

# A Systematic Literature Review on Predictors of Pakistani International Students' Psychosocial Adjustment at Foreign Higher Education Institutions

Asma Bashir

Department of Applied Psychology  
The Women's University Multan

&

Ruhi Khalid

Institute of Psychology  
Beaconhouse National University Lahore

## Abstract

International students face significant challenges when leaving their home countries and moving to foreign destinations for their studies. Adjusting to a new educational institution and social life in a foreign land can be hard, especially for Pakistani international students. This article provides constructive insights into these students' socio-cultural and psychological challenges on their educational journey abroad. The review also explores the factors that facilitate and support their smooth transition. The findings indicate that academic stressors, cultural disparity, and discrimination are the primary challenges that hinder Pakistani students' adjustment to a foreign country. Similarly, language proficiency, assimilation into the host culture, social support, and the use of coping strategies are crucial factors affecting Pakistani students' adjustment to foreign countries. This literature review represents the first comprehensive analysis of Pakistani international students' adjustment experiences and challenges abroad. We followed the PRISM guidelines for the review. We searched national and international databases for relevant research articles. This review can provide valuable insights into Pakistani international students' adjustment patterns in host countries and can be used to create policies that help these students thrive overseas.

**Keywords:** *Pakistani students, academic challenges, prejudice, cultural differences, language issues*

Over the past two decades, technological advancements have increased global connectivity, facilitating greater collaboration in education, trade, research, and the economy. Recent estimates show that around three and half million students have moved to study abroad, with Germany, the UK, the US, France, and Australia being the most preferred destinations. Canada, Japan, and Russia have also seen a rise in the number of international students. International education benefits both the students and the educational institutions they attend. Institutions are making tremendous efforts to provide high-quality education and services to attract and support international students (Bashir & Khalid, 2020; Pandit, 2009). These students spend significant money on tuition and fees, contributing to the host country's economy. They also bring cultural diversity and enrich the intellectual capital of the host country, benefiting both international and indigenous students (Powar, 2012; Zakaria et al., 2016).

More Asian students are studying abroad. Pakistan has also joined the trend with the government providing students with opportunities to study abroad. However, literature on Pakistani overseas students adjusting to their host country is scarce (Cebolla-Boado et al., 2018). Pakistan, the world's second-largest Muslim country, has a distinct cultural and religious identity that is reflected in the daily lives of its Muslim students. However, students from Muslim countries, including Pakistan, have been targeted due to their religious affiliation, leading to fear, hatred, and depression (Jibeen, 2016; Zeenah & Colleen, 2016).

The September 11 attacks in 2001 further fueled Islamophobia, resulting in various negative attitudes towards Muslim students by people and governments of host countries.

Moreover, Pakistani students belong to a collectivistic culture, which strongly emphasizes family values and respecting elders, making it difficult for them to assimilate into the individualistic cultures of host countries. In addition to this, Pakistani students' geographical location and Muslim identity have resulted in extremist attitudes toward them, causing them to face severe difficulties in accommodation, education, and adjustment abroad (Mukminin et al., 2013). Literature on Pakistani Muslim students' adjustment abroad and how their Muslim identity contributes to or hinders their adjustment is scarce (Abidi, 2017; Jibeen & Khalid, 2010). Therefore, a systematic literature review is being conducted to understand Pakistani students' adjustment patterns and related determinants. This literature review aims to identify the determinants that influence the adjustment experiences of Pakistani students studying across the globe. The study also scrutinizes the hurdles that these students might encounter during the adjustment process. Furthermore, it delves into the examination of the function of support systems and coping mechanisms that can be facilitated in the host country. This literature review is expected to assist counselors, clinicians, and educational policymakers in addressing this underrepresented population's needs more adequately. Moreover, it is crucial to study Pakistani international students' adjustment factors and barriers to their adjustment abroad to bridge the literature gap in international acculturation research about Pakistani students.

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Correspondence concerning this article should be addressed to Asma Bashir

Department of Applied Psychology  
The Women's University Multan  
E-Mail: [asma.bashir@bnu.edu.pk](mailto:asma.bashir@bnu.edu.pk)

### **Adjustment Experiences of Pakistani Students Abroad**

For over half a century, research has been conducted on how international students adjust to their new surroundings. Beginning in 1950, students began to venture overseas to pursue their education, and early studies focused on psychological and well-being concerns (Mesidor & Sly, 2016). As the conversation evolved throughout the early 1980s, the focus shifted to acculturation and coping techniques. Nowadays, the conversation centers on the student's ability to adapt, social support role, and sojourners' abilities. This ongoing research is essential to help international students transition smoothly and successfully to their new environment (de Araujo, 2011; Lee & Ciftci, 2014).

To succeed in a new environment, students must learn to adapt, overcome stressors, and balance the demands of their surroundings (Berry, 1974). This process, known as adjustment, is crucial for academic, social, and psychological success. However, acculturation problems can arise, varying by cultural background, ancestral tradition, and customs (Edwards, 2018; Ward & Colleen, 2008). By recognizing the adjustment challenges, students can take steps to overcome them and thrive in their new surroundings.

Research has shown that minority groups, such as Pakistani international students, are more susceptible to encountering challenges when studying abroad. These challenges encompass educational, cultural, religious, financial, environmental, language, and discrimination-related obstacles and can significantly impact students' social and psychological well-being (Bashir & Khalid, 2022). The resulting physical and emotional symptoms of stress can harm students' overall health and academic success. In severe cases, prolonged exposure to these stressors may lead to depression and substance abuse. We must acknowledge the unique challenges minority students face and work towards creating a more inclusive and supportive environment to help them thrive academically and personally (Ahrari et al., 2019; Ward & Masgoret, 2008).

It has been found through various studies that when international students face acculturative stress, they seek help from university counseling services. Studies have not adequately explored how Pakistani students can access such services (Batoool & Zubair, 2018; Dipeolu et al., 2007). This may be attributed to the fact that Pakistani society places a high value on strong family ties, which could mitigate the difficulties of student adjustment. Nonetheless, it is still essential to provide Pakistani students with resources and support to help them navigate the challenges of studying in a foreign country. The existing results are consistent with research conducted on other international students from Asian countries such as Taiwan, Indonesia, and Korea who have reported experiencing depression and anxiety due to acculturative stress when studying in Western higher education institutions (Duru & Poyrazli, 2011; Haider, 2018).

### **Methodology**

#### **Search Strategy**

This literature review focuses on the aspects that positively and negatively affect the psychosocial adjustment of international scholars from Pakistan. We

searched online databases such as Google Scholar, PsycINFO, Science Direct, and Higher Education Commission-recognized journals to find relevant research. We analyzed peer-reviewed studies from 2001 to 2022.

Eighty-seven studies on first or second-born immigrant students related to diversity issues were identified through various search engines and popular databases. After an initial screening, 21 irrelevant articles were removed, leaving 66 articles to be screened further based on defined inclusion and exclusion criteria. Through a thorough screening process, only 15 studies were included, executed absolutely on Pakistani international students' adjustment factors, support, and ability to manage stress through coping mechanisms.

The study had specific criteria for selecting research articles. Firstly, the articles needed to focus on the psychosocial adjustment experience of Pakistani scholars—secondly, the articles needed to cover relevant variables contributing to the Pakistani students' adjustment during studying abroad. Finally, the articles had to be published in peer-reviewed journals.

We followed the PRISMA approach, a widely recognized framework for researcher's worldwide use. The PRISMA approach involves a systematic and thorough process of selecting and evaluating articles, which includes setting the subject and criteria for inclusion/exclusion, identifying appropriate sources for data collection, selecting relevant literature, gathering articles, and examining and screening them (PRISMA, 2015). The article selection process complied with the PRISMA guidelines, which are intended to ensure the highest levels of rigor, transparency, and reproducibility. By adhering to these guidelines, we are confident that our study is based on the most reliable and up-to-date information and that our results are accurate and trustworthy (Diagram1).

#### ***Included articles***

This study examines the facilitating factors and challenges experienced by Pakistani international students. Articles on Pakistani international students were selected. These students hold Pakistani citizenship, have traveled abroad to pursue their Bachelor's, Master's, or PhD degrees, and do not hold dual nationality.

#### ***Excluded articles***

(a) Articles on first-second born immigrants and South Asian students were excluded.

The remaining articles were systematically screened to identify relevant ones. A table was created to summarize the selected articles, and crucial information was extracted. Categories were formed during the analysis phase based on factors identified in the research.

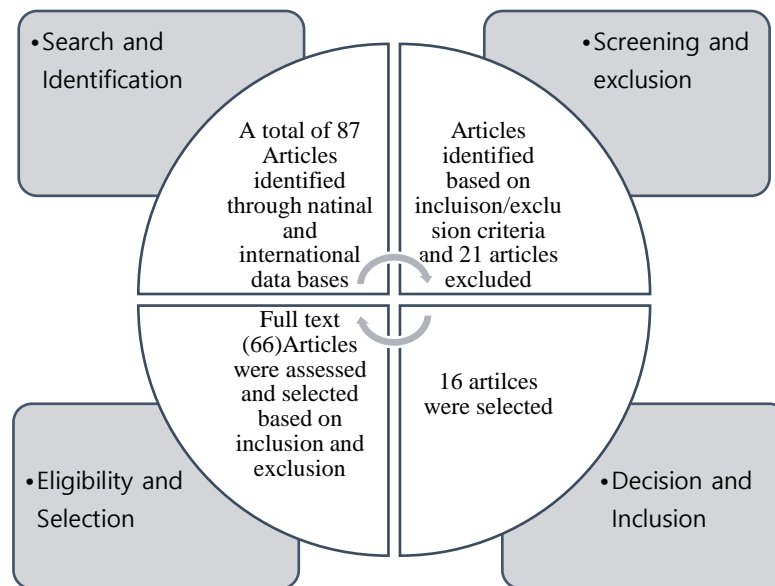


Fig. 1. PRISMA flowchart demonstrating the article selection process.

## Findings and Discussion

This text summarizes a review of the challenges and facilitators faced by international students in adjusting to education, social life, and culture. These include language proficiency, socio-educational challenges, student prejudices, the role of peer relationships in the adjustment, and the duration of the stay in the host country (See Appendix 1). The importance of social support and coping strategies are highlighted, but the available research has shortcomings and suggests areas for future study.

### Major Themes

#### Barriers to Adjustment

**Academic Challenges.** Studying abroad can be a daunting experience, especially for international students who face numerous educational challenges. These challenges include differences in teaching methods and language, exams, and course material, which can lead to academic stress. However, adapting to the host institution's teaching pattern, examination system, and learning mode is crucial for academic adjustment (Ahrari et al., 2019; Elias et al., 2011). The cultural and traditional values of students from the Asian region are strongly linked to their academic success. Hence, it becomes much more essential to consider these values while designing academic programs for them. Coming from Asia, where success is highly valued, Pakistani students view academic achievement as a source of pride for their families. Moreover, Pakistani and Asian students share the trait of perfectionism, which motivates them to strive for excellence in their studies. Therefore, international students must embrace these challenges and strive towards academic success, as it reflects their hard work and dedication and showcases their cultural values and traditions (Li & Lin, 2014; Nayak & Venkatraman, 2010).

Transitioning to a foreign education system is a critical phase for overseas students. Academic stressors can

significantly impact their learning experience (Staton & Jalil, 2017). Pakistani students studying abroad have faced numerous challenges adapting to a new academic setup. Differences in teaching methods, learning approaches, and academic systems have contributed to academic stress, adversely impacting students' psycho-educational adjustment at higher educational institutions in countries like the Netherlands and Australia (Ayyoub et al., 2019). However, students who demonstrated personal effort and a deep understanding of the academic system could overcome these challenges and excel. Pakistani students studying in Chinese universities achieved academic success through dedication and motivation (Bashir et al., 2019; Shan et al., 2020). Students should research prospective universities effectively before applying to ensure a smooth educational transition. Host teachers' and supervisors' support and cooperation also played a vital role in improving students' academic adjustment. With the right approach and mindset, students can succeed academically and thrive in their new academic environment.

**Cultural Disparity.** International students who move to another country face challenges in adjusting to the new culture. The differences in language, culture, and attitudes towards cultural norms can impact their ability to adjust. This can lead to culture shock, which can cause feelings of loneliness and difficulty adapting. Non-western students, in particular, may face more significant challenges than their Western counterparts (Swami et al., 2010; Wang et al., 2012).

Research has shown that Pakistani scholars studying in Australian higher education institutions face significant cultural disparity between their sending and receiving countries. These students struggle to adjust to the daily routines in the host country, such as comprehending the fundamental civil liberties that men and women share and the freedom to choose their religion based on their

approach to life (Ayyoub et al., 2019). Pakistani Muslim students, in particular, find it challenging to let go of their deeply ingrained feelings of pride and superiority over females, which hinders their ability to acclimate to their new role in the host country. Moreover, students have conveyed that the host society values individualism, assertiveness, and independence, which starkly contrasts the collectivistic and interdependent Pakistani culture that emphasizes the social support system of friends and family. This cultural difference has made it challenging for Pakistani students to integrate fully into the Western world (Ayyoub et al., 2019; Haider, 2013).

**Religious/Cultural Factors.** Muslim students from different countries have experienced unkind words and behavior from people since the 9/11 attacks. They also face challenges in practicing their religious beliefs, such as praying five times daily and fasting during Ramadan (Zeenah & Colleen, 2016). Some female nursing students from Oman shared that people in the US did not understand their religious beliefs, such as not having relationships between Muslim men and women. Pakistani students faced similar difficulties, such as being asked many questions about their religious practices, which caused them stress (Iorga et al., 2020). They also found it hard to avoid alcohol in food and sometimes felt left out by their peers. Muslim women also have to adapt to the dress code of the host country to feel safe, which can be stressful. These experiences can lead to mental health challenges and difficulties adjusting to a new culture (Zeenah & Colleen, 2016).

**Discrimination & Prejudice.** It is essential to consider how the host country treats the students who come to study there, as this can affect their ability to adjust and feel comfortable. Discrimination based on ethnicity, nationality, and cultural differences can make it hard for students to interact with locals, form social connections, and feel well. Research reveals that Asian students are often subjected to discrimination, with Muslims being particularly vulnerable to verbal and physical abuse, as well as limited job opportunities. Even students from Japan and Malaysia have experienced negativity because of their cultural backgrounds (Tummala-Narra & Claudius, 2013; Zeenah & Colleen, 2016).

For Pakistani students studying in America, it has been challenging to navigate the tension between their cultural values and those of the host country. Unfortunately, their national and religious identities have been linked to extremist behavior, leading to suspicion and discrimination from others. This can cause stress and clashes between Pakistani Muslim students and American society (Haider, 2018). Despite these challenges, Pakistani students are determined to improve the image of Muslim students and address any misconceptions. Sadly, this kind of discrimination is not unique to Pakistani students, as other research has shown that Muslim students in Western nations also face hatred and discriminatory behavior because of their religious identity (Haider, 2020).

**Attitudes of the Host Nationals and their Role in Adjustment.** International students face significant challenges when adjusting to a new country. That is why local people play a crucial role in helping these students feel at home. Unfortunately, when students do not receive

the necessary support or feel that cultural differences are too significant, it can harm their ability to connect with local students. This is especially true for Muslim students, who often face hostility in host countries (Bashir et al., 2019, 2021).

For example, Pakistani students faced a restrained social system in Dutch higher education institutions and a less friendly and supportive attitude from the peer group (Bashir & Khalid, 2020). Similarly, Austrian society was not welcoming towards Muslim students, which caused concern among Pakistani students. To make matters worse, Muslim students had to rely on building a social network with other Pakistani international students in the host country (Ayyoub et al., 2019).

#### ***Factors facilitating Adjustment***

**Language Proficiency.** Language proficiency is a crucial factor determining the extent of international students' adjustment when studying abroad. A lack of English competency can adversely impact their adjustment to educational and social aspects. Research studies conducted worldwide have shown that students from non-English-speaking countries struggle more than other international students. Similarly, studies on Asian international students have demonstrated that language barriers significantly affect their overall adjustment (Bashir et al., 2022; Duru & Poyrazli, 2007).

In the case of Pakistani international students, English language proficiency plays a pivotal role in their academic and social integration abroad. Strong language skills enable them to communicate effectively with professors, discuss issues with peers, and actively participate in campus life. Additionally, good language proficiency can help improve their interpersonal communication, community service involvement, and academic integration in foreign universities (Ayyoub et al., 2019; Jehangir & Khan, 2015). Local and English language proficiency are crucial for Pakistani students studying abroad. Competency in the native language is essential for a smooth adjustment overseas. The inability to speak the local language, such as German, impeded the social adjustment of Pakistani students in foreign countries. For instance, Pakistani students in the Netherlands face difficulties due to the language barrier, which hinders their social and academic adjustment. Therefore, prospective Pakistani students should understand the host language and improve their language proficiency before studying abroad to aid in their adjustment (Ayyoub et al., 2019; Bashir et al., 2019).

**Personality and Adjustment.** Previous literature has revealed that Neuroticism negatively affects international students' acculturative stress and socio-cultural adjustment. Openness, conscientiousness, and extraversion are positively correlated with educational and social adjustment. Agreeableness, on the other hand, has been found to hurt socio-cultural adjustment among certain international students. However, more research is needed in this area (Bashir & Khalid, 2021; Zhang et al., 2010).

**Length of Stay.** A student's time in a foreign country depends on their ability to adjust to the new environment and cope with the stress of adapting to a different culture. Studies have shown that staying longer is usually associated with better adjustment, as students gradually get used to their new surroundings over time. However, some

research has suggested that students with shorter stays may have an easier time adjusting because they know their time in the host country is limited (Hajara & Monica Galloway, 2018; Wilton & Constantine, 2003).

There is some disagreement in the literature about the ideal duration of the stay. Adjusting to a new culture can be challenging for Pakistani students in the first 3-6 months. However, most international students tend to adapt and improve their comfort level with the new environment over time. That being said, some students have expressed concerns about staying in the host country for too long, as they feel that prolonged exposure to the new culture may lead them to lose touch with their cultural values and traditions (Bashir et al., 2021). Further research is needed to investigate these issues more thoroughly.

**Assimilation Strategy.** Berry's (1997) acculturation framework outlines four distinct strategies that international students employ while adjusting to the host country. These strategies include assimilation, integration, separation, and marginalization. Specifically, assimilation refers to the preference of the host country's values over the values of one's native country. Integration is when students have an equal preference for native and host country values. Separation is when students prefer their native country's values over the host countries. Marginalization is when students do not prefer the host or native country's values. However, students may adopt multiple strategies based on different situations. Research suggests that some students may assimilate into work environments but separate themselves in religious contexts (Berry, 1999; Haider, 2018, 2020).

There are Pakistani international students in America who adopt the social customs of the host country, such as making friends and attending parties. However, they do not consume alcohol or engage in relations with the opposite sex. By choosing this assimilation strategy, they are better able to adjust to their new environment (Noreen et al., 2019; Shan et al., 2020). Although this phenomenon has not been observed in other international student groups, further research is necessary.

**Social Support.** Several studies conducted by Berry (1997), Ward et al. (2001), and Safdar et al. (2010) have shown that an inverse relationship exists between psychosocial adjustment in the host country and social support. Social support can come from four primary sources: family, friends, other students living in the country, and international students. Pakistani students have also reported receiving support from their friends and professors, contributing to their better adjustment to the host country (Berry, 1997; Bochner et al., 2001; Ward, 2001; Ye, 2006).

**Coping Mechanism.** Difficulties and challenges are common for international students during their educational journeys. However, they can reduce the severity of these

issues by employing coping mechanisms such as humor and religious practices. Pakistani Muslim students, for instance, relied on their religious beliefs to overcome daily life issues. They prayed, accepted, and sought support from spiritual leaders to deal with their problems. Additionally, they utilized resilience strategies and drew strength from their families to help them cope with stress (Batool & Zubair, 2018; Jibeen & Khalid, 2010).

### Limitations

The current study focuses on research on Pakistani international scholars, highlighting the inadequacies of existing studies and providing recommendations for future work. The research cited in this study was qualitative and relied on surveys or self-constructed questionnaires but lacked necessary protocols and study manuals, making replication difficult. Additionally, the generalizability of qualitative research is a concern, mainly when the cited research was conducted in different countries, making it difficult to draw definitive conclusions about the acculturation trends of Muslim Pakistani students.

### Recommendations

Future research should use a mixed-method approach that considers Pakistani overseas students' unique national and religious identities to understand this understudied community better. Identifying students' issues and obstacles while studying abroad and upon returning home is essential. Longitudinal studies that examine the environmental and personal aspects of the adjustment process and establish practical guidelines are essential.

### Conclusion

The study aimed to identify the determinants that promote or impede the well-being of Pakistani overseas students during their sojourn in foreign countries. The study found that language proficiency, length of stay, assimilation strategy, social support, and religious coping are crucial in adjusting to Pakistani students abroad. On the other hand, academic stressors, host national students' reserved attitudes, host nationals' discriminatory behavior, and cultural differences were identified as barriers to their adjustment.

To help Pakistani students integrate better, institutions should offer language courses and social support services. The host university and local government agencies should also take steps to prevent discrimination and alleviate homesickness. Moreover, students need detailed information about the receiving country before leaving their home country to adjust better.

Table 1  
*Studies conducted on the Psychosocial adjustment of Pakistani Students abroad*

Ref	Year	Title	Description	Identified factors	Design
1	2022	Determinants of psychological adjustment of Pakistani international students (Bashir & Khalid, 2022)	The study identified predictors of psychological adjustment of Pakistani students. The study highlighted stressors and challenges Pakistani international students experienced and contributed to understanding their challenges when studying abroad.	age, perceived cultural distance, Neuroticism, social support, and personality factors (consciousness and extraversion)	Quant
2	2022	The Role of English Language Skills in Cross-Cultural Adjustment of Pakistani Students (Bashir et al., 2022)	This study investigated the impact of English language proficiency on Pakistani international students studying abroad. It collected data from 233 undergraduate and postgraduate students. This research studied the effect of English proficiency on Pakistani international students' adjustment abroad. Results showed that English proficiency positively predicted socio-cultural while negatively predicted acculturative stress.	English and local language proficiency	Quant
3	2021	Role of Personality Traits and Demographic Characteristics in Psychological and Socio-cultural Adjustment: Evidence from International Pakistani Scholars (Bashir & Khalid, 2021)	The study highlights the importance of perseverance traits in selecting scholars and the need for counseling services and policies to adjust during their stay abroad.	Personality traits, extraversion, and Neuroticism	Quant
4	2021	A Qualitative Exploration of Acculturation Practices of Pakistani Scholars in Dutch Society (Bashir et al., 2021)	The research is based on in-depth interviews with ten students enrolled in three Dutch universities. The findings highlight their challenges, including cultural disparity, linguistic difficulties, discrimination, and religious obligations.	cultural disparity, linguistic difficulties, discrimination, and religious obligations	Qualt
5	2020	Development and Validation of the Acculturative Stress Scale for Pakistani Muslim Students (Bashir & Khalid, 2020)	A study developed a 24-item scale to identify stressors Muslim Pakistani students experienced abroad. The scale includes six domains: academic, accommodation and finance, prejudice, religious, environmental, and language challenges.	Academic, Residential, and monetary, discrimination, religious, environmental, and language barriers.	Qualt
6	2020	Gendered Acculturation: Pakistani International Graduate Students Navigating US Culture (Haider, 2020)	The researcher interviewed 28 Pakistani graduate students in the US and developed the explorer-keeper acculturation framework. This framework demonstrates a gendered approach towards incorporation into the host society, highlighting the fluidity in the acculturation process. Women tend to adopt a keepers approach while men adhere to an exploratory approach towards host cultural elements such as going to bars and dating.		Quant
7	2020	A mix-method investigation on acculturative stress among Pakistani students in China (Shan et al., 2020)	This study investigates Pakistani students studying in Chinese universities. The study found that 68.53% of Pakistani students experience acculturative stress, with significant concerns being culture shock, homesickness, food, and language barriers.	culture shock, homesickness, food, and language barriers	Mixed methods
8	2019	A Qualitative Exploration of Educational Experiences of	The study examined the educational and cultural challenges Pakistani students at Dutch universities	Academic challenges, peer	Qualt

		Pakistani Students at Dutch Universities (Bashir et al., 2019)	face. The participants reported academic issues. They sought support from staff, family, and friends.	groups, social support	
9	2019	The Intercultural Adjustment of Pakistani Students at Chinese Universities (Su, 2017)	The study found that Pakistani students were satisfied with their educational experience, social and cultural experience, and life in China.	intercultural adaptability, educational experience, and learning practices	Qualt
10	2019	Qualitative Analysis of Cultural Adjustment Issues in Austria: The Case Study of Pakistani Ph.D. Scholars (Ayyoub et al., 2019)	Pakistani PhD students in Austria face challenges such as homesickness, language barriers, communication, and social isolation. However, they reported positive attitude changes, including improved responsibility, sensitivity, tolerance, independence, confidence, punctuality, and digital skills.	Homesickness, language barriers, communication, and social isolation	Qualt
11	2018	Double Consciousness: How Pakistani Graduate Students Navigate Their Contested Identities in American Universities	The study aims to understand Pakistani students' strategies to handle prejudice. They navigate these challenges by developing a deeper understanding of worldviews on the War on Terror.	Acculturation strategies, Assimilation, Acculturation, Marginalization, separation	Qualt
12	2017	International Graduates: Pakistani Fulbright Alumni on Their Return to Pakistan	The study examines the impact of six Pakistani Fulbright alums on their teaching and involvement in Pakistani communities. After the Fulbright program, the study found that all interviewees adopted a more interactive, student-centered teaching style. They also launched innovative pedagogy and broader humanistic projects, impacting Pakistan's academic and cultural development.	Academic, cultural, and social factors	Qualt
13	2017	The Intercultural Adaptation of Pakistani Students at Chinese Universities (Staton & Jalil, 2017)	A study examined the adjustment experiences of Pakistani students in Chinese higher educational institutions. The students' responses provide insight into the cultural differences that international students bring to Chinese campuses and can help institutions better support their success.	Educational stressors, local language proficiency, cultural disparity	Qualt
14	2015	English language proficiency: Social and Academic Adjustment of Pakistani Postgraduate Students Abroad (Jehangir & Khan, 2015)	The study found that students who scored high on the IELTS test had better adjustment. It is recommended that Pakistani students master the English language to ensure a smoother adjustment in an English-speaking country.	English Language Proficiency, IELTS	Quant
15	2013	Keepers and Explorers: An Acculturation Case Study of the Multi-Faceted Identity of Pakistani Graduate Students (Haider, 2013)	The study examines how Pakistani graduate students in the US navigate US culture while maintaining the pre-existing ideals of their home culture. It uses qualitative methods, including life history interviews of 28 students. The study suggests that students use a combination of preservation and exploration approaches when navigating various cultural elements of their host country.	Prejudice, acculturation strategies	Quant

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