

## Tertiary Education and International Training: Benefits and Challenges

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**Abstract:** This paper examined the concept of training, international training, the benefits of international training and the challenges faced in international training. The paper is a review paper that depends on secondary data. The secondary data were collected from online and print publications. The paper concluded that international training is vital for national development. It contributes to technological development and advances socio-economic and political development in the trainee's home countries if well appreciated. International training leads to the following; acquisition of practical, academic knowledge and life-changing experiences, provision of firsthand information and practical experiences on how to advance home countries' technological development, provision of innovative ideas, Provision of international methods, styles, model of solving local problems and challenges, Improvement in job performance, aids global citizens and leaders, provision of multicultural experience and International collaboration and networking. Challenges of international training include; the high cost of training, culture differences, language problems and adoption problems. Based on the findings, the paper noted since international training has a significant relationship with the improvement of socio-economic and technological development of the trainee's countries, government and private institutions should support international training. Private institutions should be encouraged to send their staff for international training. The government should into more collaboration with other developed countries to increase opportunities for scholarship and bilateral agreement of foreign education and provide a conducive environment that supports international training.

**Keywords:** International training, Trainee, Tertiary education, Foreign Students



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## Introduction

Tertiary education is an organized educational system that is consciously designed for manpower production, in-service training and national development. Tertiary education is an education that advances teaching, research and community services for national development. Tertiary education is an education industry that is meant for the production of manpower and national development via implementation of teaching, research and provision of community services (Ogunode 2025). Tertiary education is the education received after post-secondary education. Higher education is an education that is anchored on teaching, researching and community services. According to the National Policy on Education (FRN, 2013), Higher Education is the Post -Secondary Section of the National education system, which is given by Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them.

The objectives of tertiary education in Nigeria include the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate the environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FRN, 2013). The National Policy on Education again stated that higher educational institutions should pursue these goals through Teaching, Research, the dissemination of existing and new information, the pursuit of service to the community; and being a storehouse of knowledge (FRN, 2013). The objectives of tertiary education according to Ogunode (2025) includes; to provide higher education opportunities via effective teaching, researching and provision community services; to develop produce students with specialized knowledge and skills for solving personal problem and national problem; to prepare student for national workforce and to contribute to societal and community development; to provide academic program of various disciplines; to provide quality instruction in field of studies and to conduct researches to generate new knowledge for national development and to solve complex problems. The realization of the objectives of tertiary education depends on the effective training of academic and non-academic staff of tertiary institutions.

Training is a procedure that is properly organised where the trainee learns and acquires skills and knowledge as well for a particular purpose, and as a continuous process that helps employees of an organisation to optimally perform at higher levels (Donnelly in Alao 2010). Training is a planned organizational effort or activity conceived to help an employee acquire specific and immediately usable skills, knowledge, concepts, altitude and behaviours to enable him or her to perform more efficiently and effectively in his present job (Peretomode & Peretomode 2001). Training is the organized procedure by which people learn and acquire knowledge or skills for a definite purpose to achieve the aim of the change in behaviour of the trainees (Beach 1980). This implies that training can be used to improve workers' efficiency and allow them to acquire advanced skills and knowledge needed in executing job tasks in the organization.

Osborne, (1996) viewed training as an organised process that modifies the attitude, skills and behaviour of workers by learning experience to effectively perform various duties of the organization. Baker (1984) considers training as all the efforts made in facilitating the processes of learning which result in later-on-the-job positive behaviour of a member of an organization. Training can be described as a form of teaching and/or practice which aims at bringing about a desired standard of behaviour or efficiency. It has applications in the realm of development of skills (Adewale, 1989). Training is a continuous exercise, and training is a necessity for human organizational development. Training is considered a necessary factor for improving the performance of an individual as well as the organization through the quality and quantity of

output. Training aims to improve productivity, it is equally a deliberate attempt to improve the performance of the individuals on their jobs by correcting any deficiency in human efforts. Training is human-oriented. Training is organised for the staff of an organization (Ogunode, Kasimu, & Sambo, 2023). In essence, training improves the performance of individuals on their jobs by correcting any deficiency in human effort (Ogunode & Ayeni, 2023).

Training is classified into local/domestic and foreign/international training. Local/domestic training is special training a trainee receives in his or her country. Local/domestic training is a form of training done locally to improve the skills or knowledge of personnel. Foreign training also known as international training, overseas trainings is an organized training done abroad with the purpose of human resources development. Following the importance of training, it is germane to examine the importance of international training and the possible challenges hindering international training. The paper is a review paper that depends on secondary data. The secondary data were collected from online and print publications.

### **Concept of International Training**

International training can also be seen as overseas training, abroad training and foreign training. They are training from other countries. Foreign training deals with all sorts of abroad seminars, ministerial meetings, visits, study tours, short and long-term training for Master/Ph. D. fellowship/scholarships and educational programs for Provincial Government officers. Foreign Trainings are offered by International sponsors/organizations. Foreign training programs are designed to suit the unique schedules, interests and needs of school administrators, leaders, pre-service and in-service.

Characteristics and skills are considered important international competencies and all can be developed through effective international training and management development. International training refers to training for international assignments. Foreign training is an organized training programme received in another country for career development. Foreign training is a form of training that exposes the receiver to a new form of exposure, education and experience nationally and internationally. Foreign training is a form of international training received by a trainee to expose the trainee to a new level of education. Foreign training is one of the effective and tested means for career enlargement, enrichment and performance enhancement as well as skills and knowledge upgrade of the trainee. Foreign training is the provision of different kinds of training for personnel from an external institution. The nature and purpose of foreign training differ (Ogunode & Abayomi, 2024).

Foreign training takes different forms. There are three forms of foreign training. Individual sponsored foreign training, Privately sponsored foreign training and Government sponsored foreign training.

#### **Individual Sponsored Foreign Training:**

This is the type of training that the individual bears the cost of training.

#### **Private Institutions Sponsored Foreign Training:**

This is the type of training that the private institutions bear the cost of training their staff.

#### **Government-Sponsored Foreign Training:**

This is the type of training that the government through its agencies bears the cost by sending its citizens for foreign training. From the above, international training means foreign training that leads to the process of increasing the knowledge and skills of the trainee in carrying out a particular job in his or her country after the training. It seeks to improve the job performance and work behaviour of those trained. International training is an organized programme for trainees to

improve the trainee capacity and expose them, trainee, to new methods, processes, procedures and new ways of solving organizational or state problems (Ogunode & Abayomi, 2024).

The objective of foreign training is to expose the trainee to new forms of skills and knowledge that most international training programs are specifically designed to leverage on the trainee's professional network and focus on creating the perfect learning and sharing environment to broaden the trainee perspective and grasp new approaches practised by foreign professionals. According to Nigerian seminarsandtrainings.com (2023), the focus of International / overseas training courses is to help managers at all levels become acquainted with global best practices, innovations, and emerging technologies. With increasing globalization and the rapid emergence of new technologies that increasingly expose local businesses to international competition, the need for managers to acquire the technical and managerial know-how to handle international competition and assignments cannot be overemphasized. The following are the objectives of international training:

1. To provide the necessary information to newly appointed staff to help them in getting adjusted to the jobs assigned to them.
2. To bring about improvement in the performance of work, to bridge the gap between the existing level and the desired level of performance.
3. To prepare employees for promotion to higher positions in the organisation.
4. To improve job satisfaction of employees and thereby minimise labour turnover and absenteeism.

### **Benefits of International training**

International training leads to the following; acquisition of practical, academic knowledge and life-changing experiences, provision of firsthand information and practical experiences on how to advance home countries' technological development, provision of innovative ideas, Provision of international methods, styles, model of solving local problems and challenges, Improvement in job performance, aids global citizens and leaders, provision of multicultural experience and International collaboration and networking.

#### **1. Acquisition of practical, academic knowledge and life-changing experiences**

International training provides the trainee with practical, academic knowledge and life-changing experiences that may significantly broaden their perspective. Studying in Malaysia according to Danlami (2024), international training offered me an eye-opening comparison between their educational system and ours in Nigeria. The integration of technology, modern facilities, and a culture of research and innovation sets a benchmark that can inspire improvements in our institutions. This is why it has been noted that the absence of an educated population is one of the missing links to why developing countries find it difficult to achieve economic progress (Ayeni, Abdullahi, & Andeshi, 2021).

#### **2. Provision of first-hand information and practical experiences on how to advance home countries' technological development.**

International training provides the trainer with firsthand information and practical experiences on how advanced countries have developed their education, health, technology and agriculture. For instance, Danlami (2024) in international training observed he learnt how Malaysia has transformed its educational sector by sending students abroad to acquire advanced knowledge and skills, which they then utilize to develop their local universities. This has been achieved through robust support systems such as the Education Malaysia Global Services (EMGS), which ensures a seamless process for international students and facilitates their reintegration into the national workforce upon return. Similarly, advanced nations such as the United States, the United

Kingdom, and Canada have long understood the importance of hosting international students, providing scholarships that not only enhance their global influence but also allow the beneficiaries to return and build their home countries for their empowerment. Thus, access to education is expected to empower people to enable them to provide for their basic needs (Ayeni, Sani, Idris, & Uzoigwe, 2019).

### **3. Provision of innovative ideas**

International training if well planned and implemented provides a lot of benefits for national development. The use of the acquired skills and knowledge in the trainee's home countries can aid technological development and advance economic prosperities. Foreign education according to Danlami (2024) benefits not only the students but also the government. Graduates returning to their home country bring with them a wealth of knowledge, international networks, and innovative ideas that can transform our institutions and contribute to national development. They serve as ambassadors of goodwill, fostering collaboration and mutual respect between Nigeria and host countries. International training will expose trainees to new teaching. The trainee will experience a new way of teaching. This can be difficult at the beginning, but it will open the trainee's mind to new ways of learning and will enable the trainee to develop professional skills valued by employers worldwide. They include problem solving, analytical skills, teamwork, leadership and time management skills to name but a few. However, the absence of access to the like of international education to complement the home might account for a low level of access to education that resulted in the absence of popular participation and involvement in the decision-making of the government (Ayeni, 2017).

### **4. Provision of international methods, styles, and models of solving local problems and challenges**

International training provides trainees with international methods, styles, and models of solving local problems and challenges when adjusting to the environment. International training gives trainee access to information they wouldn't otherwise have, they're more likely to feel confident and prepared to do their jobs after the training well. This goes a long way in making trainee feel appreciated and satisfied with their careers. Peretomode and Peretomode (2001) have identified the benefits of training and development for trainees to include an increase in knowledge, skills and the development of a positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate a sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning. However, the failure of government to invest in quality education also can retard development (Asaju & Ayeni, 2020). Not only that, academic training and developmental programmes are an institutional effort to improve the quality and standard of teaching and learning (Salah, 2016).

### **5. Improvement in job performance**

International training gives the trainee a better understanding of their responsibilities and the knowledge and skills they need to do that job better. This will improve their confidence which can positively impact their job performance. Analysis revealed a compelling connection between consistent academic staff training and enhanced job performance. This positive influence was particularly pronounced in the effective implementation of teaching programs, research initiatives, and community service programs (Ogunode, Kasimu & Sambo, 2023). Olatunde-Aiyedun and Hama (2023) stated that a lecturer training program helps to improve problem-solving or conflict resolution skills, leadership skills, technical skills, creative skills, classroom management skills, communicative skills, marking skills, teaching skills, team management skills, human relationship skills, presentation skills, listening skills, speaking skills, Interpersonal skills, lesson plans writing skills, Confidence building skills and time management. Yang's (1999) findings led



him to assert that manpower development seeks to address, enhance and transform the work environment and improve the productivity of the staff. Since training improves job performance, it is expected that the effective management of state resources for the betterment of citizens will invest in training (Ayeni & Sani, 2021).

## **6. Global citizens and leaders**

International training prepares the participants to become global citizens and leaders. International training programs are designed to provide real-world experiences and practical skills that participants can utilize in their communities. IT is designed to empower individuals and organizations around the world to drive positive change and promote a more sustainable future. International training programs are not just educational endeavours; they are transformative experiences that propel the participants and the university toward a future characterized by global leadership, understanding, and impactful innovation. The absence of adequate investment in training to produce global citizens is a source of worry and concern as it affects the national economy (Amaechi, Ayeni, & Madu, 2019)

## **7. Provision of multicultural experience**

International training provides the trainee with opportunities for multicultural experience. International training provides flexibility, adaptation skills, and language knowledge are other great work qualities that a trainee will have as an international student. International training will expose them to new cultures and languages. International training will give the trainer a chance to practice the foreign language daily and will boost their language game. International training will provide trainees the opportunity to live and immerse themselves in a new culture. Trainees will see new things they've never seen before, visit new places, and experience new traditions, new lifestyles, new types of foods, and all other aspects of the new society from the inside. Ict.co.uk (2023) noted that one of the main advantages that overseas training has over the domestic equivalent is that delegates are effectively thrown into a melting pot of different cultures, industries and backgrounds – the perfect environment to enable them to gain a new perspective on how they do their jobs. It's an approach being used by all sorts of organizations – including governments. The importance of training is germane hence not investing in such an enterprise amounts to leadership failure (Ayeni, 2018).

## **8. International collaboration and networking**

International training provides trainees the opportunities for international collaboration and networking. This is one of the biggest benefits of studying overseas. Attending international meetings and conferences can be a good start to meeting new friends from different nationalities, who share the same interests with the trainee and have something to offer the trainee's home country. Any government structure that will not tap from the benefit of international training is like a structure that is not performing its function optimally (Joseph, Cinjel & Ayeni, 2017). International training also provides the opportunities to meet with your nationalities abroad and connect with other students and alumni from your country who are living or studying in the same place. In addition to their support and the rewarding personal relationships, trainees' new friends will be the core aids professional network.

## **Challenges of Facing International Training**

There are challenges facing international training. Some of the challenges include; the high cost of training, cultural differences, language problems and adoption problems.

### **High Cost**

One of the major problems of international training is that is a very expensive programme. It requires a lot of financial commitment to be able to attend international training. The costs of

expatriate failure are high and involve both direct and indirect elements. In the case of expatriate recalls, the direct costs include salary, training costs and travel and relocation expenses. Mendenhall and Oddou (1985) stated that the average cost per failure to the parent company or countries ranges between US\$55,000 and US\$80,000, depending on currency exchange rates and location of assignment. Financial insecurities can be one of the most significant stressors of studying abroad. Financial insecurity as a challenge to training can pose negative consequences to financial security that are expected to enhance the ability of people to provide for their survival needs (Ayeni, 2024a; Ayeni, 2024b). Financial stress may appear due to a high tuition fee and other day-to-day living expenses. Especially at the beginning of international training, the number of expenses might seem overwhelming. Considering the tuition fee, costs of academic supplies, accommodation, insurance, and many other financial aspects can be discouraging. The financial requirements, including tuition fees, accommodation, daily expenses, and unexpected costs, can be overwhelming. And with the naira's unpredictable exchange rate against major currencies, budgeting becomes even more challenging according to (Micheal 2024).

### **Cultural differences**

Micheal (2024) observed that one of the most common challenges in international training includes culture shock, which refers to the feeling of disorientation when encountering unfamiliar customs, behaviours, and social norms. Matthew (2019) ascertained that embarking on international training most times demands that the trainee speak a different language than his or her mother tongue. The language barrier can also affect the mental well-being of international students. For international students, the language barrier is particularly challenging in these two contexts. One of the greatest challenges is understanding the cultural differences between global regions. Whether it's work ethic, regulations on work hours, or even approaches to training, it's difficult to grasp all of the cultural differences in the team. John (2019) noted that more than half of international students experience a difference in culture. Trainees may feel isolated, lonely, homesick, etc. It's advisable to talk to other international students. There's a support group to help you. Stay in touch with family and friends and mingle more. It will take some time to adjust, but you will get there!, Challenge: Moving to a new country often means adjusting to a different way of life. For Nigerians, this can include changes in food, weather, language, and social norms, leading to feelings of isolation or homesickness. A study by Patrick Ezepue, Director of Research and Innovation, Dominican University, Ibadan and Amaka Metu, curriculum developer at the University of Sheffield International College, showed the challenges faced by Nigerian students abroad. The challenges include initial culture shock, poor performances in their assessments in the first semester, and inability to conduct critical literature reviews.

### **Language problem**

Communicating effectively in a foreign language can be daunting. Language barriers can hinder academic performance, social integration, and everyday interactions (Micheal, 2024). The English language is easy to understand and communicate. But if trainees are in places with strong accents, trainee can be overwhelming to hear them for the first time. A report by ApplyBoard said international students face language barriers, cultural differences, currency differences, day-to-day finances, homesickness, and not wanting to leave.

### **Adoption problem**

Feeling that you fit in when you move to a new country can be challenging. It involves very practical things like using a different currency and getting used to the local diet, but also more subtle aspects like cultural differences and traditions. Adapting to a new culture and new environment can be very challenging for trainees. International students studying abroad often face the problem of adjustment and adapting to new environments (Wang, 2009; Trilokekar & Rasmi, 2011; Raji, 2019). Sometimes the problem of adjustment and adoption affects the trainee

training in the areas of academic achievement (Abubakar, 2022). Overseas training enhances peacebuilding as people of diverse backgrounds get to learn and understand each other as they integrate (Ayeni, Sani, & Uzoigwe, 2019).

### Conclusion and Recommendations

This paper examined the concept of training, international training, the benefits of international training and the challenges faced in international training. The paper concluded that international training is vital for national development. It contributes to technological development and advances socio-economic and political development in the trainee's home countries if well appreciated. International training leads to the following; acquisition of practical, academic knowledge and life-changing experiences, provision of firsthand information and practical experiences on how to advance home countries' technological development, provision of innovative ideas, Provision of international methods, styles, model of solving local problems and challenges, Improvement in job performance, aids global citizens and leaders, provision of multicultural experience and International collaboration and networking. Challenges of international training include; the high cost of training, culture differences, language problems and adoption problems.

Based on the findings, the paper noted since international training has a significant relationship with the improvement of socio-economic and technological development of the trainee's countries, government and private institutions should support international training. Private institutions should be encouraged to send their staff for international training. The government should into more collaboration with other developed countries to increase opportunities for scholarship and bilateral agreement of foreign education and provide a conducive environment that supports international training.

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