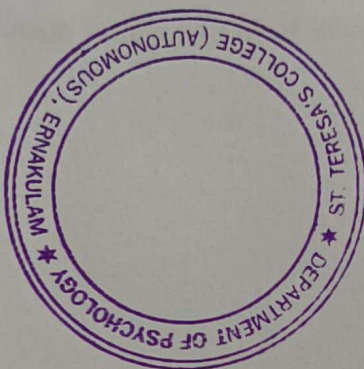# CERTIFICATE

This is to certify that the dissertation entitled, Sociocultural Adaptation and Academic Motivation Among NRI and Indian College Students, is a bonafide record submitted by Diya Elizebeth Koshy, SB22PSY012, of St.Teresa's College, Ernakulam under the supervision and guidance of Ms. Aleesha Moideen, and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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Sociocultural Adaptation and Academic Motivation Among NRI and Indian College Students

Dissertation submitted in partial fulfilment of the requirements for the award of

Bachelor of Science in Psychology

By

Diya Elizebeth Koshy

Register No: SB22PSY022

Under the guidance of

Ms. Aleesha Moideen

Assistant Professor

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ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

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External Examiner 2: …………………………

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DECLARATION

I, Diya Elizebeth Koshy, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Aleesha Moideen, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Place: Ernakulam

Diya Elizebeth Koshy

Date:

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Thanking you

Diya Elizebeth Koshy

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Abstract

With the increasing number of people moving to foreign countries, many people face sociocultural adaptation difficulties and students can also face issues with academic motivation. Similarly, people who are re-rooted back to their homeland can also face difficulties regarding adaptation and academics, and these issues should be addressed significantly. This study focuses on the relationship between Sociocultural adaptation and Academic motivation among NRI (Non-Resident Indian) and local Indian resident college students. This research also identifies potential differences in these areas between NRI and Indian students. The data was collected from 211 NRI and Indian students studying in several colleges in India with the help of Google Forms. Scales such as the Sociocultural Adaptation Scale (SCAS-R) and Academic Motivation Scale (AMS) were used to measure sociocultural adaptation and academic motivation respectively. Using a convenience sampling method, data were analyzed through non-parametric tests in Jamovi and MS Excel. Results revealed a positive correlation between sociocultural adaptation and academic motivation. Additionally, the results showed that NRI students face greater challenges in both aspects, whereas Indian students adapted more effectively. These findings emphasize the need for targeted support systems to help NRI students integrate better, ultimately enhancing their academic motivation and overall well-being.

Keywords: *Sociocultural adaptation, Academic motivation, NRI students, Indian students*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

"One's destination is never a place, but a new way of seeing things"- Henry Miller (1947).

As education becomes increasingly globalized, academic institutions from all around the world are welcoming students from diverse cultural backgrounds, each bringing unique perspectives and experiences (Patnaik et al., 2024). Indian universities Among them, Non-Resident Indian (NRI) students—who have spent most of their lives residing abroad and have now returned for their higher education—form an exciting group for study. Leaving behind the familiarity of home and entering a new cultural environment can be both exciting and overwhelming for them (Nupur Dave, n.d.). In India, there is a growing trend of Non-Resident Indian (NRI) students coming back to their homeland for higher education. These students, who have typically grown up in Western countries, encounter special challenges when adjusting to the Indian social, cultural, and academic settings (Economic Times, 2024).

Despite their family connections in India, they often lack familiarity with the nuances of Indian social norms, educational practices, and cultural expectations. This study looks at repatriated NRI students, such as the ones who moved back to India right after their high school. They must also be in college enrolled in any undergraduate or postgraduate program in India. Their academic journey is shaped by how well they adapt to different educational systems. Students who have

always lived and studied in India are another group of students best suited for this study. These students are naturally adapted to the cultural environment. In this research, we focus on the NRI students who may face difficulties in adapting to their new culture. This research investigates the relationship between sociocultural adaptation and academic motivation and also investigates which group exhibits higher levels of sociocultural adaptation and academic motivation. A better understanding of this relationship can help develop interventions and support systems that will improve each student's academic performance.

There are so many challenges faced by the NRI students in India. Studies have found that NRI students frequently face various difficulties in India, such as Cultural shock, Linguistic barriers, social isolation, Academic difficulties, identity confusion, discrimination, homesickness, reverse cultural shock, etc. These difficulties can negatively affect NRI students in their academic motivation by inducing feelings of stress and anxiety, leading to withdrawal from participation in programs and academic activities. It can also affect their self-confidence and that raises the chance of poor academic performance (Beniwal, 2024b).

1.2 Theoretical Framework of Sociocultural Adaptation

Sociocultural Adaptation refers to the process of adjusting to new social and cultural norms, which includes adapting to language, interpersonal relationships, changes in lifestyle, and behavioral expectations (Berry, 1997). For repatriated NRI students, this change in environment can cause distress as they may struggle to form new connections and adjust to a new educational environment (Ward & Kennedy, 1999). This journey can be challenging as they face unfamiliar cultural

elements, such as academic expectations, interactions with classmates, and societal norms in their new environment, all while maintaining aspects of their Indian heritage (Patnaik et al., 2024). Their ability to integrate into this environment can shape various aspects of their academic experience, including classroom participation, social interactions, and emotional well-being (Ward et al., 2001).

In contrast, Indian students who are already immersed in their native Indian cultural and educational framework face different challenges, such as academic pressure, intense peer competition, and societal norms. For NRI students returning to India, the process of sociocultural adaptation is complex. They may experience a sense of cognitive dissonance due to their pre-existing perceptions of India and the realities they encounter (Berry, 1997). Factors influencing their adaptation include their age of migration, the length of their stay abroad, their level of connection with Indian culture, and their personality traits (Masgoret & Ward, 2006). Research studies have shown that students with strong social skills, open-mindedness to new ideas, and high cultural awareness are more prone to adapt effectively (Wang et al., 2022; Kashima et al., 2017; Tomé-Fernández et al., 2024).

1.2.1 Acculturation Theory

Acculturation Theory (Berry, 1997): This theory provides a framework for understanding how individuals adapt when exposed to a new cultural environment. Berry identifies four acculturation strategies: assimilation (embracing the host culture while letting go of one's own), integration (maintaining one's cultural heritage while also adopting aspects of the host culture), separation (preserving the home culture and rejecting the host culture), and marginalization (distancing

oneself from both cultures).

For NRI students, acculturation is particularly complex as they navigate a dual cultural identity—balancing their Indian heritage with the academic and social expectations of their host country. The success of this integration process significantly affects their academic motivation and performance. If students find it difficult to adjust, they might undergo acculturation stress, a type of psychological pressure that can affect their emotional health, social relationships, and academic achievement.

1.2.2 Social Cognitive Theory

Social Cognitive Theory (Bandura, 1986): This theory highlights the importance of self-efficacy (confidence in one's skills) and learning through observation in influencing behavior and motivation. Watching how others successfully navigate challenges can enhance NRI students' confidence in their capacity to adapt and achieve success.

Self-efficacy affects:

- Cognitive Engagement: The mental effort invested in learning.
- Motivation: The willingness to take on new challenges.
- Emotional Responses: Feelings like anxiety or confidence related to learning.

Students with high self-efficacy tend to tackle difficult tasks with confidence, persist through downfalls, and achieve greater academic success.

1.3 Theoretical Framework of Academic Motivation

Academic motivation, or the internal drive that pushes students towards

learning and achievement and it is influenced by a range of environmental and cultural factors. If a strong correlation exists between sociocultural adaptation and academic motivation, it will indicate that students who adjust well to their surroundings also tend to be more driven in their studies. Conversely, a weak or negative correlation might suggest that adaptation alone is not a determining factor in academic motivation.

Despite the growing number of NRI students pursuing higher education in India, limited research has been conducted on their sociocultural adaptation and academic motivation. Most existing studies focus on adaptation as a broad experience rather than directly impacting academic drive. This study aims to fill that gap by analyzing whether a significant relationship exists between sociocultural adaptation and academic motivation among NRI and Indian students. A better understanding of this relationship can help educators, administrators, and policymakers develop targeted support strategies to support student adaptation and enhance motivation—boosting academic success and well-being in the long run.

Factors influencing academic motivation include individual characteristics (e.g., self-efficacy, goal orientation), social context (e.g., peer influence, parental support), and institutional factors (e.g., teaching quality, course relevance) (Pintrich & Schunk, 2002). A study conducted on undergraduate nursing students showed a significant positive correlation between academic motivation and factors such as coping behaviors competence, social support, and autonomy (Hamm & Yeh, 2024b).

1.3.1 Self-Determination Theory

Self-determination Theory (Deci & Ryan, 1985): This theory examines the role of intrinsic and extrinsic motivation in human behavior. According to SDT, motivation is most effective when it is intrinsically driven—when individuals engage in activities for personal satisfaction and enjoyment. In contrast, extrinsic motivation arises from external factors such as rewards, recognition, or societal expectations. For NRI students, sociocultural adaptation can influence their motivation balance. Many face significant extrinsic pressures from family and cultural expectations to excel academically. At the same time, Indian students, who tend to have fewer cultural conflicts, might have greater intrinsic motivation and study for intrinsic interest and personal satisfaction. SDT also emphasizes three fundamental psychological needs—autonomy, competence, and relatedness—as essential for sustaining motivation. NRI students may struggle to meet these needs due to cultural differences, social isolation, or challenges in adjusting to a new academic system. On the other hand, Indian students, who are more familiar with their academic environment, often experience a smoother motivational process. By applying SDT, this study aims to explore how these motivational dynamics differ between NRI and Indian students. In addition to SDT, various other theories offer valuable perspectives on academic motivation.

1.3.2 Goal Orientation Theory (Dweck &Leggett, 1988)

This theory focuses on why individuals engage in learning and the types of goals they set::

- Mastery Goals: Driven by a desire to understand and improve (a "growth" mindset).

- Performance Goals: Focused on proving competence relative to others (a

"fixed"

mindset). Students with mastery goals seek challenges and persist in the face of difficulties, promoting enhanced learning and motivation. Conversely, individuals who focus on performance might shy away from challenging tasks to safeguard their self-esteem, which could hinder their development.

1.3.3 Expectancy-Value Theory

The expectancy-value theory explains motivation through two main factors:

- Expectancy of Success: A person's belief in how well they will perform.
- Task Value: How important or useful they perceive the task to be (including interest, utility, and cost).

People are more likely to engage in activities when they expect to succeed and find value in them. These expectations influence decisions, effort, and overall performance in academics and beyond (Wigfield & Eccles, 2000).

1.4 Scope of the Study

This study focuses on understanding the relationship between sociocultural adaptation and academic motivation in both NRI and Indian students in college settings. The study primarily focuses on undergraduate and postgraduate students who are enrolled in Indian colleges, with a particular emphasis on repatriated NRI students who have returned to India for higher education. They are made to compare with students who have been studying in India their whole life. The study employs a quantitative correlational research design to analyze the relationship between sociocultural adaptation and academic motivation. Data is collected through online

surveys with the use of validated scales such as the revised version of the Sociocultural Adaptation Scale (SCAS-R) and the Academic Motivation Scale (AMS). Statistical analysis is conducted using Jamovi to test the hypotheses regarding the relationship between sociocultural adaptation and academic motivation, as well as differences between the two student groups. By comparing the experiences of NRI and Indian students, this study seeks to offer important insights into the unique challenges encountered by NRI students throughout their academic paths and to suggest ways for educational institutions to cultivate more inclusive and supportive settings for students coming from various cultural backgrounds. This research relies on self-reported information, which can lead to potential response bias. Moreover, due to the use of convenience sampling, the results may not be entirely applicable to all NRI and Indian college students. However, the study offers important insights for educators, administrators, and policymakers in creating focused strategies to aid student adaptation, boost motivation, and foster academic achievement.

CHAPTER II

REVIEW OF LITERATURE

This chapter focuses on the existing literature on sociocultural adaptation and academic motivation. It highlights previous research findings that provide insight into factors like self-efficacy, learning strategies, impact on students' adjustment, and overall well-being.

2.1 Empirical Evidence of Sociocultural Adaptation

Ward and Kennedy (1993) examined psychological and sociocultural adjustment during the sojourner's cross-cultural transition. The sample consisted of 145 Malaysian and Singaporean students in New Zealand and 156 Malaysian

students in Singapore. The results suggested that Malaysian students in New Zealand faced greater social difficulty than those of Singapore students, but the mood disturbance levels were found to be similar.

Sun, Liu, Nagai, Guo, and Lü (2023) aimed to examine how international nursing students from Belt and Road Initiative (BRI) countries adapted to life and studies in China. A total of 108 students enrolled in Chinese universities participated in this follow-up survey.

The researchers used the Sociocultural Adaptation Scale (SCAS) to assess their adaptation. They applied both descriptive statistics and inferential tests to analyze how adaptation patterns changed over time. The findings revealed that students' sociocultural adjustment improved the longer they stayed in China, highlighting the importance of ongoing support to help them integrate more effectively.

Valenti, Magnano, and Faraci (2022) examined the structure of the Sociocultural Adaptation Scale (SCAS) among international students in Los Angeles, focusing on cultural differences between students from Eastern and Western backgrounds. Analyzing data from 266 participants, the researchers employed Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to assess the SCAS's factor structure. Their findings identified three primary dimensions: Diversity Approach, Social Functioning, and Distance and Life Changes. The results indicated that the SCAS maintained measurement invariance across genders, though its dimensionality varied based on cultural background.

Demes and Geeraert (2013) examine the effectiveness of various

acculturation and adaptation measurement tools in cross-cultural psychology. They conducted their study with a total of 1,929 participants from different cultures. Through empirical testing, the authors demonstrate that these brief measures maintain strong psychometric properties while improving efficiency in data collection. Their findings highlight the importance of selecting appropriate measurement tools in acculturation research, emphasizing that the choice of scale can significantly influence research outcomes.

Kun Zuo (2022) examined how innovative educational environments, the planning of careers, and challenges related to sociocultural adaptation affect the decisions of international students regarding higher education institutions in the post-pandemic context. The research involved a survey of 260 international students from several Chinese universities, utilizing a structured questionnaire, and the data was analyzed using the AMOS method. The results indicated that after COVID-19, students placed a greater emphasis on innovative learning environments, cultural adaptation, career planning, and personal development when choosing institutions.

Yılmaz and Temizkan (2022) aimed to find how the quality of educational services and the challenges of sociocultural adaptation impact the satisfaction of international students at Karabük University in Turkey. They surveyed 413 students, mostly Syrian and poverty-stricken African, Asian, and Middle Eastern nations, via an online survey and employed Structural Equation Modeling to assess the data. They found through the study that aspects of service quality like empathy

and assurance, 12 combined with cultural differences and religious beliefs affiliated with sociocultural adaptation, had a positive impact on the overall satisfaction of students.

Keser et al. (2023) aimed to validate the Arabic version of the Sociocultural Adaptation Scale-Revised (SCAS-R) among Syrian migrants in Gaziantep, Türkiye. They surveyed 424 Syrian migrants who were 18 years old and above from various socio-demographic backgrounds. With the use of Exploratory and Confirmatory Factor Analyses, they identified that Arabic SCAS-R is both valid and dependable for measuring sociocultural adaptation in Arabic-speaking groups.

Su et al. (2019) examined the sociocultural adaptation profiles among ethnic minority senior high school students in mainland China. The survey was conducted on 1,873 Grade 12 students from 31 interior ethnic boarding schools. The study used a SCAS questionnaire and the result categorized students into four sociocultural adaptation profiles: well-adapted, general adaptation, interaction adaptation, and maladaptation. These classifications were shaped by various factors, including ethnicity, class structure, hometown location, and socioeconomic background.

Rathakrishnan et al. (2021) investigated how homesickness, sociocultural adaptation, and perceived stress are connected among international students at a public university in Sabah, Malaysia. The study included 200 participants (100 males and 100 females) and used a quantitative approach with four standardized tools: the Perceived Stress Scale (PSS), the Homesickness Scale (HS), the

Sociocultural Adaptation Scale (SCAS), and its revised version. The findings revealed a significant positive relationship between sociocultural adaptation and perceived stress, as well as between homesickness and perceived stress. The study underscores the importance of implementing support systems to help international students adjust and maintain their well-being.

2.2 Empirical Evidence of Academic Motivation

Valenzuela-Peñuñuri, R., Tapia-Fonllem, C. O., Fraijo-Sing, B. S., & Manríquez-Betanzos, J. C. (2024) aimed to examine how academic motivation influences affective engagement in science and mathematics, with self-efficacy as a mediator focusing on pre-college students' engagement in STEM subjects. A survey-based study was done to assess academic motivation, self-efficacy, and affective engagement involving 324 students aged 17–19 (51% female, 49% male) from schools in northwestern Mexico. It was found that Academic motivation positively affects affective engagement in science and mathematics through self-efficacy. Enhancing both motivation and self-efficacy can improve students' engagement in these subjects.

Alesi et al. (2023) aimed to investigate how academic motivation mediates the relationship between self-efficacy and learning strategies during the COVID-19 pandemic in university students, focusing on 1,069 participants with a mean age of 21.72 years. Participants completed self-report questionnaires assessing self-efficacy, academic motivation, and learning strategies. Academic motivation was found to mediate the relationship between self-efficacy and learning strategies,

indicating that higher self-efficacy enhances academic motivation, which in turn improves learning strategies. The study highlights the importance of fostering self-efficacy to boost academic motivation and effective learning strategies among university students.

Sivrikaya, A. H. (2019) investigated the relationship between academic motivation levels and academic achievement among physical education and sports students, focusing on students enrolled in physical education and sports programs at Balikesir University. Survey-based study utilizing the Academic Motivation Scale (AMS) and a demographic questionnaire; data analyzed using non- parametric tests involving 120 students. The study revealed that Students' academic motivation scores were above average. A positive correlation was found between academic achievement and extrinsic motivation, indicating that as academic achievement increased, extrinsic motivation scores also rose.

Aung, M.N., Somboonwong, J., Jaroonvanichkul V, and Wannakrairot P. (2015) aimed to evaluate the impact of an intervention program on the academic motivation of preclinical medical students. The study involved 296 second-year medical students at Chulalongkorn University, Bangkok, Thailand, with a median age of 19 years. The intervention was conducted using a pretest-posttest design using self-reported academic motivation scales. The study revealed that the academic motivation of students significantly improved during the three-day program. This suggests that short-term academic interventions can positively influence student motivation.

Hakan, K., & Münire, E. (2014) aimed to examine undergraduate students' academic motivation concerning gender, academic domain, and grade level differences. The scope investigates how academic motivation varies among undergraduates based on gender, field of study, and year of study, involving 750 undergraduate students. The survey-based study utilizing the Academic Motivation Scale was used to assess differences across gender, academic domains, and grade levels. Significant differences in academic motivation were found based on gender, academic domain, and grade level. These findings suggest that tailored educational strategies may be beneficial in addressing the diverse motivational needs of students.

Isiksal, M. (2010) compared undergraduate students' academic motivation and self-concept, focusing on examining the relationship between motivation and self-concept in different academic disciplines. The comparative study was done in the form of a survey using validated scales, involving 566 Turkish and American undergraduate students. In the findings, it was confirmed that Academic motivation and self-concept were positively correlated, with significant differences observed across disciplines. Turkish students demonstrated greater intrinsic motivation, whereas American students exhibited stronger extrinsic motivation and a more favorable academic self-concept.

Li, J., & Wang, R. (2024) aimed to assess if academic motivation can positively impact the mental well-being of students both directly and by using e-learning tools, along with sustainable learning while also considering the influence

of innovative teaching. The data was collected from 308 university students from China, and they were examined utilizing Mplus software. The results demonstrated that academic motivation has a direct and indirect positive impact on mental health by promoting the use of e-learning resources and sustainable teaching methods, emphasizing the significance of innovative teaching in improving student wellbeing.

Hopkins et al., (2021) aimed to improve the scale's accuracy through ordinal-to-interval transformation and assess the AMS's psychometric qualities using the Rasch technique. The study was conducted on 429 medical students from New Zealand who completed the scale in English. The study employed item response theory (IRT) and Rasch analysis to evaluate how well items fit, ensure unidimensionality, and identify any differential item functioning (DIF), which improved the scale's precision in measuring academic motivation. Rasch analysis showed that certain items on the AMS weren't fitting well, prompting changes that enhanced the scale's reliability and validity.

2.3 Rationale

This study is conducted to understand the relationship between sociocultural adaptation and academic motivation. In an increasingly interconnected world, students today encounter a variety of cultural experiences that significantly impact their academic motivation and adaptation processes. Repatriated NRI students encounter various challenges as they move from their host country back to India, navigating their dual cultural identities and adjusting to

various academic and social expectations. Students usually balance a variety of social norms, expectations, and values from both their home and host cultures, which can affect their motivation to learn and general academic achievement. While there is growing recognition of the diverse composition of students in educational settings, there is still a notable shortage of research exploring the differences in cultural adaptation and motivation between Non-Resident Indian (NRI) students and their peers in India. This study seeks to fill this gap by focusing on the specific challenges faced by NRI students and examining how their experiences with dual cultural identities impact their academic engagement and achievements. By clarifying these experiences, the research aims to foster a more inclusive educational environment that supports the success of students from various cultural backgrounds. Furthermore, it seeks to assist educators and policymakers in developing culturally sensitive strategies and interventions that can enhance student outcomes and promote a more fair and impartial educational experience for all students, particularly in increasingly diverse educational contexts.

2.4 Current study

The Current study looks at how Sociocultural Adaptation and Academic Motivation among Non-Resident Indian (NRI) students compared to their Indian students. In a globalized educational environment, students from diverse cultural backgrounds face unique challenges in adjusting to new social and academic norms, which can significantly influence their academic motivation and success. For NRI students,

these challenges are combined with the need to navigate dual sociocultural identities, maintaining ties with their home culture while adapting to the host culture. This study seeks to explore how this dual sociocultural and academic motivation can have a positive connection, comparing the experiences of NRI students with those of Indian resident students. The study also aims to identify key differences between these two groups. The data is collected from several undergraduate and postgraduate students in India. An online survey is conducted with scales such as the Sociocultural Adaptation Scale (SCAS-R) and the Academic Motivation Scale (AMS). Additionally, the study seeks to offer important perspectives for educators and policymakers to create inclusive, culturally aware approaches that improve academic results, foster inclusivity, and promote the well-being of students from various cultural backgrounds in educational environments.

CHAPTER III

METHODOLOGY

        This chapter provides a detailed explanation of the various methodologies used to collect the data for the current study. The methodologies will include areas such as aim, objectives, hypothesis, research design, sampling, assessment tools, and data analysis.

3.1 Problem Statement

How do NRI and Indian college students compare in terms of Sociocultural adaptation and Academic motivation?

3.2 Research Objectives

- To examine the relationship between Sociocultural Adaptation and Academic motivation among NRI and Indian college students.

- To compare sociocultural adaptation levels between NRI and Indian college students.

- To compare the differences in the levels of Academic Motivation in both NRI and Indian college students.

3.3 Hypotheses

H1: There is no significant relationship between Sociocultural adaptation and Academic Motivation among NRI and Indian college students.

H2: There is no significant difference in Sociocultural Adaptation among NRI and Indian college students.

H3: There is no significant difference in Academic Motivation between NRI and Indian college students.

3.4 Operational Definition

Sociocultural Adaptation is operationally defined as the sum of the scores

obtained on a 21-item scale of sociocultural adaptation (SCAS) developed by Ward & Kennedy (1999).

Academic Motivation is operationally defined as the sum of the scores obtained on a 28-item Academic Motivation Scale (AMS) developed by Vallerand et al., (1992).

3.5 Research Design

This study employs a quantitative, correlational research design in which you collect data at a single point in time using standardized questionnaires. The data is gathered to investigate the correlation between Sociocultural adaptation and Academic motivation among NRI and Indian college students. The study also takes a comparative perspective, aiming to identify potential differences between these two groups.

3.6 Sampling

The study uses convenience sampling techniques to recruit participants based on their availability and willingness to participate in the survey. The data was collected through Google Forms, which were shared across social media platforms. The population for this study is taken from NRI and Indian college students currently enrolled in undergraduate or postgraduate programs in India. This study uses convenience sampling techniques to recruit the participants. The sample size consists of 211 participants (109 NRIs and 102 Indians) under the age group of 18-25.

3.6.1 Inclusion criteria

- NRI students who returned to India for higher studies and are currently residing in India.

- NRI and Indian students enrolled in Undergraduate or Postgraduate degree programs in India.

- College students aged between 18 and 25.

3.6.2 Exclusion criteria

Students who cannot read, write, or comprehend English.

3.7 Measures

3.7.1 Socio-demographic data sheet

The socio-demographic sheet was provided to gather the details of the participants, which included their age, gender, whether they are NRI or not, and whether they are proficient in their host language.

3.7.2 Sociocultural Adaptation Scale (Ward and Kennedy, 1999)

The Sociocultural Adaptation Scale is an updated and refined version of the original SCAS (Ward and Kennedy, 1999). It measures the difficulties individuals face when adapting to a new culture. It focuses on the practical and interpersonal skills needed to function effectively in the new culture. There are 5 dimensions: Interpersonal Communication, Academic/Work Performance, Personal Interest & Community Involvement, Ecological Adaptation, and Language Proficiency. The scale consists of 21 items and uses a 5-point Likert scale (1=Not at all competent to 5=Very competent). Reliability: High (Cronbach's alpha is above 0.90), and it has

good construct validity.

3.7.3 Academic Motivation Scale (Vallerand et al., 1992)

The Academic Motivation Scale (Vallerand et al. 1992). This scale measures academic motivation in students, focusing on why they engage in educational activities. It distinguishes between intrinsic, extrinsic, and amotivation types of motivation, reflecting the spectrum of self-determination. There are 7 subscales, which include: Intrinsic motivation (to know), Intrinsic motivation (toward accomplishment), intrinsic motivation (to experience stimulation), extrinsic motivation(identified), extrinsic motivation (introjected), extrinsic motivation (external regulation), and amotivation. This scale has 28 items, with four items for each subscale. The scale uses a 7-point Likert scale (1=Does not correspond at all to 7=Corresponds exactly). Reliability is high (Cronbach's alpha 0.70 to 0.90) and has strong construct validity.

Table 3.8

Sociocultural Adaptation and Academic Motivation Reliability Statistics

Scales	Cronbach's α
Sociocultural Adaptation Scale	0.906
Academic Motivation Scale	0.856

To assess the reliability of the Sociocultural Adaptation Scale and Academic Motivation scale, Cronbach's Alpha was used to check the reliability of the scale. The scales Sociocultural Adaptation and Academic Motivation have excellent and good reliability with Cronbach's Alpha of 0.906 and 0.856 respectively.

3.9 Procedure

After finalizing the research topic, it was presented to the Department of Psychology. Upon receiving the approval, further steps were taken, such as making the survey. The data in this study was collected using Google Forms. The population consists of young adults aged 18 to 25 years, taken from NRI and Indian students. A total of 211 samples were collected based on the inclusion and exclusion criteria. Informed consent was obtained from all the individuals. Socio-demographic data was collected & further questionnaires were administered. The data collected will be used for research and publication purposes only. The collected data was saved as codes. It is protected with a password & maintained by the first investigator. Confidentiality will be assured for the data.

3.10 Ethical Considerations

This study followed ethical research principles to safeguard participants' rights, privacy, and overall well-being. Before taking part, individuals were provided with informed consent after receiving a clear explanation of the study's objectives, and procedures, and their right to withdraw at any point without facing any negative consequences. To protect confidentiality and anonymity, no personally identifiable information was collected, and all data was securely stored strictly for research purposes. Since participation only involved completing standardized questionnaires, there was no risk of harm.

3.11 Data Analysis

The Data analysis was conducted using Jamovi 2.6.44. For this study, non-probability sampling was employed. As a result, non-parametric tests were used for statistical analysis. The data assesses the correlation between sociocultural adaptation and academic motivation by conducting Spearman's rank correlation coefficient. Descriptive statistics were also calculated for the data. The data analysis was focused on assessing the difference in Sociocultural Adaptation and Academic Motivation among NRI & Indian college students. The Mann-Whitney U test was done for Sociocultural Adaptation and the Students' t-test was for Academic Motivation.

Table 3.12

Variables	W	p
Sociocultural Adaptation	0.908	<.001

Academic Motivation	0.996	0.859

Result of Shapiro-Wilk Test of Normality of Sociocultural Adaptation and Academic

To check whether the data is normally distributed, Shapiro-Wilk's test was conducted. It provides the nature of the data. Upon assessing the normality, it can be concluded whether to use a parametric or non-parametric test for the variables. Table 1.2 shows the Shapiro-Wilk coefficient for the data of both Sociocultural Adaptation and Academic Motivation with their significant levels ($p = < 0.001$ and $p = 0.859$ respectively). It indicates that the data for Sociocultural adaptation is not normally distributed whereas the data for academic motivation is normally distributed; hence, a non-parametric test and parametric test will be used respectively.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the study's findings. It describes the statistical

procedures used to analyze the data and examine the relationship
between Sociocultural adaptation and Academic motivation among NRI and
Indian college students. It begins with the participant's socio-demographic
profile, followed by the descriptive statistics of the collected data and
hypothesis testing. The chapter concludes with a summary of the key findings.

Table 4.1

Descriptive Statistic *Test for Sociocultural Adaptation and Academic*
Motivation

	NRI or Indian	N	Mean	SD	W	p
Sociocultural Adaptation Scale	NRI	109	63.6	10.5	0.927	<.001
	Indian	102	71.9	11.6	0.885	<.001
Academic Motivation	NRI	109	143.0	17.7	0.992	0.788
	Indian	102	147.3	14.2	0.984	0.258

Table 4.1 shows the descriptive statistics for sociocultural adaptation and
academic motivation careers among NRI and Indian students. Results indicate that
Indian students had higher sociocultural adaptation than NRI; academic motivation
was slightly higher among Indian students than among NRIs. The Shapiro-Wilk test
showed that sociocultural adaptation scores violated normality (p<.001), whereas
academic motivation scores met normality assumptions (p>.05).

H1: There is no significant relationship between Sociocultural adaptation and Academic Motivation among NRI and Indian college students.

Table 4.2

Spearman's Correlation Matrix of Sociocultural Adaptation and Academic Motivation

		Academic Motivation	
Sociocultural Adaptation	Spearman's rho	0.353***	—
	p-value	<.001	—
* p < .05, ** p < .01, *** p < .001			

Table 4.2 shows Spearman's correlation analysis conducted to examine the relationship between sociocultural adaptation and academic motivation. The results indicated a highly significant positive correlation, Spearman's rho = 0.353 p<.001, suggesting that individuals who adapt better socioculturally tend to exhibit higher academic motivation. The hypothesis, there is no significant relationship between Sociocultural adaptation and Academic Motivation among NRI and Indian college students (H1) is rejected.

H2: There is no significant difference in Sociocultural Adaptation among NRI and Indian college students.

Table 4.3

Mann-Whitney's U-test between NRI and Indian students in Sociocultural adaptation

	Group	N	Mean	SD	Mean Difference	U	p-value	F	p
Sociocultural Adaptation	NRI	109	63.6	10.5					
					-9.00	2879	<.001	.157	.693
	Indian	102	71.9	11.6					

To assess the comparison between NRI and Indian students in sociocultural adaptation Mann- Whitney's U-test was conducted. The results indicate a significant difference between the two groups, where Indian students (M = 71.9, SD = 11.6) scored higher in sociocultural adaptation compared to NRI students (M = 63.6, SD = 10.5). The scale shows a mean difference of -9.00, and the significant result from the Mann-

Whitney U Test (<0.001) indicates a large difference between the groups. The hypothesis, there is no significant difference in Sociocultural Adaptation among NRI and Indian college students (H2) is rejected.

H3: There is no significant difference in Academic Motivation between NRI and Indian college students.

Table 4.4

Student's t-test between NRI and Indian students in academic motivation

.	Group	N	Mean	SD	Mean Difference	T	p-value	F	p
Academic Motivation	NRI	109	143	17.7					
					-5.00	4674	.046	5.709	.018
	Indian	102	147	14.2					

.

Table 4.4 shows the comparison of Academic motivation between NRI and Indian students using the Mann-Whitney U test. Indian students (M = 147.3, SD = 14.2) had a higher mean academic motivation score compared to NRI students (M = 143.0, SD= 17.7). The mean difference of -5.00 was statistically significant (U = 4674, p = 0.046), indicating that Indian students tend to have slightly higher academic motivation than NRI students. The hypothesis, there is no significant difference in Academic Motivation between NRI and Indian college students (H3) is rejected.

4.5 Discussion

This chapter discusses and interprets the study's findings in the context of existing literature. It explores research problems and hypotheses, shedding light on the relationship between sociocultural adaptation and academic motivation in both NRI and Indian college students. The discussion highlights the broader implications of the study. Additionally, this chapter outlines the study's limitations and suggests directions for future research.

The present study aimed to examine the relationship between sociocultural adaptation and academic motivation among NRI and Indian college students in India. Entering higher education, particularly in an unfamiliar cultural environment, brings both opportunities and challenges. Students who adapt well to their surroundings tend to experience higher levels of academic motivation, increased engagement, and overall well-being. On the other hand, those who struggle with adaptation may experience barriers that negatively affect their strong motivation for learning, such as cultural differences, difficulties in social integration, and academic pressures. Some studies have highlighted the importance of adapting to their host culture for successful integration and "survival" in a new environment (Cassar, 2024).

In this present study, the focus is on Non-Resident Indian students who have returned to their originally rooted country for higher studies and are currently residing in India. The results of this indicate a significant positive correlation between sociocultural adaptation and academic motivation. This suggests that students who adapt better to sociocultural aspects tend to have

higher academic motivation.

The first hypothesis was that there is no significant relationship between Sociocultural Adaptation and Academic Motivation among NRI and Indian college students. The results of the correlation analysis indicate a significant positive relationship between sociocultural adaptation and academic motivation. This contradicts the null hypothesis (H1), indicating that improved sociocultural adjustment increases academic motivation. These findings agree with the existing literature that highlights cultural integration as a determinant of academic success. This is consistent with the research of Dutta and Waraich (2024), where they found a positive correlation between sociocultural adaptation and work engagement among interstate migrant professionals in India, suggesting that better adaptation predicts higher engagement levels. Hence, we reject the null hypothesis H1.

The second hypothesis was that there was no significant difference in Sociocultural Adaptation among NRI and Indian college students. The Mann-Whitney U-test shows a significant difference between the sociocultural adaptation scores of NRI and Indian students. The mean score for Indian students is higher than that of NRI students, which suggests that NRI students are more challenged in acculturating to the sociocultural context. This is in line with existing research on the acculturation challenges of international and migrant students. For instance, Hendrickson et al. (2011), discovered that international students who had solid social support systems did better in terms of adaption. The sociocultural adaption of NRIs may differ from that of the

Indians due to the possibility that they have different social support networks. Therefore, we reject the null hypothesis H2.

The final hypothesis was given as that there was no significant difference in Academic Motivation in NRI and Indian college students. The Student's t-test for Academic motivation also indicates a significant difference with slightly higher academic motivation being reported by Indian students than NRI students. Research shows that international students faced challenges in adapting to new academic environments. This contradicts the statement, and thus, we reject the null hypothesis, H3.

These results signify the challenges faced by NRI students, who potentially face many difficulties when it comes to adjusting to the Indian education system, cultural expectations, or social integration issues. One possible explanation for this could be that many NRI students have spent most of their lives abroad, where they have grown up in a completely different culture and educational system. Their sense of belonging remains tied to the country they grew up in. The absence of their parents while studying in India may cause a feeling of homesickness and isolation. However, despite these challenges, NRI students are willing to adapt as a means of academic and social survival. These research findings also align with studies done by George and Sridevi (2022), which highlight how cultural and linguistic barriers can shape the experiences of outstation students, affecting their well-being and adaptation. Similarly, international students and returning migrant students show that shifting between educational systems can often bring academic stress and difficulty with social integration. This

pattern suggests that NRI students, despite being Indian, will continue to face challenges in adjusting to local study habits and culture.

CHAPTER V

CONCLUSION

5.1 Key Findings

- The study found a significant positive correlation between Sociocultural adaptation and Academic motivation among NRI and Indian college students.

- The result indicated that higher sociocultural adaptation leads to higher academic motivation and vice versa.

- The study revealed a significant difference in sociocultural adaptation between NRI and Indian college students.

- The results suggested that NRI students had significantly lower sociocultural adaptation scores than Indian students.

- The findings also showed a borderline significant difference in academic motivation among NRI and Indian college students.
- The study revealed that NRI students decline in academics due to the adaptation rather than Indian students.

5.2 Implications

The current study showed a significant positive relationship between Sociocultural adaptation and Academic motivation. It sheds light on NRI students' unique struggles while adjusting to the Indian academic systems as well as the social and cultural environment. This study offers meaningful insights for educational institutions, policymakers, and student support services in India. If significant differences emerge, universities could implement targeted initiatives—such as orientation sessions, mentorship programs, and counseling support—to ease the transition and improve social integration and academic involvement. Additionally, identifying the motivational factors that influence these student groups allows educators to refine curricula and teaching methods, fostering an environment that is both inclusive and supportive. In a broader sense, this research contributes to ongoing discussions in international and cross-cultural education, underlining the importance of adaptive strategies that enhance student well-being and academic achievement.

5.3 Limitations

The data could not be fully captured as there is time constraints. The findings may not be easily applied to a larger student population. Another limitation is the limited sample size. The data could not be directly collected from the participants. This

approach makes it difficult to observe long-term changes in sociocultural adaptation and academic motivation. In addition, the study relies on self-reported measures such as the SCAS-R and AMS, which may be subject to social desirability bias. Participants could give answers that they considered more socially acceptable rather than accurately representing their personal experiences. Moreover, the research does not consider other factors that can influence how students adapt and remain motivated academically such as personality traits, levels of institutional support, or socio-economic background.

5.4 Recommendations for Future Research

Future research must be done in longitudinal studies to measure sociocultural adaptation and academic motivation in upcoming years. This could highlight qualitative methods, such as interviews and focus groups, to provide a richer understanding of the lived experiences of NRI students. Including subjects from different geographical and educational contexts would also increase the validity of the results. It should also explore the role of specific cultural values and beliefs in shaping the sociocultural adaptation and academic motivation of NRI students.

5.5 Conclusions

The study reveals the findings on the relationship between Sociocultural Adaptation and Academic motivation in the Indian context. And also the difference between NRI and Indian students in both these areas. There is a significant positive correlation between the connection between Sociocultural Adaptation and Academic Motivation in which local Indian students are higher than NRI students in the two

variables. When sociocultural adaptation increases, academic motivation also increases. This creates a better understanding of the repatriated students in their social and cultural factors and their drive for academic success.

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Appendices

Appendix A: Consent Form

Hello, I am Diya Elizebeth Koshy, a final-year B.Sc. Psychology student from St. Teresa's College, Ernakulam. As part of my research project, I am conducting a study on "Sociocultural Adaptation and Academic Motivation among NRI and Indian college students". If you are an NRI student between the ages of 18 and 25, I kindly request that you spare a few minutes of your valuable time to fill out this questionnaire. Please answer all questions honestly and to the best of your ability.

Kindly note that all your responses will be kept strictly confidential and used solely for academic purposes. You have the right to participate voluntarily and can withdraw at any point in the survey. Your kind cooperation in completing this questionnaire is much appreciated.

Appendix B: Sociodemographic Details

Kindly make sure to fill in all the requested information as it helps improve the accuracy of our study. Skipping any questions might affect the results. All the information you provide will be kept completely confidential.

1. Email ID:

2. Age

   o

   o

   .....

   o

3. Gender

o

o

o

4.

o NRI

o Indian

5. How long have you been living in your current country?

o

o

o

o

6. How would you rate your proficiency in the host country's language?

o

o

o

o

Appendix C: Revised Sociocultural Adaptation Scale (SCAS-R)

Living in a different culture often involves learning new skills and behaviors.

Thinking about life in [country], please rate your competence in each of the

following behaviors.

    1= Not at all competent

    2= Slightly competent

    3= Moderately competent

    4= Very competent

    5= Extremely competent

1. Building and maintaining relationships.

2. Managing my academic/work responsibilities.

3. Interacting at social events.

4. Maintaining my hobbies and interests.

5. Adapting to the noise level in my neighbourhood.

6. Accurately interpreting and responding to other people's gestures and facial expressions.

7. Working effectively with other students/work colleagues.

8. Obtaining community services I require.

9. Adapting to the population density.

10. Understanding and speaking [host language].

11. Varying the rate of my speaking in a culturally appropriate manner.

12. Gaining feedback from other students/work colleagues to help improve my performance.

13. Accurately interpreting and responding to other people's emotions.

14. Attending or participating in community activities.

15. Finding my way around.

16. Interacting with members of the opposite sex.

17. Expressing my ideas to other students/work colleagues in a culturally appropriate manner.

18. Dealing with the bureaucracy.

19. Adapting to the pace of life.

20. Reading and writing [host language].

21. Changing my behaviour to suit social norms, rules, attitudes, beliefs, and customs.

Appendix D: Academic Motivation Scale (AMS)

Using the scale below, indicate to what extent each of the following items

      1= Does not correspond at all

      2= Corresponds very little

      3= Corresponds a little

      4= Corresponds moderately

      5= Corresponds a lot

6= Corresponds very much

7= Corresponds exactly

1. Because with only a high-school degree I would not find a high-paying job later on.

2. Because I experience pleasure and satisfaction while learning new things.

3. Because I think that a college education will help me better prepare for the career I have chosen.

4. For the intense feelings I experience when I am communicating my own ideas to others.

5. Honestly, I don't know; I really feel that I am wasting my time in school.

6. For the pleasure I experience while surpassing myself in my studies.

7. To prove to myself that I am capable of completing my college degree.

8. In order to obtain a more prestigious job later on.

9. For the pleasure I experience when I discover new things never seen before.

10. Because eventually it will enable me to enter the job market in a field that I like.

11. For the pleasure that I experience when I read interesting authors.

12. I once had good reasons for going to college; however, now I wonder whether I should continue.

13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.

14. Because of the fact that when I succeed in college, I feel important.

15. Because I want to have "the good life" later on.

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

17. Because this will help me make a better choice regarding my career orientation.

18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.

19. I can't see why I go to college and frankly, I couldn't care less.

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

21. To show myself that I am an intelligent person.

22. In order to have a better salary later on.

23. Because my studies allow me to continue to learn about many things that interest me.

24. Because I believe that a few additional years of education will improve my

competence as a worker.

25. For the "high" feeling that I experience while reading about various interesting subjects.

26. I don't know; I can't understand what I am doing in school.

27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.

28. Because I want to show myself that I can succeed in my studies.