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LEVEL OF ACCULTURATION AND ACCOMMODATION AMONG UNIVERSITY STUDENTS IN PUNJAB, PAKISTAN

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ABSTRACT

Pakistan is a culturally diverse country and possesses a wide range of subcultural groups i.e. Punjabi, Pathan, Baluchi, Sindhi, Kashmiri, and Muhajirs. These groups have norms and values in their own practical lives. These norms affect lifestyles of groups. Students in universities belong to different provinces and have different cultural values. The students of different ethnic groups spread their social, cultural and political ideologies within the university's campus. This research was an attempt to explore the experiences of student's cartels, and how they overcome their problems. The research identified how students run through the acculturation process, and modify their behaviours regarding other ethnic groups. The present research was carried out in four selected universities i.e. National Textile University, Faisalabad, Bahauddin Zakariya University, Multan, PMAS ARJID, Rawalpindi and International Islamic university, Islamabad. A sample of 352 students belonging to various ethnic groups was drawn using Yaki GYAMINI sampling test. The findings of inferential statistics showed that Pathan, Sindhi and Punjabi ethnic groups had more accommodation and acculturation level, while Balti and Kashmiri students had a less adjustment level in accommodation and acculturation.

Keywords: Ethnic students, acculturation, adjustment, accommodation, Punjab, Pakistan.

INTRODUCTION

This study was broadly concerned with the adjustment process of different ethnic groups who were studying at higher educational institutes of the Punjab, Pakistan. Cultural difference of cultural groups create social issues and hurdles in the process of adjustment. These cultural discrepancies create inclusion and exclusion criteria for students in the mainstream of their lives. According to Berry (1985), classically, ethnicity denotes different cultural characteristics maintained by the particular group members. The distinctiveness of the group was the result of the cultural characteristics/practices they possess. Custodianship of the cultural differences was designated to social groups. These groups protected, practiced and maintained the uniqueness of cultural characteristics. However, Barth (1969) went other way round by considering the social interaction at the center to explain the cultural differences. He further, emphasized that cultural differences are formed, managed and protected by the social groups through the patterns of interactions they exhibit. Hence, the distinctiveness of any group has been the result of social interaction (Erickson, 1993).

The rapid development of technology and transportation has led people to travel from one place to another with a variety of different interests, such as economic, social, political, military, education, and so forth. One field that has been currently experiencing rapid growth is education (Church, 1982). The higher educational institutes in Punjab have provided feasible educational environment. Students come from different areas of Pakistan across the national boundaries. It is a pleasing as well as stimulating practice for the students to come in an ethnically and socially diverse situation for their academic career. Students from a diverse ethnic background must pass in his/her effort to be well-balanced at a dis-similar cultural environment. Now, academic systems are more comparable all over the world because of their semester systems and term units as well as professional and course contents (Al Amin, 1999). This academic convergence has provided a chance to get knowledge by moving to another place for education or acquaintance that is not available at one's hometown. So, due to the diverse cultural environment when some individuals travel from one cultural background to another, it is a difficult practice to adapt to other culture. One's ethnicity features such as cultural inheritance, faith, linguistic, and race make it difficult. Everyone belongs to a diverse cultural environment, and has some prejudices or conflicts towards people of other ethnic backgrounds (Santrock, 2006).

So, individuals of different ethnic backgrounds face diverse ways of rational, different communication styles and behave in contrast to their own culture. This cultural diversity can enhance one's skills as well as lead to disturbance or anxiety. While dealing with varieties of social networks, with their divergent societal and psychosomatic functioning, a student can attain either instability or acculturation. These circumstances play a role of stressors for an individual. These stressors can be physical, social, cultural, functional and biological. Physical stressors include new surroundings, changes in climate, security problems and accommodation. Social stressors include communication problems with new people, the problem of homesickness, isolation, and difficulty in relating oneself with that of the hosts. Cultural stressors comprise the variances in models, principles, customs, different ways of dressing and ethnic discrimination. Functional stressors are based on study conditions, language, transportation system and economic difficulties. Biological stressors include different diet traditions, sicknesses and diseases variability at different provinces (Berry and Sam, 2006). While performing the practice of adjustment, obviously, individuals accept some of the new performing behaviours and keep some of their own as well. This development has been titled as 'acculturation'. In this progression, the visitor learns the language of the host culture, their standards of living, behaviors, customs, actions, and rules. Individuals make new friends and develop friendly or working relationships (Gillette, 2006).

According to Gurin, et al., (2002), in those academic institutes which have diverse students bodies, students are more likely to come across unacquainted circumstances and varied views. Gurin, et al., (2002), recruited the intellectual processes of 'accommodating' and 'assimilating' new information. This dispensation of new information or practice certainly affects students' learning and intellectual development. Thus, when there are more chances to involve in different experiences, there is a possibility of attainments for better learning outcomes. When students start to learn about other cultural perspectives, then they learn how to adjust in a multicultural and multi-ethnic environment (Gurin, et al., 2002). According to Erikson (1946,



1956), based on the concept of ‘psychosocial moratorium’, diversity has the most important impact on students as they are in the growing phase, where they can discover innovative concepts, social roles, and relations. During this growing period, to be in environments different from students’ home environment increases the potential for deep learning and critical thinking. Inquisitive students may ask questions from the other students about their cultural background, and also learn their cultural values, norms and their native languages. They share their knowledge of their own culture with each other adding an understanding that textbooks cannot provide. There is an emergent body of international research (mainly from the United States) showing that, culturally diverse universities tend to create rich, varied educational experiences that help students learn and prepare them for participation in an increasingly diverse workforce and society, whereas more homogeneous universities do not experience such things (e.g. Astin, 2000; Bowen, and Bok 1998; Gurin, et al., 2002). Other experiential researches have suggested that student body structure is an unsatisfactory condition for maximizing educational benefits; rather, its value depends on if universities inspire students to involve in diversity-related activities. Such purposeful programmatic efforts would provide opportunities to interact with diverse peers (Chang, 2001; Gurin, 2002). Engagement with such diversity-related activities have shown varieties of positive outcomes such as intergroup attitudes (Chang, 2002; Denson, 2009); intergroup understanding (Chang, et al., 2006); intercultural competence (Treleaven, et al., 2007); critical thinking skills (Nelson Laird, 2005); self-confidence (Chang, Astin, & Kim 2004; Chang, et al., 2006); learning and democratic outcomes (Denson, & Chang, 2009; Gurin, et al., 2002; Hurtado, 2001); social agency (Nelson Laird, 2005); social action engagement outcomes (Nelson Laird, Engberg, & Hurtado, 2005); and action-oriented democratic outcomes (Zúñiga, Williams, & Berger, 2005). Many of these outcomes, such as problem- solving, ability to work with others, appreciation and respect for diversity have also been observed.

Objective

- Level of acculturation and accommodation among different groups;

METHODOLOGY

This present research was conducted in the Punjab province of Pakistan which is geographically divided into three regions (upper, middle and lower Punjab). In Pakistan, there are many ethnic groups like Punjabi, Pathan, Balochis, Sindhis, and Muhajirs. These ethnic groups migrated to Punjab for different reasons like business, trade, and higher education. The population for the present research was from the public-sector universities of Punjab province and Islamabad; respectively. The respondents of the present research were students of universities belonging to different ethnic groups. Moreover, four universities were selected i.e. National Textile University, Faisalabad, Bahauddin Zakariya University, Multan, ARID Agriculture, Rawalpindi, and International Islamic university, Islamabad due to various ethnic groups. A list of ethnic groups was obtained from Registrar offices of various universities which were used as sampling frame. Yaki GAMINI test was applied to draw the required sample from the sampling frame, and 352 respondents were selected by using this technique. For the purpose of data collection, interview schedule was prepared as a tool for data collection. However, the researcher physically met valid respondents to collect the required



data. After the data collection, computer software SPSS was used for data analysis. Afterwards, the data were distributed and interpreted in the frequency table. Cross-tabulation was also done to see the relationship between different variables. Inferential statistic i.e. ANOVA and Likert scales were applied to streamline the opinion of the respondents in connection to examine the factors that were applied on cartel adjustment in the various universities.

RESULTS AND DISCUSSION:

The variation within different variable was observed on the basis of percentage, mean, and standard deviation. The important explanatory variables were main indicators to assess the adjustment of the ethnic cartel in various universities. For finding the association of ethnicity and adjustment, much of the studies have been done among ethnic minorities. Students of minority ethnic background have been generally facing more difficulty in adjusting to university compared to the students with non-minority background (Sennett et al., 2003). In the present section, the researcher presented the ethnic information of the selected students.

Table 1: Ethnic Affiliation

Ethnic group	frequency	Percentage %
Punjabi	104	29.5
Sindhi	70	19.9
Pathan	78	22.2
Balti	28	8.0
Kashmiri	30	8.5
Balochi	42	11.9
Total	352	100.0

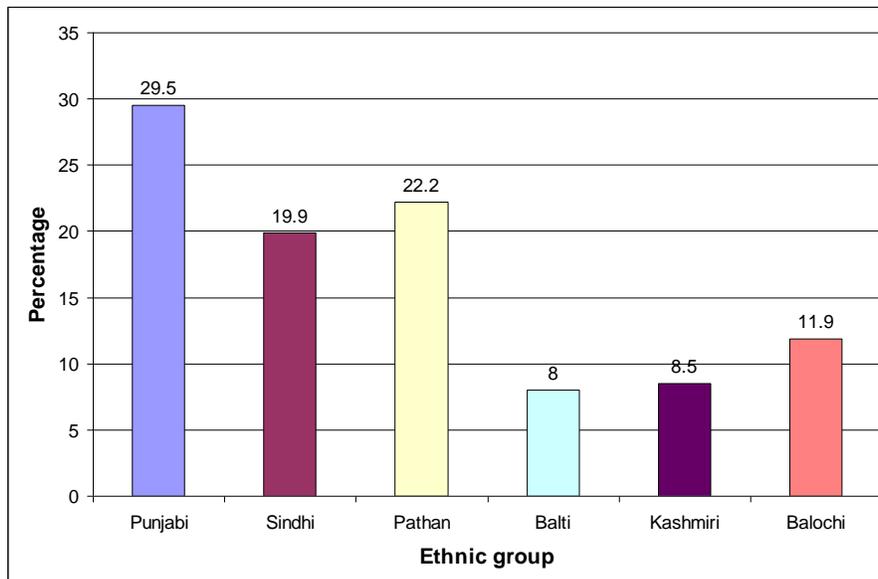


Figure 1

Table 1 shows that 29.5 percent of the sampled students belonged to Punjabi ethnic group, while 19.9 percent belonged to Sindhi, 22.2 percent were Pathan, 8.0%, 8.5% and 11.9 percent of the sampled population belonged to Balti, Kashmiri, and Balochi ethnic groups; respectively. It shows that all four selected universities had a combination of different ethnic groups. Pakistani society has been characterized by cultural plurality and ethnic heterogeneity. Lingual and territorial affiliation has been the major attribute of ethnic groups in Pakistan. Table 1 represents the different ethnic groups of the sampled population. In Pakistan, there are many ethnic groups like Punjabis, Pathans, Baluchi's, Sindhis, Kashmiri, and Muhajirs. Pakistan as a culturally diverse country possesses a wide range of subcultural groups.

Table 2: Ethnic comparison of acculturation

a) Report							
Ethnic group		I am comfortable socializing with friends from other ethnic groups	I enjoy eating the food of other ethnic groups	I eat together with friends of other ethnic groups	I visit the homes of friends from other ethnic groups	My social awareness towards other ethnic groups is high	I am comfortable wearing the dresses of other ethnic groups
Punjabi	Mean	3.12	3.03	3.20	2.58	2.63	2.69
	N	104	104	104	104	104	104
	S.D.	.906	.919	.959	1.002	.698	.837
Sindhi	Mean	3.17	2.76	2.93	2.84	2.76	2.70
	N	70	70	70	70	70	70
	S.D.	.916	.788	.767	.735	.550	.890
Pathan	Mean	3.15	3.00	2.83	2.55	2.88	2.72
	N	78	78	78	78	78	78
	S.D.	.774	.822	.813	.921	.953	1.080
Balti	Mean	2.25	2.36	2.18	1.50	2.14	1.68
	N	28	28	28	28	28	28
	S.D.	.752	.621	.723	.745	.651	.723
Kashmiri	Mean	2.67	2.40	2.67	2.60	2.27	2.47
	N	30	30	30	30	30	30
	S.D.	1.028	1.102	1.213	1.003	1.081	.776
Balochi	Mean	2.62	2.55	2.52	2.07	2.17	2.19
	N	42	42	42	42	42	42
	S.D.	1.209	1.017	1.174	1.237	.853	1.065
Total	Mean	2.97	2.80	2.86	2.48	2.59	2.54
	N	352	352	352	352	352	352
	S.D.	.962	.911	.971	1.010	.829	.966

B)ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
I am comfortable socializing	Between	(Combined)	30.123	5	6.025	7.07	.000**



with friends from other ethnic groups * what is your ethnic group?	Groups						
	Within Groups		294.534	346	.851		
	Total		324.656	351			
I enjoy eating the food of other ethnic groups * what is your ethnic group?	Between Groups	(Combined)	21.656	5	4.331	5.55	.000**
	Within Groups		269.818	346	.780		
	Total		291.474	351			
I eat together with friends of other ethnic groups * what is your ethnic group?	Between Groups	(Combined)	31.412	5	6.282	7.26	.000**
	Within Groups		299.486	346	.866		
	Total		330.898	351			
I visit the homes of friends from other ethnic groups * what is your ethnic group?	Between Groups	(Combined)	44.924	5	8.985	9.93	.000**
	Within Groups		312.937	346	.904		
	Total		357.861	351			
My social awareness towards other ethnic groups is high * what is your ethnic group?	Between Groups	(Combined)	25.193	5	5.039	8.07	.000**
	Within Groups		216.077	346	.624		
	Total		241.270	351			
I am comfortable wearing the dresses of other ethnic groups * what is your ethnic group?	Between Groups	(Combined)	32.744	5	6.549	7.69	.000**
	Within Groups		294.699	346	.852		
	Total		327.443	351			

F-value of (7.07) showed a highly significant variation ($p = .000$) between the selected ethnic groups' socializing with friends from other ethnic groups. The mean value of ($3.17 \pm .916$) showed that Sindhi students ranked the first in comfortable socializing with friends from other ethnic groups, while Pathans ($3.15 \pm .774$), Punjabis (3.12 ± 0.906), Kashmiris (2.67 ± 1.028), Balochis (2.62 ± 1.209) and Baltis ($2.25 \pm .752$) were ranked 2nd to 6th; respectively. It means Sindhi, Pathan and Punjabi students were comfortable socializing with friends from other ethnic groups, while Balti and Balochi students had lower socialization with friends of other ethnic groups (Table 2 a & b).

F-value of (5.55) showed a highly significant variation ($p = .000$) between the selected ethnic groups' enjoying eating the food of other ethnic groups. Mean value of ($3.03 \pm .919$) showed that Punjabi students were the first in enjoying eating food of other ethnic groups, while Pathan ($3.00 \pm .882$), Sindhi (2.76 ± 0.788), Balochi (2.55 ± 1.017), Kashmiri (2.40 ± 1.102) and Balti ($2.36 \pm .621$) students were ranked 2nd to 6th; respectively. It means Punjabi and Pathan students were enjoying eating the food with other ethnic groups, while Balti, Kashmiri, Balochi students had lower socialization with friends of other ethnic groups.

F-value of (7.26) showed a highly significant variation ($p = .000$) between the selected ethnic groups' eating together with friends of other ethnic groups. Mean value of ($3.20 \pm .959$) showed that Punjabi students ranked the first in enjoying eating together with friends of other ethnic groups, while Sindhi ($2.93 \pm .767$), Pathan (2.83 ± 0.813), Kashmiri (2.67 ± 1.174), Balochi (2.520 ± 1.174) and Balti ($2.18 \pm .723$) students ranked 2nd to 6th; respectively. It

means Punjabi and Sindhi students were eating more together with friends of other ethnic group as compared to Balti, Balochi, Kashmiri and Pathan students.

F-value of (9.93) showed a highly significant variation ($p = .000$) between the selected ethnic groups' visiting the homes of friends from other ethnic groups. Mean value of ($2.84 \pm .735$) showed that Sindhis ranked the first in visiting the homes of friends of other ethnic groups, while Kashmiri (2.60 ± 1.0037), Punjabi (2.58 ± 1.002), Pathan ($2.55 \pm .921$), Balochi (2.07 ± 1.237) and Balti ($1.50 \pm .745$) students ranked 2nd to 6th; respectively. It means, Sindhi and Kashmiri students were having more visits of the homes of friends of other ethnic groups as compared to Balti, Balochi, Pathan and Punjabi students.

F-value of (8.07) showed a highly significant variation ($p = .000$) between the selected ethnic groups' social awareness towards other ethnic groups. Mean value of ($2.88 \pm .953$) showed that Pathans were ranked the first in high social awareness towards other ethnic groups, while Sindhi ($2.76 \pm .550$), Punjabi ($2.63 \pm .698$), Kashmiri (2.27 ± 1.081), Balochi ($2.17 \pm .853$) and Balti ($2.14 \pm .6515$) students ranked 2nd to 6th; respectively. It means, Pathan, Sindhi and Punjabi students were having more social awareness towards other ethnic groups as compared to Balti, Balochi and Kashmiri ethnic groups.

F-value of (7.69) showed a highly significant variation ($p = .000$) between the selected ethnic groups' wearing the dresses of other ethnic groups. Mean value of (2.72 ± 1.080) showed that Pathan students were ranked the first in wearing the dresses of other ethnic groups, while Sindhi ($2.70 \pm .890$), Punjabi ($2.69 \pm .837$), Kashmiri ($2.47 \pm .776$), Balochi (2.19 ± 1.065) and Balti ($1.68 \pm .723$) groups ranked 2nd to 6th; respectively. It means, Pathan, Sindhi and Punjabi students were more comfortable wearing the dresses of other ethnic groups as compared to Balti, Balochi and Kashmiri ethnic groups.

It is clear from the above results that Sindhi, Pathan and Punjabi students had more acculturation level as compared to Kashmiri, Balochi and Balti students.

Table 3: Ethnic comparison of accommodation

		a) Report				
what is your ethnic group?		I am willing to have a roommate from another ethnic group	I take a long time to make friends from other ethnic groups	My sense of belonging towards my own ethnic group is stronger since coming to campus	My perception towards other ethnic groups are good	I am accepted in the company of another ethnic group
Punjabi	Mean	2.97	2.29	2.65	2.95	3.04
	N	104	104	104	104	104
	S.D.	1.083	.821	.845	.716	.800
Sindhi	Mean	2.97	2.81	2.67	2.89	2.66
	N	70	70	70	70	70
	S.D.	.963	.748	.717	.692	.915
Pathan	Mean	3.13	2.59	3.06	3.10	3.28
	N	78	78	78	78	78
	S.D.	.709	.986	1.036	.636	.719



Balti	Mean	2.11	2.96	2.64	2.32	2.36
	N	28	28	28	28	28
	S.D.	1.031	.637	.870	.863	1.129
Kashmiri	Mean	2.67	2.83	2.40	2.73	2.63
	N	30	30	30	30	30
	S.D.	.802	.950	.814	.583	.928
Balochi	Mean	2.52	2.38	2.60	2.76	2.76
	N	42	42	42	42	42
	S.D.	.833	.825	.734	1.055	.906
Total	Mean	2.86	2.57	2.72	2.88	2.89
	N	352	352	352	352	352
	S.D.	.968	.874	.872	.768	.901

b) ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
I am willing to have a roommate from another ethnic group * what is your ethnic group?	Between Groups	(Combined) 29.502	5	5.900	6.819	.000
	Within Groups	299.396	346	.865		
	Total	328.898	351			
I take a long time to make friends from other ethnic groups * what is your ethnic group?	Between Groups	(Combined) 20.385	5	4.077	5.692	.000
	Within Groups	247.839	346	.716		
	Total	268.224	351			
My sense of belonging towards my own ethnic group is stronger since coming to campus * what is your ethnic group?	Between Groups	(Combined) 13.748	5	2.750	3.754	.003
	Within Groups	253.408	346	.732		
	Total	267.156	351			
My perception towards other ethnic groups are good * what is your ethnic group?	Between Groups	(Combined) 14.371	5	2.874	5.163	.000
	Within Groups	192.618	346	.557		
	Total	206.989	351			
I am accepted in the company of another ethnic group * what is your ethnic group?	Between Groups	(Combined) 28.684	5	5.737	7.741	.000
	Within Groups	256.427	346	.741		
	Total	285.111	351			

F-value of (6.819) showed a highly significant variation ($p = .000$) between the selected ethnic groups' opinion about whether they were willing to have a roommate from another ethnic group or not. Mean value of ($3.12 \pm .71$) showed that Pathan ethnic group was ranked the first in willing to have a roommate from another ethnic group, than Sindhis ($2.9714 \pm .96$), Punjabis (2.97 ± 1.08), Kashmiris ($2.67 \pm .80$), Balochis ($2.52 \pm .83$) and Baltis (2.11 ± 1.03) which were ranked 2nd to 6th; respectively. It means Balti ethnic group had lower willingness to have a roommate from other ethnic groups (Table 3 a & b).

F-value of (5.692) showed a highly significant variation ($p = .000$) between the selected ethnic groups' opinions about taking a long time to make friends from other ethnic groups. Mean value of ($2.96 \pm .637$) showed that Balti ethnic group was ranked the first in taking a long time to make friends from other ethnic groups, while Kashmiri ($2.83 \pm .950$), Sindhi ($2.81 \pm .748$), Pathan ($2.59 \pm .986$), Balochi ($2.38 \pm .825$) and Punjabi ($2.29 \pm .821$) were ranked 2nd to 6th; respectively. It means Punjabi ethnic group was taking less time to make friends from other ethnic groups.

F-value of (3.754) showed a highly significant variation ($p = .003$) between the selected ethnic groups thinking about their sense of belonging towards their own ethnic group as stronger since coming to campus. Mean value of (3.06 ± 1.036) showed that Pathan ethnic group was ranked the first in sense of belonging towards their own ethnic group as stronger since coming to campus, while Sindhi ($2.67 \pm .717$), Punjabi ($2.65 \pm .845$), Balti ($2.64 \pm .870$), Balochi ($2.60 \pm .734$) and Kashmiri ($2.40 \pm .814$) were ranked 2nd to 6th; respectively. It means, Pathan students had more sense of belonging towards their own ethnic groups while Kashmiri students had less sense of belonging towards their own ethnic groups.

F-value of (5.163) showed a highly significant variation ($p = .000$) between the selected ethnic groups' view regarding other groups. Mean value of ($3.10 \pm .636$) showed that Pathans were ranked the first in their opinions towards other ethnic groups as good, while Punjabis ($2.95 \pm .716$), Sindhis ($2.89 \pm .692$), Balochis (2.76 ± 1.055), Kashmiris ($2.73 \pm .583$) and Baltis ($2.32 \pm .863$) were ranked 2nd to 6th; respectively. It means, Pathan and Punjabi students had a more positive view of other ethnic groups, while Balti and Kashmiri students were less positive towards other ethnic groups.

F-value of (7.741) showed a highly significant variation ($p = .000$) between the selected ethnic groups' level of acceptance. Mean value of ($3.28 \pm .719$) showed that Pathan students were ranked the first, while Punjabis ($3.04 \pm .800$), Balochis ($2.76 \pm .906$), Sindhis ($2.66 \pm .915$), Kashmiris ($2.63 \pm .928$) and Balti's (2.36 ± 1.129) were ranked 2nd to 6th; respectively. It means, Pathan and Punjabi students had more acceptance of the company of another ethnic group, while Balti and Kashmiri students had less acceptance of the company of another ethnic group.

Above findings showed that Pathan and Punjabi ethnic groups had more accommodation, while Balti and Kashmiri students had less accommodation.

CONCLUSION:

It has been concluded that students of different ethnic groups have encountered different situations i.e. physical, social, economic and cultural stressors. They faced the discrimination on the basis of the language problems, weather problems, loneliness; and faced difficulties to achieve the academic goals due to the changed academic system. Students from culturally diverse environments faced new challenges to achieve their goals, students learned new values, tradition, and norms which have been melted in their traditional values. They had to adjust themselves with destination ethnic groups. Students of other ethnic groups learned the host language, norms, values, made new friends, and changed their habits to develop a friendly environment. The results of the in-hand research indicated that the students of various universities were Pakistani, then they have identified themselves as Punjabi, Sindhi, Pushto,



Saraiki etc. So, they were promoting social solidarity among themselves by adopting positive values and eliminated negative values, and very inferential positive results were obtained. Present research concluded that students of different ethnic groups wanted to promote cultural diversity. The level of accommodation and acculturation was different in various ethnic groups. Sindhi, Pathan and Punjabi ethnic groups had more acculturation and accommodation level as compared to Kashmiri, Balochi and Balti.

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