analysis of the data, as these were the students that completed the questionnaire fully. The data was then recorded into scale interval, tests and found to have a normal distribution.

4.1.1 Descriptive summary: The following figures show the distribution of the questionnaires.

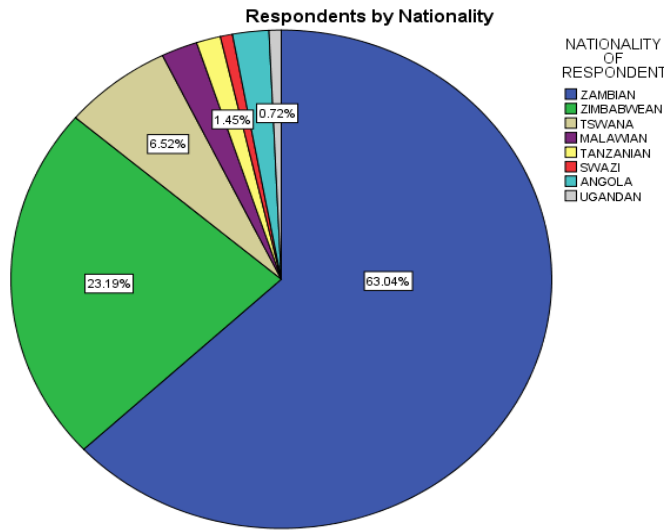
Figure 4.1.1a Histogram Distribution of Age



The histogram above indicates that majority of the respondents were between the Ages 20 and 24 years old.



Figure 4.1.1b Pie chart of Nationality distribution



The Pie chart in Figure 4.1b indicates that majority of respondents with 63.04% belong to Zambian student population followed by Zimbabweans with 23.19%, Tswanas with 6.52% and the rest.

Figure 4.1.1 c Respondent Distribution according to School

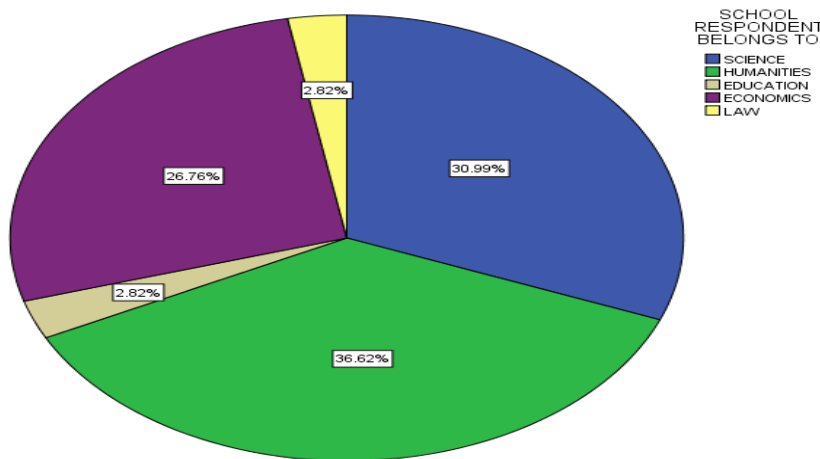


Figure 4.1 c shows 36.62% of the respondents belonged to the school of Humanities, 30.99% belonged to the school of Science, 26.76% belonged to the school of Economics and the 2.82% of the respondents belonged to schools of Law and Education each.

The table below is a brief summary of the questionnaire and the response count for each category which answered the research question below.

#### 4.1.2 Which challenges are most common?

Table 4.1.2a Frequency table

VARIABLE	FREQUENCY	PERCENTAGE
<b>Communication difficulty:</b>		
No - 1	136	95.1%
Yes - 2	7	4.9%
<b>Cultural Misunderstandings:</b>		
Non - 1		
Hygiene - 2	39	27.27%
Dress Code - 3	1	0.70%
Beliefs - 4	10	6.99%
	95	66.43%
<b>Payment Plan:</b>		
Bursary - 1	7	4.90%
Self sponsorship-2	136	95.1%
<b>Range of Monthly Upkeep:</b>		
250-500 - 1	8	5.6%
500-1000 - 2	1	0.7%
1500-2000 - 3	51	35.7%
2500+ - 4	83	58.0%
<b>Fees paid on time:</b>		
Never - 1	0	0%

Sometimes - 2	130	90.9%
Almost always - 3	13	9.09%
Always - 4	0	0%
<b>Number of local peers:</b>		
0 - 0	12	8.4%
<10 - 1	54	37.76%
10 -25 - 2	37	25.87%
25 – 50 - 3	21	14.68%
>50 - 4	19	13.29%
<b>Transition Effect:</b>		
Non - 0	3	2.10%
Negative - 1	45	31.46%
Positive - 2	95	66.43%
<b>Accommodation type:</b>		
Hostel - 1	34	23.77%
Non Hostel - 2	109	76.22%
<b>Rates of Rent Costs:</b>		
Low - 1	0	0%
Moderate - 2	18	12.59%
High - 3	117	81.81%
Too high - 4	8	5.60%
<b>Area Safety:</b>		
Yes - 1	87	60.84%
No - 2	53	37.06%

As can be seen from the Table 4.1.2a) above:

- i) Majority of the students 95.1% do not have any communication difficulty whereas the other 4.9% do.

- ii) 66.4% of international students have cultural misunderstandings concerning cultural beliefs whilst 0.7% which is the lowest have misunderstandings concerning hygiene.
- iii) 95.1% of international students are on self sponsorship whereas the other 4.90% are on government sponsorship
- iv) 90% of international students indicated that there fees are rarely settled on time and non of them always pay there fees on time
- v) 25.9% of the students population indicated that they have made less than ten local friends, whilst 8.4% have made no Namibian friends at all.
- vi) 66.43% of the students indicate that Namibians have made there transition to a new environment easy with positive result whereas 2.10% indicate that Namibians have had no effect on their transition.
- vii) 76.2% are Non-Hostel students whereas 23.8% have been given campus accommodation
- viii) 81.8% of the students rate their rental costs as high whereas non of them rate their rental cost as low
- ix) For students residing both off and on campus 60.8% indicate that safety is a challenge whereas 37.1% indicate that they do not face any challenges concerning their safety.

**Table 4.1.2b Correlation Matrix**

a,b

	RATES OF RENTALS	TRANSITION EFFECT	NUMBER OF PEERS	FEES PAID ON TIME	CULTURAL MISUNDERS TANDING	COMMUNICA TION DIFFICULTY	RESIDENTIAL AREA SAFETY	ACCOMMODA TION TYPE	PAYMENT PLAN	RANGE OF MONTHLY UPKEEP	
Correlation	RATES OF RENTALS	1.000	-.053	-.132	.039	.061	-.047	.027	-.009	-.039	.056
	TRANSITION EFFECT	-.053	1.000	.340	.097	-.077	-.055	-.019	-.010	-.097	-.030
	NUMBER OF PEERS	-.132	.340	1.000	-.086	.059	.023	.097	.073	.086	.126
	FEES PAID ON TIME	.039	.097	-.086	1.000	-.074	-.049	.024	-.036	-1.000	.076
	CULTURAL MISUNDERSTANDING	.061	-.077	.059	-.074	1.000	-.046	-.138	-.046	.074	-.035
	COMMUNICATION DIFFICULTY	-.047	-.055	.023	-.049	-.046	1.000	-.020	-.057	.049	.102
	RESIDENTIAL AREA SAFETY	.027	-.019	.097	.024	-.138	-.020	1.000	.310	-.024	.034
	ACCOMMODATION TYPE	-.009	-.010	.073	-.036	-.046	-.057	.310	1.000	.036	.313
	PAYMENT PLAN	-.039	-.097	.086	-1.000	.074	.049	-.024	.036	1.000	-.076
	RANGE OF MONTHLY UPKEEP	.056	-.030	.126	.076	-.035	.102	.034	.313	-.076	1.000

Determinant = .000

This matrix is not positive definite.

The Pearson Correlation Matrix in Table 4.1.2 b) explains the linear pattern of relationships of the variables. Where +1 indicates statistically that there's a strong positive relationship, 0 indicating there is no relationship at all and -1 indicates a strong negative relationship. For example there is a negative relationship between Rates of Rent Costs and Transition Effect of -0.053, which is not so strong. There is a negative relationship between Rates of Rent Costs and Number of Peers of -0.132 and so on.

Table 4.1.2c) Total Variation

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.055	20.554	20.554	2.055	20.554	20.554	2.051	20.510	20.510
2	1.548	15.480	36.034	1.548	15.480	36.034	1.475	14.749	35.259
3	1.342	13.423	49.457	1.342	13.423	49.457	1.375	13.751	49.010
4	1.092	10.924	60.381	1.092	10.924	60.381	1.119	11.190	60.200
5	1.084	10.841	71.222	1.084	10.841	71.222	1.102	11.022	71.222
6	.923	9.230	80.452						
7	.846	8.463	88.915						
8	.624	6.238	95.153						
9	.485	4.847	100.000						
10	2.370E-016	2.370E-015	100.000						

Extraction Method: Principal Component Analysis.

The Table 4.1.2c) statistically explains the variation of the data. As is shown the first factor explains a relatively large amount of variance whereas the subsequent factors explain smaller amounts. The first four factors were picked due to the fact that they explain more than 50% variation of the data. The fifth factor on the other hand explains a small variation in the data and would not be significantly different from fourth factor as shown in the Scree Plot below in Figure 4.1.2c)

Figure 4.1.2c) Scree Plot explaining significance of first four factors

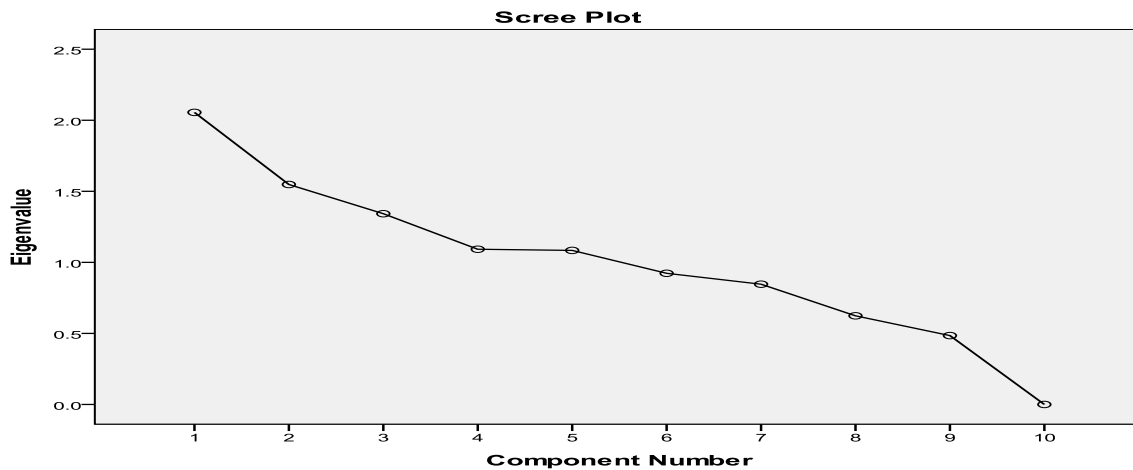


Table 4.1.2d) Component Matrix

a

	Component				
	1	2	3	4	5
RATES OF RENTALS	.082	-.114	-.387	-.335	.349
TRANSITION EFFECT	.153	.277	.730	-.150	.002
NUMBER OF PEERS	-.114	.514	.622	-.021	.226
FEES PAID ON TIME	.990	-.049	.020	.027	.040
CULTURAL MISUNDERSTANDING	-.159	-.225	.053	-.255	.713
COMMUNICATION DIFFICULTY	-.087	.038	-.037	.844	.073
RESIDENTIAL AREA SAFETY	.056	.567	-.264	-.245	-.392
ACCOMMODATION TYPE	-.012	.719	-.361	-.145	.057
PAYMENT PLAN	-.990	.049	-.020	-.027	-.040
RANGE OF MONTHLY UPKEEP	.124	.545	-.260	.313	.488

Extraction Method: Principal Component Analysis.

5 components extracted.

The component matrix contains loadings of each variable onto each factor. Discarding Factor 5 as explained previously, we ignore the negative signs and take the largest number across the

table for each variable. This explains which component a particular variables falls under. (Table 4.1.2 e)

Table 4.1.2 e)

FACTOR	COMPONENTS		
Factor 1	Payment Plan	Fees paid on time	
Factor 2	Range Monthly upkeep	Accommodation Type	Residential Area Safety
Factor 3	Number of local peers	Transition Effects	Rates of Rental Costs
Factor 4	Communication Difficulty	Cultural Misunderstanding	

4.1.3) Linear Regression model in R: it is computed with the z-scores of the variables in R, to answer the research questions below.

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 + \beta_6x_6 + \beta_7x_7$$

Where  $Y$  is the response variable which in this case are the Factors from 1 to 4 and  $x_i$ 's are the independent variables.

- $x_1$  is Age Group 2 where Age Group 1 is the reference group therefore its coefficient is zero.  $x_2$  is Age Group 3 and  $x_3$  is Age Group 4
- $x_4$  is Nation Group 2,  $x_5$  is Nation Group 3,  $x_6$  is Nation Group 4 and the reference group being Nation Group 1.
- $x_7$  is Female Gender where Male is the reference group.

i) Do these challenges differ by Gender?

$H_0$  : There's no relationship between challenges and Gender.

$H_1$  : There's a relationship between challenges and Gender.

ii) Do these challenges differ with Age Group?

$H_0$  : There is no relationship between challenges and Age group

$H_1$  : There is a relationship between challenges and Age group

iii) Do these challenges differ with Nationality?

$H_0$  : There is no relationship between challenges and Nationality.

$H_1$  : There is a relationship between challenges and Nationality.

$\alpha = 0.05$

Reject  $H_0$  if p-value < 0.05

Table 4.1.3a) Linear Regression Model

VARIABLES	FACTOR 1		FACTOR 2	
	Coefficient	(P-value)	Coefficient	(P-value)
Intercept	-0.3832	0.0971	0.1134	0.735
Age Group				
<20 – Age 1	Ref		Ref	
21 – Age 2	0.2590	0.1305	0.4009	0.109



22 – Age 3	0.2039	0.2332	0.3344	0.180
>23 – Age 4	-0.0031	0.9847	-0.06734	0.775
<b>Nationality:</b>				
Zambia – Nation 4	0.0250	0.9060	-0.2977	0.337
Zimbabwe – Nation 3	2.970	<0.0001*	0.16973	0.704
Botswana - Nation 2	0.1288	0.5842	-0.1913	0.577
Others – Nation 1	Ref		Ref	
<b>Sex:</b>				
Male	Ref		Ref	
Female	0.1086	0.3830	-0.1474	0.417

The **Linear Model Factor 1** shows that there is a positive relationship in the model with respondents in Age Groups 2 and 3, Nations 4 and 2 and the female gender. Challenges do differ with Nationality. Testing at 95% Confidence Interval with  $\alpha = 0.05$  we notice that these variables are not significant to the model. But we notice that students from Zimbabwe with p-value of <0.0001 have a positive significant relationship to the model. This implies that they are more likely to experience the challenges in Factor 1 relative to other countries.

**Linear Model Factor 2:** is not a significant model, therefore the components are not considered as challenges by the international students.

#### Cont.4.1.3a) Linear Regression Model

PREDICTOR VARIABLES	FACTOR 3		FACTOR 4	
	Coefficient	(P-value)	Coefficient	(P-value)
<b>Intercept</b>	0.7728	0.0188*	0.1679	0.626
<b>Age Group</b>				
<20 – Age 1	Ref			
21 – Age 2	0.1475	0.5418	0.2159	0.398
22 – Age 3	-0.0818	0.7348	0.1775	0.487
>23 – Age 4	-.0431	0.8506	0.0820	0.733

<b>Nationality:</b>				
Zambia – Nation 4	-0.8250	0.0067*	-0.3060	0.336
Zimbabwe – Nation 3	-0.3996	0.3573	-0.3802	0.407
Botswana - Nation 2	-0.3819	0.2527	-0.2490	0.480
Others – Nation 1	Ref			
<b>Sex:</b>				
Male	Ref			
Female	-0.4076	0.0219*	-0.0513	0.783

**Linear Model Factor 3:** We notice that the Zambian and female students have a significant negative relationship in this model with p-value = 0.0067 and p-value = 0.0219 respectively. This means they are less likely to experience challenges in factor 3.

**Linear Model Factor 4:** the model is not statistically significant, meaning the components in Factor 4 are not considered challenges.

## CHAPTER 5

### 5.1) CONCLUSION

International students go through a number of challenges everyday. It is entirely dependent on the student whether they make major or minor adjustments in foreign countries. This study outlines some challenges faced by these students, some more prevalent than the others. From the results acquired we can conclude that:

- i) a) Challenges experienced do differ with Nationality. As shown in Factor 1 model Zimbabwe being most likely to experience challenges in their fees being paid on time this is because majority of students interviewed are not on Government sponsorship. This means that regardless of economic background, they rely on themselves or their families for financial support.

Table 5.1a) Factor 1:Frequency table

<b>Payment Plan:</b>		
Bursary - 1	7	4.90%
Self sponsorship-2	136	95.1%
<b>Fees paid on time:</b>		
<b>Never - 1</b>	0	0%
<b>Sometimes - 2</b>	130	90.9%
<b>Almost always - 3</b>	13	9.09%
<b>Always - 4</b>	0	0%

The Frequency above Table 5.1a) supports the above statement 95.1% of international students are on Self-sponsorship. 90.9% of them rarely pay their fees on time.

b) As shown in Factor 3 model Zambia is less likely to experience challenges Rates of Rental costs, Transition effect and the number of Namibian peers they have relative to other countries. This may be due to individual personalities.

Table 5.1b) Factor 3: Frequency Table

<b>Number of local peers:</b>		
0 - 0	12	8.4%
<10 - 1	54	37.76%
10 -25 - 2	37	25.87%
25 – 50 - 3	21	14.68%
>50 - 4	19	13.29%
<b>Transition Effect:</b>		
<b>Non - 0</b>	3	2.10%
<b>Negative - 1</b>	45	31.46%
<b>Positive - 2</b>	95	66.43%
<b>Rates of Rent Costs:</b>		
<b>Low - 1</b>	0	0%
<b>Moderate - 2</b>	18	12.59%
<b>High - 3</b>	117	81.81%
<b>Too high - 4</b>	8	5.60%

This may be due to the fact that they get a sustainable amount of monthly up-keep and majority of them have made a sufficient number of local peers which have made their transition into new environment easier.

- ii) Challenges do differ with Gender. As is shown from data in model Factor 3. The female gender is less likely to experience challenges in Rates of rental costs, Number of local peers and Transition effect. This may be due to the nature of the female sex relative to the male sex. Women are believed to be more open than men and better at money management.

The main objective of this study was to outline the common challenges faced by international students at University of Namibia. Challenges such as Fees paid on time, type of payment plan (Government or Self Sponsorship, Transition Effect, Number of local peers and Rates of rental costs. To explore challenges that differ with sample group i.e differ by gender and differ with Nationality. To investigate which sample group is likely to experience these challenges compared to the rest of the sample. These challenges should assist administration to take note of these challenges before making of school rules and regulation, allocation of campus accommodation, etc. To give administration ideas on setting International Student Aid programmes.

## 5.2) RECOMMENDATION

From the conclusions made, one would recommend further research to be carried out on international students from each country, each particular age group and sex. To get to the root cause of why some students are likely to experience certain challenges more relative to other students.

I would also recommend researchers to investigate economic development in various countries as this also has a role to play in challenges faced by these students.

Future researchers should also investigate whether these challenges also have a psychological background.

Students are also recommended to see a school psychologist to assist their personal transitions and adaptations to new environments.

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