

Academic Student Research Journal

Abbreviated Key Title: Acad Stu Res Jou

ROLE OF SOCIAL CAPITAL: ADJUSTMENT OF AFRICAN STUDENTS AT IIUI.

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DOI:

Received: 10 June 2023|

Accepted: 10 August 2023

|Published: 01 September 2023

Abstract:

Research Article

Social interactions are beneficial to individuals who are already part of a social network; social capital is an investment in social ties such as networks, support, and trust (Coleman, 1988). The more we have social networks, connections and friends, the bigger we have social capital (Ferlander, 2007). The majority of students were from Somalia and Nigeria, they all were Muslims, and the majority of respondents were from Undergraduate programs. During the lecture, the African students were comfortable with the English language and they preferred the English language outside the class, too. African students used 44% Facebook the most, 39% used WhatsApp the most and 17% used Instagram. Most of them are light users, so 36% spend less than 1 hour on most used social media. We conclude that most of the African students were emotional adjust and self-confident. African students' Bridging, bonding, and linking social capital aids intellectual, social, and personal adjustment within university life and outside of the institute. The strength and quality of these

Keywords: Social capital, African students, Social networks, Emotional adjustment, Self confidence

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Introduction:

The network of social interactions that exists among the individuals who live and work in a specific culture is referred to as "social capital." It contributes to the social functioning as well as the efficient operation of the given society. The focus of social capital is on the social interactions that are beneficial to individuals who are already part of a social network. Scholars have spent a significant amount of time debating and discussing the concept of social capital. Over the course of the past several decades, the term has been conceptualized in a variety of ways and utilized in a number of academic subfields to varying degrees. According to Bourdieu (1986), social capital may be defined as the means through which individuals get access to economic and cultural resources through their social ties. According to Coleman (1988), it is an investment in social ties such as networks, support, and trust. According to Putnam (1998), it is "properties of social organization such as networks, norms, and social trust that promote coordination and cooperation for mutual benefit" (Ferlander & Timms, 2001). According to Putnam's

theory, social capital is simply the quantity of trust that is accessible and is the most valuable stock when it comes to defining the political culture of modern nations. Putnam shares the notion held by Coleman that social capital is a trait that makes it easier for individuals to cooperate with one another. However, Putnam argues further that such a characteristic may be called an aggregate trait to the extent that it can become automatically comparable across cities, regions, and even nations. Putnam's argument is based on the fact that such a characteristic has a high degree of homogeneity (Tristan, 2015). The concept of social capital originated from the conceptualization and theory of capital, which is typically viewed through the perspective of economics. However, its entrance into sociology shows that capital is not simply money or monetary stuff, but rather that it may take on a variety of forms and that it has more than one shade. It is historically relevant and also functions as a method and process of circulation throughout the world. It is important to remember that wealth is more than just the acquisition of material items; rather, it is a social relation.

For instance, if you owe someone a favor, that is something personal between the two of you; but, if your debt is defined by a third party or by some social rite such as a birthday, then that is considered to be a social relation. To this aim, wealth, or capital, may be conceptually positioned as a social connection in the same way. This is important since it allows for a more complete understanding of the notion. Social capital is a resting value and a tool that allows individuals who have certain characteristics to come together and assist themselves in the form of information, moral, and cognitive facilitation. This attribute of social capital allows it to have an interpersonal quality (Putnam, 1998).

History of International Islamic University Islamabad IIUI:

The establishment of the International Islamic University in Islamabad (IIUI) was the result of a forward-thinking concept among the leaders of the Muslim world. This concept was aimed at encouraging the growth of higher education opportunities for Muslim students all over the world. The first day of Muharram in the 15th year of the Hijrah, which corresponds to November 11, 1980, was the day on which the groundwork for this worthy concept was set. The goals and expectations of the Muslim Ummah for an Islamic renaissance are represented by IIUI as a symbol. It was a systematic effort to address the economic, social, political, and intellectual requirements of contemporary times by producing academics and practitioners who were endowed with Islamic learning, character, and personality and capable of meeting those needs.

In the beginning, there were just nine students enrolled in the LL.M degree programme that IIUI offered when it first opened its doors on the campus of Quaid-i-Azam University in Islamabad. In March of 1985, the President of the Islamic Republic of Pakistan issued an ordinance establishing the International Islamic University, which resulted in the university being renovated, rebuilt, and reconstituted as the "International Islamic University." Since its humble beginnings, the institution has undergone phenomenal expansion, and it currently comprises nine (9) faculties in addition to six (6) independent academies, institutes, and centers. Over 17,000 students are enrolled at the university, with approximately 7,000 of those students being female. The university has around One Hundred Twenty (120) academic programmes that are offered. In addition, there are around two thousand students registered in the institution's affiliated Iqra College of Technology. This college is a constituent entity of the university.

The idea leading to IIUI was cosmopolitan in nature, the tertiary institution was conceived to cater for the local educational need of Pakistanis, as well as the Muslims from different part of the world. To this end, over the

last several decades, IIUI has not only marked its niche academically, but sustained its international character. Like every other international institutions, IIUI has been offering different academic programs to foreign students from Afghanistan, Britain, Central Asian Countries (CARS) Nigeria, Somalia, Turkey, Kenya, Niger, Ivory Coast, Guinea, China, Indonesia, Thailand, Palestine, Yemen, etc.

Foreign study is taxing and requires some degree of perseverance. Foreign study without a scholarship always come with some challenges and consequences, this is true for some of the African students studying at IIUI. Uninterestingly, these challenges are increasingly pronounced amongst the new African students. Biggest amongst these problems include but not limited to the issue of accommodation, language and communication barrier, and adjusting to a different society and culture. One conceivable reason for the latter stems from the fact that the local students do not generally communicate in English, instead in their mother (native) tongue and communication barrier is encountered in other daily life engagements and encounters, especially with the university hostel and administration employees, and shop keepers within and outside the campus, thus creating the 'feeling and reality' of not given equal attention. Such dejection and isolation exacerbate the nostalgia of being far away from home.

Social Capital:

The concept of "school social" refers to the many permutations of relationships that exist between students, instructors, and parents in a school setting. These interactions are thought to promote students' academic successes and have implications for their well-being (Coleman, 1988). According to the findings of certain studies, a higher school's social capital is associated with higher academic accomplishment (Tsang, 2010). Although there is a correlation between school social capital and students' health and well-being, including their academic performance, this area of study is still in its infancy (Virtanen, Ervasti, Oksanen, Kivimäki, & Vahtera, 2013). Recent research conducted by Kidger, Araya, Donovan, and Gunnell (2012) found that students' emotional well-being is influenced by their sense of belonging at school and their instructors' accessibility. The term "school social capital," as defined by this study, alludes to the reliable and supportive bonds that exist between students and teachers. As of right now, there aren't a tonne of multi-level research examining the value of social capital in educational settings. However, a multilayered strategy is required to fully grasp the ripple impacts of school social capital. Social capital is both a theoretical framework and a common concept in the study of social science, yet it is a contested idea for which no one, agreed-upon definition exists (Morrow, 1999). To the best of our knowledge, Coleman (1988) is the first to comprehensively apply the notion

of social capital to the context of young people. Coleman's research is largely responsible for connecting social capital to studies of children and adolescents (Davidson, Demaray, Malecki, Ellonen, & Korkiamäki, 2008). We also follow the line of thinking put forward by Coleman (1988), who argues that social capital can be seen as a foundational concept with significant influence in both home and school settings. Coleman argues that social capital is not a characteristic of the individuals who compose a community but rather a collective attribute. Social capital, as defined by Coleman, is an asset that develops out of a society's social institutions and interpersonal relationships. Coleman argues that adolescent social capital is an important indicator of future success in health and education.

Depression, Academic Performance, and Institutional Stress:

The academic success of students is a crucial sign of how effectively the teaching method is working (Portes, 1998). However, there is not a universal agreement on either the definition of academic well-being or how it should be operationalized. Attention this particular piece of research, we zero in on the concept of academic burnout as an important component of overall school satisfaction. According to the findings of several pieces of study, emotional school engagement of both a good and negative nature have been shown to have remarkable relationships with academic functioning and psychological functioning (Li, et al., 2010). The idea that is referred to as "school burnout" is one that is connected to the un-wellness that can occur in schools. It was first believed that burnout was a syndrome that was tied to working (Maslach, et al., 2001), however the concept has recently been discovered to be valuable and transferrable to the educational setting (Kiuru, et al., 2008). A person is considered to be suffering from school-related burnout when they experience feelings of exhaustion at schoolwork, skepticism toward the purpose of education, and a sense of inadequacy as a student all at the same time. There is a correlation between a student's emotional disengagement and low academic accomplishment, and significant symptoms of emotional disengagement include discrepancies between a student's internal resources, the workload at school, and the expectations of school results. Discrepancies between a student's own resources, the amount of work they have at school, and their own expectations of how well they will do in school can lead to this (Kidger, et al., 2012).

Problem Statement:

The African students who are currently enrolled in the International Islamic University Islamabad (IIUI), Pakistan are confronted by many challenges, constituting hurdles to the progress and smooth academic achievement.

These challenges are multidimensional, they include economic (inability to pay tuition fees and accommodation expenses), cultural (adjusting to a different society and culture) social (language and communication barrier) and Institutional. The amalgam of these challenges make academic progression weak and truncate their ability to match up with other local and foreign students.

Significance of the Study:

The current study will focus how social capital (Bridging, Bonding and Linking) help to the adjustment (Academic, Social, Personal-emotional and Institutional attachment) of African students at International Islamic University Islamabad. The current research is very important because it will highlight the core issues of African students and explore how through maximization of social capital, such issues and challenges can be ameliorated. The study is unique, because its kind has never been carried out, either in Pakistan or at IIUI, therefore it will be a watershed study on foreign students in Pakistan, particularly in IIUI and on African students.

Objectives of the Study:

To analyze socio-cultural and economic problems facing African students studying at the International Islamic University Islamabad.

To determine the factors leading to these socio-cultural and economic challenges - economic problems among the African students in continuation of their degree
And to explore the role of social capital towards the adjustment of African students in IIUI, vis-à-vis their challenges.

Research Questions:

RQ1: What are the socio-cultural and economic problems facing African students studying at the International Islamic University Islamabad?

RQ2: What are the determinant factors leading to the academic, social, Personal- emotional and institutional attachment problems among the African students in continuation of their degree?

RQ3: Up to what extent social capital (Bridging, Bonding and Linking) can contribute to the adjustment of African students in IIUI, vis-à-vis their challenges.

Literature Review:

The creation of campus activities of different forms for international students have some ramifications, it does not only strengthen students participation, increase confidence, generating advantages for individuals who take part in activities at the level, providing access to essential resources that are required for participants to successfully traverse their new academic and social environment,

but it also enhances social networks as they share and circulate social capital. Social capital amongst youth, especially university students has generated considerable academic debate. Moon and Shin (2019) studied social capital in the university campus. Their work explore how interpersonal relations and networks are produced amongst students of and from similar cultural backgrounds and how such network further generates what they referred to as co-national and multinational ties. In their view, social capital is a form of bridge between and amongst cultures (Moon & Shin, 2019). The degree to which students build social relationships with other students, the basis upon which certain impacts are generated, and the medium through which students develop coping behaviors in response to the complicated demands of higher education is referred to as social capital among students (Hall, 2015). Other works that have explored the intersection of social capital and student from same cultural backgrounds in Krackhardt and Stern (1988), their attention was on social learning through social networking.

Beyond relational benefits, social capital is also associated with cognitive group development. For instance, group thinking, learning and development is strengthened and ascertained amongst people sharing same traits. Students appear to gain academically from the introduction of activities that entail group work. These activities give students the opportunity to create social connections and to strengthen links among themselves and their classmates. This was shown to be the case by research. These pupils have exercised their capacity to broaden their social and cultural capabilities through learning that has taken place both formally and informally, both within and outside of the classroom (Rienties et al., 2014).

Social interaction is altering meanings and constructions in the age of social media. Toward the end, some scholars undertook research. Guo et al. (2014) investigate the significance of the social media platform. According to them, the usage of social networking sites by Chinese students studying abroad in Japan had an effect on the students' perceptions of their social capital and their psychological well-being. They also looked into how Chinese students studying abroad deal with the pressures of adjusting to a new culture. The use of social networking services had varying effects, depending on the goals that were being pursued. Higher levels of both bridging social capital and subjective life satisfaction were related with SNS usage for social and informational reasons (SIF), while ERF was unreliable in predicting perceived social capital but was linked to greater feelings of isolation. Acculturative stress among Chinese overseas students was shown to be lower when

they had a strong sense of social connection and higher when they felt isolated from others, but was unrelated to their usage of social networking sites. This was discovered after students were surveyed on their exposure to different cultures. The study's results suggest that people who regularly use SNSs to keep themselves informed and involved have several advantages, including the development of new social connections and improved mental health (Guo et al., 2014).

Even after controlling for previous school burnout and academic achievement, it was discovered that school social capital was a significant predictor of greater academic accomplishment and lower school burnout at the student level. This finding highlights the significance of school social capital in students' favorable outcomes. Because previous research has shown a significant relationship between a student's academic performance and a number of health and well-being indicators that emerge during the adolescent years, the current study employs outcome measures that are connected to both health and school achievement (Davidson, et al., 2008). At the individual student level, we discovered a link between school fatigue and academic achievement, which is consistent with the previous research findings. Despite controlling for prior academic achievement, school burnout, and parents' educational status, the longitudinal design indicated that school social capital, which refers to pleasant and supportive interactions between children and teachers, might predict beneficial results. As a consequence of this, our findings make a contribution to the continuing discussion regarding the long-term consequences of social capital on the well-being and academic accomplishments of adolescents. Previous studies have shown that academic performance at the beginning of lower secondary school is the best predictor of academic success at the conclusion of lower secondary school. There is substantial evidence to support this claim (Morrow, 1999). However, the findings from our research indicate that a student's level of school social capital has an independent influence, and this is the case even when prior academic achievement is taken into account. Researcher found that teacher support has a significant effect on teen school satisfaction, which is related to adolescent aspirations for relatedness, competence, and autonomy. These goals are indicators that might also be considered crucial to school burnout. Similar to the findings of this study on the positive and independent effects of school social capital, our findings on the positive and independent impacts of school social capital were discovered (Trier & Danielsen, 2017). Previous research has shown a favorable association between positive relationships between teachers and

students and higher levels of academic accomplishment. Our findings are likewise consistent with prior research, indicating that this correlation exists (Plagens, 2011).

People build social capital by cultivating personal connections with one another, such as through friendships and professional networks. These connections can be created through preexisting friendship networks or through the acquaintance of a friend of a friend. They are also possible outcomes of consistent participation in social activities. One subcategory of social capital is known as "bridging social capital," and it refers to the relationships that serve to connect individuals living on opposite sides of a social divide (such as race, or class, or religion). Associations serve as a "connection" between various communities, organizations, or groups of people in general (Claridge, 2018). The most influential form of social capital is bonding, which is created when two people have a close connection with one another. This could be the result of years of close collaboration with a coworker, during which time a warm personal bond has developed between them (Paul, 2022). In the process of connecting social capital, bridging acts as a continuation of that process. For instance, horizontal bridging can take place between people who are equivalent to one another in terms of their socioeconomic standing or their place in the social hierarchy. On the other hand, vertical connection refers to the relationship that exists between different socioeconomic classes.

The importance of social capital in the management of shared resources, such as forest resources, has recently received a lot of attention, particularly in development policy talks. Customary institutions are widely recognized as vital in the management of shared resources as a type of social capital because they provide a framework for collaboration and coordinated action, foster trust, and enforce reciprocity standards. These institutions may be looked of as the local counterparts of the rule of law due to their intimate linkages to regional conceptions of identity and cooperative social norms (Dahal, & Adhikari, 2008).

Although the concept of social capital has been around for quite some time, it wasn't until the 1990s that academic and political circles started paying attention to it. In recent years, it has become increasingly significant in understanding a variety of societal and economic issues. During the course of the past decade, there has been a significant rise in the volume of written work that examines both the theoretical and empirical components of social capital. Social networks, civic involvement, standards of reciprocity, and generalized trust are some of the crucial elements that are essential to the concept of social capital, which is

predicated on human connections and interactions. A set of institutions, networks, social interactions, shared norms, values, and beliefs that support cooperation and cooperative action for mutual benefit is a popular definition of it (Bhandari & Yasunobu, 2009).

Numerous research have been conducted on social capital, a topic that has dominated the news in recent years. The conceptual work for the notion of social capital, which has already been identified in several disciplines, is based on a path that initially appears to be dispersed and in rivalry with itself. (e.g., Coleman, Burt, Putnam, etc.), eventually leading to a single theory of social capital (Taşdemir et al., 2017). Pierre Bourdieu's seminal books are credited with sparking significant scholarly interest in modern advances in social capital.

Numerous empirical research have found a beneficial relationship between social capital and development. However, conceptual flaws and theoretical vagueness stymie the social capital notion (Ponthieux, 2004). The concept of social capital has recently been stretched from an individual asset to a feature of communities and even nations. The final sections describe this conceptual expansion and discuss its shortcomings. I argue that social capital serves a special function in sociological theory as a shorter phrase for the benefits of sociability. However, very broad extensions may jeopardies the concept's heuristic value (Portes, 1998).

Intervention programmes aimed at establishing bonding and bridging relationships may aid social capital influence how people perceive their own circumstances. The intentional design of transform to learn in community may be relevant to programme planners as they create and assess community-based initiatives, adapting as needed to meet organization-specific objectives while accounting for the possibility of varying outcomes when used in different contexts or circumstances (Hung & Lau, 2019).

Understanding sustainable economic development necessitates knowledge of social structures, cultural norms and values, and institutions, all of which have a substantial direct and indirect impact on economic behavior. As a result, a thorough explanation of economic development must consider social, cultural, and political elements in addition to broad measures of simple income growth. Historically, classic economic models emphasized common factors of production while disregarding socio-cultural components. As a result, economic expansion has resulted in a high level of social problems and minimal rise in wellbeing. Economic models also failed to appropriately account for the effects of development (Bhandari & Yasunobu, 2009). In today's world of increased output and ever-increasing globalization by

making effective use of technology, staying current, and developing cutting-edge goods and services. Strong and effective human relationships, effective trust, networks, and norms, in addition to physical resources, are required for the production of unique goods and services, the efficient use of resources, and the ability to change with the times. These concepts highlight a company's social capital (Taşdemir et al., 2017).

Our research on cognitive social capital supports the idea that the precise effects of social capital are context- and most likely community-dependent. We might assume that an intervention that incorporates social capital building into its operations may be especially advantageous to the conditions of community members in remote and dispersed areas, where there are less opportunities for connections and relationships to emerge or strengthen. Furthermore, it is critical to acknowledge that the broader structural dynamics of society were the key factor determining the outcomes of an intervention program, and social capital should be viewed as a supplement rather than the primary purpose of intervention aims.

"Social capital is essentially about the links that actors maintain, which may be defined in terms of number, strength, and density," Galunic and his friends write "Friends, coworkers, and more general contacts through whom you obtain opportunities to apply your financial and human capital," according to the definition of social capital (Galunic, et al., 2012). According to researchers, one of the most frequent conceptualizations of social capital focuses solely on network contacts developed within organizations (Nahapiet & Ghoshal, 1998). Numerous studies support the assumption that social interactions must be improved in order to achieve the desired development and poverty reduction outcomes, because social capital is a concept that is heavily reliant on social relationships (Hung & Lau, 2019).

The concept of social capital had a meteoric rise to prominence in the 1990s across the entirety of the social science disciplines. Social capital, as it is defined here, consists of the rules and networks that enable individuals to act collectively. The authors provide a historical overview of social capital research in relation to economic growth and highlight its four primary strands: communitarian, network, institutional, and synergistic. The evidence suggests that, of the four, the synergy view has the strongest empirical backing and lends itself most favorably to comprehensive and cogent policy prescriptions due to its emphasis on incorporating various levels and dimensions of social capital as well as its recognition of the positive and negative outcomes that social capital can produce.

This is because the synergy view acknowledges that social capital can produce both positive and negative outcomes (Woolcock & Narayan, 2000).

Many studies in the field of teacher education combine the concepts of individual and collective social capital, although they continue to maintain a firm grounding in the individual social capital approach. This is despite the fact that individual and collective social capital are distinct concepts.

Theoretical Framework:

Theoretical framework of social capital (Conceptualization of the Social Capital) By Robert D. Putnam. According to Putnam, the term "social capital" describes the following: "relationships among the social networks of individuals, as well as the norms of reciprocity and trustworthiness that emerge as a result of these connections. According to Putnam and others who follow in his footsteps, social capital is an essential ingredient in the formation and upkeep of social life as well as democratic institutions. According to Putnam, the level of trust and "reciprocity" in a society or between individuals is the best indicator of the quantity of social capital present there. Social capital is "the webs of interpersonal connections that exist among the individuals who live and work in a specific society and make it possible for that society to operate efficiently. It entails interpersonal connections, a common sense of identity, a shared understanding, shared norms, shared values, trust, collaboration, and reciprocity among members of social groupings in order for them to operate efficiently. Social capital is a measurement of the value of resources, both tangible (such as public spaces and private property) and intangible (such as actors, human capital, and people), as well as the impact that the relationships between these resources have on the resources involved in each relationship, as well as on larger groups. It is widely understood to be a sort of capital that generates public benefits for the purpose of serving a communal goal.

The enhanced performance of diverse groups, the expansion of entrepreneurial firms, superior managerial performance, enhanced supply chain relations, and the value derived from strategic alliances, and the development of communities can all be attributed to social capital, which has been used to explain these phenomena (Field, 2004). In particular, in the last two decades, the idea of social capital has advanced significantly in research, policy, and debates related to development. Many national governments and development organizations have now adopted social capital theory into their work (Cohen & Prusak, 2001).

"Bridging social capital tends to bring together people

from different social divisions," whereas "bonding social capital" refers to the relationships that exist within a group of individuals who have similar characteristics (Field, 2003). The formal participatory organizational management method supports the strong sense of community that exists among people of similar ethnic backgrounds. It is based on a conventional structure of group deliberation and the participation of tribal institutions. Connections to people who share some demographic qualities, such as family, relatives, and kinship, are referred to as bonding social capital. In a homogeneous group, relationships among members lead to collaboration. (Woolcock & Sweetser, 2002). The strong ties that exist between people who belong to the same racial or ethnic group. The formal participatory organizational management technique lends its backing to the beginning of this endeavor. The engagement of traditional tribal institutions and the use of a tried-and-true structure for group discussion form the foundation of this plan. The link is said to have been "bridged" when one person introduces another to another via a third party. The role of this intermediary, who acts as "the bridge" between the two sides, is essential (Richards & Schmidt, 2014). To put it another way, social capital is comprised of the networks of connections that an individual cultivates during the course of their lifetime. I'll give you only two examples: Just two examples include being aware of the relevant person to contact in the finance department in order to get an invoice processed and being aware of the suitable teacher who can aid with course work. Social capital is defined as both the awareness of and the capacity to successfully solicit assistance from the most appropriate individual for a given situation (Shan & Tian, 2022).

Building social capital between groups fosters consensus among the groups representing various interests and enables the sharing and exchange of information, ideas, and innovation. Networks that overlap may allow a member of one network to access resources and opportunities that are available in another (Claridge, 2018).

Social capital may produce undesirable results, but this is often not how it manifests and is dependent on your point of view. It can help organize industrial strikes that might give workers better working conditions, but this typically comes at a cost to their employers and may result in lower profits. While it might encourage innovation, it might also make corruption, price fixing, or collusion possible. Building social capital between groups fosters consensus among the groups representing various interests and enables the sharing and exchange of information, ideas, and innovation. Networks that overlap may allow a member of one network to access resources and

opportunities that are available in another (Claridge, 2018). Social capital may produce undesirable results, but this is often not how it manifests and is dependent on your point of view. It can help organize industrial strikes that might give work. Social capital is a growing notion. Putnam's initial conception of horizontal links was constrained (DeFilippis, 2001), but it was eventually broadened to incorporate connections and interaction between diverse groups (Putnam, 1998). ers better working conditions, but this typically comes at a cost to their employers and may result in lower profits. While it might encourage innovation, it might also make corruption, price fixing, or collusion possible. Building social capital between groups fosters consensus among the groups representing various interests and enables the sharing and exchange of information, ideas, and innovation. Networks that overlap may allow a member of one network to access resources and opportunities that are available in another.

The knowledge gained from working with traditional organizations leads one to believe that social capital (established norms, roles, and responsibilities based on trust and resulting collective behaviors) helps keep organizations viable. It also shows how informality, loyal members, consensus-based procedures, and acknowledged leadership have all helped to reduce conflicts and foster settings that are conducive to the institutionalization of such organizations (Dahal & Adhikari, 2008). According to Esman and Uphoff (1984), the social capital embodied in current organizations is too important to ignore or dismiss. In Nigeria, Wolffand Wahab (1996) discovered that government efforts to replace indigenous organizations had failed.

The formal participatory organizational management method supports the strong sense of community that exists among people of similar ethnic backgrounds. It is based on a conventional structure of group deliberation and the participation of tribal institutions (Dahal & Adhikari, 2008). Networking outside the typical social groups is fundamentally what leads to building social capital. Every time someone interacts with a stranger, there is a chance to develop bridge social capital. This may occur when you participate in events or join organizations like interest or sports groups, business associations, advocacy groups, or other social groupings. Membership in organizations that are representative of the greater society most promotes social capital (Claridge, 2018).

According to Coleman The total of all the tangible or intangible benefits that a person or group can receive from having a strong network of more or less formalized ties of familiarity and recognition is referred to as social capital. Although social capital may have un-favorable effects,

this is not usually how it behaves or manifests. It can help organize industrial strikes that might give workers better working conditions, but this typically comes at a cost to their employers and may result in lower profits. While it might encourage innovation, it might also make corruption, price fixing, or collusion possible. Communities with strong relationships, built on the intimate circle of family, clan, kinship, caste, and ethnicity, among other things, form cleavages that may cause interlocking challenges in their upward growth (Field, 2003).

In light of the fact that the KEF is primarily concerned with indigenous people and the traditional method that they employ to manage their communal resources, it is helpful for the purpose of the current study to conduct a brief assessment of studies that focus on indigenous organizations. Garforth and Munro (1994) claim that studies on indigenous organizations have frequently shown a link between social capital and the sustainability of these organizations. Despite the fact that these studies are limited to the bonding level, Researcher claim that these studies have shown a connection between social capital and the longevity of indigenous organizations (Galunic, et al., 2012).

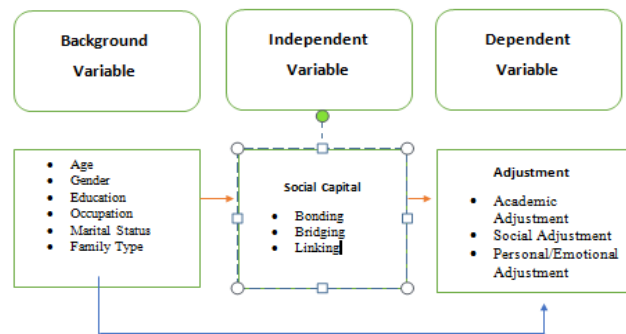
One of the earliest ideas about the value of social connections was that they help people and families succeed (Coleman, 1988; Bourdieu, 1986). Nevertheless, they have slightly divergent views on the significance of social capital for advancing one's social standing. Bourdieu, on the one hand, sees social capital as a tool for maintaining social order, whereas Coleman, on the other, sees it as a form of constructive social regulation that can improve young people's prospects. Political scientist Robert Putnam (1993) agreed with Coleman's optimistic assessment of social capital and contributed to its theoretical growth by extending its scope to neighborhoods, metropolises, and even entire countries. Most American empirical studies of social capital, however, build on Coleman's (1988) foundational work. Our study is quantitative in nature, thus we also refer to Coleman's earlier and more recent research.

Among the five domains of adjustment, the study indicated that boys fared better than girls. It's interesting to see that boys are averagely adjusted, even if they're noticeably better adjusted than girls. The gender gap in the effects of adjustment is plain to see. Adjustment was not significantly affected by either social support or the relationship between social support and gender. Adolescents' social support is positively related to their level of adjustment, however the correlation is weak. Similar results have been observed in both sexes. It's safe to say that boys generally fare better than girls in every sphere of life, including family, health, friends, and academics.

Individuals of both sexes generally adapt well. Adjustment is favorably and marginally associated with social support. For society to offer its support, an individual must strike a balance between his own need for self-actualization and the expectations of the group in which he finds himself. It's important to connect with the other people in the group (Srivastava & Barmola, 2012).

Conceptual Framework:

The methods or strategies used to find, select, process, and analyze information on a topic are referred to as methodology. The methodology portion of a scientific study helps the reader to critically examine a study's over-



all validity, dependability, and methodology (Leedy, 1974).

Research Design:

The phrase "research design" refers to the overall strategy and various components that a researcher chooses to integrate into a study, for the purpose of creating a coherent and logical structure, and thereby ensuring an effective treatment of the research problem. This structure is necessary in order to draw valid conclusions from the study. In addition to that, it serves as the design for the data gathering, measurement, and examination processes (USC Libraries, 2018). Within the scope of this investigation, a quantitative research methodology was utilized.

Population:

Population refers to the huge group of people or things that constitute the primary interest of a scientific investigation. Simply said, a population is any clearly defined group of people or things that have observable and consistent features. There is often one unifying quality shared by all members of a certain population. The students from Africa attending IIUI will serve as the study's population.

Target population:

The African students who are presently enrolled at IIUI have been selected as the demographic to focus on for this particular research endeavor.

Sampling:

The sample was derived from the larger population, upon getting the full strength of total number of African students registered with the Foreign Student Affairs office – IIUI. In this present study the researcher applied random sample to select respondents.

$$n = N / 1 + Ne^2$$
$$n = 131 / (1 + 131(0.5)^2)$$
$$n = 131 / (1 + 0.3)$$
$$n = 131 / 1.3$$
$$n = 100$$

Sample Size:

Based on the data gathered from the Foreign Student Affairs office – IIUI, the sample size was deduced using Taro Yamane formula (1967), though the research believe the total number of enrolled African students is 131, And our sample is 100 in this study.

Social Capital:

The concept of "putting a value on the social connections" falls within the broader category of "intellectual capital," which also includes "social capital." It refers to the shared relationship rules, knowledge, and sentiments between individuals who share a same characteristic. It takes place inside a social network and frequently results in good social reciprocity, ramifications, and externalities. Putnam (1993) defines social capital as characteristics of social institutions such as networks, norms, and trust that make it easier to coordinate and cooperate for the advantage of both parties. Putnam identifies three distinct types of social capital, which are as follows:

1. Bonding social capital
2. Bridging social capital
3. Linking social capital

Bonding Social Capital:

Bonding social capital describes the connections between similar groups of people that share the same characteristics. This might be age, hobbies, relationships, sports teams, or another variable that helps to create a bond between two people or a group of people.

Bridging Social Capital:

Bridging social capital differs from bonding in the fact that the ties are not so strong. Instead, the links come from weaker connections such as friends of friends, or colleagues and associates. The connection is bridged in the fact that one person is introduced to another through an

intermediary. That intermediary is effective the bridge that brings the two parties together.

Linking Social Capital:

Social capital linking is an expansion of the concept of bridging. Horizontal bridging, between those in about the same position socially and economically, is one type of bridging. Vertical connecting, in contrast, takes place between different social classes.

The term "community" is commonly used to refer to a group of people who share a common economic background. The connection processes occur beyond those groups. A professional football player, for instance, might meet with a kid from a low-income family. It's likely that the two will form a partnership, which would allow them to pool their resources to an unprecedented extent.

Adjustment:

Adjustment is defined as "a modification of behavior and attitudes so as to achieve abalance between personal needs and interpersonal or societal demands" (thefreedictionary.com). There are three indicators of adjustment:

Academic Adjustment

Social Adjustment

Personal-Emotional Adjustment

The researchers adopted The Student Adaptation to College Questionnaire (SACQ) (Baker & Siryk, 1999) was developed as a self-report measure that describes the adjustments students make to cope with the academic, social, personal-emotional and environmental challenges involved in attending university. SACQ includes four main subscales which focus on certain aspects of the process of adaptation to the university environment.

Subscale-I

Academic Adjustment subscale consists in 24 items that measure different didactic demands which are characteristic to the faculty experience.

Subscale-II

The 20 items that make up the Social Adjustment subscale are relevant for the interpersonal-social demands that are typical for the process of adjustment to college.

Subscale-III

Personal-Emotional Adjustment subscale comprises 15 items built to measure the student's emotional and physical state – the general degree of psychological discomfort and any physical issues associated.

Data Analysis: The data analysis analyzed by using different statistical test according to the nature of data.

Table 1. Percentage distribution of the participants in IIUI.

Participant	Frequency	Present
Male	98	98%
Female	2	2%
Total	100	100%

Table 1 shows that there are 98% male respondents and 2% female respondents in IIUI, There is a substantial disparity between the two sets of statistics, which is primarily attributable to the fact that there are less African female pupils attending universities in Islamabad, Pakistan.

Table 2. Percentage distribution of the participants' Nationality.

Nationality	Frequency	Present
Somali	75	75%
Nigerian	15	15%
Sudan	5	5%
Uganda	2	2%
Kenya	2	2%
Algeria	1	1%
Total	100	100%

Table 2 shows that there are 75% Somali students, 15% Nigerian, 5% from Sudan, 2% from Uganda, 2% from Kenya and 1% Algeria. The findings presented in the image above indicated that students from a number of different regions of Africa were enrolled in IIUI, which is located in Islamabad, Pakistan.

Table 3. Percentage distribution of the participants' Martial Status.

Nationality	Frequency	Present
Single	94	94%
Married	6	6%
Total	100	100%

Table 3 shows that 94% were Single and 6% were Married students. Our marital status is just one of many identifiers that make us unique individuals in this world. It was found that the vast majority of African students were indeed single. Rarely were any of them married.

Table 4. Percentage distribution of the participants' Martial Status.

Religion	Frequency	Present
Muslim	100	100%
Total	100	100%

Table 4 shows that all were Muslim respondents Émile Durkheim, a pioneer in the field of sociology, provided an ethereal description of it by stating that it is comprised of "things that beyond the limitations of human knowledge." Religion is "a cohesive system of beliefs and actions pertaining to sacred objects, that is to say set apart and forbidden, beliefs and practices which combine into one single moral society, termed a church, all those who adhere to them," (McGivern, 1915).

Table 5. Percentage distribution of the participants' have been in Islamabad.

In Islamabad	Frequency	Present
1 year	17	17%
2 years	16	16%
3 years	18	18%
4 years	19	19%
5 years	13	13%
6 years	9	9%
7 years	6	6%
8 years	1	1%
9 years	1	1%
Total	100	100

Table 5 shows that 19% African students have been in Islamabad from last 4 years, 18% have been in Islamabad from last 3 years, 17% have been in Islamabad from last 1 year, 13% have been in Islamabad from last 5 years, 9% have been in Islamabad from 6 years, 6% have been in

Islamabad from last 7 years, 1% have been in Islamabad from 8 years and 1% have been in Islamabad from last 9 years.

Table 6. Percentage distribution of the participants' Language.

Language	Frequency	Present
Somali	55	55%
English	34	34%
Arabic	5	5%
Yoruba	4	4%
Kiswahili	1	1%
Urdu	1	1%
Total	100	100%

Figure 6 shows that 55% African students' is Somali, 34% claim that their mother tongue is English, 5% respond that their language is Arabic, 4% mentioned Yoruba, 1% responded that Kiswahili and 1% said that Urdu. As Africa is culturally and linguistically highly diverse, it was encouraging to see students from both economically developed and less developed parts of the continent represented by the six various languages they spoke at IIUI.

Table 7. Percentage distribution of the participants' Degree program.

Degree	Frequency	Present
PhD Economics	3	3%
MS Usuluddin	5	5%
MS Sociology	2	2%
MS Sharia and Law	10	10%
MS Psychology	2	2%
MS Project Management	4	4%
MS Media and Communication	1	1%
MS Economics	3	3%
MS Economics and Finance	1	1%
BS Usuluddin	1	1%
BS Sociology	4	4%
BS Sharia and Law	10	10%
BS Psychology	5	5%
BS Political Science	3	3%
BS Media and Communication	5	5%
BS International Relations	6	6%
BS Information Technology	1	1%
BS Environment Science	1	1%
BS Economics	9	9%
BS Economics and Finance	12	12%
BS Computer Science	10	10%
BS Arabic	2	2%
Total	100	100%

Table 7 shows that 12% African students were from BS Economics and Finance, 10% from BS Computer Science, 10% from MS Sharia and Law, 10% from BS Sharia and Law, 9% from BS Economics, 6% from Information Technology, 5% from BS Psychology, 5% from BS Media and Communication, 5% from MS Usuluddin.

Table 8. Percentage distribution of the participants' Program of enrollment.

Degree	Frequency	Present
Postgraduate	31	31%
Undergraduate	69	69%
Total	100	100%

Table 8 shows that 69% were from Undergraduate degree departments and 31% from Postgraduate degree departments at IIUI.

Table 9. Percentage distribution of the participants' comfortable language for communication during the lectures.

Language	Frequency	Present
English	79	79%
Arabic	14	14%
Somali	5	5%
Urdu	2	2%
Total	100	100%

Table 9 shows that (79%) respond that the most comfortable language for African student is English. 14% comfortable with Arabic, 5% comfortable with Somali language, 2% shared that Urdu is the comfortable language for them. According to Breen and Candlin, Morrow and Widdowson noted that communication is a type of social contact, and as a result, communication is typically learned and utilized in the context of social interaction. And finally, language is a tool that is used in the process of communication in order to communicate information between at least two different people (Richards & Schmidt, 2014).

Table 10. Percentage distribution of the participants' comfortable language for communication outside the class.

Language	Frequency	Present
English	59	59%
Arabic	21	21%
Somali	12	12%
Urdu	8	8%
Total	100	100%

Table 10 shows that 59% African students prefer English language outside the class, 21% prefer Somali language, 12% prefer Arabic language and 8% mentioned that preferred language is Urdu.

Table 11. Percentage distribution of Communication barrier within class.

Communication Barrier	Frequency	Present
Strongly Disagree	33	33%
Disagree	10	10%
Neutral	1	1%
Agree	7	7%
Strongly Agree	49	49%
Total	100	100%

Table 11 shows that 49% Strongly Agree that they face communication barrier within class, 7% Agree that they face any communication barrier within class, 33% were Strongly Disagree that they face communication barrier within class, 10% were Disagree that they face communication barrier within class and 1% were not known that they face any barrier within class.

Table 12. Percentage distribution of Communication barrier within campus.

Communication Barrier	Frequency	Present
Strongly Disagree	22	22%
Disagree	16	16%
Neutral	2	2%
Agree	17	17%
Strongly Agree	43	43%
Total	100	100%

barrier within campus.

Table 12 shows that 43% African students were Strongly Agree that they face communication barrier within campus, 17% Agree that they face communication barrier with campus, 22% Strongly Disagree that they face communication barrier within campus, 16% Disagree that they face communication barrier within campus and 2% mentioned that they not known.

Communication Barrier	Frequency	Present
Strongly Disagree	23	23%
Disagree	15	15%
Neutral	2	2%
Agree	12	12%
Strongly Agree	48	48%
Total	100	100%

Table 13. Percentage distribution of Communication barrier within university.

Communication Barrier	Frequency	Present
Strongly Disagree	22	22%
Disagree	11	11%
Neutral	8	8%
Agree	18	18%
Strongly Agree	41	41%
Total	100	100%

Table 13 shows that 48% Strongly Agree that they face communication barrier within university, 12% Agree that

they face communication barrier within university, 15% Disagree that they face communication barrier within university, 23% Strongly Disagree that they face communication barrier within university and 2% were not known.

Table 14.
distribution
communication barrier
university.

Questions	Yes	No
University fee is very high	66%	34%
Price of food and basic item is very high in Islamabad	80%	20%
I feel difficulty while paying semester fee	80%	20%
University hostel fee is very high	61%	39%
Outside hostel fee is very high	92%	8%

Percentage
of Communi-
outside the

Table 14
41% Strongly
they face
communication barrier
university,

shows that
Agree that
communica-
outside the
18% Agree

that they face communication barrier outside the university, 22% Strongly disagree that they face communication barrier

Question	SDA	DA	N	A	SA
People in Islamabad can speak English	42%	11%	1%	19%	27%
I can speak English and understand different accents.	17%	17%	15%	18%	33%
I dislike participation in group discussions	39%	21%	2%	12%	26%
I generally comfortable while participating in group discussion.	19%	13%	2%	15%	51%
I tense in a group conversations	29%	20%	0%	14%	37%
I like to get involve in group discussion	22%	17%	1%	13%	47%
I engaged in a group conversation with strangers	18%	20%	5%	14%	43%
I am calm and relaxed in a group conversation with strangers.	20%	13%	4%	15%	42%
I am nervous in a group conversation with strangers.	20%	13%	4%	15%	42%
I am calm and relaxed while participating in meetings.	19%	17%	4%	16%	44%
I am calm and relaxed while express an opinion at a meeting.	16%	15%	3%	18%	48%
I am afraid to express their self at meetings	26%	19%	2%	14%	39%
I am uncomfortable at meetings' communication.	26%	20%	2%	16%	36%
I feel relaxed when answering questions at a meeting.	14%	15%	1%	18%	52%
I feel very nervous	18%	13%	1%	17%	51%
I feel no fear of speaking up in conversations	18%	20%	4%	18%	40%
I feel tense and nervous in conversations	16%	18%	4%	15%	47%
I feel very calm and relaxed in conversations.	27%	24%	1%	16%	32%
I feel relaxed with new acquaintance	19%	14%	2%	23%	42%
I feel afraid to speak up in conversations	20%	14%	3%	28%	35%
I have no fear of giving a speech	30%	24%	3%	14%	29%
I feel tense and rigid while giving a speech	33%	17%	1%	18%	31%
I feel relaxed while giving a speech	44%	9%	0%	19%	28%
I feel confused and jumbled when I am giving a speech.	36%	10%	4%	17%	33%
I prospect of giving a speech with confidence.	40%	16%	1%	16%	27%
University have transport for students living outside.	27%	21%	1%	14%	37%
I feel difficult to communicate with taxi driver	23%	6%	6%	14%	51%
Taxi driver ask of high amount	26%	9%	3%	19%	43%
Accommodation was reserved upon reaching the university	26%	9%	3%	19%	43%
Acquiring a hostel seat took too long	26%	9%	3%	19%	43%
My roommate behavior is good	22%	11%	9%	15%	43%
Hostel administrative behavior is good with you.	16%	11%	1%	13%	59%
Hostel community is helping	16%	12%	1%	18%	53%
Landlord give you house rent at a high price.	19%	6%	4%	22%	49%
Landlord give you more condition	19%	14%	2%	17%	48%
Neighbors show you attitude	19%	11%	0%	14%	56%

er outside the university, 11% disagree that they face communication barrier outside the university and 8%

Social Media	Frequency	Present
Facebook	44	44%
Instagram	17	17%
WhatsApp	39	39%
Total	100	100%

were not known.

Table 15. Percentage distribution of students' financial issues regarding university fee and hostel dues.

Connections	Frequency	Present
Less than 10 connections	20	20%
More than 10 but less than 50	19	19%
More than 50 but less than 100	36	36%
More than 100 but less than 150	8	8%
More than 150	17	17%
Total	100	100%

Time	Frequency	Present
Less than 1 hour	36	36%
More than 1 hour but less than 2	22	22%
More than 2 hours but less than 3	20	20%
More than 3 hours but less than 4	13	13%
More than 4 hours	15	15%
Total	100	100%

Table 16. Percentage distribution of students' language and conversation problems.

Table 17. Percentage distribution of participants' Social Media you used the most.

Table 17 shows that African students used 44% Facebook the most, 39% used WhatsApp the most and 17% used Instagram.

Question	SDA	DA	N	A	SA
Family-friends are in social Media	29%	4%	1 %	23 %	43 %
Class fellows/friends are in my social network/s	10%	13%	3 %	22 %	52 %
I make more friends through social media	18%	7%	1 %	19 %	55 %
I make allowed for new friends through social media.	19%	6%	0 %	23 %	52 %
I share the same interest with my social media connections.	10%	12%	3 %	25 %	50 %
My class fellows helps me first	13%	12%	5 %	16 %	54 %
I share my problems with only African friends	24%	16%	3 %	24 %	33 %
I share my problems with University friends	18%	8%	4 %	18 %	52 %
I share my problems with teacher/s	29%	20%	5 %	21 %	25 %
I share my problems with family	7%	6%	3 %	28 %	56 %
I easily get a loan from my university friends.	38%	7%	0 %	15 %	40 %
I have trust to help solve my problem	17%	13%	0 %	22 %	48 %
I get emergency loan from social media fellows.	38%	12%	1 %	22 %	27 %
I get emergency loan from social media fellows.	14%	44%	0 %	19 %	23 %
I participate in any community volunteerism	28%	8%	2 %	22 %	40 %
I have an associational memberships	18%	44%	4 %	16 %	18 %
I participate in any social events	8%	18%	8 %	42 %	32 %
I participate in any political events	50%	14%	4 %	13 %	19 %
I experience university fine	50%	14%	4 %	13 %	19 %
I experience traffic fine	57%	11%	0 %	17 %	15 %
I ever laying in your own Interests.	44%	17%	5 %	17 %	17 %

Table 18. Percentage distribution of participants' Connections on the most used Social Media.

Sr No	Categories	N of Items	Cronbach's Alpha
1	Communication Problem	4	0.81
2	Economic Problems	5	0.668
3	Language Problems	2	0.599
4	Cultural Problems	24	0.891
5	Transport Problems	3	0.567
6	Accommodation Problems (Hostelite)	5	0.645
7	Accommodation Problems (Day scholar)	3	0.7
8	Linking Social Capital	5	0.797
9	Bonding Social Capital	5	0.589
10	Bridging Social Capital	4	0.717

Table 18 shows that 20% African students mentioned that they have less than 10 connection on the most used social media, 19% have more than 10 connection but less than

50 connections, 36% have more than 50 but less than 100 connections, 8% have more than 100 but less than 150 connections and 17% have more than 150 connections.

Table 19 (a). Percentage distribution of participants' time spend on most used Social Media.

Table 19 shows that 36% spend less than 1 hour on most used social media, 22% spend more than 1 hour but less than 2 hours, 20% spend more than 2 hours but less than 3 hours, 13% spend more than 3 hours but less than 4 hours and 15% spend more than 4 hours on most used social media.

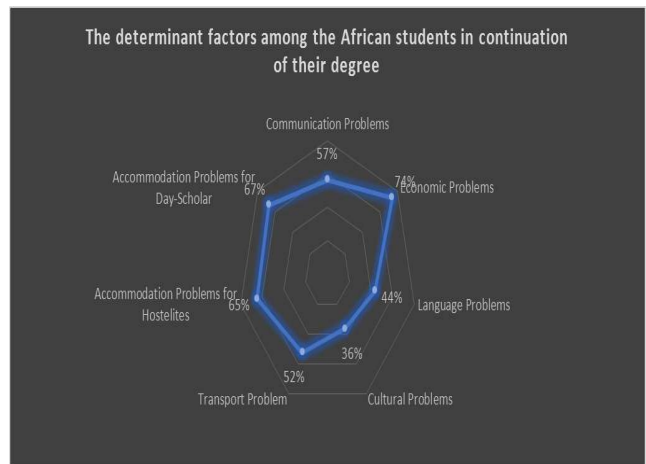
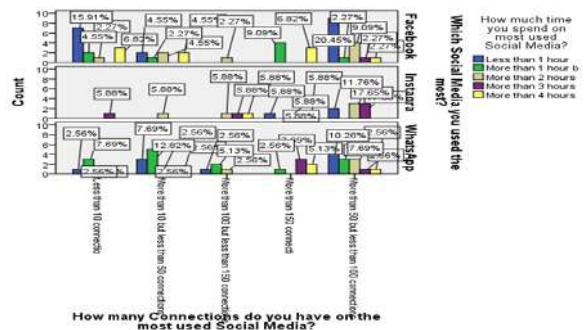
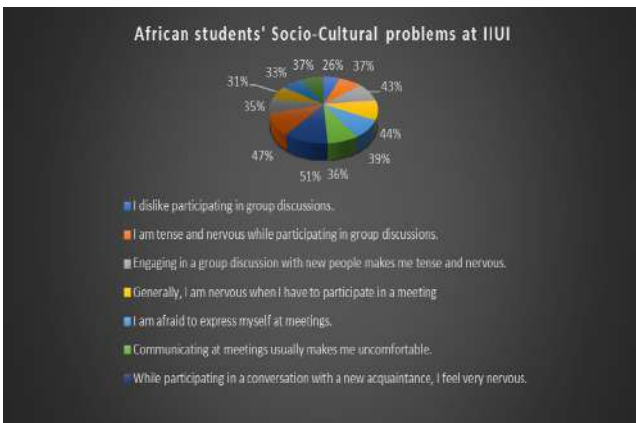
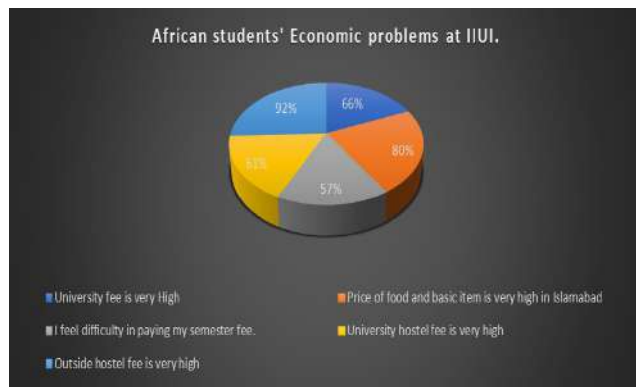


Table 19(b). Percentage distribution of participants' bonding and bridging relations.

Table 20. Percentage distribution of African students' problems in IUUI.

RQ1: What are the socio-cultural and economic problems facing African students studying at the International Islamic University Islamabad?

Figure 1 and 2 shows African students economic and socio-cultural problems. The highest economic problem is outside hostel fee (92%), when they are unable to get university hostel room so they move outside which is a



big problem for them. According to African students highest socio-cultural problem (51%) is while participating in a conversation with a new acquaintance, I feel very nervous.

RQ2: What are the determinant factors leading to the academic, social, Personal- emotional and institutional attachment problems among the African students in continuation of their degree?

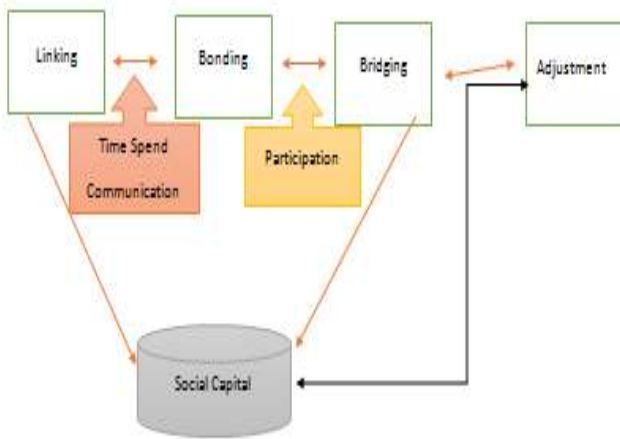


Figure 3 shows that African students face Economic problem the most, then they face accommodation problem as hostilities and rest day scholar face problem in accommodation too.

As Pierre Bourdieu (1986) said in his book that In a society, social capital is a resource that emerges from people's interactions with one another and can be put to use to address issues of either an individual or a societal character so when a student face economic problem their social ties become weak which lead to their overall social capital.

RQ3: Up to what extent social capital (Bridging, Bonding and Linking) can contribute to the adjustment of African students in IIUI, vis-à-vis their challenges.

Figure 4 shows that the most used social media account at IIUI African Students is Facebook, 36% have more than 50 but less than 100 connections and 36% spend less than 1 hour on most used social media (Facebook). Being a light viewer (Krijnen & Bauwel, 2015) who have less than 100 connections make their social circle small and have weak social capital. African students' weak links effect their adjustment and become a challenge in IIUI.

		L	B	B	Academic	Social	Personal
		i	i	o	Adjustment	Adjustment	Adjustment
		n	n	d			
		k	k	r			
		i	i				
		n	n				
		n	n				
		g	g				
Linking	Pearson	1	.	.1	.361**	.424**	.263**
	Correlation		4	4			
			9	5			
Social Capital	Sig. (2-tailed)		.	.1	.000	.000	.008
			0	5			
			0	1			
Bridging	Pearson	1	1	1	100	100	100
	Correlation	.	1	4	.339**	.597**	.479**
		4	7	9			
Bonding	Pearson	.	.	1	.294**	.462**	.316**
	Correlation	1	4	1			
		4	7	5			
Academic Adjustment	Sig. (2-tailed)	.	.	.0	.001	.000	.000
		1	0	0			
		5	0	0			
Social Adjustment	Pearson	.	.	.2	.315**	.277**	.277**
	Correlation	3	3	9			
		6	3	4			
Personal Adjustment	Sig. (2-tailed)	.	.	.0	.001	.000	.000
		0	0	3			
		0	1	0			
Personal Adjustment	Pearson	.	.	.3	.277**	.467**	1
	Correlation	2	4	1			
		6	7	6			
Personal Adjustment	Sig. (2-tailed)	.	.	.0	.005	.000	.000
		0	0	1			
		0	0	1			
Personal Adjustment	Pearson	.	.	.0	.005	.000	.000
	Correlation	8	0	0			
		0	0	0			
Personal Adjustment	Sig. (2-tailed)	.	.	.0	.005	.000	.000
		0	0	0			
		0	0	0			

** Correlation is significant at the 0.01 level (2-tailed).

Academic, social, and personal adjustments involve adapting to a new academic or social situation. Bridging connects people from various socioeconomic or cultural backgrounds. By giving new information, resources, and support networks, social capital can help academic transition. Bonding occurs amongst people with same ethnicity, gender, or interests. Social adjustment can be aided by bonding social capital. Linking involves government authorities and community leaders. Linking social capital can help people adjust by giving resources and opportunities that bridging or bonding relationships cannot. Bridging, bonding, and linking social capital aids intellectual, social, and personal adjustment. The strength and quality of these partnerships depend on context and individual circumstances.

Table 21: Correlations between Independent Variable (Linking, Bridging, Bonding) vs Dependent Variables (Academic, Social and Personal Adjustments)

Table 21 shows that there are all positive correlations between Independent variable Social Capital which comes with the combination of respondents' Linking Social Capital, Bonding Social Capital and Bridging Social Capital. The individual who possesses a resource does not create social capital; rather, the ties that person has with other people create social capital (Portes, 1998) the bonding and bridging correlation is more strong in our values, if we have good bonding with our contacts then we adjust more easily in any environment. The dependent variables (Academic Adjustment, Social Adjustment and Personal Adjustment) positively correlate with independent variable social capital. In the context of social capital theory, the terms bridging, bonding, and connecting are utilized to discuss the various kinds of social ties that might exist within a society. Adjustments can be made on three levels: academically, socially, and personally. Academic adjustments refer to a person's capacity to adapt to changing academic or social surroundings. The term "bridging" refers to the relationships that can be made between people or organizations who come from various social or cultural origins. The provision of access to new information, resources, and support networks can make the process of academic adjustment easier to manage when social capi-

tal is bridged. The term "bonding" refers to the connections that can form between people or groups who are united by shared qualities, such as ethnicity, gender, or interests. Bonding social capital can help individuals more easily adapt to new environments by offering a sense of belonging and the support of peers who have similar experiences. The term "linking" refers to relationships between individuals or groups who hold positions of power or authority, such as officials in the government or prominent members of the community. By granting access to resources and opportunities that may not be made available through bridging or bonding relationships, linking social capital can help individuals more easily adapt to new environments and circumstances.

In general, the existence of bridging, bonding, and linking social capital can, to varying degrees, promote academic, social, and personal adjustment. Nevertheless, the unique setting and an individual's circumstances can play a role in determining the strength and quality of these relation-

Table 22: Structural Component of Social Capital for IIUI African Students

Most of my family-friends are in my social Media?	66%
Most of my class fellows/friends are in my social network/s?	74%
Social Media help me to make more friends in Pakistan	74%
Social Network/s allow me to make a lot of new friends,	75%
Through Social Network/s, I can find people sharing the same interest with me.	75%

ships to varying degrees.

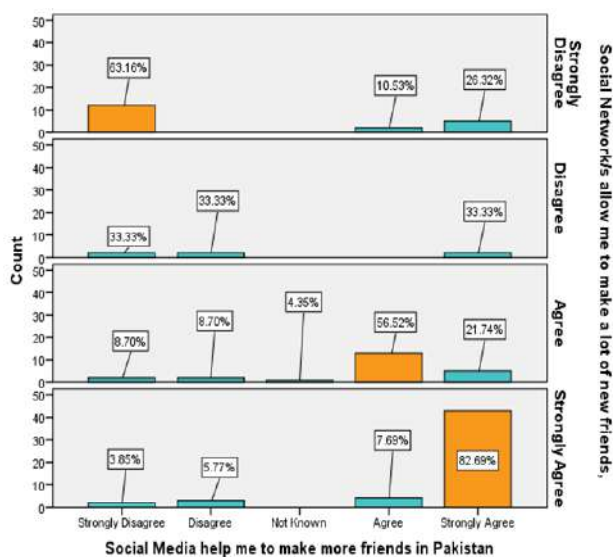
In summary, the outcomes in this study discovered an outline of African students in IIUI, the majority of students were from Somalia and the Nigeria, they all were Muslims, and most of them are male only 2 of them were female.

Table 23: Cognitive Component of Social Capital for IIUI African Students

Do you ever participate in any community volunteerism	62%
Do you have any associational memberships?	34%
Do you ever participate in any social events?	74%
Do you ever participate in any political events?	32%

They were single and most of them were there for last 4 years, the majority of respondents were from

Undergraduate programs. During the lecture the African students comfortable with English language and they prefer English language outside the class too. There are structural as well as cognitive components that can be used to characterize social capital (Cullen & Whiteford, 2001). The cognitive component comprises rules of reciprocity and trust, whereas the structural component is made up of social networks or social involvement. Participating in social activities and building social networks are two of the best ways to grow your cognitive component of social capital (Ferlander & Timms, 2001).



Structural Component of Social Capital

The more we have social networks, connections and friends the bigger we have social capital (Ferlander, 2007).

As per our analysis African students used more Facebook then WhatsApp, LinkedIn and Instagram. They have more than 50 connections on this social media but spend less than 1 hour on social media.

Cognitive Component of Social Capital

The more we participate in social activities the bigger we have social capital (Ferlander, 2007). As per our analysis African students' participation in volunteer work and social events is more than political events.

Table 24: Personal-Emotional Adjustment for IIUI African Students

Generally, I am comfortable while participating in group discussions.	51%
I like to get involved in group discussions.	47%
I am calm and relaxed while participating in group discussions.	42%
Usually I am calm and relaxed while participating in meetings.	44%
I am very calm and relaxed when I am called upon to express an opinion at a meeting.	48%
I am very relaxed when answering questions at a meeting.	52%
I have no fear of speaking up in conversations.	40%
Ordinarily I am very calm and relaxed in conversations.	32%
While conversing with a new acquaintance, I feel very relaxed.	42%
I have no fear of giving a speech.	29%
I feel relaxed while giving a speech.	28%
I face the prospect of giving a speech with confidence.	27%

Academic Adjustment

Academic adjustment is based on students' social capital, as African students face many problems, they comes on study visa and attend their classes full time with inside university hostel facility or outside hostel facility, they face different problems while adjusting in the IIUI. They face language problems while adjusting in academics and they face transport problems too (Ahmad, 2014).

Social Adjustment

Social Adjustment is based on students' social capital, as African students get help from social media to build a strong tie.

Figure 5 shows that African student increase their friends and new connections in Pakistan through social media. They also mentioned that social networks help them to make new friends. In social adjustment the more you have friends it increase social capital (Cullen & Whiteford,

2001; Ferlander, 2007). African Students in IIUI gain social capital not only from their families but also from their universities, and the social capital that they gain from both of these contexts is important in fostering social adjustment (Dufur, et al., 2008).

Personal-Emotional Adjustment

Personal Emotional adjustment is based on the students' self-confidence, as African students face difficulty in lectures and presentations but the more they increase self-confidence the more they get personal-emotional adjustment (Hall, 2015).

Table 24 shows that personal/emotional adjustment for IIUI African students respond that 52% very relaxed when answering questions at a meeting, 51% were comfortable while participating in group discussion, 48% feel very calm and relaxed, 47% liked to involved in group discussion, 44% respond that they were calm while participating in meeting and 42% were clam in group discussions. So we conclude that most of them were emotional adjust and self-confident.

Conclusion:

This study focused on how social capital (Bridging, Bonding and Linking) help to the adjustment (Academic, Social and Personal-emotional adjustment) of African students at International Islamic University Islamabad. It is well acknowledged that substantial social capital can help students better acclimate to their new environments. According to the findings of this study, an overview of African students at IIUI is provided as follows:

- The majority of students were from Somalia and Nigeria.
 - They all practiced Islam.
 - The majority of students were male.
- Only two of the students were female.

They were all unmarried, and the majority had been living in the area for the past four years; most respondents had completed undergraduate degrees. The African students' comfort level with the English language was evident during the lecture, and they also preferred to use English outside of the classroom. The actualization of new trends and cutting-edge technology of social networking sites (SNSs) is less than ten years old at this point. As a result, social networking websites are currently being utilized by a large audience in Nigeria, with a particular emphasis on university students. The term "social capital" refers to the immaterial resources rooted in interpersonal connections or social structures. The term "academic adjustment" (AA)

describes the process through which college students acquire and adapt to changes in the attitudes, behaviors, values, rules, laws, and conventions necessary to be accepted into their new learning environment. There is some evidence to suggest that the social capital that originates from the community that is located near a school is generally favorable to the adjustment to the new environment of the school. This article argues that social capital can derive from a variety of different places and can present itself on a number of different scales. In the research that has been done on the topic, the focus has been either on the individual level or on the level of the school, with relatively little consideration given to intermediate levels, such as the classroom, or to the internal networks of the school as a potential source of social capital. Because the numerous networks, whether they are within the school itself among the students or outside the school among the parents, provide access to a variety of resources, they should each be seen as their own distinct form of social capital.

The current study focuses on foreign students in Pakistan, but limited to the challenges facing African students at International Islamic University Islamabad. It does not consider the rest of the country.

Future researcher should use qualitative method to know actual issues in depth.

Further researches should be carry in-depth interview methods which give us more insight and university administration handle those issues more authentically.

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