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Research Article

LIFE SATISFACTION OF AFGHAN STUDENTS STUDYING IN PRIVATE AND PUBLIC UNIVERSITIES OF INDIA

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ABSTRACT

The aim of the study was to find out the level of satisfaction of Afghan students studying in private and public universities of India. For assessing the level of satisfaction 200 students were considered for the study, out of these 200 students only 120 were selected for study who met the inclusion criteria of the study. Satisfaction with Life Scale (Diener & Griffin *et al.*, 1985) was used to measure the level of satisfaction. The results showed that there is no significant difference on life satisfaction between the students of private and public universities.

Key Words:

Life satisfaction, Afghan students. Private,
Public

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INTRODUCTION

Studying abroad is the most beneficial experience for students. Students from foreign countries make the important part of many universities around the world. Many students like to study in abroad for various reasons; they may want to acquire new culture, for better educational opportunities and personal growth. The UNESCO Institute for Statistics, July 2014 shows that US has 740482 international students around the world. As per the globalization of students, international students have deep impact of the growth of educational, cultural and economic systems of the host countries.

India and Afghanistan have well established relationships based on cultural and historical links. Every year the government of India offers a large number of scholarships to the students of Afghanistan. According to All India Survey on Higher Education (AISHE) that is conducted in 2017-18, around 46144 international students are studying in India. Afghan students make 9.5% of the total number. As per the AISHE report, around 4383 Afghan students are studying in India.

The perception about private and public universities is different among students. Most of the students believe that private universities provide better educational facilities than public universities (Ashraf, Ibrahim & Joarder, 2009). Marketization

and rivalry are expected to take part in the quality of higher education succeeding the supposition students make sensible and well-informed selections, thereby preferring high quality institutes and rejecting low quality institutes (Finney & Finney, 2010). Thomas and Galambos, (2004) assumed that whenever the students are being treated and considered as the consumer of higher education for educational institutions, the satisfaction of students is becoming more significant to those institutions and especially for institutions which need to get new students for admission.

Life Satisfaction generally implies the joy that a person gets from his/her life (Telman & Unsal, 2004). Life satisfaction is about the judgment of one's own psychological conditions. However, it is not only dedicated to the basic needs of individual but also to the bigger social targets (Bradley & Corwyn, 2004). Adjustment process at different phases of life is challenging one and provokes stress. Individuals who live for a short period of time usually experience smaller life satisfaction and poorer mental health after arrival in the host country (Zheng & Berry, 1991). But, most of the researchers agreed that international students face adjustment problems while studying in abroad. However, the causes of the problems may differ (Chavajay & Skowronek, 2008). Some researchers pay more attention to the academic environment and adaptation. Others focus on socio-cultural adjustment; they believe that

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most of the time stress increases when international students confront to new culture (Furnham & Bochner, 1982).

There many factors affecting life satisfaction. The factors that can affect students' satisfaction are: the services offered by universities like campus, buildings, canteen facilities, internet and auditoriums (Haque *et al.*, 2011).

Objectives

- To find out the level of satisfaction of Afghan students studying in India.
- To find out the difference in terms of life satisfaction adjustment among Afghan students studying at private and public universities in Punjab.

Hypothesis H_a : It is expected that there would be difference in level of satisfaction among Afghan students who are studying at private and public universities.

METHODOLOGY

Design

The study is aimed to find out the level of satisfaction and to understand the difference between the life satisfaction of Afghan students who study at private and public universities in India. To fulfill the objectives of the study, a total of 200 Afghan students were contacted who are studying in private and public universities at Punjab. Out of 200 students, only 120 students were considered who met the inclusion criteria of the study. (a) Only male Afghan students studying at public or private universities at Punjab, (b) Age 18-35 years, (c) Duration of stay 1-3 years.

Tests and Tools

Satisfaction with Life Scale (Diener & Griffin *et al.*, 1985). The scale was developed to assess satisfaction with respondents' life as whole. This scale does not assess the life satisfaction only in terms of health or finance but allows individuals to weight and integrate these domains in whatever way they want and choose. It contains five items, and a Likert scale from Strongly Disagree "1" to Strongly Disagree "7" is used.

RESULTS

The aim of the study was to assess Life Satisfaction of Afghan students studying in India and to find out the level of satisfaction of Afghan students studying in private and public Universities. A total sample of 200 students was considered for the study and out of these 200 only 120 students were considered who met the criteria of the study.

The result shows that 6 students are extremely dissatisfied on life satisfaction, while 14 students fall under dis-satisfied category and 32 students are slightly dissatisfied. 7 of the students are neutral but 34 students are slightly satisfied and 18 are satisfied. 9 students are extremely satisfied. There is a very little difference among the numbers of satisfied and dis-satisfied samples. However, the number of overall satisfied samples is greater than dis-satisfied samples.

The t-test Analysis

The t-test was applied to find out the difference in Life satisfaction between the Afghan students who study in private and public universities.

Table 1 Shows the Frequency of Life Satisfaction of Total Samples.

Life Satisfaction	Frequency
Extremely Dissatisfied	6
Dissatisfied	14
Slightly Dissatisfied	32
Neutral	7
Slightly Satisfied	34
Satisfied	18
Extremely Satisfied	9
Total	120

Table 2 Shows the difference between the means of private and public universities.

Variables	University	Mean	Std. Deviation	t value
Life satisfaction	Private University	3.65	1.696	3.395
	Public University	2.67	1.469	

The results indicate that there is no significant difference between private and public universities in terms of Life satisfaction and as well as social support.

DISCUSSION

The aim of the study was to assess the overall Life satisfaction and also to find out the level of life satisfaction of Afghan students who study in private and public universities. The predictors of life satisfaction has been discussed in many researches, there are many studies that assume the social support as a predictor of high level of satisfaction.

Mahanta & Aggarwal (2013) found out that social support from friends and family help the students to get to high level of life satisfaction/ psychological adjustment in universities. Social support is a fundamental support for students to deal with problems and family and friends are the two close ones that can help students to achieve high level of life satisfaction.

Hasan *et al.*, (2008) found out that students of private universities have better satisfaction level than students of public universities. They added that private universities offer better educational facilities to students than public universities. Al-Alak, B. A. (2009) also found out that the students of private universities have high level of satisfaction than the students of public universities; but there is no significant difference between the students of public and private universities in this study.

The results of current study show that 6 students are extremely dissatisfied with life, while 14 students fall under dissatisfied category and 32 students are slightly dissatisfied. Seven of the students are neutral but 34 students are slightly satisfied and 18 are satisfied. Nine students are extremely satisfied. There is a very little difference among the numbers of satisfied and dissatisfied samples. However, the number of overall satisfied samples is greater than dis-satisfied samples. So, most of the Afghan students have good level of satisfaction. At the same time there is no significant difference between the students of private and public universities. The reason is; that most of the Afghan students study on scholarships in public universities

and have very good facilities. On the other hand students who study at private universities have good financial support from their families, so the difference between public and private universities students is not significant. The second reason is that the government of Afghanistan prefers both the students who have degrees from private or public universities. So, there is no concern regarding placement for Afghan students.

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