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CULTURAL SHOCK IN STUDENT BETWEEN NEPAL AND FINLAND

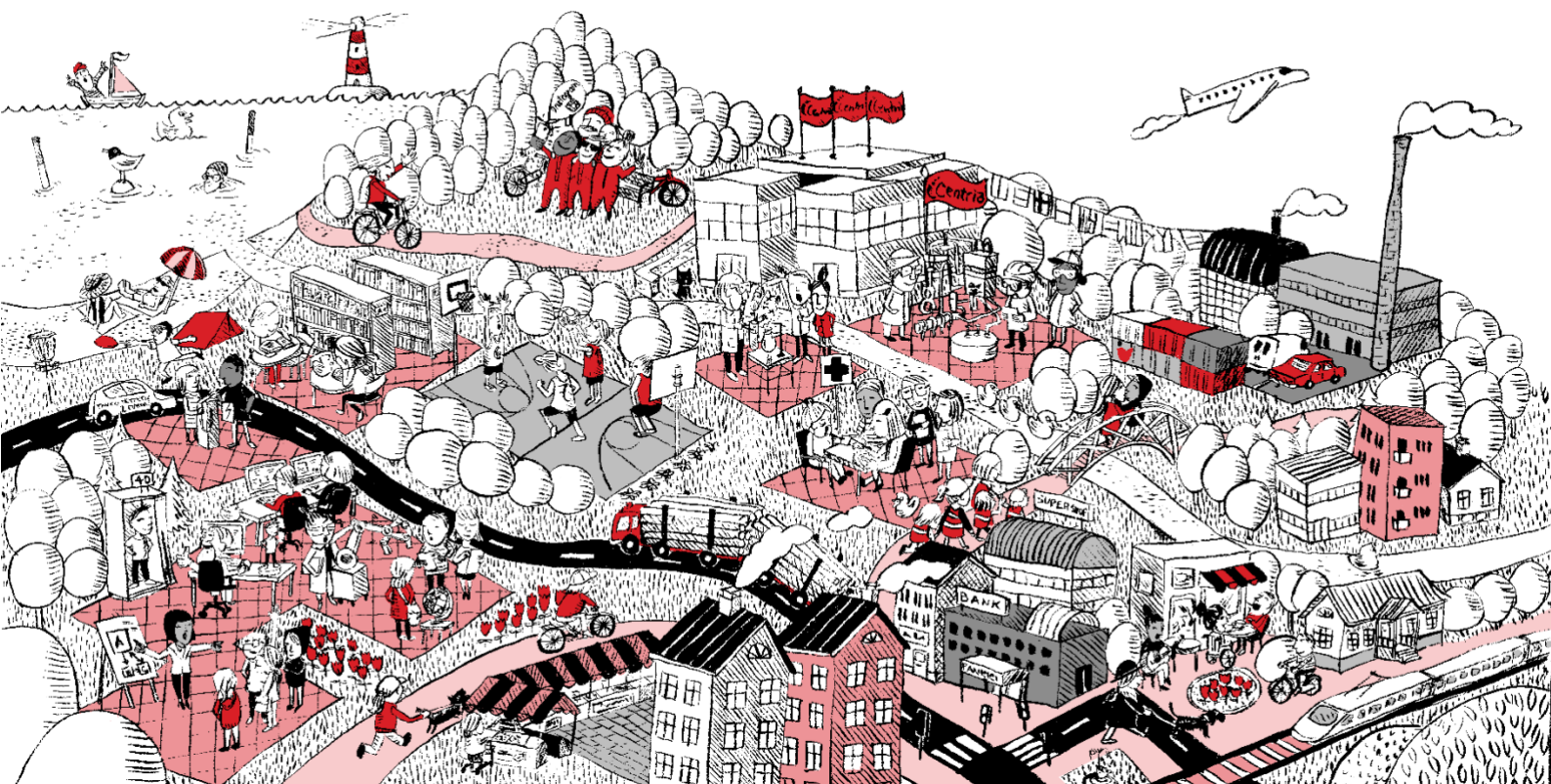
A comparative study between Nepal and Finland

Thesis

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ABSTRACT

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Name of thesis CULTURAL SHOCK IN STUDENT BETWEEN NEPAL AND FINLAND. A comparative study between Nepal and Finland		
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<p>The main aim of this thesis was to provide better knowledge about culture and culture shock and its impact on new students. Culture shock is a common thing that can happen to anybody when they move from one place to another place. The objective of this thesis was to find out the difference in cultures between Nepal and Finland and to explain about how Nepalese students dealt with those differences.</p> <p>The thesis was divided into different parts. The first was introduction, followed by theoretical part, studying abroad, international student, Finland versus Nepal culture followed by research methodology and conclusion. The theoretical framework of this thesis discussed culture, culture shock, stage of culture shock and managing the culture shock.</p> <p>A qualitative research method was used for the empirical study. A well-designed questionnaire was created, and an interview was conducted with five different participants. The result of the survey shows that majority of the students suffered from culture shock which they eventually overcame. However, based on the result, the students suggest newcomers to learn basic Finnish language as it helps in communicating and knowing the culture.</p>		
Key words culture, culture shock, Finland, Nepal, students		

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1 INTRODUCTION

The aim of this thesis is to provide as much information as possible for the Nepalese students who are moving to Finland and to demonstrate the clear picture of culture shock on the basis of our own personal experience. We have tried to make the thesis more informative and truthful on the basis of various valid references and sources. We are very much familiar with the fact that there are many Nepalese students who come to Finland without doing any research about any topics and that is why they lack a lot of important information about this country. As a result, they start to face many problems after they arrive here. The topic is more specific, so the thesis is mainly based on Nepalese students' experiences as well as on research outcome. We also desire to deliver the reality through comparison of Nepalese students' experience living in Finland and the expectations of a Nepalese student had before coming to Finland. In order to justify the entire thesis and the research, we develop two different types of data collection methods which are an interview and online questionnaire. It is obvious and simple that this research has aspects of qualitative open-ended questions as well as the quantitative survey. The interview is conducted with Nepalese students living in Helsinki region whereas, the online questionnaire was sent to the Nepalese students living in other various parts of Finland. Both of the methods help to extract the various types of culture shock in Nepalese students in Finland. This also helped to get the possible solution from the students' experience. The interview and online questionnaire are used to make the final result of the thesis.

The last decades have witnessed a significant growth in student mobility. Going abroad inevitably benefits students with openness, adaptability and flexibility, or enhancement of language learning, intercultural skills, self-reliance and self-awareness. However, in order to achieve those skills, students have to overcome a number of challenges in the foreign country, namely culture shock. Culture shock can happen to anybody. Every international student encounter both negative and positive effects of culture shock to some extent. We had also experienced various types of culture shock during our early days in Finland. Most of researches on culture shock focus on businessperson and are written from a business perspective, although all types of visitors are vulnerable to culture shock. Besides, there are very few researches about cultural clashes between Finns and Nepalese. (Skierlo 2007, 12.)

As the title has clearly stated, the thesis aims to identify and analyze different aspects of Nepalese students' experience with culture shock in Finland. Accordingly, the main research question is:

- What kind of culture shock do Nepalese students typically experience in Finland?

In addition to the main research question, there are three sub-questions to examine: the causes and consequences of culture shock, as well as to find solutions to it. The sub questions are as follows:

- What are the culture clashes between Finnish and Nepalese cultures?
- How does culture shock affect Nepalese students?
- How do Nepalese students overcome culture shock and integrate into Finnish society?

Moreover, we explained various aspects and stages of culture shock in regard to popular and relevant references like Geert Hofstede's dimension of national culture, Lewis model in order to make the readers clearer about the components of culture shock, its impact and ideas on how to overcome it.

2 CULTURE

A culture is something that can be experienced. It consists of norms and values that guide human behavior in a specific direction, is difficult to alter, is unique to a particular community, and is passed down from generation to generation. The concept reveals that culture is a product of learning. After all, culture is a collective property. Culture has multiple meanings and all people in a society influence because of their beliefs, ideals, behaviors and regulatory or planned behavioral habits. Culture has no genetic heritage and is not autonomously available, but it is still transmitted by members of a community. (Kazi 2009, 97.)

Culture is a set of meanings, values, shared and lasting beliefs that characterize and guide their conduct among cultural, ethnic or other groups. Definitions of culture have many cultural theories that are reciprocal in these theories. Culture refers to a category of people's characteristics and expertise, which includes language, philosophy, food, social activities, music, as well as the arts. (Kazi 2009, 97.)

According to Hofstede (1980), it is the cultural programming of the mind that separates members of a certain society from others, notes that culture is not inherited from one's own social environment. The roots of one's mental program lie within the social contexts in which one has grown up and accumulated one's life experience, which is handed on from generation to generation, and is always evolving when each generation contributes something of its own before moving it on. (Hofstede 1980.)

It is common to believe that one's culture is accurate since it is the only one or at least the first one to be learned. (Hofstede 1980.) People's experiences give birth to cultures. Every person has their own distinct culture. Understanding a culture is beneficial when dealing with people from that culture. Reading about the culture one is about to meet is beneficial, but there will be surprises, so studying it on the go is the perfect way to get acquainted with any given culture. (Hampden-Turner & Trompenaars 1997, 22 – 23.)

2.1 A model of culture

Figure 1 represents the level of the culture according to Trompenaars and Hampden-Turner (1997). The outer layer is explicit products. The middle one is the norms and values whereas the core is about the assumptions about existence.

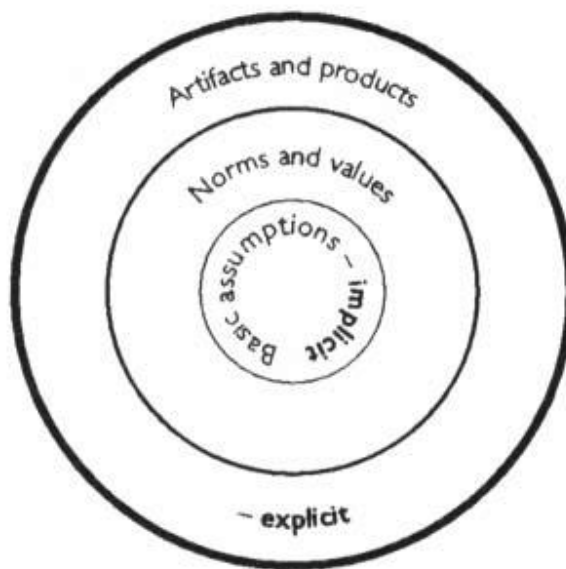


FIGURE 1. A model of culture (Hampden-Turner & Trompenaars 1997, 22)

The measurable reality of food and housing, agriculture, shrines, markets, mode and art is known as explicitly culture. It is a sign of deeper understanding of a culture. It is a sign of a deeper culture. Principally, prejudices begin on this symbolic and visible level. Any opinion one express on explicit culture reveals more about where one comes from than about the community being judged. Norms are the mutual sense of what's right and wrong. Norms can be established as written legislation on a formal level and as a social regulation on an informal level. Values, moreover, determine the meaning of good and bad and thus has a very similar connection to the common ideals of a society. When standard represent the groups' beliefs, a community is relatively stable. If this is missing, a destabilizing stress will most likely occur.

One has to go back to the heart of human life to address questions about fundamental differences in values between cultures. The fundamental meaning for people is survival. Historically and now, we have

seen civilizations battling with nature on a regular basis: the Dutch with rising waters; mountains and avalanches of swiss, droughts of Central American and African and a freezing cold of Siberian. Each has organized itself to find ways of dealing with their environments most efficiently, given their resources. Such on-going issues are immediately solved. We see that a particular corporate culture or functional culture is simply the way groups have organized themselves over the years to overcome their problems and challenges. Cultural changes take place when people realize that certain traditional ways of doing things no longer work. Culture is not difficult to adjust when people are conscious that the community is in risk for survival. (Hampden–Turner & Trompenaars 1997, 21 – 23.)

2.2 Culture shock

Kalvero Oberg [1960] defined culture shock as “the anxiety that results from losing all our familiar signs and symbols of social intercourse”. When a person is introduced to a foreign culture, familiar signs like vocabulary, expressions, body language or traditions are entirely or significantly absent. This situation is compared as fish to be out of the water. Regardless of whether a person is broad-minded or full of good will, a number of advices is taken away, replaced by a sense of fear and anger (Skierlo 2007, 51-54.)

Culture shock is a sensation that an individual may experience when moving to a cultural atmosphere that is distinct from his or her own; it is also a psychological disorientation that a person may feel when he or she encounters a new way of life as a result of immigration or a visit to a new country, a switch between social cultures, or merely a transition to another form of life. Culture shock occurs when someone leaves the home comfort and moves to a totally unfamiliar place, whether it be for work, education, holiday or permanent motions. If all areas are entirely different from a tiny rural zone to a major metropolitan region in another world, the shock can be very intensive. There is also a chance of having culture shock while travelling from one place to another within a same geographical area.

Culture shock is the state of stress and anxiety that occurs when your physical surroundings and the people around you change. Some of the signs of cultural shock include the absence of an overly distant stare (sometimes called tropical stare), a sensation of helplessness and a need for reliance on long-term residents of our own nationality, a sense of distress over disruptions and rage about delays, and also the increased anxiety over water supply, food, meals and bedding, social interaction with attendants or employee (Skierlo 2007, 51 – 54).

2.3 Causes of culture shock

The culture shock is explained by two major challenges experienced by people while living abroad: the difficulty of foreign cultural environment and the homesickness. These two difficulties are specified by the introduction of four components that cause a cultural shock: stress reactions, cognitive fatigue, role shock and personal shock. (Winkelman 1994, 123.)

2.3.1 Stress reactions

Increased vulnerability to all illnesses and mass releases of sympathetic nerve systems includes several physiological stress-related reactions, hindrance to immune functioning of the system. The emergence of physiological and psychological stress is therefore a common effect of a process of adaptation to a foreign culture. Physical health and behavior are impacted by psychological factors in psychosomatic interaction. A number of negatives, including tension, worry, despair and discomfort, are subsequently escalated. (Winkelman 1994, 123.)

2.3.2 Cognitive fatigue

Cognitive weariness is seen as a key cultural shock attribute. The diversity of culture means a lot of effort to gain a knowledge of the host culture. It is necessary to understand not only the meanings of language but also non-verbal, behavioral, environmental and social communication. The person instinctively processes these things unconsciously and easily in their own national culture. However, the person must work intentionally with considerable care to grasp these features of a foreign culture. This adaptation tends to weary the person and overburden information causing cognitive fatigue. (Winkelman 1994, 123.)

2.3.3 Role shock

Social roles enhance the well-being of an individual via organizing social interaction, which partially helps create the individual's identity. When cultural environments change, the bulk of old social roles and relationships are withdrawn and taken over with unusual roles and expectations. As a result, the role shock arises when individual social views and new roles become uncertain and inconsistent. (Winkelman 1994, 123.)

2.3.4 Personal shock

Winkelman (1994) describes another aspect of cultural shock as a personal shock that stems from numerous changes in daily living. Psychological temperament, self-appreciation, personality, sense of well-being and life satisfaction is established and maintained in the familiar environment. People are no longer supported by their cultural system while migrating overseas and exposing them to a new culture; consequently, worsening of well-being and pathological symptoms (Winkelman 1994, 123). Furthermore, the level of social support sojourners receive while living abroad also changes. Social support is described as the availability of beneficial relationships. One of various sources of social support is family, friends, and acquaintances. This source is substantially reduced when sojourners are in the host country, leading to negative effects on their physical and mental health (Skierlo 2007, 65).

2.4 Theory on stages of culture shock

The theory of stage divides the cultural shock into many phases. The number of steps varies according to where the author focuses. In Oberg's 1960 stage theory (Skierlo 2007), culture shock has four stages: honeymoon, crisis, recovery and adjustment. The honeymoon stage has been described as the first reaction of excitement, curiosity and enchantment. "During the first few weeks most, individuals are fascinated by the new", state. Its duration may vary from few days to six months depending on the situation and locations. After that comes the phase of the crisis, when people start to deal with real life. Feelings of fear, rage, wrath and insufficiency are caused by disparities in terms, beliefs, language, common symbols and signs. Thus, residents and compatriots seek to unite and accuse the host community. The option to choose whether or not to stay depends on the extent to which crisis affects residents. If the individual doesn't survive the second stage, he or she is preferred to leave to avoid a

breakdown of anxiousness. Alternatively, if the individual succeeds in this step, he or she is going to stay and move on to the next stage. The crisis stage can be overcome, and the recovery stage established as people become acquainted with the language and culture of the host nation. People not only recover but they also develop higher attitude towards the locals. In the end, the stage of the adjustment is when people appreciate the international culture, though they sometimes feel anxious and stressed. The traditions of the host country no longer bother travelers. In fact, some customs might actually follow them back to their countries of origin. (Skierlo 2007, 55 – 57.)

2.4.1 U-curve

The U-curve was first introduced by Sverre Lysgaard in the year 1995. It was later amplified by Oberg in 1960. The U-curve in Figure 2 below, mainly explains about four stages of culture shocks. The first stage is called Honeymoon stage which contains the elements of freshness and excitements. The second stage is called Disintegration stage which is often called negotiation stage where the actual culture shock starts. The third stage in the U-curve is Adjustment stage where the individuals are obliged to adjust into new environment with new conditions. The final stage is Adaption stage where the people achieves a stable state of mind. (Skierlo 2007, 60 – 61.)

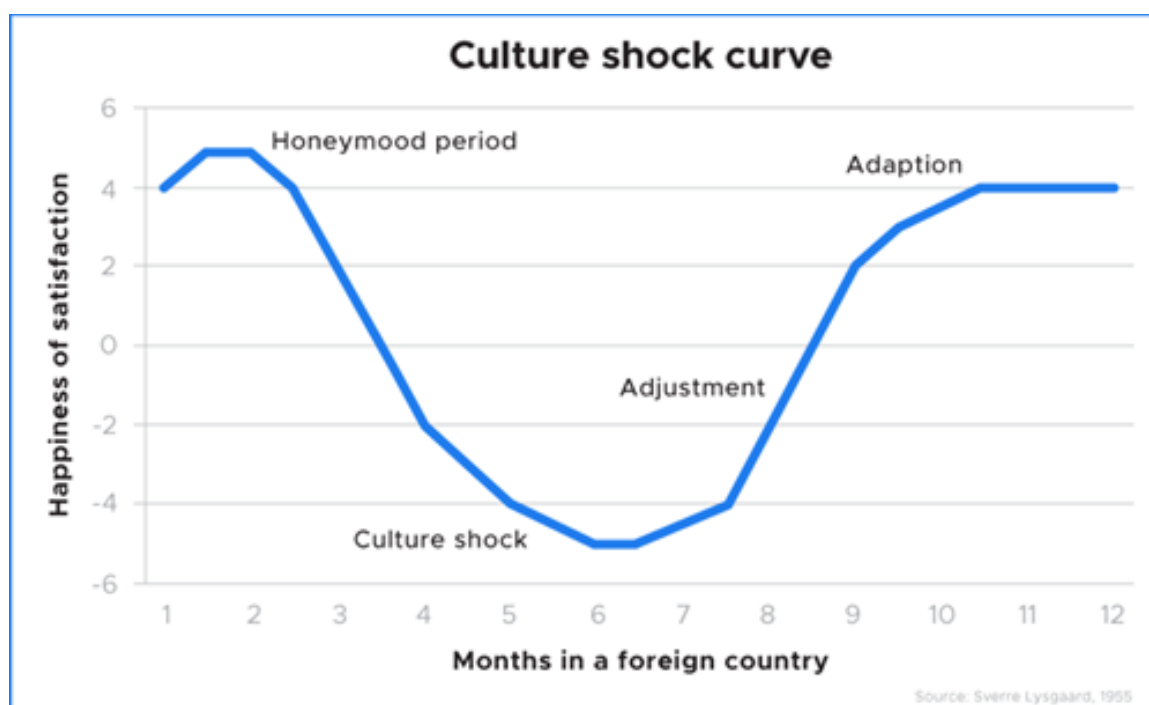


FIGURE 2. Culture shock curve (Participate learning 2019)

2.5 Stages of culture shock

Cultural shock phases are known as Paul Pedersen's theory of stage which are the advanced synthesis of the two most pertinent stage theories by Kalvero Oberg and Pierre S. Adler. The fact that the order of the step is not rigid is another essential point. Culture shock is a common occurrence. Although it can take months to grow, it also unintentionally impacts travelers and people living far away. Cultural shock is more than just unknown to societal standards or fresh foods. Even after they are accustomed and relaxed with foreign environments, travelers begin to have an impact. People can return occasionally to previous stages. (Skierlo 2007, 69 – 75.)

2.5.1 Honeymoon stage

The Honeymoon period, also known as the Tourist stage, is characterized by high levels of curiosity, excitements, adventure, or fascination. Since, this is the first stage, it is obvious to have these characters. The first phase of the cultural shock is always very optimistic. In the new environment, travelers are fascinated by the language, people, food and lifestyles. At this point, the journey or seems to be the best choice and an amazing adventure ever made.

The contradictions between the modern and the old society can be seen in a romantic way at this period. For example, a person may enjoy new food, the pace of life and local habits in his move to a new country. Most people are intrigued by the modern culture within the first few weeks. They compare people who share their language with foreigners. They are courteous. This stage ends, like most honeymoon stages. During short trips, the honeymoon process will consume the whole experience, since there is little time to establish the later consequences of cultural shock. The honeymoon period normally finishes on longer journeys. (Skierlo 2007, 69 – 75.)

2.5.2 Negotiation stage

Following an uncertain amount of time, the life of the visitor is unprepared and uncontrollably influenced by the culture of the host. As positive sentiments decay in the Honeymoon stage there appear more obvious differences between foreign and indigenous cultures. Excitation may gradually create uncomfortable feelings of agitation and rage, when unfavorable occurrences begin to occur which could

be seen as odd and insulting to one's cultural attitude. Language obstacles, significant disparities in public hygiene, road safety, access to food and quality can increase the sense of isolation from the environment. Although transferring to a different environment places particular stress on social skills, there are practical issues, such as circadian rhythm disturbances, often leading to sleeplessness and somnolence; adapting intestinal flora at varying bacteria levels and concentrations in food and supplies; finding the diagnosis of disease difficult as medications may differ. (Skierlo 2007, 69 – 75.)

The common symptoms at this second stage are suffering and impudence such as depression, isolation, touch avoidance, and self-blaming. According to Pedersen (1995), “The second stage of culture shock highlights the disintegration process when persons going through culture shock tend to blame themselves for everything that is going wrong around them.” This stage is considered agonizing, at least for people encountering self-blame. For students studying abroad, some experience additional loneliness symptoms which eventually affect their entire lifestyle. Often international students are stressed and feel more pressured by adapting to new cultures because of the difficulty of living in a foreign country with little assistance from their parents - particularly when the cultural distances are broad, and the style of thinking and expression are different. (Skierlo 2007, 69 – 75.)

2.5.3 Adjustment stage

Adjustment stage which is also called the reintegration stage is not only the beginning of recovery but also the most volatile stage in the culture shock process. One becomes familiar with the new travel coming and the host nation is not all different. One gets back to fundamental life and things get "natural" again. One continues to develop critical thinking skills to cope with society and begins to take a constructive approach about culture. Culture becomes meaningful and derogatory attitudes to culture are minimized. In this stage, the traveler often criticizes and blames the new environment which is a result of misunderstandings.

Here, the traveler slowly builds the nature of adjustment which is set up by the outward direct anger along with the increasing knowledge of host culture. This helps to form a new identity. Frustration is often diminished as people become more acquainted and relaxed with new regions' lifestyles, inhabitants, food and languages. Navigation is made simpler and social support groups are created. Local language information during the transition stage can become more familiar. The whole scenario has a rational and balanced viewpoint, i.e., all negative and positive elements of the host society have been

considered. The travelers are also no longer guilty of the host world or themselves. This stage also helps to determine the state of traveler either to return to Honeymoon stage or to move forward to higher degree of integration. (Skierlo 2007, 69 – 75.)

2.5.4 Adaptation stage

Acceptance is the final phase of the cultural shock. Acceptance doesn't mean that unfamiliar societies or environments are fully accepted, rather that there is no need for total comprehension of the new world to survive and prosper. During the acceptance period, people know and should collect the information they need to feel comfortable. People don't feel lonely and depressed, disconnected, and accustomed to new day-to-day routines and acquaintances. Whilst one cannot return to the euphoria, they had at their honeymoon stage. Now at this stage people have a good sense of belonging and feel home.

People may thoroughly and conveniently engage in the host community in the mastery level. It is not a complete transformation. Many characteristics, like accents and tongues, often retain same from the previous culture. It is also known as the bicultural stage. People never stopped comparing to their homeland. And they realize that their society at home is not better than the present culture. It's just different. People have embraced and been more lovers of the variations. No matter whether people miss their home or not, they are not going back home soon. This stage can't be forced. It's just happening. Someday one might feel angry and upset, the next day they roll with the punch.

Nonetheless, it is still possible for sojourners to behave improperly in spite of their achieved understanding of the host culture. Self-assurance and relaxation are the feelings of sojourners in this stage. They also improve independence and self-confidence in making the right decision. (Skierlo 2007, 69 – 75.)

2.6 Managing culture shock

Many people who enter a new culture have substantial problems adapting to the host culture. Therefore, there are many challenges that everyone tries to adjust to a new culture. The sentiments of terror and insulating, hatred and distrust are the basic elements of cultural shock during the early stage. A first step

in building the abilities needed to adapt to new culture is to analyze some of the causes underlying these sentiments. Acculturation is a learning process which helps in adapting to a new culture. (McDaniel, Porter & Samovar 2010, 400.)

According to Berry (2005), Acculturation is described as twofold process of psychological and cultural change that occurs via contact between two different cultural groups and their individual members. It entails modifications to the balanced view of a person at the individual level. This adjustment process is a long process requiring the development of a wide range of helpful cultural knowledge.

2.6.1 Predeparture preparation

The ability to cope with cultural shock challenges and the need to adapt to acculturate vary from one individual to the next. People are asked to evaluate how much they will adjust before they leave for a new community. People must logically respond to radical changes and consider inevitable challenges when living abroad. By preparing for difficulty and using tools to improve adaptation and transition, the cultural shock may be limited. While staying in a new place, it is recommended to deal with the fact that perhaps the cultural shock causes all unusual problems or aggravates them during intercultural adjustment. According to Black & Mendenhall [1990], as quoted in Winkelman, cross-cultural preparation facilitates the transition process by promoting change, the improvement of skills, performance and usefulness in international cultural culture. Via intercultural preparation, in particular, residents are capable to learn know-how and cultural know-how, thereby improving actions and decreasing misunderstandings. Because disparity in value is a major cause of a cultural shock, it is useful to residents to acquire awareness of fundamental clashes in the host community. Self-awareness is widely supported by value assessments, since a person cannot be prepared without understanding one's own values for future disputes. The normal social behavior of the host community allows residents to brace themselves to adapt to the types of behavior in a foreign environment. The ethnocentricity of societies should be borne in mind, which means the host culture typically takes high regard for its own ethnic aspects.

It is important to be aware of the contradictions of primary importance to be experienced in the new world. Value evaluations are an effective instrument for understanding of oneself. If one does not know their own beliefs, they would not be able to handle conflicting future scenarios. A broad analysis of the essence of social interaction in the new setting of society is important to plan for the kinds of behavior.

It is critical to adapt one's outlook towards modern society and the desire to improve. Instead of moaning or comparing with the lives of one's home countries, one must recognize the advantages of being living in another world and take a constructive approach to culture and learning. Rejections, bigotry and injustice should also be planned. The psychological preparations for the external status are vital because the majority of the citizens engulfed in an alien society are assessed badly and rejected by the host country members. (Winkelman 1994, 123 - 124.)

2.6.2 Transition adjustments

Effective change depends also on the availability for convenient accommodation in the new community and transfer services. For the fulfillment of job obligations and subsequent demands for social interactions, social confidence and personal growth, physical excellently needs such as food and nutrition need to be fulfilled adequately. The more important transfer resources available in the host country are accessible, the more comfortable the stay is. These tools are also necessary for effective adaption. For instance, to maintain the physical well-being of the people, food and safety should be provided. If one's needs for physical well-being is not fulfilled one cannot function efficiently or establish social connections, self-esteem and other personal aspects. The value of self-effectiveness in leaning implies that the person should quickly try to maintain international cultural behaviors, to increase self-confidence in the new culture. Another essential aspect of cross-cultural adaptation, adaptation and performance, suggested by Mr. Walton (1990) is stress management which explains that uncertainty is worsening by understanding the intercultural process; that correct and realistic standards are evolved; and that tolerance is required for adaptation. To handle stress efficiently, individuals should be able to understand and appreciate specific cultural forms of stress. One should not only explore life rather they must invest some time in finding the causes of stress and ways to manage stress. For stress control and maintenance of your personal well-being under conditions of cultural immersion, retaining and repairing behaviors are important. For instance: speaking in one's local language, getting a native kitchen, reading books and own country journal, engaging at home with one's fellows, extra sleep, focusing on favorite activities that improve yourself. While maintaining and repairing habits are advantageous, they may discourage residents from adopting improvements which are necessary for adaptation to foreign culture. These behaviors are essential ways of maintaining or restoring a sense of equilibrium and well-being together with building the ways of confronting the changes required to adapt to the modern culture. (Winkelman 1994, 124.)

2.6.3 Personal and social relations

Maintaining or re-establishing a network of primary connections/family or friends that have healthy interpersonal relations for self-esteem and fulfilling personal and emotional needs is essential for coping with culture shock. Since emotional stability is required for successful work, adjusting one's family is often critical to one's well-being. Emotional life may be preserved by composing letters or maintaining an emotion and memory journal. The enjoyment of yourself in the foreign environment facilitates change and helps keep you feeling good. According to Winkelman (1994), social support provides “affirmation, acceptance, and assurance; and opportunities for venting emotions leading to understanding of stressful situations”. In addition, Furnham & Bochner (1986) also tend to provide social assistance to resolve the cultural shock and encourage intercultural adjustment. (Winkelman 1994, 124.) Host national assistance, on the other hand, comes from strong ties with the host people. Stays with pleasant domestic ties are more likely to be stable physically. Some scientists agree that, as the newest residents communicate with the host members, the more happy and better adapted residents are. (Ward, Bochner & Furnham 2001, 86 - 87.)

Help for organization, for instance parties, youth associations, etc. would be helpful. Activities that enable social contact through nonverbal means of communication include essential forms of social relations development. It is essential to understand the essence of cultural social interactions. For example: foreigners adapting to Finland should learn Finnish people are more quiet and likely to maintain social distance (Ward et al. 2001, 86 - 87.)

2.6.4 Cultural and social interaction rules

Language skill are essential to understand another culture, a board array of non-verbal patterns of communication such as paralinguistic conventions which refers to social communication patterns, kinesis and proxemics which are about behavioral communication including gestures, gaze and postures, emotional communication and interpersonal behavioral patterns. Cultural accommodation includes comprehension and manifestation of activities in the host nation. One must understand that their members' culture and conduct make sense and are rational, even though the laws of logic vary from one's culture. Knowing production from the perspective of the researchers helps relieve discomfort and facilitates acceptance. (Winkelman 1994, 124 - 125.)

Publication on cultural affairs is valuable for acquiring cognitive mastery. People are also encouraged to participate in the daily life of foreign society, and to understand and question the social behavior trends that benefit cultural adjustment. A perpetual system of cultural representation that identifies cultural participants in a manner that is right and substantive from its cultural perspective should be adopted and applied consistently. The stays are often allowed to participate in the everyday life of foreign cultures, which contribute to cultural change and sensitivity to social behavior trends. (Winkelman 1994, 124 - 125.)

2.6.5 Conflict resolution and intercultural effectiveness skill

The problem arising in the host nation is not uncommon, so people can understand the problem and learn how to overcome it. For smoother cultural shock change, Winkelman (1994) proposes a protocol as follows. First of all, people should foresee social conditions that are daunting. Conflicts are then reviewed to find concerns. The potential resolutions are then taken into consideration, and residents are gradually taking measures to resolve the issues. The first step is to display, research and diagnose the issue from the point of view of both cultures. Then a synergistic approach will be created. Finally, productivity is measured on a cross-cultural basis. It is important that citizens escape judgment and practice cultural relativism through recognizing that cultural behavior is reasonable in the context of the cultural individual who produces it. As cultural shock stems from anxiety in the interactions of intercultural interaction, the capacity that enables an individual to effectively communicate and respond can also reduce cultural shock, in particular aspects that reduce the main aspects of cultural shocks: stress reactions, distorted interpersonal and societal connections. The three components of intercultural effectiveness introduced by Cui and Van den Berg [1991] as cited in Winkelman (1994), diplomatic skills (language abilities, capacity to initiate, establish or maintain relations), cultural empathy (tolerance, appreciation of cultural differences, empathy for culture), interpersonal, and communication (suitable social behavior; display of respect). In order to encourage management of cultural shock, cultural adaptation is tested for its intercultural performance. Such research on people who have appreciated their intercultural interactions indicate that intercultural success addresses not just the cultural effects, but also the adaptation of cultures. (Winkelman 1994, 125.)

3 STUDYING ABROAD

In the year 2017, the mobility of more than 5.3 million foreign students were recorded which was 2 million more than in the year 2000 (UNESCO 2019). More than half of these have been enrolled in educational programs: the USA, the UK, Australia, France, Germany and the Russian Federation. College programs are in six continents. The leading foreign students sending countries include China, India, Germany, Nigeria, France, Saudi Arabia and a number of Central Asian countries (ibid.) Many nations are embracing the international expansion of higher education. Nearly every country is impacted by foreign students in universities or the urge to send certain students to study abroad (Paige 1990). In these days, an increasing number of Asian students go to study abroad. With the present increase in travel convenience, modern long-distance communications technologies and economic globalization, several people retain relations and obligations to many countries simultaneously. Those people are called transnational corporations (Basch, Glick-Schiller & Szanton Blanc 1994).

3.1 International students

According to Paige (1990), foreign students are people temporarily residing in a different than the place of their origin for educational program. They are also distinguishable by virtue of being culturally different from their hosts. Three main elements of this concept are the temporary status of the stay, the educational functioning of the stay and the cultural context that separate students from foreign workers. International students are distinguished from most citizens who move from their countries in order to live and work in other communities because of their distinctive status as temporary residents. (Clark 2009.)

Adopted by OECD and UIS (2006), “International student” is the term when someone crosses border of their country to another for the purpose of study whereas the term “Foreign student” who have not actually crossed the border to study are registered in an educational facility outside their own country. This differentiation thus provides a special situation for the cross-cultural experience, which is often attributed to one’s transition: people are tested in order to handle the move from your own country to live and study in a new country and, in some cases, navigate the return to the country transition. Most of the students study abroad to get the better education in comparison to their home country. It is no doubt that new learning environment provides more new experiences but also the career development

opportunities. When somebody finishes their abroad study and return their home, they will have a new cultural perspective, language skill and desire to learn. (Clark 2009.)

3.2 Studying in Finland

The Finnish system of higher education includes universities of applied science and science universities. University of applied sciences are multi-field higher education institutions. Applied research and development is carried out by universities of applied sciences. Credit assessments are taken in the first and second stages of higher education. Classes are measured in accordance with the appropriate workload. One full-time year is an average of 1600 working hours, which is described as 60 credits. The financial system meets the European System for Credit Transfer and Accumulation (ECTS). All students in Finland receive equal opportunities to learn and receive high quality education. Core principle in Finnish universities is also academic freedom. (Educations.com 2019.)

It is no wonder that over 14000 foreign students have selected Finland for study abroad. Finland remains an eclipse of statistical, scientific and reading ratings in the United states, the UK, Australia and New Zealand and has been ranked among the top 3% in 2019 worldwide. The optimistic trend has been shown to international students in Finland since 1995. International students have come to Finland in the previous two decades to demonstrate an illustration of radical reforms. Although the tuition fees for European students' is free of cost, tuition fees for foreign students outside the European region vary from €6,000 to €16,000 per year. Although the tuition fees seem higher, there is no lack of educational funding resources in Finland. Many universities offer generous scholarships to foreign students, which are largely based on academic merit. Some universities provide early bird discount in their tuition fee, whereas scholarships are provided according to their academic merits. Also, most of the universities provide career service opportunities. They help to find a work placement or a job after your graduation. According to the 2018, PISA (OECD's Program for International Student Assessment), Finland is the only country where student has both high reading proficiency as well as high living satisfaction. (OECD, PISA 2018.)

4 FINLAND VERSUS NEPAL CULTURE

This part of thesis explains about the cultural difference between Nepal and Finland on the basis of Hofstede cultural dimensions and Lewis model. This helps to get a broad picture about how the cultural shock is recognized and dealt with.

4.1 Geert Hofstede's dimensions of national culture

The theory of the cultural dimensions of Hofstede was developed by Geert Hofstede as a basis for inter-cultural communication. It demonstrates the influence of a community on its members' values and their way of relating these values to actions, using a factor analysis structure. Hofstede created his original model after using variable method to examine the outcomes of an IBM global survey of employee values conducted between 1967 and 1973. Since then, it's been perfect. The original theory suggested four dimensions to explore cultural values along: power distance, individualism - collectivism; masculinity and femininity. He began his research with the 40 largest countries, then expanded it to 50 countries and three regions. Later Hofstede added his fifth-dimension Long term orientation whereas the sixth dimension; Indulgence was added in the year 2010. (Lusting & Koester 2006, 113; Hofstede, Hofstede & Minkov 2010.)

The Figure 3 shows the statics of comparison between Nepal and Finland on the basis of Hofstede's dimensions of national culture elements. The data regarding long term orientation and indulgence in the case of Nepal is not available.

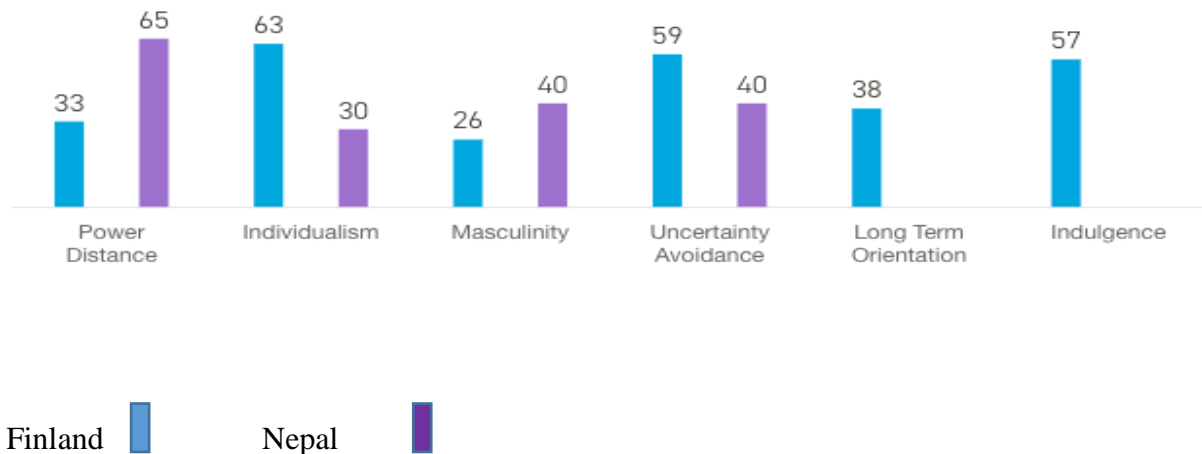


FIGURE 3. Cultural dimension of Finland and Nepal (Hofstede insights n.d)

4.1.1 Power distance

This factor relates to the fact that people in cultures are not the same - it demonstrates how culture stands to these differences between us. Power distance is defined as to how much the less powerful members of a country's institution(s) anticipate and consent to an unjust allocation of power. Power distance dimension is a parameter that is used to measure the distribution of power. As shown in figure 3, Nepal's high scores 65, reflect an understanding of the hierarchy of a society and of organizations' top-down structure that means people embrace a hierarchical arrangement. Finland has the lowest ranking of 33 on the other side, meaning people have the same rights in decision-making and hate leadership. In case of Nepal, decision is made by the manager whereas decision is made by a group after a group meeting in Finland. Therefore, power in Nepal is centralized while there is decentralization of power in Finland. (Lusting & Koester 2006, 125.)

Human inequalities are highly anticipated in the society with high power distance dimension. There exists a culture of discrimination, colonization and underestimating the people with less power. Here, the less power refers to the accessibility on the rights and resources. The reflection of power distance can be observed in various aspects of society such as husband and wife relationship, family, education, workplace, politics and many more. Whatever are the grounds, the decision making and leading rights always with the head person or person with high level of power. But, in low power dimension society like Finland, freedom to use all the rights, cultures, equality and democracy are equally enjoyed and

encouraged regardless the grounds. There is always zero tolerance for discrimination and inequality in low power distance dimension society.

In high power distance society, autocratic or centralized decision-making style is very common. There is a huge difference in education system between Finland and Nepal. Since Finland lies in low power distance, the education is always student oriented where students are always encouraged to interact more with their teachers and classmates. Students are motivated to learn by asking questions, accepting challenges and solving the problems. But the education system in high power distance works in different method. The education is mostly theoretical where students comply on notes, practical assessments are very less and asking questions are not so much appreciated. (Lusting & Koester 2006, 125.)

4.1.2 Individualism vs. collectivism

Some cultures prefer individualism while some culture appreciate collectivism. These differences are explained in Hofstede's Individualism versus collectivism dimension. This dimension indicates the degree of independence that exists among every member of society. It mainly focuses on either the people in society love to be called as "I" or "We". In individualist societies, people are responsible towards themselves and people value personal freedom the most While in collectivist societies, people think they are responsible towards their friends, family and society. They love gatherings and share the moments in groups. (Lusting & Koester 2006, 125.)

As in figure 3, Finland scores 63, meaning it is a highly individual country whereas Nepal scoring 30 is highly collectivistic. Individualistic people are self-centered who prefer high level of privacy and personal space. Their decisions rely on their personal favor and comfort. While collectivistic people are more group oriented. Obligations on decisions made by a group is not welcome in collectivistic society. Benefits of the group are always in top priority over personal benefits. The way of dealing with the problems is one another major difference between individualists and collectivists. Individualists use confrontational strategies to solve interpersonal issues where collectivists either try to avoid and ignore the issues or use third party as intermediaries. (Lusting & Koester 2006, 125.)

4.1.3 Masculinity vs. femininity

Masculinity vs femininity is one of the major dimensions that indicates the value difference between the cultures. According to Hofstede, the major point of this dimension lies in “what motivates people to be the best (masculine) and liking what you do (feminine)”. The significant factors of masculine society are challenge, competition and success while caring about others and living a quality life are the motives of Feminine society. In masculine culture, sexual inequality is taken as advantage while feminine culture says that it is possible for both men and women to be nurturing. (Lusting & Koester 2006, 128.)

With the score of 26 and 40, Finland and Nepal are both a feminine society with an appreciation of health and well-being. In such dimensions, people usually work to live. People usually want jobs that are more rewarding than one that has more wages or benefits. The status is always not shown in Finland, and people are very humble. Equality and quality lifestyle are highly emphasized in both of the countries. However, the style and status of discourse in Nepal are not as resolute as it was previously to the old system of castes, but the results still are apparent. (Lusting & Koester 2006, 128.)

4.1.4 Uncertainty avoidance

Future is unpredictable and uncertain. However, the degree of tolerance for the uncertainty is different between the cultures. These differences are evaluated in uncertainty avoidance dimension of Hofstede which are on the basis of the circumstance or the limit where the member of any culture feels threatened or insecure by any unknown situations and the ways they adopt to avoid the uncertainties.

According to figure 3, there is not a big difference in the number between Nepal and Finland, however, with a score of 59, Finland is comparatively a strong uncertainty avoidant group while with the score of 40, Nepal belongs to low certainty avoiding group. Members from high uncertainty avoidance culture believe that one must always stay prepared for any kind of uncertainties. This might result in continuous existence of stress. While the members from low uncertainty avoidance culture think that they are just a part of life and must take it as they appear. Mostly there is high degree of uncertainty avoidance in developed countries that is why they always make a set of solid rules and regulations in order to guarantee certainty and security. They often resist changes and innovation. One key formula that the people from high uncertainty avoidance culture follow is time management and making a plan. They always prioritize their task and make their schedule accordingly. This is how they try to stay in minimum

risk zone. Likewise, the culture of low uncertainty avoidance is more practiced in developing or under develop countries where the uncertainties are acceptable, and people maintain only the essential rules. Time management and making plan is very rare. (Lusting & Koester 2006, 128.)

4.1.5 Long-term orientation

Finnish culture is classifiable as normative with a low score of 38. People in such communities are keen to create the absolute truth; in their reasoning they are normative. They honor customs, are relatively unwieldy in saving for the future and focus on fast results. There are no data on long term orientation in Nepal in Hofstede's study. Alternative source will be used for this section. There is a certain distinctive feature of a long-term community in the historical structure of castes. Nepalese are more in the west way of thought and spending today. Nepal is starting to have a short-term cultural outlook than it has been before. However, due to the Nepal's volatile economy condition more people are seeking to ensure their own well-being and power.

4.1.6 Indulgence versus restraint

As the score of Finland is 57, it is an indulgent country. People with high indulgence's scores are usually ready to fulfil their impulses and desires to live the life fullest. They are optimistic and have a good outlook. They prioritize quality living and spend money to fulfil it. They don't want to be pressurized and are independent. There is currently no score for Nepal in this dimension. However, as most of the Asian country believes to have a joint family and have only one bread winner. In that case, the heads of the house are supposed to manage every household expenses. People have to think twice to spend money unnecessarily.

4.2 The Lewis model

Lewis model was created by Richard D. Lewis in 1990. Lewis model is mainly recognized for its detail explanations about culture on the basis of behavior which he has mentioned in his book called “When cultures collide” (1996). This book won the title of US book of the month award in 1997. After visiting 135 nations, Lewis concluded that cultures can be divided on the basis of their behavior into three categories. According to Lewis (FIGURE 4), culture can be classified on the basis of behaviors in three different categories which are Linear-active, Multi-active, and Reactive, regardless of geographical boundaries and religion. (Cross culture 2015.)

4.2.1 Linear active

The successful linear staff are strong thinkers, doers and do a task at a time. They are straight forward, and they adhere to authentic facts and figures. Instead of being emotional, they focus on facts and truth. They respect and prefer their own privacy and are both good listener and a good talker. If the findings are necessary, they are likely to move forward quickly and compromise. They are also strictly regulated by laws and rules and time management. English speaking countries like North America, Britain, Australia and New Zealand, and Northern Europe, including Scandinavia and Germanic countries. (Cross culture 2015.)

4.2.2 Multi-active

The multi-active individuals are more interdependent. They decide on the basis of the thoughts and emotions. Conversational fluency take place with regular breaks and gaps at the same time. In business, ties and links are more important than the product contract. They want meetings face to face rather than telephone agreements. Spoken and reciprocal trust are more relevant than the agreement written in paper. They seem to prefer those closer official rules and regulations have less importance. People with time schedules are flexible. Southern Europe, Mediterranean countries, South America, sub- Saharan Africa, Arab and other cultures in the middle east, India and Pakistan fall under this group. (Cross culture 2015.)

4.2.3 Re-active

Before reacting, the reactive people listen. These people are the greatest listeners in the world and focus on what the speaker says or presents and very seldom interrupts. Monologue-pause-reflect-monologue is the favored way of contact in these cultures. Any party should first produce its monolog. People consider silence to be very significant and views to be highly important. reactive culture, the people sometimes associate the western with silence. Cultures of Finns, Japanese and Chinese are some examples of reactive. (Cross culture 2015.)

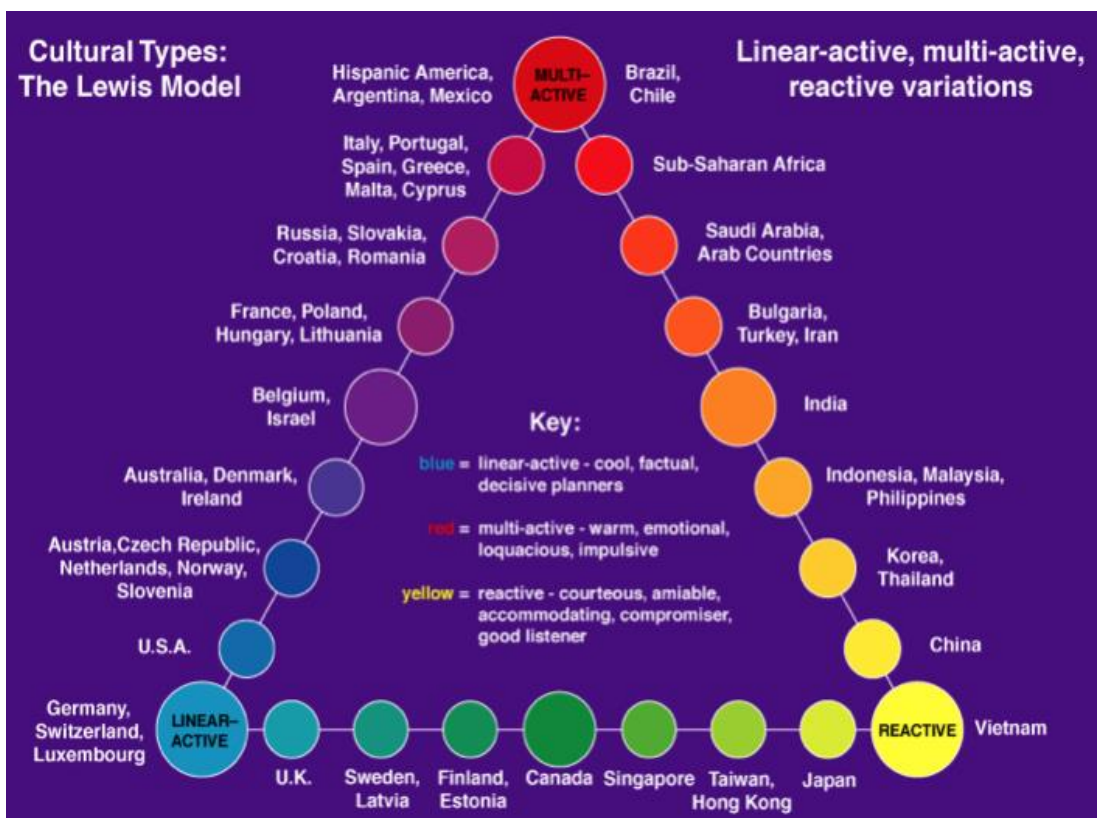


FIGURE 4. The Lewis model (Cross culture 2015)

The above figure 4 represents the Lewis model triangle pinpointing the cultural types on the basis of linear active, multi active and reactive variations.

4.3 The use of time

As in Figure 4, Finland lies quite nicely between the group Linear active and Reactive whereas Nepal is considered to be the Reactive group. Although both Nepal and Finland fall under the Reactive group, these two still somehow possess the different traits. The first difference is the use of time. Finns are famous for being punctual. Time is valuable for them. Delay is considered a loss and unpunctual behavior is taken as unreliable. Finns are considered monochronic which means they do not jump to another task randomly unless they complete the first one. Finnish have a nature where they complete their part of work on time and expect other to be the same. Time in Linear-active countries is clock and calendar related and is segmented in an abstract manner. (Lewis 2006, 330.)

Nepal falls on the reactive group. So, unlike Finns, Nepalese perception of time is cyclic which means the future is predicted on the basis of experiences in present. This kind of perception is very common in Eastern cultures. The habit of planning is very rare in reactive category where changes are made in plans very often according to the situations. This kind of behavior directly affects in punctuality and determining the degree of trust. (Lewis 2006, 57 - 61.)

Finns have a linear procedure of implementing any plans and project into real action. First, they conduct an analysis of any project where they figure out the potential of the project along with the risk factors. Later, they divide the project into several segments so that they can get effective and desired result. In other hand, Nepalese has different way of approaching any project or task. They do not prefer to waste more time in research and analysis, so they like to see one single picture of project. This often results in failure of achieving the desired results in given time. Like the nationalities of other Linear-active countries, Finns also have fix working hours. They prefer to complete any given tasks within given time. They value time a lot. Finns do not want to mix up their work time and leisure time, so they believe in doing right work in right way in right time. But in case of reactive countries like Nepal, they have flexible working hours and also one can take as long time as they want to finish any given task. This looks like people are doing hard work by consuming long time but in Finnish culture, it can be a sign of inefficiency and lack of time management. (Lewis 2006, 330.)

4.4 Communication pattern

The pattern of communication is one another major difference between Nepal and Finland. Although both falls under Reactive group where Finland is a mixture of both Linear and Reactive culture, Finns are shy, introvert and love to maintain personal space. Whereas Nepalese are not too shy and hardly maintain the distance among people. Finns are usually serious and address their issues directly and clearly. Finns have a reputation for truth and transparency. Normally, they do not talk much but when they talk, they either wait and listen to second person completely first or they finish speaking first and listen to second party. Whatever is the process but they both possess and expect patience while doing a conversation on any topic no matter whether it is live conversation or telephonic one. The core lesson is that they do not appreciate interference in between the conversation. This pattern of communication might sound wired and strange for the people from different communication pattern background. However, arguments are built on the basis of facts and figures from reliable source. Finns do not want to be part of false or incomplete information. (Lewis 2006, 330.)

The communication pattern of Nepalese is different from that of Finns. “Diplomacy comes before truth”. Nepalese are very humorous which can be often disadvantageous in many cases while communicating with Finns since Finns are serious kind of people. Frankness, openness and loudness are some significant characteristics of Nepalese which are somehow just opposite to Finns style of communication. Nepalese are very good at expressing their feelings and opinions through their body language. Nepalese mostly use emotional factors in their arguments than facts and figures. In strong Reactive culture like Nepal, people use dialogue mode of communication while Finns are more into monologue conversation. Criticism and interreference in the middle of conversation are very common in Reactive communication pattern while people from Linear active communication do not appreciate interruption. They rather politely give their feedback, comments and raise question if any confusion once the speaker is finished. This difference reflects the communication behavior that exist between Linear active and Reactive culture. (Lewis 2006, 333.)

5 RESEARCH METHODOLOGY

The techniques for identifying, selecting, processing, and analyzing information about a particular subject are referred to as research methodology. It is a technique to systematically gather and obtain information in order to make decisions using the knowledge derived. Research is a mechanism that enables the organization to prepare, acquire, analyze and disseminate relevant data, knowledge and observations in a way that enables the group to take adequate measures to optimize business output in turn (Sachdeva 2008, 9).

According to Kothari (2004, 1) research is an academic activity and as such the term should be used in a technical sense. It is a quest for information in an objective and systematic way of solving a specific issue. Likewise, research methods are a science to systematically analyze how research is conducted. They examine in this section the different steps a researcher usually takes to study the research problems and their reasoning. The researcher must not only know the analysis procedure but also the methods (Kothari 2004, 1).

5.1 Research design

Research design is the foundation of research framework that is used for data collection method. There are three different types of research design which are used according to research objectives: exploratory, descriptive and casual. On the basis of this research objective exploratory research design is appropriate. Exploratory research design can be regulated in small sample and it interpret for large group. Moreover, the research is not sure about the cultural shock experienced by the Nepalese Student living in Finland. Thus, the research will be done in small sample that will represent the group of Nepalese students experiencing cultural shock while living in Finland. (Kothari 2004, 31.)

5.2 Sampling frame and appropriate sampling method

Sampling frame refers to all the qualified individual who are selected to participate for the research and sample are all those participants who are willing to take part in the research. All sample units will be included, and data will be collected and analyzed in this research. Similarly, according to this research

non-probability sampling method will be used; because the sampling component will not have an equal or equivalent chance of being selected from the target population. Snowball sampling design will be used where one interviewee will be provided with one or more probable interview questions. The objective of this research is to reach the Nepalese student facing cultural shock who are studying and working in Finland. Thus, snowball sampling design is taken as an appropriate tool to collect the data. (Noy 2008, 330.)

5.3 Data collection method

Since the objective of this research is to get the bigger picture of the Nepalese student dealing with cultural shock that they have experienced during studying and working in Finland, qualitative research approach is used for data collection. Qualitative research requires the processing and review of non-numerical data to understand ideas, views or perceptions (e.g., email, video or audio). It can be used to gather a thorough overview of an issue and to generate new research ideas. Qualitative research is good for a complicated textual description of people's experience in a given research issue. In addition, the research issue or subject is examined in conjunction with the views of local people engaged in qualitative research. Qualitative studies are thus able to accurately gather cultural knowledge on the beliefs, opinions, actions and social backgrounds of individual populations. Analytical goals, types of queries, means to obtain the information, modes of data and versatility to study design are the key differences between quantitative and qualitative research methods. Qualitative research approaches are generally more versatile than quantitative research methods. A standardized list of closed or set questions asked in the same order for all participants is essential for quantitative approaches, including surveys and questionnaires. This inflexibility allows to allow meaningful distinctions between participants' responses. In comparison, qualitative approaches allow the researcher to engage more naturally and adaptively with the participant through open-ended questions that differ between the participants. (Kothari 2004, 95.)

5.4 Validity and reliability

In research processes validity and reliability are critical concepts. The quality of research is assessed. Reliability means the accuracy of a measure and validity refers to the exactness of a measure. Reliability can be failed if the survey wording is unclear or if a question is misunderstood by the interviewer. All

questions must therefore be easily understood by the respondent. Moreover, validity refers to the ability of the survey questions to accurately measure what we claim to measure (Lee 2004, 211). For example, the chart designed to measure culture shock should measure culture shock and not the other concepts. In the careful preparation of the survey testing method reliability and validity can be improved.

6 FORMULATION OF INTERVIEW QUESTIONS

After the various research done by the authors on the cultural shock in student between Nepal and Finland, it was found out there are many factors, causes and challenges causing culture shock. At the beginning the written interview questions were prepared. According to Schorn (2000), a brief description of the relevant topic and an overview of the framework should begin the discussion. The interview should be done in response to the main questions that the subject appears to explain and the following questions should be supported on the basis of need.

The interview will be open-end, and the mode of communication will be English. The interview lasted between 15 and 20 minutes and was captured on mobile phone. The interviewer included a short introduction to the interview at the beginning of each interview. Besides the intent and substance of the interview, the interviewed party stated that the interviewee was entitled to reject any questions that it considered unacceptable. The interviewer allowed them to ask whether something was ambiguous and promised that the interviewed information was anonymous. Through the high degree of engagement and confidence, the participants seemed relaxed and interested in this kind of interview. Therefore, although the culture shock may be a sensitive topic, they were open and willing to share their studies in Finland.

7 RESULTS AND FINDINGS

In this chapter, we explain about when and how the interview was conducted and what questions were asked to participants. The answers were recorded in order to include them in the thesis. The main objective of this task was to find out the opinion of Nepalese students living in Finland over culture shock.

7.1 Introduction

Altogether five in depth interviews were conducted using Facebook and face to face interview. All of the respondents were Nepalese students living and working in Finland. All participants were well known about culture difference between their host and native country. The age of interviewees was between 21 to 30 years. The interviews were conducted in between March 31st to April 6th, 2021. The average time of interview was 15 minutes long and was recorded with the permission of the respondents referred to the table. (TABLE 1.)

TABLE 1. In-depth interview respondents' profile

	Gender	Age	Institute
1 st respondent	Female	22	Centria UAS
2 nd respondent	Male	30	Laurea UAS graduate
3 rd respondent	Female	26	Centria UAS
4 th respondent	Female	27	Centria UAS graduate
5 th respondent	female	25	Haaga-Helia UAS

Table 1 represents the respondents' age, the number of male and female participants and institution. The universities where participants studied are spread across the country, from big cities like Helsinki to smaller towns like Porvoo and Kokkola.

7.2 Findings

One year after the arrival, the most difficult time for these students has been reported. As seen from the responses of the students, cultural variations in learning have greatly affected the academic adaptation experiences of students. However, most students' states, attributed learning approaches, weather, cultural differences and language as the cause for challenges of their academic and working experience.

It was difficult for me to adapt in a class as every body's learning style was different. They were in the class, but they weren't so into it. Everybody was busy with their own stuffs. Some were eating on the class while some were busy with their phone. It was surprising for me because classes in Nepal used to be strict and students must be disciplined and attentive in the lectures. Some of the professors weren't so strict that I too established the habit of using my phone in the class which I changed it. (Interviewee 1)

Teaching style being different than my home country made my first month a bit troublesome. Study module weren't online as it is in Finland back in Nepal. If I have to enroll in some course, it is done online but it was different in Nepal. With the help of tutor and teachers I started learning it. It was bit difficult for me to pick up that habit at first. However, later it started growing on me. I regard my own adjustment and improvement as a form of personal development because of which I am planning on continuing my educational degree. (Interviewee 2)

I recently moved to Finland about a months ago in March. As I am new to Finland, I have not found any job till now so, I don't have any experience in regards with workplace. However, talking about my study place I have not got a chance to attend my classes physically in University due to pandemic restrictions. But experience with online class is good. I found that the teachers are friendly and helped me a lot to guide with my study programs so as my classmates. (Interviewee 5)

When moving to Finland, Nepalese students face major changes in cultural environments. Unfamiliar environment leads to new cultural knowledge that they must adapt in like: communication style, language, education system and so on. Respondent claimed that the difference in education system between the home country and host country to be the cause of culture shock. First respondent was quite surprised to see the different way of studying at first and was influenced by some negative habits. She also mentions that she overcame it and changed her habit. Beside the fact that it was hard for students to adapt with their education, some positive sides can also be observed. The different style of education comparing to home country of 2nd respondent made his first week bit troublesome. Later, he adapted it with the help of tutor and his teachers. He was happy to mention that the new adjustment was a form of personal development for him and believes to continue his educational journey further. The experience

of 5th participants was different because her class was conducted online due to pandemic. She found her online classes experience exciting and also mentions that teachers and friends were supportive and helpful.

About the workplace, I don't think it is an easy job to find a workplace in Finland as per my experience. Maybe it's because of the language or else. Most of the vacancies open with the requirement of Finnish language which makes our chances of getting job even lower. (Interviewee 3)

In the beginning days everything was very new and exciting for me. However, I was not so confident with my English as it's not my mother tongue. There are still many things that I find hard understanding while talking to people like the slang or other stuff. Because of which I am scared if people will judge me if I mispronounce something or if my accent is off tone. Later, I found that it's just on my mind. People doesn't care if you make some mistake. They are supportive and understands that English is not everyone's official language. (Interviewee 4)

It can be observed from the interviewee that coming directly from Nepal without any experience of studying abroad, they suffered from the difficulty of making friends with foreigners at the beginning. The reason for this difficulty was seen to be language barrier. If the language of home country is different from that of the host country, language barrier is unavoidable. As Finnish and Swedish is the official language spoken in Finland, despite of the qualification, the most required requirement is Finnish language. Finnish language being one of the hardest languages to learn, they found difficulty while searching for workplace. None of the respondents have had strong Finnish skills before coming to Finland. Some are still learning it. Language obstacles hinder Nepalese students from understanding and communicating smoothly with host people, leading to confusion, misunderstanding, discomfort, rage. However, English language not being judged by the others was viewed as a pro of living in Finland.

It was the month of August when I came to Finland for the first time. The weather was so warm, and the places were very beautiful. I was so overwhelmed and excited to go to the university. I already had few friends from my country, so it was very easy for me to spend time. We had very great times together especially going outdoor, enjoy the nature, getting introduced with new friends and gatherings every day after class. (Interviewee2)

At my first days in Finland, I felt depressed by the weather condition. I am not used to with snow and dark days in my home country. The snowy and dark days made me homesick. (5th interviewee)

Mostly when students come to Finland at the beginning, they are excited to start a new journey and explore new things such as culture, currency, people, lifestyle and so on. They enjoy the country's uniqueness and differences. Most of the participants came at the end of summer which was beautiful.

This is known as the Honeymoon stage according to the Oberg's four phases model. However, it was not same for the 5th interviewee. Her arrival was in the month when the weather was snowy and cold which made her frustrated and homesick.

Of course, it did affect me psychologically rather than physically. It was hard for me to cope and the winter weather when I wasn't able to see light and I had no friends it was hard. But later I was able to meet people from my country and met other people which made me overcome this. (1st respondent)

However, it is also possible that Nepalese students who had to experience challenges from the beginning of their stay might not experience the honeymoon stage. Instead, they may proceed to the next which is the Negotiation. After living in Finland for some time, the optimistic sentiments of honeymoon wear away and the host culture starts to affect Nepalese students in various ways. At this point, the students have to deal more or less with university, culture and day-to-day difficulties, which make them realize the important differences between their host and their native culture no matter whether it is positive or negative.

Later, when I came to start and getting to know some of my colleague, I came to understand that Finnish aren't so introvert. They are friendly and helpful. It just takes time to understand them, when you understand them, they are warm hearted. (2nd interviewee)

With the flow of time, time passes, and I eventually learnt to adopt this new culture and respect their privacy. I found personal development and growth in it. (4th interviewee)

The adaptation phase reduces the number of depressions, loss, tension, anger and disappointment of students, as they become more intercultural in their host country. They can make neutral assessments and are ready to adjust to adapt. During the research, it was found that participants didn't felt this phase. Adjustment is the most effective stage in which Nepalese students can build up a new identity which, despite differences, enables them to feel comfortable with finishes and Nepalese cultures. At this time, the participants were proud of what they had accomplished on the journey to overcome the shock.

Culture was completely new to me. When I got to know it, I noticed cultural differences. Neighbors in my country are very sociable and friendly. Next was the weather. The extreme coldness in the winter and darkness made me feel lonely. When one's mental health is unhappy and unhealthy, it is very hard to concentrate on the studies. The symptom was mood swing, not liking to go out, wanting to avoid groupism. I remember missing many classes because of the same reason in the winter. Can't miss the fact that I overcome it. (3rd interviewee)

The major difference that effected my both physical and phycological state is the language barrier. Due to the language barrier, it has made me difficult in communicating with people as well as knowing the culture and rules and regulations of Finland. (5th interviewee)

After the interviewee respond, it was clear to understand that while moving to new culture, unknown and unprepared circumstances tends to affect student's psychological state. It made participants lonely which affected not only their mental health but also their study too. While trying to maintain distance with people like Finnish people does, respondent 4th developed having of staying alone which was making her even lonelier. It also affected the 3rd respondent. She remembers her loneliness in winter which affected her studies.

Advise I would like to give is, have patience, while knowing people. Don't panic about their social distancing thing, you will eventually find them amusing later when you got to know them. They have their own rituals and habits, so prepare yourself psychologically about that. Focus on learning language. Seek help of teacher if you are having hard time on school, or don't panic when you don't find workplace on time. You are eventually going to find it somehow just know that good thing takes times. (2^d Interviewee)

The advice that I would want to give to newcomers here in Finland is that try to make more new friends and get involved in Nepalese society so that they can feel like family. New student does get the cultural shock as the culture we have and here is totally different and they might not get the idea of celebration as well so it would be best to know the people from own country and get involved in their activities which would definitely help them in relieving from cultural shock. (3rd interviewee)

Similar kind of advice were given by the interview to the upcoming international students. They all want students to learn the host country language. As per them, when somebody learns the language, it will be easier for them to understand about the surrounding and culture. It is also better to prepare yourself from the fact that every culture is not same, and you are going to face some challenges in the new culture. When people set their mind to something, they are ultimately prepared for the obstacles that are to come in future.

The fact that culture shock can happen to anyone anywhere in a new setting. So, students should understand that its normal and culture shock can be managed gradually. The main idea is that students must communicate about their issues with right people who can help them feel better. Stress will be reduced if students know that there's somebody to support them. Finally, while cultural shock can cause numerous problems, it provides Nepalese students with an excellent opportunity to practice and improve

their intercultural understanding and skills. Therefore, to resolve not only its adverse effects, but also to make the most of it, it is crucial to consider and reflect on the positive side of the cultural shock.

8 RECOMMENDATIONS

Finns are kind, helpful and give as much information as they can. Though Finland has its own language, most of the Finns can speak and understand English so it will not be a problem for any Nepalese student to adjust and the adopt in Finnish environment. Most of the places have the information in English language. However, it is highly recommended for every newcomer to study and research about every aspects of Finland before they come.

Beside language, there is a huge difference between Finland and Nepal in geographical, climatic and cultural cases. Finland is a country that lies in the northern part of Europe where the winter is longer than summer. While Nepal is country with a mixture of both tropical and subtropical climate. The weather is mostly warm throughout the year. So, climate can be a major shock for Nepalese students.

Finns are introvert, individualistic, prefer their personal space and are less humorous so, the newcomer can find this behavior of Finns a bit unique and uncommon. Finns has different pattern of communication than that of Nepalese. Finns prefer silence over random interaction and distance over gathering. The silence and desire of personal space can be another culture shock for Nepalese students.

When it comes about education, the education system is way different between Nepal and Finland. Finland has one of the best education systems in the world. It is a great opportunity for any students to come and gain education in Finland. The education style and the learning environment in universities in Finland can be a shock for Nepalese students since Nepal mostly rely on theoretical base education while education system in Finland is more practical and experiment based. So, it is highly recommended to make the optimum utilization of coming to Finland and getting the opportunity to be part of Finnish education system.

9 CONCLUSION

Culture shock is a factor that nobody can ignore, especially foreign people have to deal with different cultures according to where they are staying. In this modern world, where we are often learning and working in intercultural contexts, cultural shock is an important and valuable topic. Based on their own experience while studying and working in Finland, the authors are eager to research on the topic hoping to improve and make the culture shock more comprehensive and accessible for students of their similar age by examining real cases. Different perspectives and suggestions concerning the cultural shock and its impact were identified by inspecting interviews with five different people from academia and workplace.

Despite the low time frame and small survey population, the objectives of this research are accomplished. The term culture shock, causes of culture shock, managing culture shock and further improvements were identified. This was achieved by an analysis of the response from the survey and international journals.

The Asian students came to Finland to achieve the career ambitions and experiences they wished would fulfill their hopes and expectations, seeking higher education. Nepalese students come to Finland in the dream of achieving their higher education faces culture shock. Unknown and unprepared about culture shock, students face day to day challenges while studying and working in Finland. This thesis presents the challenges students faced due to culture shock and how they overcame it.

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APPENDIX 1

1. How long have you been living in Finland? Please tell me about your experiences in regards with study and workplace in Finland.
2. When moving to Finland, could you tell me about your first days, how did you feel at the beginning days in Finland? What kind of similarities and differences did you experience at the beginning between Finland and your home country? Please elaborate on how much those similarities affect your student and work-life?
3. Did you notice any differences between Finland and your home country? If yes, please elaborate on what impact do those differences make in your everyday life? Did those differences impact your study life? Please explain.
4. How did you feel about cultural differences? Did those differences affect your psychological or physical state? If yes. Does this affect cause any symptoms? Please Explain
5. How did you learn to deal with those challenges? How did your attitude towards Finnish Culture and the individuals of your university/ workplace change throughout your adaption phase?
6. Can you figure out the causes of those challenges? If yes, please specify which cultural differences are the cause of those difficulties. Besides cultural differences, is there any other reason for those challenges?
7. What advice would you give to those students who intend to study in Finland to tackle the cultural shock that they would experience? What culture shock they would experience at first? How could they minimize the effects of culture shock?

APPENDIX 1/1

Interviewed transcript and coding of Audio

Interviewee	Interview transcript
<p>Interview 1 Age: 22 Female</p>	<p>It has been 1.5 years I have been in Finland. To tell about my experiences when searching for my study place it was difficult to secure my study place. I had to take exams for applying here. Exams were not the hard part but the processing for the residence permit in Finland was tough part. It took me 3 and half months due to which I had to miss one month of my classes here. And finding a job in Finland or in Kokkola is a hard job. As I am not a native Finnish speak language barrier is the first problem I faced.</p> <p>It was quite stressful when I came to Finland. As I was new this place was new to me. I didn't know anyone, and I had no friends which made me hard to go anywhere. I faced culture shock as well when I came here. I got a chance to meet many international students in my class. It was difficult for me to adapt in a class as every body's learning style was different. They were in the class, but they weren't so into it. Everybody was busy with their own stuffs. Some were eating on the class while some were busy with their phone. It was surprising for me because classes in Nepal used to be strict and students must be disciplined and attentive in the lectures. Some of the professors weren't so strict that I too established the habit of using my phone in the class which I changed it.</p> <p>Also, the weather enhanced my mood swings especially during winter. There were many differences such as I was staying with different people in my country and there was interaction between the neighbor but here it was hard to see people. It did affect my student and work life as I am not a Finnish people which makes me hard to mix up with other people well. Another was the language and the</p>

	<p>difference in our thought. But now I can get along with people quiet well than before.</p>
<p>Interview 2 Age:30 Male</p>	<p>Culture difference is something that we cannot argue about. As we grew up in different country in different environments and different group of people it does happen. Of course, it did affect me psychologically rather than physically. It was hard for me to cope and the winter weather when I wasn't able to see light and I had no friends it was hard. But later I was able to meet people from my country and met other people which made me overcome this. More than anything in my view language was the main problem because relationship is made through communication. And if there is barrier, it always becomes a problem.</p> <p>I would like to advise them that as it is a different country, we cannot expect it to be as we had in our country or family. Try hard to learn the Finnish language so it will become easy to get more and better opportunities. Friends are made along the journey of your life and studies. Try to take more vitamins to balance your health as it is very much needed in Finland.</p> <p>It has been almost five years I am in Finland. I feel like I have achieved a very quality education in Finland. Regarding workplace, it was a little bit hard to get job due to language issue, but it was never impossible to get a job. It was the month of August when I came to Finland for the first time. The weather was so warm, and the places were very beautiful. I was so overwhelmed and excited to go to the university. I already had few friends from my country, so it was very easy for me to spend time. We had very great times together especially going outdoor, enjoy the nature, getting introduced with new friends and gatherings every day after class.</p> <p>There are more differences than similarities in between my home country and Finland. However, one significant similarity I noticed here is the structure of houses that they have here in country sides. They made me feel like I am still somewhere in my country. Otherwise, there are many differences in almost every aspect for example education systems, language, public transports and accessories, weather, food, infrastructures and development etc. Teaching style being different than my home country made my first month a bit troublesome. Study module weren't online as it is in Finland back in Nepal. If I have to enroll in some course, it is done online but it was different in Nepal. It was bit difficult</p>

for me to pick up that habit at first. However, later it started growing on me. I regard my own adjustment and improvement as a form of personal development because of which I am planning on continuing my educational degree.

Since there are not so many similarities between my home country and Finland, I would say the difference has more impact on my study and work life. Yes, after coming to Finland, I felt so lonely because people were not so social and talkative here. People like to make a distance with people but comparing to my home country people are helpful and even the stranger is always ready to help. Another difference is the weather, it's so cold here.

It's obvious to feel Culture different while comparing to two country. As in my home country, we have a lot of festival which brings people and family close, but when I see here it is different. For e.g.: the environment where I grow up tends to share foods or goods with people living in the same surrounding no matter whether you know each other or not. No matter whether it is for humanity sake or friendship sake. Firstly, when I came here it did affect me. Weather factor and loneliness affect me. Winter being long than summer was depressing and somehow affect my psychological aspect. The only option was to face it. Only option for me was to study because my sole purpose was to get a European degree. So, I worked hard despite of the challenges. When you tend to neglect your problem and focus on your goal, we tend to adapt, and challenges seems to disappear. Later, when I came to start and getting to know some of my colleague, I came to understand that Finnish aren't so introvert. They are friendly and helpful. It just takes time to understand them, when you understand them, they are warm hearted.

Advise I would like to give is, have patience, while knowing people. Don't panic about their social distancing thing, you will eventually find them amusing later when you got to know them. They have their own rituals and habits, so prepare yourself psychologically about that. Focus on learning language. Seek help of teacher if you are having hard time on school, or don't panic when you don't find workplace on time. You are eventually going to find it somehow just know that good thing takes times.

<p>Interview 3 Age: 26 Female</p>	<p>I have been living in Finland since last 16 months. I feel that the study here is quite good as the teachers helps a student a lot in getting better education and here are quite enough materials available for study. About the workplace, I don't think it is an easy job to find a workplace in Finland as per my experience. Maybe it's because of the language or else. Most of the vacancies open with the requirement of Finnish language which makes our chances of getting job even lower.</p> <p>I can still remember the first day, as i was very excited to see the new world and wanted to know about the various kind of systems and technology.</p> <p>I don't think there are many similarities between my home country and Finland. Weather here is the main difference as my home country doesn't have so cold and long winter. The transportation system, working area and apartment systems here are all different than in my country. I think coping with the weather is the main challenge for a student like me and get adjusted with the work also.</p> <p>There is a huge cultural difference in between my country and Finland. Obviously, I noticed many differences. Culture was completely new to me. When I got to know it, I noticed cultural differences. Neighbors in my country are very sociable and friendly. Next was the weather. The extreme coldness in the winter and darkness made me feel lonely. When one's mental health is unhappy and unhealthy, it is very hard to concentrate on the studies. The symptom was mood swing, not liking to go out, wanting to avoid groupism. I remember missing many classes because of the same reason in the winter. Can't miss the fact that I overcome it.</p> <p>I slowly started involving in group activities. There were many Nepalese student living in my area. Taking help of them no matter whether it is for school matter or for personal matter helped me to cope with the challenges and adapt. The advice that I would want to give to newcomers here in Finland is that try to make more new friends and get involved in Nepalese society so that they can feel like family. New student does get the cultural shock as the culture we have and here is totally different and they might not get the idea of celebration as well so it would be best to know the people from own country and get involved in their activities which would definitely help them in relieving from cultural shock.</p>
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<p>Interview 4</p> <p>Age: 27</p> <p>Female</p>	<p>It has been 1.5 years for me living in Finland and I must say student life together with work is difficult in Finland according to my experience.</p> <p>I was excited to enter new land to pursue my further studies. In the beginning days everything was very new and exciting for me. However, I was not so confident with my English as it's not my mother tongue. There are still many things that I find hard understanding while talking to people like the slang or other stuff. Because of which I am scared if people will judge me if I mispronounce something or if my accent is off tone. Later, I found that it's just on my mind. People doesn't care if you make some mistake. They are supportive and understands that English is not everyone's official language.</p> <p>In my country people are very friendly whereas here in Finland people are very quiet. Another difference is of climate.; 3-month summer and sever cold weather which is opposite in my home country. Family members living separately is also one of the points to mention that is different than my home country. Next will be the people following strict rules and regulation. (everything is in a systematic manner).</p> <p>The only similarities I found is Nature. Finnish preserve nature and forest which is in my view similar to my home country.</p> <p>In my home country, students are more focused to study than to work. They have to choose between work and study as work and both starts between 10-5. But working life is easier here. We can choose our working hours and working days which is quiet opposite in Nepal. There is fixed hours and fixed working days. Here in Finland, High respect to every kind of work. Less Hierarchy and highly paid. In case of Nepal, Nepal follows Top to bottom hierarchy. If boss says yes, it is YES! The next culture difference will be people are friendly in terms of calling each other. For instance: we can call our teachers and seniors by name here but back in Nepal it is considered mannerless and disrespectful. The most difficult part for me to deal was with the social life. People here maintained the distance which was quite hard for me to accept. And yes, it affected my psychological state as people prefer to stay alone but I wanted to be in a group. I was somehow separating myself from a group which made me lonelier.</p>
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<p>Interview 5 Age: 25 Female</p>	<p>With the flow of time, time passes, and I eventually learnt to adopt this new culture and respect their privacy. I found personal development and growth in it.</p> <p>I recently moved to Finland about a months ago in March. As I am new to Finland, I have not found any job till now so, I don't have any experience in regards with workplace. However, talking about my study place I have not got a chance to attend my classes physically in University due to pandemic restrictions. But experience with online class is good. I found that the teachers are friendly and helped me a lot to guide with my study programs so as my classmates.</p> <p>At my first days in Finland, I felt depressed by the weather condition. I am not used to with snow and dark days in my home country. The snowy and dark days Made me homesick. I did not notice any similarities between Finland and my home country so, it did not affect either my student life neither my work life.</p> <p>Yes, I do experience many differences between these two countries in various factors. For example, the weather is different, studying environment is different, studying and learning process is completely different, transportation system as well as banking system is also different. Back in my country we used to have more theoretical knowledge but here I experience that they have more practical knowledge, and they learn by doing. In addition, we never call our teacher by their name in Nepal. The biggest difference that has affected me in every matter with my everyday life is difference in language. Language barrier has made my days different in Finland and I still have not overcome this difficulty.</p> <p>The major difference that effected my both physical and phycological state is the language barrier. Due to the language barrier, it has made me difficult to communicate with people as well as knowing the local culture, rules and regulations of Finland also takes time.</p> <p>Till now I have not learned to overcome the challenges that I am facing with cultural differences. The causes of the challenges that I am facing is the cultural differences and geo-graphical difference between Nepal and Finland.</p> <p>I would like to suggest that at least learn some Finnish words and sentence that will somehow help you to communicate with the people around. Similarly, it is normal to face cultural shock while moving to foreign country so, there is nothing</p>
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	<p>to be panic. We adopt the foreign culture and overcome the cultural shock with the flow of time.</p>
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