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DEPARTMENT OF PSYCHOLOGY**

**THE RELATIONSHIP BETWEEN ANXIETY, ACCULTURATIVE STRESS,
ACCULTURATIVE STRATEGIES ON PSYCHOLOGICAL ADJUSTMENT
IN INTERNATIONAL STUDENTS RESIDING IN TRNC**

M.Sc. THESIS

Yasir JAMAL

**Nicosia
February 2022**

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MASTERTHESIS

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M.Sc. Thesis

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February 2022

Approval

We certify that we have read the thesis submitted by Yasir Jamal titled “**(The Relationship Between Anxiety, Acculturative Stress, Acculturative Strategies on Psychological Adjustment in International Students Residing In TRNC)**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis, and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

YasirJAMAL

10/02/2022

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Abstract

The Relationship between Anxiety, Acculturative Stress, Acculturative Strategies on Psychological Adjustment in International Students Residing In TRNC

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Anxiety affects international students differently depending on their level. Anxiety-related to cultural stressors and acculturation anxiety management strategies would help international students adjust psychologically. This study's goal is to examine the impact of anxiety, acculturative stress, and acculturative strategies on international students' mental health. This was a cross-sectional study at five universities in Northern Cyprus. Purposive sampling was used to select 183 participants. A demographic questionnaire, an Acculturative Stress Scale for International Students (ASSIS), an Anxiety SCL-90 (Subscale), a Vancouver Index of Acculturation (VIA), and a Depression, Anxiety Stress Scale (DASS) were used to collect data (DASS). The findings show that acculturative stress and anxiety affect international students' psychological adjustment. Acculturative strategies also appear to moderate the relationship between acculturative stress and psychological adjustment, as well as between anxiety and psychological adjustment. Stressors like AS and A negatively impact psychological adjustment. ACS mediates the relationship between AS and PA, as well as A and PA. The relationship between psychological adaptation and mental or physical health could be examined in future research by operationalizing social support with a more specific and less global measure of functional social support (or a more specific structural measure) (Cohen & Wills, 1985). The study's findings suggest further research into the dual role of host-culture language proficiency, which was linked to increased social support but decreased psychological adaptation.

Keywords: anxiety, acculturative stress, acculturative strategies, psychological adjustment, international students

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CHAPTER I

Introduction

Thousands of students are forced to leave their home nations who want to study in foreign countries. In today's world (Organization for Economic Co-operation and Development [OECD], 2017), similarly, as seen from 2005 to 2012, this figure continues to rise at an incredible rate (OECD, 2015). Similarly, when compared to students who live in their native country, a high majority of students encounter negative psychological experiences (Thomas, & Chui, 2010; Zheng & Berry, 1991). Aside from that, the implications differ for all students because many of them are dealing with varying levels of cultural stress as well as adaptation issues (Berry, 1997).

As a result, the study's major goal is to determine the only significance of co-existing buffer for social support managing acculturative stress with unfavorable psychological adaptability in foreign students with student-facing exercising cultural detachment.

Exploring in depth, a deeper comprehension of reading the components that undergo predictability for protection against most international students' intended psychological adaptation. This phenomenon, it should be noted, also deals with the facilitation of student retention (Playford, 2008; Chirkov et al., 2007; Demes et al., 2015; Geeraert et al., 2013).

In-depth investigation reveals that Adaptation has mixed implications for both immigrants and sojourners referred to as international students. This course has been noted to be separated into major dimensions, which include psychological and societal factors (Demes & Geeraert, 2015). Ward and Kennedy (1999) explain the physiological adaptation in terms of the sensation of satisfaction linked with various sociocultural adaptations in order to achieve the desired ability to judge the culturally perfect conduct that is the best fit into the host culture. Certain variables, such as societal interaction, gender, and anxiety (Goodson & Zhang, 2011); acculturation

positioning and satisfaction (Khawaja & Dempsey, 2008); dialectal expertise (e.g., Duru&Poyrazli, 2011; Sam, Tetteh, &Amponsah, 2015); and professed discernment (e.g., Duru&Poyrazli, 2011; Sam (e.g., Baba &Hosoda, 2014; Duru&Poyrazli, 2011; Poyrazli et al., 2010)

In a similar vein, stress, English aptitude, besides gender remained reported to stay the furthestmost frequently used predictors in the research for psychological adaptations and outcomes, which mostly include acculturative trauma (Zhang & Goodson, 2011).

Bierwiazzonek and Waldzus (2016), on the other hand, reveal that the majority of factors are often studied more specifically aimed at international students' adaptation, and that this ultimately concludes that overall factors play a hand-on approach in managing cultural distance and various family-related variable controversies that include societal collaboration, social possessions, and of course social stressors have been extensively examined in overseas students in comparison to other types of students. In a similar line, it is estimated that international students attract the least amount of attention (both in terms of cultural distance perspective).

In a similar vein, social support plays a critical role in controlling the curbing part amid the stressor and the net consequence of the stressor, as it has a undeviating affiliation with the psychosomatic adaption conclusions. (1985, Cohen & Wills). As a result, previous research has demonstrated the enormous impact of a key dynamic relationship that focuses on social support. The key role of managing the buffering against stressor interpretation versus buffering the adverse psychological consequences of genuine stress has been investigated.

In a similar vein, the research empathizes acculturative stress as the result variable, focusing on the stress experience with great effective general psychological adaption. (Demes&Geeraert, 2015; Galchenko& van de Vijver, 2007; Geeraert&Demoulin, 2013; James, Hunsley, Navara, &Alles, 2004; Galchenko& van de Vijver, 2007; Geeraert&Demoulin, 2013; James, Hunsley, Navara, &Alles, 2004;). As a result, the study addresses a gap that is critical in concentrating on the impact of traditional detachment as a stressor in the foreign apprentice inhabitants.

There are various kinds of people traveling abroad for numerous purposes and these mostly include immigrants, asylum seekers or immigrants, and sojourners, such as travelers, expats, and global or global scholars (Furnham& Erdmann, 1995). Moreover, the international students' experiences and learn about cultures and have more opportunities to gain international exposure and improve their knowledge regarding global concerns. (Chapdelaine&Alexitch, 2004).

Intercontinental students face a diversity of tasks and adjustment issues known as cross-cultural adjustment while making the transition from home to the host region (Popadiuk& Arthur, 2004). According to (Berry, 1997) international students face challenges and difficulties in terms of theoretical, traditional, and emotional in parallel to the procedure of cross-cultural modification. In general, the international students are not only bound to manage and adjust to the adopting cultural habitat, but they also need to learn new ethics, values, and norms so that they can be adjusted properly in the host culture. It is also assumed that adjustment in an unfamiliar culture might further cause adjustment difficulties or state anxiety and acculturative stress (Ye, 2005).

With the heightening of individuals crossing outskirts between nations for individual, scholastic, or business-related explanations, intercultural change has developed the theme of numerous lessons (Hullett&Witte, 2001, Lee, Koeske, & Sales, 2004; Jung, Hecht, & Chapman Wadsworth, 2007).

In other social settings individuals frequently experience uncertainty and vulnerability reflecting the practices, values, and attitudes of the host culture (Berry, 1976). That is, strangers much of the time suffer uneasiness approximately the absence of consistency in foreseeing the original ethos perspective and methods of existence (Koltko-Rivera, 2004). Apprehension originates from uneasiness, fear, and professed intimidations; entities with certain abilities can accomplish their fears and ambivalences by precisely recognizing and appreciating the hosts' attitudes and behaviors practice a low amount of stress in the process of the acculturation process. (Gudykunst, 1998) built up the anxiety/ambiguity management (AUM) concept to

make correspondence simpler for outsiders in another host culture and help them to manage and adjust in countries with different traditions.

The model works underneath the presumption that one should have the option to deal with your sentiments of tension and vulnerability to adjust to the original multitude values (Gudykunst, 1998).

In the present research study, these presumptions are practical to global scholars who remain dependent upon huge numbers of indistinguishable cultural assimilation stressors from representatives working in outside nations. Furthermore, this learning will endeavor to provide a detailed investigation of whether (optimistic or adverse) and the association between Acculturative stress, acculturative strategies, and anxiety on the psychological adjustment among international students.

Presently, the universities located in Northern Cyprus are struggling to attract more students from different regions and due to this reason; a huge influx of international students can be seen in the country. For instance, it is also generally presumed that international students bring significant features and characteristics of cultural diversity to the classroom and university.

Problem Statement

Acculturation often makes a significant contribution to overseas students' stress and anxiety levels. International students are more often prone to various psychosocial problems such as acculturation, anxiety, acculturative trauma, and emotional change. In addition, these students adopt various coping strategies to manage the acculturation process and adjust themselves to the new environment and diverse cultures. On the other hand, if these students are unable or incapable to cope with these challenges, they become more challenging and develop anxiety, depression, and other mental health problems which not only affect the students' academic life but also affect their psychological well-being and social life.

Acculturation is the influencing factor affecting the life of international students and this might comprise It includes, but it is not restricted to, absences or tardiness to school owing to specific responsibilities. which further apportioning due

to economic hardship, students' attention is diverted away from their schoolwork, social, and religious circumstances. Besides this, students also face these influencing factors such as new culture and environment, language barriers, fear and anxiety, homesickness, and vice versa. Furthermore, social scientists, psychologists, and researchers recently focused their research interests on the present stressors which affect the international student's life abroad variously in terms of academic record, social and psychological adjustment. Therefore, the problem sentence of the study was formed as 'Is there any association among anxiety, acculturative strain, and acculturative strategies on the emotional alteration of international students?'

Aim of Study

The broad aim and objectives of the current study are to determine the relationship between acculturative stresses, anxiety, acculturative strategies on the psychological change of universal students residing in TRNC. The study also aims to explore the previous researches that have been done so far. This study will explore the following variables in the Turkish Republic of Northern Cyprus as previous studies have been conducted mostly in Latin America and Europe.

1. Is there a difference in acculturative stress and psychological adjustment as per the participants' gender?
2. Is there a difference in acculturative stress and psychological adjustment according to the age of the participants?
3. Is there any relationship between anxiety, acculturative stress, acculturative strategies and psychological adjustment?
4. Does acculturative stress predict the anxiety, acculturative strategies and the psychological adjustment?

Importance of Study

The collection of unique variables was another constraint. Although past research on a culture shock, the theoretical predecessor of cultural distance was critiqued for its emphasis on the field of rather than psychological, sociocultural adjustment (e.g., Chapdelaine&Alexitch, 2004), the focus on psychological adjustment to the exclusion of sociocultural adaptation was otherwise limited. Among international

students, several psychological issues have been identified (Mori, 2000; Zhang & Goodson, 2011). This study will not only contribute to future researches but also extend the interests of other researchers to find present scenarios on the current topic. This study focuses on mostly Asian students who are studying and residing in the Republic of Turkish Cyprus and this study would be the first of its kind in the said region. At the same time, the role of factors has received less scholarly attention than other variables like cultural distance in international studies in psychological change (Bierwiazzonek & Waldzus, 2016; Zhang & Goodson, 2011). The findings of the study will provide more knowledge and awareness to the concerned stakeholders as more people from different regions experience the dynamics and chemistry of acculturation, stress, anxiety without knowing the basic phenomenon and how to adopt the proper coping or acculturative strategies.

This assignment will assist students in differentiating between these key factors when they first arrive in the new country and culture and besides this students' community will adopt the best coping mechanism to fully assimilate in new culture and society. In addition, this study would significantly contribute to developing student's friendly policies and legislation by the concerned authorities such as institutions, local government, and vice versa. This finding and results will provide and facilitate some decision-making regarding how to avoid and manage state anxiety and acculturative stressors for better survival in the host country.

Limitation of Study

1. The main limitations arise with the instance to linked sample, with the measurement tools along with study design and the ultimate findings that depict the dynamic key relationship between Anxiety, Acculturative stress, Acculturative Strategies on Psychological Adjustment.
2. In the same vein, this study underpins the related generalizability of the outcomes. In the same perspective, the model taken for this study itself was a convenience sample (e.g., Lee, Koeske, & Sales, 2004). Secondly, the overall

partakers chosen in this study that aims to participate were introduced by the fact bias (Wei et al., 2007).

3. In the same consequence, confines linked to the extent apparatuses that mainly, by self-report measures, not applied to the social framework determine the overlap between the measured results for hypothesized relationships. Likewise, it's been reported that the study is self-report measures have perfect reliability.
4. Furthermore, none of the indicators were validated or established in the in the same cultural environment in which they have been adopted, raising concerns almost how thriving they capture portents through cultures (Atri et al., 2007; Fritz, Chin, & DeMarinis, 2008).
5. Another issue with the questionnaires was that they were written in English, even though English was only spoken by a small percentage of the respondents. It's possible that inquiring contestants to answer in a language that is not their native tongue influenced the accurateness of their answers (e.g., Waxin, 2004).

Definition of Key Terms

Anxiety: Anxiety is a strong emotion that is manifested by tense feelings, concerned thinking, and bodily alterations such as elevated blood pressure. Individuals suffering from anxiety disorders frequently have intrusive thoughts or anxieties. (APA, 2000).

Acculturation: The capability of individuals to thrive inside the prevailing host culture while keeping their ancestral beliefs, values, and dialect. (Flaskerud, 2007).

Acculturative stress: Individuals endure discomfort whenever they come into contact with a foreign culture to which they must assimilate. (Polo & Lopez, 2009).

Psychological Adjustment: Psychological adjustment has been broadly defined in psychology, This adjustment is described as "the degree to which an individual's

demands the requirements of the environment are in relative harmony." (Anderson, Novak, & Keith, 2002).

Acculturative Strategies: Acculturation strategy refers to the Individuals who are culturally non-dominant but live in a dominant culture have been examined on their adaptive behaviors and attitudes as a moderator of acculturative stress (Barry, 2001)..

CHAPTER II

Literature Review

Theoretical Framework

Social identity theory

Social psychology gave birth to the next theoretical structure, called "social identity theory" (Tajfel 1981). It focuses on two elements of how group participation influences individual identity. One is the impact of societal categorization and assessment on self-assurance, as well as in-group bias and out-group derogation (Tajfel and Turner 1986). The other factor is the effect of particular cross-cultural variety. (for example, distinctiveness vs. collectivism) on membership, views, and relationships within groups.

Relevant study includes effort on avoiding or reducing uncertainty (Gudykunst and Hammer 1988), which needs the potential to anticipate and justify one's own and others' behavior during encounters. It emphasizes the importance of cultural familiarity (Gudykunst and Kim 1984), sentiments toward hosts and host attitudes regarding foreigners (Gudykunst 1983a), as well as the extent of cultural affinity. (Gudykunst 1983b).

Cross-cultural travelers can practice a variety of strategies to boost self-esteem and break down blockades to inter-group coherence, including rising consciousness of the process's potential negative elements, stressing similarities between groups rather than contrasts, and allowing people to put themselves in another person's role or identity – 'walk a mile in their shoes.' In general, the social identification theories' cognitive (C) viewpoint supports the culture learning approach's behavioral (B) analysis and the stress and coping framework's emotional (A) perspective. Together, these three viewpoints form the basis for a complete ideal cultural adaptation.

Student sojourners and cultural assimilation

Contemporary ideas place a premium on adaptability and adjustment. They are located within the wider theoretical context of acculturation (Ward, Bochner, and Furnham 2001). The course of acculturation is outlined first, and then its application to student sojourners is discussed.

Adaptation on a social and behavioral scale

Current research on intercultural communication for student sojourners uses Bochner's functional relationship network model (Bochner, McLeod, and Lin 1977; Ward, Bochner, and Furnham 2001) as a guide. The three social networks identified by Bochner provide various psychological functions. The major network is made up of compatriots in the host country and those who stay in their home country. It is possible that they will obtain culturally appropriate skills from host nations such as home-schooled pupils, instructors, and guidance counselors. Their connections with non-compatriot international students can provide mutual social support and enjoyment of social events. Monoculture, bicultural, and multicultural relationship networks (Furnham 2004). Despite the numerous advantages of host-sojourner relationship, it is frequently incomplete (e.g. Nowack and Weiland 1998). Most foreign students report having a best buddy from the same ethnicity (e.g. Bochner, McLeod, and Lin 1977). For example, Furnham and Alibhai (1985) employ cultural distance to explain weak host-sojourner interactions. With 644 foreign students, Redmond and Bunyi (1993) It was discovered that students from the United Kingdom, Europe, and South America were the most assimilated, while those from Korea, Taiwan, and Southeast Asia were the least.

Affective adaptation

Nevertheless, investigation on relationship systems places a larger focus on the excellence of genuine assistance than the sheer amount of systems. Social provision from both hosts and co-nationals can help students' mental health (e.g. Tanaka et al. 1997). Social assistance reduces 'homesickness' (Hannigan 1997). However, the link between mental and educational adjustment is hazy. How much do amicable contacts

with host students' help to good, prescribed statement with host tutors, whose affect designs may be quite different? More study is needed on how overseas students' psychological well-being and cultural adaptability affect academic achievement.

Cognitive adaptability

The study on reasoning components of acculturation in student expatriates has mostly focused on inter-group thoughts and relationships. During their interactions with host nations, many foreign students experience bias and discrimination (e.g. Sodowsky and Plake 1992). According to some research, increasing interaction might even principal to an improving of unfavorable inter-group labels over time (e.g. Stroebe, Lenkert, and Jonas 1988). This serves as a notice that contact philosophy, which proposes that increasing interaction improves intergroup views and relations, may only be applicable conditions. Bond's (1986) research of Local Mandarin and Us exchange students in Hong Kong expressed largely positive attitudes toward one another. His assessment considered auto-stereotypes (in-group views), hetero-stereotypes (out-group perceptions), and reflected stereotypes into account (how the out-group is perceived to view the in-group). Bond contended that perhaps the stereotypes properly represented major variations in the two groups' behavioral traits. Chinese students were viewed as conservative and obedient by both Chinese and American students, whereas American students were perceived as inquiring and independent by both. Such prejudices have the potential to regularly impact encounters.

Synergy between cultures and educational adaptation

According to Cortazzi and Jin (1997), Mandarin and Britain students are most likely to have distinct preconceptions about their responsibilities as students and teachers. A good teacher, according to Chinese students, should be a role model of knowledge who clearly instructs students on what and how to learn, as well as an ethical pattern who sets a good instance for students to track and proceeds excellent care of students. In China, a bright student should honor professors and learn through accepting rather than criticizing what teachers say. However, according to British

instructors, A competent educator should function as a facilitator. and organizer, assisting pupils in developing creativity and independence.

Instead of just absorbing what the lecturers say, students are encouraged to interact, engage in debate, and involve in precarious investigation. Cortazzi and Jin (1997) claimed that merely expectant remaining students to adopt host-nation customs was unrealistic since these components of culture were deeply ingrained, and change may be perceived as a fundamental challenge to distinctiveness. Instead, they recommended a process of 'cultural synergy,' requiring both (host) professors and (sojourning) students to work together to comprehend one another's cultures. More study is needed to define present Expectations of the teacher and students in order to determine how mismatches occur and begin to investigate how they could be rectified. this depicts one possible extension of forthcoming exploration on the underlying developments, using the specimen of Chinese scholars learning in the UK.

Fusion theory of culture

The term "boundary conditions" refers to the circumstances in which a situation/context may be analyzed (Dubin, 1978). Three boundary constraints apply to cultural fusion theory. Cultural fusion theory's first boundary condition is as follows:

(1) Newcomers are predominantly assimilated in one culture before transferring to another.

Enculturation is the fundamental method of assimilating a person enters their local culture (Kelvin, 1970). As youngsters, all persons are assimilated into a cultural milieu (Croucher, 2008;). Thus, intercultural integration theory, like other theories of adaptation, presupposes the occurrence of enculturation. However, for individuals to undergo cultural fusion, they must relocate to a foreign and unacquainted culture (or coculture). This provides an eco-friendly dimension by placing the visitor in an unfamiliar/different context and assisting the newcomer in initiating cultural change/adaptation. A distinction between cultural adaptation and cultural fusion that is discussed all over in this article (and in the scientific research the degree to which

the outsider may and/or ought alter is discussed in the literature on adaptation and fusion. (Croucher & Cronn-Mills, 2011; Kramer, 2003).

(2) New arrivals are reliant on the mainstream culture/environment to some level, depending on Berry's work (1990, 2008) and Kim (2001, 2012). (3) New members and individuals of the mainstream culture converse with one another. Newcomers rely on the host environment to varied degrees for a variety of things, comprising financial, sociocultural, and political considerations. Additionally, immigrants connect with individuals from the host culture on a daily foundation inside the mass setting, both via facial expression interactions and through the use of media of the host culture and social media. Adaptation and fusion of cultures, in general, are methods by which an individual adjusts to a new culture.

According to Kim (2001), cultural adaptation occurs inside the host environment. Cultural fusion coincides in the mass context and inside the marginal population (Berry, 1992; Buenker & Ratner, 2003; Croucher, 2011; Deutsch & Won, 1963; Hargreaves, 1995; Kramer, 2003). Therefore, when undertaking cultural merging investigation, it is critical to keep in mind that fusion occurs within an exposed scheme in which strangers are reliant on and connect with the central ethos. Simultaneously, the main culture is becoming progressively reliant on immigrants in an increasingly globalized monetary and radical landscape. Conventions Traditional fusion model is predicated on four suppositions that govern humanoid behavior throughout on the course of folk assortment.

The first assumption is that (1) "Individuals obligate an inbuilt self-organizing determination and an ability to familiarize to environmental contests" (Kim, 2001). (p. 35). Several researchers require shown that one of lifespan's aims is to adapt to our circumstances and transform ourselves (e.g., Berry, 1992; Lysgaard, 1955; Redfield, Linton, & Herskovits, 1936). Some of these criteria are the psychic capabilities of the newcomer (Kim 2001, 2012), desire to familiarize, financial ability, partisan receipt in host society, and asset of relationships to the minority population (Croucher, 2008). Thus, strangers should intentionally sidestep interaction with cultural broadcasting and groups, according to cultural adaption theory. These materials aid in incorporation by interpreting for and linking announcement obstacles

amongst the immigrant and the swarm setting (Croucher & Rahmani, 2015). These organizations provide well-known conduits of knowledge, removing the need for each newcomer to reinvent the wheel.

The second assumption take from Fusion Cultural Theory is that (2) Individuals must have an inbuilt self-organizing determination and aspiration to sustain their cultural characteristics. Humans adapt to new environments while maintaining their identity. When immigrants arrive in a new culture, they will engage with associates of both the leading and minority cultures. This verbal exchange might take numerous customs (e.g., interpersonal, mass-mediated, and organizational). Finally, immigrants must interconnect in the majority culture (Kim, 2001). Also, immigrants join widely inside and within groups. Many consider significant cultural communication a hindrance to integration (Kim, 2001, 2012).

For example, newly arrived immigrants frequently pursue out and join organizations Synagogues, mosques, churches, ethnic festivals, and nightclubs are just a few examples. founded by people of their societies and countries of origin. These organizations serve as nodes within broader cultural grids. Rather than creating obstacles to contact between immigrants and the host community, such reputable foundations and groups facilitate tenderfoots' integration into broader socioeconomic structures.

By becoming a member of an ethnic church, for example, you have access to crucial information about the host society's jobs, healthcare, educational options, and housing. Therefore, immigrants should intentionally avoid interaction with ethnic media and groups, according to cultural adaption theory. These materials aid in incorporation by decoding for and connecting statement obstacles concerning the immigrant and the host setting (Croucher & Rahmani, 2015). These organizations provide traditional conduits of knowledge, removing the need for each newcomer to reinvent the wheel.

The third assumption is that (3) the individual's cultural fusion with the environment happens through and via communication. The evolutionary process and co-adoption of dominant culture's behaviors/traits while retaining elements of

cultural uniqueness demonstrates the self-motivated aspects of cultural synthesis (Kramer, 2013). Traditional fusion is an active process in which a number of factors, including an individual's self-concept, character, and psychology, human physiology, demography (social, geopolitical, and theological) host-culture receiving, and media (accessibility, choices) all interrelated to influence the rate and degree of fusion of newcomers. Additionally, because of the open system's inherent character (Contractor, 1994; Senge, 1990), variables are continually interacting, and the neophyte is always varying.

As a result, the fourth assumption is presented to account for the changes that individuals undergo during the process of open cultural fusion. (4) Cultural combination is a continual, active process that alters both the distinct and the atmosphere.

Theoretical model of culture shock and adaptation

The theoretical notions of cultural differences and adaptability are discussed in relation to the educational adaptation of pupil sojourners in a foreign culture. The ancient evolution of 'conventional' conceptions of culture amazement resulted in the establishment of modern theoretic perspectives 'Culture learning, 'stress and resilience,' and 'social orientation' are just a few examples. These perspectives can be reconciled inside a wider academic context centered on the emotional, social, and intellectual (ABC) dimensions of shock and alteration. This concept of 'cultural synergy' enables a more thorough consideration of the dynamics at work. The article discusses the implications for research, policy, and practice in the future

Historical perspectives of culture shock

Numerous extensive (mostly epidemiological) cross-national researches on psychological healthiness is included in the ancient collected works on migration. Modern exploration on scholar sojourners tends to be narrower in scope. A systematic study on international students began in the 1950s, after an overflow of studies on their societal and mental difficulties (Ward, Bochner, and Furnham 2001). The first argued that predisposing factors such as individual characteristics, grief, and bereavement (mobility in reaction to loss that may result in further loss), fatalism

(abrogation of influence or, in comparison, a reactionary attempt to reclaim influence), and preferential expectations of life quality assurance. all contributed to selective migration (that influence more or fewer truthful). The second suggested that changes in cerebral fitness might be a result of migratory involvements, such as adverse life dealings, a loss of societal sustenance webs, and the influence of value variances.

Several lessons in the migration works emphasized the destructive consequences of cultural exposure, a theme that was repeated in much of the global student's research. Ward, Bochner, and Furnham (2001: 36) noted that 'Early ideas for studying overseas students were scientifically oriented and tightly linked to areas of medicine of sojourner readjustment,' according to the report. There was a steady shift missing from therapeutic prototypes, and academics began to cast doubt on the implied premise that multicultural interaction is so demanding that medical therapy is necessary (e.g., Bochner 1986).

Perspectives on intercultural engagement in the contemporary era

The research on 'cultural shock' has shifted away from medicine and toward psychology of social interaction and education. The models of 'cultural learning' 'stress and coping' have gained widespread acceptance (Furnham and Bochner 1986), while social identity' approaches have gained prominence. These three recent schemes are more inclusive, taking into account the many mechanisms of reaction – emotion, behaviour, and perception (ABC) – that occur when people encounter a new culture. Individuals in cultural transit are viewed as proactive in responding to and addressing issues brought about by alteration, relatively than as inactive fatalities of suffering brought about by a toxic event. The concept of 'culture shock' has been changed into contact-induced trauma associated with manageable expertise deficiencies, and concepts such as 'adaptation' and 'acculturation' have become progressively popular in its place.

Related Literature

An overview of acculturation

Solitary of the early explanations of acculturation was offered by Redfield, Linton, and Herskovits (1936), who defined It is a condition that happens when people from disparate cultures come into regular contact resulting in fluctuations in the cultural outlines of one or both clusters. Despite the fact that Acculturation has been viewed as a dynamic phenomenon characterized by change on several dimensions and involving all engaged parties (prevailing cultural unit and minority cultural unit), The bulk of study on acculturation has concentrated on how minority immigrant persons adjust to dominant cultural group norms (e.g., beliefs, philosophies, and conducts).

Furthermore, Historical and contemporary psychology intellectuals who underscore an integrated strategy that results in a much more intercultural or multi-ethnic identity have contested earlier conceptions of the based on culture adjustment process that centred on new immigrants' assimilation, in which new arrivals to a region "shed" their native culture for the host country's culture.

Berry's (1997) acculturation exemplary offers individual-contextual braces of acculturation methods that an acculturating individual or a broader society can use in response to intercultural interaction. Berry's acculturation approaches contain (a) assimilation, which is characterized by a longing to uphold one's unusual cultural identity while avoiding social interactions with both the larger society; and (b) segregation, which is defined by a desire to preserve one's native cultural identity while avoiding social relationships with the central society; and (c) integration, which is characterized by a desire to maintain one's inventive cultural distinctiveness while evading social relationships with the dominant society.

Acculturation models

Acculturation research has generally relied on one of two mockups: a unidimensional model or a bidimensional model. Gordon proposed the one-dimensional acculturation model first (1964). Folks from one culture adopt the

customs, ethics, and opinions of the culture with which they come into interaction in this paradigm. Immigrants to a country were thought to adapt to conventional culture by distancing themselves from their inheritance culture and adjusting to the new one.

Gordon stated that the more interaction an immigrant has with the host culture, the more his or her native culture is lost and the more the new host culture is assimilated. Individuals may go through different stages of total adaptation, but the end result is the same (i.e., complete assimilation).

However, because it presupposes only one path of cultural change, the unidimensional model is seen as divisive (van de Vijver&Phalet, 2004). Some have stated that cultural transformation must not be one-directional; relatively, immigrant assemblages have maintained that they desire to maintain their cultural identity. They prefer a dual identity with their native and host cultures, rather than assimilating to the host culture and abandoning their cultural standards and beliefs inherited from their ancestors.

Another approach proposes the term "second culture acquisition" to describe acculturation (Rudmin, 2009). Conferring to this approach, Acculturation is the process by which an immigrant acquires cultural norms and behaviors of the settlement. Enculturation is the process of learning cultural norms and behaviors from one's heritage culture as part of one's growth (i.e., first culture acquisition). Second cultural acquisition occurs when people immigrate to a new culture, in which they adopt and assimilate the new society's culture. According to Rudmin (2009), It is more accurate to describe acculturation as a process of cultural learning because it requires the acquisition of a new set of schemas in which new practices and norms and behaviors must be learnt in addition to the current one's existing practices and norms and behaviors.

The integration of a new culture is the second type of culture acquisition at the individual level. However, some academics (e.g., Berry, 2009) believe that this archetypal and Acculturation's description falls short of adequately illuminating the intricacies of this multifaceted process. Acculturation is more than simply absorbing a new culture's cultural norms, habits, and values. Acculturation, on the other hand, "involves figuring out how to coexist peacefully and harmoniously in a multicultural

environment" (Berry, 2009). Acculturation is not simply the accumulation of a customary of practices or conducts; rather, it is a progression in which a person has deal with adjusting to a new cultural environment while also deciding whether to keep his or her heritage culture's practices and beliefs.

An attempt has been made to define how people react to intercultural encounters and the degree to which they connect using the bidimensional model of acculturation with both their history and their new culture (Berry, 1997). In conclusion, acculturation is described as the degree to which people maintain their heritage culture through contact with and engagement in the host culture. Because (1) There are three things to know about the acculturation process: (1) acculturation can affect both the immigrant group and the majority group, (2) it is not assumed that the individual will completely shed their heritage culture and assimilate to the host culture, and (3) this theoretical model has been extensively studied and found to have a strong connection.

The use of a bidimensional model implies that acculturation does not always outcome in the total coming off one's ancestral culture at the individual level. Instead, an individual may be able to keep his or her heritage culture while still learning and assigning a new society. Factually, there has been a belief that an immigrant must conform to mainstream society's cultural standards. It is frequently assumed that shedding one's inheritance culture and adopting the standards and practices of Immigrants benefit from mainstream culture, while popular culture benefits immigrants.

The fundamental assumptions of this viewpoint were that immigrants' cultures were unimportant, if not "uncivilized," and that immigrants should therefore adapt into mainstream (typically Western) society.

Similarly, a one-dimensional conception of acculturation did not recognize culture as it has been influenced by immigrants at the group level. When two disparate groups come together, it's possible that both will be affected, according to the bidimensional model. One illustration could be when features of Indian culture, such as donning a bindi or trying Indian materials, became fashionable in ordinary

American culture. This paradigm recognizes that both immigrant and non-immigrant populations may experience change. Although this study examines mental modification in adolescents using the bidimensional model, the traditions of this exemplary at the assemblage level are as significant for thoughtful how the researcher observed or comprehended an immigrant group.

The bidimensional model of acculturation was chosen for the third reason: it has a lot of conceptual and empirical support. The bidimensional model has been utilized in studies involving various populations and societies (Huynh, Howell, & Benet-Martinez, 2009; van de Vijver & Phalet, 2004). Furthermore, bidimensional acculturation assessments like the General Origin Opinion poll (Tsai, Ying, & Lee, 2000) and the Vancouver Index of Acculturation (Ryder et al., 2000) have excellent reliabilities (>0.80) across indigenous groups. This paradigm has received widespread acceptance in the literature as a means of comprehending immigrants' transitions to a congregation culture.

Adjustment of the mind

There are numerous researches on the relationship between acculturation and psychological problems in the acculturation literature. While investigating acculturation issues and challenges is vital for gaining Adolescents may benefit from a greater knowledge of the impact of intercultural interaction, but academics may be overlooking its positive effects while some teenagers may endure heightened acculturative stress as a result of the process, others may gain resilient and have optimistic results such as a rise in social skills or academic success.

Instead of focusing simply on psychological disorders, the area of constructive psychology has emphasized the necessity of indulgent mental adjustment. Positive psychology contends that it is critical to apprehend how people handle with life strain in research and therapeutic practice by looking at their strengths and skills as well as their issues and deficiencies (Duckworth, Steen, & Seligman, 2005). Experimental and conservatory psychology research frequently focuses on an individual's issues and distress. The assessment and interferences are done in order to establish which it's necessary to alter components of the individual's personality, attitudes, or habits in order to improve their overall health.

This viewpoint is troublesome since it may overlook an individual's talents and positive qualities. As a result, one of the goals of this research is to better understand the competences and assets of teenagers, as well as the mental issues that may arise as a result of their acculturative involvement.

Friendship, social competence, academic accomplishment, and psychological difficulties were all included in the study's broad definition of psychological adjustment (Ward & Kennedy, 1994). Psychological adjustment in teenagers embraces the aptitude to create and keep bonds, participate in groups and squads, and achieve academic success, as well as the presence of symptoms and characteristics of emotional and behavioral issues.

In this study, psychological adjustment is defined as an person's abilities (speculative routine, capability to develop and sustain acquaintances, involvement in events, groups, and clubs) as well as their symptoms of psychological issues. An indication of the studies on acculturation and a number of psychological adjustment effects is presented in the next section.

Zhang and Goodson (2011) famous social support as one of the greatest common psychological adaptation predictors in the study (including acculturative stress). However, in psychological adaptation social support can be various tasks. It could have a straight link, or it could have a moderating role. This position moderates both the stress-buffering theory of Cohen and Wills (1985) and Berry's (1997) model. Berry's model proposes social assistance as a potential arbitrator or facilitator in the acculturation phase while the stress-buffering theory offers particular points to counteract the impact of stressors (e.g. culture) in social support also international students with large cultural distances cannot experience a high degree of cultural stress if adequate social assistance is provided in accordance with the stress-buffering theory. (Cohen & Wills, 1985).

Social assistance could also serve as a shield for foreign students with high levels of cultural stress and shield them from the negative long-term results of psychological adaptation (Cohen & Wills, 1985). " There would be a "pure buffering effect" if the average social support and low psychological adaptations for students were not substantially Under little stress, things are different, but when you're under

a lot of pressure, things are different, the social support buffering impact is linked to its ability to cope with strategies. Social assistance should be regarded as a key tool for mitigating stressors during cultural adjustment (Fontaine, 1986). In reality, social support performed as an effective deal with means for stress management, such as the cultural adaptation of foreign graduates grinding in the United States rendering to Mallinckrodt and Leong (1992, p. 5).

Moreover, foreign researchers in the United States specified that families are being created as new networks of social assistance to help them cope with adaptation p According to the results of quality studies. (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986) while the diverse resident groups testified on various kinds of assistance in Canada. These findings showed that specific social support manifestations can be more or less helpful in coping with various stressors and that the preferred treatment approach may vary between groups for a particular stressor. Intergroup discrepancies are often observed in social support for foreign and domestic students, and in terms of social support as a mechanism for coping. The literature shows the availability of home and host domain services to various resident groups and groups. These findings together suggest that the social support source and function as a barrier will differ according to the national community. Research that examines social support as a reserve for residents occasionally hypothesizes social support as social links and has establish that social connection is associated with psychological adaptation results and a sense of social proximity to typical culture, folkloric communal, etc (Du & Wei, 2015; Hendrickson, Rosen, & Aune, 2011; Yeh & Inose, 2003; Yoon et al., 2008). This could be a unswerving association concerning social connectivity and variation that is functional in positions of life gratification and impact (Du & Wei, 2015).

Stress, adjustment and coping

The 'stress and coping' method is drawn from initial psychological concepts of how life occasions affect people (e.g. Holmes and Rahe 1967; Lazarus and Folkman 1984). Because 'shock' is a natural reaction to naturally stressful life events, individuals involved in cross-cultural interactions must be irrepressible, adjust, and progress coping methods and tactics. Adjustment is viewed as a proactive process

that involves the management of stress on a variety of complete levels - individual as well as situational. Applicable variables include the extent to which one's life changes (Lin, Tazuma, and Masuda 1979), personality characteristics (e.g., Ward and Kennedy 1992), and situational elements such as social assistance (Adelman 1988). However cultural learning focuses on the interactive element, stress and coping is primarily concerned with psychological well-being – the emotional component. Training in stress management strategies is likely to be a component of the intervention.

The Concept of Acculturative Stress

As overseas students flee the country of their origin to the host country for study purposes, Acculturative stress has been a significant problem. The phrase "culture shock" was coined by the "Institute of International Education" in Chicago (1951). It was discovered among students who study in another country for a brief period of time (2 years). Language barriers, discrimination, inability to change to new eating practices, cultural differences, and climatic change were all concerns that international students experienced (Zhai, 2002). Marginality and detachment were discovered to be linked to higher levels of acculturative stress among the acculturation modalities. Separation was linked to a high extent of stress, while integration was interconnected to a low level of stress (Berry, J. Kim, U. Minde, T. & Mok, D. 1987).

According to studies, these inequalities have an impact on pupils' psychological health. "Mental health is described as a condition of comfort in which every human being fulfills his or her latent, can cope with the usual demands of life, can work successfully and productively, and can make a positive difference in her or his area," according to WHO (World Health Organization) in 2001. According to studies, not only does a student's mental health suffer, but so does their academic performance. When students don't have the support of their parents or friends, they are more likely to experience stress, which can damage their academic performance. Furthermore, the environment, which includes urban diversity and climate, generated stress. According to research, around 70% of global students in academia experience

homesickness when they are forced to stay away from home for an extended period of time (Thurber, 2012).

Worldwide students face a variety of obstacles and encounters, including nostalgia, alteration difficulty, downheartedness, and cultural shock (Kegel, 2009). As a result, the effect of acculturative stress on overseas students' mental health is investigated in this study.

Acculturative stress among overseas students has been documented in studies, as well as its predictors (Bai, 2016), mental health difficulties, and poor health quality of life (Bhandari et al, 2012). (Mehta, 1998). International students reported more mental health issues and adjustment difficulties than national pupils (Forbes & Sawyer, 2016). They said they were dealing with expressive or stress-related concerns that were affecting their grades. Counseling services on and off campus, on the other hand, assisted them in obtaining mental healthiness services (Hyun, Quinn, Madon, &Lustig, 2001).

The academic performance, professional development, and dropout rate of Canadian medical students were all affected by mental strength and psychological suffering such as misery, proficient exhaustion, and apprehension (Dyrbye, Thomas, &Shanafelt, 2006). According to Berry (2005), people going through the Intercultural contact should be part of the acculturation process with others and go through Assimilation, marginalization, separation and integration are the four stages of acculturation. Psychological anguish increased as a result of the alterations in acculturation (Amer, 2005).

Acculturation and psychosocial functioning among Cuban American college students was mediated by acculturative stress (Wang, et al, 2010). "Acculturative trauma is characterized as a "decrease in health status" of individuals who must fight psychologically and socially to adjust to a new culture (Berry, 1987)." Various factors have been accompanying to acculturative stress in prior studies. The level of acculturative trauma between transnational students was related to Education status, subject of study, continent of origin, age, gender, marital status, financial support sources, and coping mechanisms are all socio-demographic aspects to consider and coping approaches. Acculturative stress was also found to be predicted with social

support, English fluency, satisfaction, and social connectivity among international students from Europe.

In comparison to kids from other nations, these students were less stressed (Yeh and Inose, 2003). Time seemed to reduce the link between acculturative stress and depression. (Wei et al., 2007). Scholars face psychological suffering when they fail to adjust to the mass country's ethos as a result of discernment (Driscoll and Torres, 2013), cultural resources (ethnic identification, religious coping, and religious support) and acculturative stress (Ahmed, et al., 2011), As a result, Australian university students perform badly academically. (McGillivray and Pidgeon, 2015).

When their stay is longer than three years, they encounter additional challenges, including psychological health symptoms such as sadness, anxiety, and social estrangement. Depressive symptoms were reported by Mexican global students in the United States (Cano, et al., 2014). New academic practices in Australia caused stress and pressure for international students (Forbes and Sawyer, 2011).

Mental health and acculturative stress

International students have been found to have a higher rate of intellectual health disorders than local students in the host country (Forbes, 2011). In the United States, international college students from china experienced mental health issues. International students in China, Korea, and Japan have developed a variety of coping methods to help them cope with the stress they endure. (Kim, Won, Liu, Liu, & Kitanishi, 2016), this study helped faculty and staff to be more cooperative among pupils, which helped to improve the mental health of international students (Liu, Chen, Li, Yu, Wang, and Yan, 2016). (1997). Similar findings were found in a study of Acculturative stress was found to have a positive correlation with depression and a negative association with self-esteem among Korean international students studying in the United States. Furthermore, acculturative anxiety and mental health problems were noted by immigrant teenagers (Sirin, Ryce, Gupta, & Rogers-Sirin, 2013). In a similar vein, intercontinental students in the United Kingdom encountered a variety

of hurdles and mental health issues, one of which being acculturative stress (Saad, 2015).

Australian students experienced psychological anguish as a result of problems with housing, social assistance, economic situation, and refinement, while a dysfunctional coping mechanism had a big role in psychological distress (Khawaja and Dempsey, 2007). Mental health somewhat influenced the connection between felt discrimination and acculturative stress in Latino students (Driscoll and Torres, 2013).

Anxiety and despair were common among the Chinese overseas students. These concerns arose as a result of the students' unfortunate relationships, deprived health, lack of workout, and total mental health matters (Yoo, Choi, Kim, Han, Yang, Kim, & Son, 2010). (2013). In the United States, Asian Americans experienced acculturative stress as well as mental health difficulties. Clinical and psychological sufferings are two effects of poor mental health. If an individual could determine their amount of acculturation, they could aid in the decrease of mental health risks. The most common mental health disorders among international students were found to be depression and anxiety.

College students of African descent also expressed psychological pain, and their intentions to seek help were allied to their actions (Mesidor and Sly, 2014). Due to acculturative stress, Nepalese students testified a decrease in health-related class of life (Bhandari, 2012). One of the predictors of mental health was psychological discomfort. Students who are experiencing psychological distress frequently seek help from mental health professionals. International students experienced culture shock, which impacted their mental health. Students in New York claimed that around 75% of them were depressed, with the remaining 25% having suicide thoughts. The research looked at the link between Latino students with mental health problems and acculturative stress concerns such as sadness and anxiety (Albeg, 2013).

Major causes of acculturative stress

Acculturation is a complex course, and the features that contribute to acculturative stress are numerous and complex. The succeeding are some of the elements that subsidize to international students' acculturative hassle.

Homesickness: Stress is caused by students' repositioning and change to their new host community. Homesickness (Stroebe, Van Vliet, Hewstone, and Willis, 2002) was discovered to be among the most common causes of acculturative stress in overseas students. (Saravanan, Alias, and Mohamad, 2002). Homesickness is characterized as a yearning for one's loved and a sense of alienation, adjustment issues, and home reflections. (2017). Kegel (2015) discovered that students who have separation concern and long for their family have more acculturative issues.

Prejudice and discrimination: Despite the advantages that host nations provide foreign nationals, they are indeed a foundation of perceived discriminatory actions that are both symbolic and actual (Araujo, 2011), which could cause international students to become less collaborative and participating in host community events, resulting in health issues such as psychological anguish and disaffection (Ramos, Cassidy, Reicher, and Haslam, 2016).

Culture shock: Another typical difficulty faced by global students is culture tension, or culture shock, in which students become confused with the host culture's cultural customs due to cultural unsuitability or cultural aloofness. Culture shock has been identified as a typical issue among overseas students. 2017 (Nailevna).

Terror, guiltiness and hate

When intercontinental scholars transition to a new socio-cultural setting, they may suffer corporeal fear as well as a fear of the unknown as a result of their worries and insecurities (Sandhu, 1994). The most common causes of threat for international students were found to be prejudice, racial stereotypes, intertribal anxiety, realistic threat, and ethnic threats involving variations in social values, morals, norms, beliefs, and attitudes. (Stephan, and Stephan, 1996). International students may feel guilty if they follow the host country's socio-cultural traditions because they believe they are betraying their native culture (Sandhu, 1994).

Miscellaneous: Several general issues, according to Sandhu and Asrabadi (1994), also add to global students' acculturative concerns. Various apprehensions include a deficiency of self-confidence in communicating in the native dialect, apprehension about participating in social actions, a lack of wisdom of belonging to the host community, and concerns about what to do afterward finishing one's studies, such as whether to return to one's home country or stay abroad.

Risk and protective factors linked to acculturative stress

Most acculturation research focuses solely on the straight link amid acculturation and mental strength, rather than on potential explaining apparatuses and procedures. However, in recent years, more emphasis has been placed on determining the individual and circumstantial elements that enhance or decrease an individual's risk of acquiring acculturative stress. Some of the risk and protecting aspects that have been linked to acculturative stress are mentioned in the following section. It's crucial to note that the elements included below aren't an entire list of variables that could influence a person's acculturation path, but rather a key subset of variables that have been highlighted in recent research. Portes and Rumbaut (2001).

Pre-immigration factors

Although people travel to different states for a number of motives, the most prevalent ones are political or economic unrest in their home countries and better scholastic and economic prospects in new countries. Human beings reasons for immigrating may have an impact on People who relocate even though their families or town has been economically devastated, for example, will arrive in the host country with very limited financial funds.

The absence of commercial possessions may worsen the acculturative stress that these people are going through. Another pre-immigration aspect that may have an impact on persons' acculturation is their language ability, which are not necessarily related to the cause for immigration. Settlers who are competent in English, for example, might practice less acculturative pressure because of the demands of cultural adaptation since they are better equipped to understand and handle these expectations. (Berry et al., 1997).

Trauma of migration

While many immigrants safely and healthily relocate to new nations with their families, others arrive on their own or as refugees, while still others are forced to accept host nations by human traffickers or pirates. Survivors of trauma include seeing the loss of family members, as well as extended phases of hunger and poor health treatment. Disturbance suffered in their home state (e.g., war, massacre, oppression, custody, distress) or while traveling to their new terminus (e.g., rape, exploitation, and mistreatment) can have long-term consequences for refugees.

During the migration process, children and women are more vulnerable to abuse and violence than men. Women crossing borders without their families from Central to North America, for example, may encounter coyotes (prohibited travel agents) seeking passageway and Upon attaining their final destinations, they are subjected to sexual abuses and compulsory labor.. As a result, for some, the migration process becomes a severe acculturative stressor (Constantine, Okazaki, & Utsey, 2004).

The arrival patterns

The pattern of immigration has a significant impact on immigrant families' acculturation experiences. A large proportion of immigrant families arrive in America in groups for a variety of reasons. Step migration has been coined to describe this pattern of arrival, and these familial separations are widely acknowledged as agents of acculturative stress. The length of intra-familial separations varies, with the lengthier partings typically actuality the most difficult for the family (Hovey, & King, 1996).

Undocumented migrants are more likely to feel acculturative stress because their acculturation is hampered by the threat of extradition and, in some cases, the understanding of exile. Likewise, their lack of documents may encourage individuals to shun civic institutes like hospitals and health centers, even though they may require these services. As a result, they are more vulnerable to health and mental health issues. It's also worth noting that a lack of documents puts people at danger of

being exploited by proprietors who may intimidate to report them to the establishments (Hovey, & King, 1996).

Acculturation Conflicts Within Families: Changes in acculturation stages within relations can cause problems or conflicts. When acculturation issues arise between parentages and their offspring, however, they obligate the prospective to produce severe stress for all family members. The impact of acculturation on family conflict is beginning to be well understood. The cultural gap between a family's native culture and the host country's culture can jeopardize the intergenerational accord of settler families. Besides, it is now well acknowledged new generations of immigrants acculturate more quickly to Foreign or dominant society than their seniors, who often cling to their ancient practices.

Enlarged ancestral tension and moods of estrangement amongst family groups may come from this acculturation gap. It's also likely that younger generations will have interpersonal conflicts as a result of feeling forced to choose between the host culture and their customary, local distinctiveness (Redfield, Linton, & Herskovits, 1936).

Language/Cultural cross pollination

Children's dependency on them to act as cultural and linguistic intermediaries for their families is another result of varying rates of acculturation. Parents frequently have faith on their kids to assist them accomplish and circumnavigate the host culture due to a lack of social or economic assets, as well as their inadequate English language abilities. Children assist as linguistic/cultural advisors for their parents, essentially translating language and culture for them and acting as a link between their family and the greater cultural milieu.

Children's results are linked to this function in both negative and good ways. On one hand, it's been suggested that this "Parentified" character might be nerve-racking, particularly given the significant responsibilities and choices that youngster verbal/cultural negotiators must make (i.e., lawful, institute, economic). Additionally, when teenagers serve, they might miss out as dialectal/cultural brokers for their families on vital social and enrichment prospects, which can be perceived as harm.

On the contrary, it has been suggested that the solemn environment of the work that progenies who aid as phonological/traditional brokers for their families must perform has a good impact on their self-worth and collective growth (Redfield, Linton, & Herskovits, 1936).

Use of language

Acculturative people's linguistic world is complicated. Acculturative anxiety has been related to English language usage and aptitude, with persons who are less effortless in English experiencing advanced stages of acculturative stress. Given that philological capability is required not simply for straightforward to more complicated business dealings, such as purchasing cuisines and a household, Language ability is important not only for building relationships may be both directly and indirectly related to reported levels of acculturative stress, via social relationships and connectedness. Despite data that suggests English language skills are important for acculturating folks, this ensures not unavoidably imply that vigorous acculturation necessitates abandoning one's native tongue in favor of English. Individuals with a high level of acculturation or have lived in the host country for a long time may face stress or losses as a result of not being able to converse with residents of their region, whether racial or cultural in their native language. Maintaining fluency in one's mother tongue can be a source of pride for certain people. (Rudmin 2003).

The current understanding of acculturative stress is the product of an intangible unification of the deep-rooted stress and coping writings with the rising amount of works on the acculturation practice. More specifically, the Folkman and Lazarus (1986) The cognitive approach of stress coping is a paradigm that explains the processes that occur in coping with stress as well as the experiential and notional writings developed by multicultural psychologists headed by Berry (1997) and his coworkers, give a solid foundation for comprehending the acculturative stress experience.

Acculturative stress is now recognized as a multifaceted phenomenon and a psycho-cultural/ psychosocial understanding in which based on these two diverse, yet rich, theoretical and empirical traditions, an individual in the process of cultural

adaptation suffers stress related to the activities connected with this transition process.

Furthermore, there are variables connected with the acculturating person's originating culture, host culture, and individual that may aggravate or lessen the phases of acculturative stress. The methods these contextual and individual variables are influenced by reduce or increase acculturative stresses are, however, unknown. For example, practices of prejudice may increase because he or she views acculturation efforts to be unduly demanding, or just because unpleasant sensations are negatively damaging the individual's abilities, (e.g., self-concept, coping) (Constantine, Okazaki, & Utsey, 2004).

Anxiety disorder have psychological reasons

Stressful life experiences, parental separation as a kid, sexual abuse, parental overprotection, dependent personality traits, poor quality of life, and anxiety sensitivity are the key cause elements discussed here. The first panic episode is frequently preceded by a stressful life event, according to Finlay-Jones and Brown (1981), Klein (1964), and Raskin (1982). Excessive life stress precedes the onset of panic disorder, according to the findings of controlled investigations (Faravelli, 1985; Faravelli&Pallanti, 1989; Roy-Byrne, 1986). It was discovered that panic sufferers have more traumatic existence experiences in the year leading up to the commencement of the illness than healthy control individuals, and that the maximum concentration of life stress occurs in the last few months leading up to the onset of the illness (Faravelli, 1985; Faravelli&Pallanti, 1989).

Roy-Byrne (1986) looked at the course of sickness in patients with fear syndrome based on whether or not the onset of illness was preceded by a major loss or separation. The findings imply that while the severity of later anxiety symptoms is unrelated to the presence of severe loss before the commencement, it does appear to be associated to the occurrence of major depression.

Because events that occur prior to the development of the condition are usually assigned a causative-precipitating role, it's reasonable to assume that the same types of occurrences could also have a role in maintaining or aggravating the disorder. In a

range of anxiety disorders, researchers are looking at the developmental antecedents. Raskin (1982) discovered that 53% of panic disorder sufferers had experienced parental separation as a child. When compared to normal subjects, agoraphobic patients with panic attacks experience more traumatic life events (such as parent death, prolonged separation from parents, and parent divorce) during childhood and adolescence.

Maladaptive beliefs, according to Models of mood and anxiety disorders in the brain, are important to oneself and are adversely unfair, incorrect, and unyielding (e.g., "core beliefs"). These beliefs are responsible for the emotional disturbances that characterize these conditions (Beck & Dozios, 2011). Experimental study has shown that these forms of maladaptive opinions are linked to psychopathology and are normally persistent (Riso, du Toit, Stein, & Young, 2007), however they can fluctuate depending on the severity of symptomatology (Lewinsohn, Gotlib, Seeley, 1997).

Many studies have also shown that maladaptive beliefs may have a causal influence in temper and apprehension disorders (e.g., Alloy et al., 2006; Ingram, Miranda, & Segal, 1998; Jarrett, Vittengl, Doyle, & Clark, 2007). Individuals with social anxiety disorder, according to current cognitive theories (Heimberg, Brozovich, & Rapee, 2010; Rapee & Heimberg, 1997), have maladaptive views about themselves (as socially inadequate) and others (as precarious juries). When these dysfunctional cognitions are activated in a social setting, it might lead to negative consequences, they turn harmless social indications into substantial social extortions.

Two-thirds of individuals with agoraphobia and behavioral disorders had at least one traumatic event in their first 16 years of life, according to Faravelli (1988), compared to only 22% of panic patients without agoraphobia. Early separation incidents might lead to feelings of severe insecurity. In the absence of a protecting figure, typical exploratory behavior may be discouraged. As a result, the individual is confronted with a world in which he is aware of his vulnerability and in which a variety of situations could be dangerous. The need to be independent, along with sentiments of wrath and despair, may lead to attachment patterns that are problematic (Guidano & Liotti, 1983).

According to Saunders (1992), the most common adult psychiatric disorder in children who have been physically and sexually abused before the age of five years is agoraphobia, which occurs in 44 percent of cases, whereas Swanston (1997) discovered an increase in general anxiety in sexually abused children who were followed up for five years after the event. Families of panic disorder sufferers to be overly protective, severe, and strict, according to Errera (1962) and Marks and De Silva (1994). In agoraphobic individuals, Terhune (1949) identified the backdrop of parental overprotection (particularly maternal). Solyom (1976) found that other in controlled trials employing the Maternal Overprotection Questionnaire, agoraphobics were more protective than normal controls. Early separation anxiety was linked to an increased risk of adult panic disorder, according to Silove (1993), and people with a lifetime history of panic disorder with agoraphobia had more separation anxiety symptoms than people with generalized anxiety disorder or other phobic disorders who had never had a panic disorder.

The etiology of anxiety and depressive illnesses has been linked to anxiety sensitivity. Despite this, little is known about the developmental origins of anxiety sensitivity or its role as an emotional distress mediator. Schmidt, McCreary, Trakowski, Santiago, Woolaway-Bickel, and Ialongo (2003) used a battery-operated of self-report procedures to investigate the developmental antecedents of anxiety sensitivity in a sample of 249 university students (17 to 54 years old). The findings showed that parental threatening, unfriendly, and rejecting behaviors predicted total anxiety sensitivity and were connected to anxiety sensitivity characteristics in diverse ways.

Furthermore, anxiety sensitivity was found to be a mediator between parenting and both current and previous emotional disorder symptoms. The findings backed up the theory that parental behaviors, which are thought to perform a character in the growth of emotional syndromes, could also play a role in the development of anxiety sensitivity, and that anxiety sensitivity could act as a mediator between childhood experience and emotional distress.

Some studies investigated the effect of early maladaptive schema in predicting anxiety disorder exposure and response prevention outcomes. Other research looked

at uncertain attachment, a dysfunctional attitude, and low-slung self-esteem as factors in forecasting anxiety signs. Cognitive distortions, irrational beliefs, anxiety sensitivity, catastrophic cognitions, attachment style, personality traits, and stressful life events all play a role in predicting anxiety disorders, according to the studies reviewed.

Anna (2011) employed the Beck Anxiety Inventory to assess anxiety severity in primary care patients with a variety of anxiety disorders (generalized anxiety disorder, social phobia, panic disorder with or without agoraphobia, or social phobia), depressive disorders, and healthy controls. To liken the mean Beck Anxiety Inventory Regression analyses were employed to account for age and gender in the scores of the various diagnostic categories. Patients with any anxiety problems had a considerably higher than the controls' mean score, according to the findings. Individuals with Panic disorder and agoraphobia were ranked considerably sophisticated than individuals with agoraphobia solely or social phobia exclusively.

Those with anxiety and a co-morbid anxiety disorder, and also individuals with anxiety and a co-morbid depressive condition, had considerably greater rates Beck Anxiety Inventory scores than patients with just a nervousness disorder or just a depressive disorder. There was no significant difference in the mean scores of sad and anxious patients. The findings also suggested that the Beck Anxiety Inventory could be used to evaluate anxiety severity in primary care patients with a variety of anxiety disorders.

Insecure connection, dysfunctional views, and low self-esteem were used by Lee and Hankin (2009) to predict future symptoms of depression and anxiety in adolescent. By examining these pathways in a group of adolescents, this study added to the existing adult literature on inadequate bonding as an interpreter of depression and anxiety. Furthermore, inactive arrogances and low self-esteem were investigated as intermediaries of the link between unconfident affection and depressive and anxious symptoms. Self-report attachment measurements, maladaptive attitudes, ego, and so on, depression and anxiety symptoms were completed by 350 adolescents. Both anxious and avoidant attachment predicted changes in sadness and anxiety, according to the findings (after controlling for initial symptom levels).

Anxious attachment and later internalizing symptoms are linked were arbitrated by maladaptive boldness and low self-esteem, but not avoidant attachment. Even when early co-occurring symptoms have been eliminated, the effects persisted.

Zhang (2005) examined the relationship between social anxiety disorder and Attachment styles in adults, together with cognitive mode and personality qualities and a comparison was made between the social anxiety disorder group and normal control group by using the adult attachment scale, Fear of unfavorable evaluation scale, social withdrawal and discomfort scale, Texas social behavior portfolio, and state-trait anxiety inventory. Based on the results obtained the investigator concluded that People' early attachment experiences are linked to adult interpersonal relationships. Interpersonal connections can be harmed by insecure attachment relationships. The Internal functional prototypes of scared and obsessive attachment types in adults are the way forward for psychological basis of social anxiety disorders.

The Concept of Social Support

As a result, around 8 million intercontinental students are expected to study in a foreign country until 2025, with fewer students opting to study in countries like the United States and the United Kingdom, which have subjugated the foreign-study marketplace in recent years (ICEF Monitor, 2016). Foreign students face more stress and adaptation than home students, in addition to the greater adjustment issues they would have had in their home (O'Reilly et al., 2010). Students from various cultural upbringings face differing kinds of pressures based on their study destination. They also suffer more difficulties than they would have if they had stayed in their home areas (Chapdelaine et al., Alexitch, 2004; Panet al., 2008). This increases the likelihood of these students finishing their educations and returning family before the package finishes (Berry et al., 1987; Chirkov et al.).

Workers, not students, are more likely to encounter the phenomenon while temporarily residing in another country, according to similar results. Based on the perceived divide between home and host culture, Stehl and Caligiuri (2005) projected a desire to remain negative by the German managers in Japan and the U.S amongst the expatriate. Students who finish their studies primary have a undesirable

impact on education-related frugalities, such as those in Cyprus' northern half ("North Cyprus Economy," 2013; Study in North Cyprus, 2017).

International students' psychological acclimatization in the northern portion of Cyprus must be understood in order to help the process of adaptation and maximize their reception. International student adaptation has been separated into mental and sociocultural factors (Demes & Geeraert, 2015). Sociocultural variation denotes to the aptitude to function in the hospitality culture, whereas psychological adaptation refers to the outcomes, such as psychologically sound health and life satisfaction (Demes & Geeraert, 2015).

Both adaptation forms were studied in international students utilizing a variety of ancestral factors, which proved difficult to coordinate due to the large number of variables and meanings (Bierwiazzonek & Waldzus, 2016) and the mixed evidence for some variables' functions. Although defining which qualities are or are not relevant in defining the outcome of adaptation for global students proved difficult, demographic and other aspects were taken into account. Age (e.g., Lee et al, 2004), gender (e.g., Dao, Lee, & Chang 2007), relationship status (e.g., Rajapaksa & Dundes 2002), and place of origin are all demographic factors. Many of these characteristics have been connected to undesirable emotional signs such as increased stress, lower self-esteem, poor mental health (e.g., depression, anxiety), lower life gratification, and more physical disorders, all of which can lead to international students returning home early.

This chapter gives a quick overview of foreign students' psychological adaptation in relation to cultural distance, cultural strain, and societal support, in order to show why the interaction between these variables should be looked into as well. The search technique used to assess existing literature, which served as the research's foundation, is described in this chapter.

Social connectedness was discovered to have an indirect effect in the association amid stress sources and emotional adaptation results in several studies. Du and Wei (2015) discovered that indigenous social affiliation partially mediates the link between acculturation and psychological well-being, and Wei, Wang, Heppner, and Du (2012) discovered that Among Chinese international students studying in the United States, ethnic socialization reduced the link among race

prejudice and race-based childhood trauma. Despite the fact that it was established and restrained discretely from social support, social affiliations have been seen as a measure of social support.

For example, Lee and Robbins (1998) defined social affiliation as the degree of relational intimacy amongst folks and their public environments, as well as the difficulty of maintaining that wisdom of familiarity, whereas social support was defined as the quantity of associates made and how well those contacts met the individuals' needs. In addition to social support, social connection was found to predict anxiety in apprentice settler females in the United States in this study. These results underscore the relevance of how social support is evaluated in research, since different operationalization connect with psychological adaption conclusions in different ways.

Since social provision is the most explored social reserve in international student research, there are a plethora of ways to operationalize it (Bierwiazzonek & Waldzus, 2016). The utility of social support as a bulwark among a stressful event and long-standing emotional adaptation is controversial, despite its widespread use. Indeed, Smith and Khawaja (2011) highlighted the importance of social support as a predictor variable and buffer in acculturation models. The inconclusive results, according to Cohen and Wills (1985), may be attributed to the use of weak treatments to capture the primary or arbitrator possessions of social support.

Structured social support measures resemble to attitude, sense of self, and companionship, according to Helgeson (2003), whereas functional social support measures focus on how social support affects considerations of traumatic events, especially in terms of how informational support can help to reduce the severity of the stressor. Global and national activities have been included to the list of functional and systemic metrics. Precise structure (i.e., an indispensable bond), comprehensive structure (i.e., the numeral of relationships), and universal role should all be addressed, according to Cohen and Wills (1985). (i.e., use a resource's broad availability rather than a particular resource's accessibility). They developed clear functional tests for identifying whether links fulfill certain functions in terms of meeting individuals' requirements to investigate moderating effects.

The measure used examined how effectively the social support supplied to contributors satisfied their demands for influential and socioemotional aid, as the study's purpose was to look into the role of social support as a cushion. When studying social support as a mediator, the basic role of social sustenance should be matched to the stressor being studied in order to guarantee that social provision can be an real handling approach that decreases the stressor's effects.

Another reason for the mixed results on the importance of social support in psychological adjustment could be that having conational's as social support can be stressful, according to study. In the past, conflict with conditionals has been shown to have a negative impact on psychological well-being, maybe due to a lack of social support (Bodycott, 2015). In several circumstances, further engagement with conditionals was difficult, maybe due to negative consequences in some interactions. Collaboration with other African pupils, for example, was a basis of anxiety and stress for African students studying in the UK, according to Maundeni (2001).

CHAPTER III

Methodology

This chapter is concerned about the specific model of the research study, target population, sample size, data collection tools, and analysis of the data collected during field visits.

The Study Model

This study endorsed a quantitative investigation strategy applying a correlation study which will offer a foundation to produce forecasts and associations among genuinely existing variables that are weighed to identify predictive relationships (Shaughnessy, Zechmeister, & Zechmeister, 2000). This design is considered advisable because it abets in data collection to build the relationship between acculturation stress, acculturation strategy, and anxiety on the psychological adjustment of international students residing in the Turkish Republic of Northern Cyprus.

Population and Sample

The inhabitants of the current study contain international students from universities in the Turkish Republic of Northern Cyprus. The study sample chooses by the researcher is convenience sampling technique and 182 students selected from Near East, Cyprus Science, Cyprus International, Girne American, and Fimal Universities. The convenient sampling technique is a form of non-probability sampling approach that relies on data collecting from a sample of people who are willing to take part in a study.

Table 1.*Socio-demographic information about the participants*

Variables	Category	Frequency (f)	Percentage (%)
Gender	Male	119	65.4 %
	Female	63	34.6%
Age Group	17-22	58	31.9%
	23-25	84	46.2%
	26-30	40	22.0%

Instrument (questionnaire) was distributed to 200 students of the Turkish Republic of Northern Cyprus. A total of 200 questionnaires were floated, and I get 182 back from which 65.4% are male and 34.6 % were female. Respondents were from different age groups. 31.9 % were from age group 17-22, 46.2% were from age group 23-25 and 22% are from age group 26-30.

Instruments

For this research study, five instruments will be used for data collection, the first instrument which will be used is the Demographic Information Questionnaire; the second instrument will be the Acculturative Stress Scale for International Students (ASSIS), the third instrument is Anxiety SCL-90 (Subscale) will be practiced, the fourth instrument is the Vancouver Index of Acculturation (VIA) will be used and the fifth instrument is the Depression, Anxiety Stress Scale (DASS) will be used for Psychological Adjustment.

Demographic information questionnaire

The age and the gender of the participants is asked by the researcher.

Acculturative Stress Scale for International Students (ASSIS)

The acculturative Stress Scale for International Students (ASSIS) developed by Sandhu & Asrabadi (1994) will be used; the questionnaire is contained 36 items and is based on 5 points Likert. The coefficient level of this instrument is $r = .94$ The

International Student Stress Scale (ASSIS; Sandhu&Asrabadi 1994) contains 36 Likert elements hint ended to measure international student acultural stress (see Appendix B for permission from the scale developer). This measure makes acultural stress operational in relations of various forms of interactions that can lead to stress. It contains six subscales – supposed prejudice (8 items), homesickness (4 items), perceived hatred (5 items), fear (4 items), tension due shift (3 items), remorse (2 items), and 10 other things, all of which combined for a total amount of stress.

For every subscale, loads of factors and commonalities were identified and 69.7 percent of the total variance was explained by six subscales along with the diverse products. The things of Likert vary from 1 (inconveniently) to 5 (strongly agree). The scores are computed by combining individual items ranging between 36 and 180. Higher scores indicate higher stress levels (Sandhu&Asrabadi, 1994). Data was entered as a permanent variable in SPSS. According to Sandhu and Asrabadi's (1994) assessments, the ASSIS has very good reliability coefficients. For all 36 products, Cronbach's alpha was 0.94, and Guttman split-half reliability was.96. However, alpha levels were variable for sub-scales. Some were outstanding, as was perceived bigotry (0.90) and hate perceived (0.90). (i.e., homesickness [0.89] and fear [0.88], or miscellaneous [0.84]). The alpha Cronbach was acceptable for stress due to shift (0,79), but it was very bad for remorse (.44).

Additional studies on foreign students in psychological adaptation have identified high Cronbach alphas for ASSIS. Park, Song, and Lee (2014, for example) establish that in their research on acultural stress in foreign sites the ASSIS had a Cronbach alpha of While much of the ASSIS investigation has been done in the United States, with diverse groups or foreign students from China, one study looked at the acculturative trauma of Turkish students studying in the United States (Duru&Poyrazli, 2011). The ASSIS's supposed perception subscale is associated with and expected modification complications for Turkish students learning in the United States, according to the findings. The ASSIS had a Cronbach's alpha of.84 in this study, indicating high scale consistency among Turkish students. Internal consistency values of the perceived discrimination subscale were also found to be strong in other studies.

Depression, Anxiety Stress Scale (DASS)

The Depression, Anxiety Stress Scale - 21 Items (DASS-21) is a set of three self-report scales established by Lovibond & Lovibond (1995) to measure the emotional states of depression, anxiety, and stress. There are seven items on each of the three DASS-21 scales. divided into subscales with similar content and each statement has to be rated on a Likert scale from 0-3. With other anxiety and depression measures, the DASS has great test reliability, strong internal consistency, and acceptable discriminant and convergent validity. The Cronbach's alpha for the Depression, Anxiety, Stress Scales were relatively 0.91, 0.84, and 0.9 in the normative population (Antony et al., 1998; Brown, Chorpita, Korotitsch, & Barlow, 1997).

The Symptom Checklist (SCL)-90 Scale (Short Form)

The mentioned scale is developed by Leonard R. Derogatis (1977) to measure anxiety; it is the short form and consists of only 15 items related to Anxiety. The scale items used to ask questions and stated, "How much have you been bothered by the following things in the past month?" A 5-point Likert scale was used to create the scale. Test psychometric data has been acquired, and the results demonstrate strong internal consistency (alpha coefficients: .77-.90) and test-retest reliability. Additional reliability tests on specific groups, such as comparing Cronbach's alphas of Hispanic and Anglo college students, have been undertaken. (Martinez, Stillerman, & Waldo, 2005).

Vancouver Index of Acculturation (VIA)

This scale is developed by Delroy L. Paulhus (2000) and The acquisition of new (host) cultural tendencies is distinguished from the loss of old (heritage) cultural tendencies by a 20-item acculturation scale and shows the degree of agreement or disagreement on a scale from 1 to 9. Ryder et al (2000) reported the Cronbach reliability coefficient for the Heritage Culture subscale ranged from 0.82 to 0.91 and for the Mainstream Culture subscale ranged from 0.85 to 0.89.

Data Collection

Near East University Ethics Committee permitted the research via email. Permission from the authors of the scales used in the research was also acquired by email. After the data collection, it analyzed through Statistical Package for the social sciences (SPSS). Google forms, an internet-based survey software, was employed. Researchers can post their surveys to this internet site and reach out to people who meet their eligibility criteria. Due to Covid-19 it was collected online through Google forms. The data was collected during the period from August to October 2021 and took three months in the whole process of data collection..

Data Analysis and Procedures

Respondent data was collected from 182 global students studying in different academia of the Turkish Republic of Northern Cyprus. Data is coded in SPSS. To see how much respondents agreed with the study, descriptive data was used to the data to calculate mean mode standard deviation and range. Alpha values were determined for each variable to assess the data's dependability. Correlation analysis was used to determine the degree of relationship. Parametric The correlation matrix was analyzed using Pearson correlation. In the next step of data analysis, linear regression was used to test the study hypothesis.

Table 2*Data properties*

Variable	N	Min	Max	Mean ± Std	Skewness		Kurtosis	
					Statistics	Std.	Statistics	Std.
						Error		Error
Stress	182	.00	20.00	9.23±4.25	-.12	.18	-.66	.35
Anxiety	182	.00	19.00	9.39±4.28	-.21	.18	-.47	.35
Depression	182	.00	20.00	9.14±4.31	-.12	.18	-.40	.35
ASSIS	182	40.00	150.00	99.21±21.38	-.63	.18	.45	.35
PD	182	8.00	40.00	22.20±5.74	-.14	.18	.06	.35
HS	182	4.00	19.00	11.76±3.35	-.21	.18	-.41	.35
PH	182	5.00	23.00	13.73±3.88	-.19	.18	-.39	.35
FEAR	182	4.00	19.00	10.45±3.61	.00	.18	-.76	.35
CSI	182	3.00	14.00	8.17±2.45	.05	.18	-.42	.35
GUILT	182	2.00	10.00	5.44±2.00	.39	.18	-.41	.35
MISCELLANEOUS ITEMS	182	10.00	43.00	27.43±7.09	-.30	.18	-.24	.35
Heritage	182	1.50	6.90	5.27±1.15	-.65	.18	-.33	.35
Mainstream	182	1.00	6.60	4.02±1.40	-.24	.18	-.42	.35
SCL depression	182	.00	3.33	1.52±.79	.05	.18	-.86	.35
PHOB	182	.00	3.50	1.41±.84	.28	.18	-.57	.35
SOMATIZATION	182	.00	3.75	1.47±.92	.40	.18	-.65	.35
GSI	182	.00	3.21	1.47±.74	.14	.18	-.76	.35

Note: ASSIS= acculturative stress scale for international students; PD= perceived discrimination; HS= home sickness; PH= perceived hate; CSI= stress due to change/ culture shock items; SCL= symptom checklist; PHOB= phobic anxiety; GSI= general severity index

Table 3.*Participants DASS scores distribution*

Variable	N	Mean	SD	Minimum	Maximum
Stress	182	9.23	4.25	0.00	20.00
Anxiety	182	9.39	4.28	0.00	19.00
Depression	182	9.14	4.31	0.00	20.00

The descriptive statistic of the DASS shows the mean score for the students was 9.23 for stress, 9.39 for anxiety, and 9.14 for depression which indicates that the participants have a normal level of stress, mild level of anxiety, and normal level of depression.

Table 4*Participant's Acculturative stress scale for international students (ASSIS) scores distribution*

Variable	N	Mean	SD	Minimum	Maximum
ASSIS	182	99.21	21.39	40.00	150.00
PD	182	22.2	5.74	8.00	40.00
HS	182	11.76	3.35	4.00	19.00
PH	182	13.73	3.88	5.00	23.00
FEAR	182	10.45	3.61	4.00	19.00
CSI	182	8.17	2.45	3.00	14.00
GUILT	182	5.44	2.00	2.00	10.00
Miscellaneous items	182	27.43	7.09	10.00	43.00

Note: ASSIS= acculturative stress scale for international students; PD= perceived discrimination; HS= home sickness; PH= perceived hate; CSI= stress due to change/ culture shock items;

According to the descriptive analysis on the table above, the mean score of 99.21 was obtained by the participants on the acculturative stress scale for international students (ASSIS) which indicates high stress in the international students.

Table 5

Participant's Vancouver index of acculturation (VIA) scores distribution

Variable	N	Mean	SD	Minimum	Maximum
Heritage	182	5.27	1.15	1.50	6.90
Mainstream	182	4.02	1.40	1.00	6.60

The Vancouver index of acculturation scales of the participants in this research by using descriptive analysis revealed the mean score as 5.27 for heritage and 4.02 for the mainstream.

Table 6.

Participant's Symptom checklist (SCL-14) scores distribution

Variable	N	Mean	SD	Minimum	Maximum
Depression	182	1.52	.79	0.00	3.33
Phobic anxiety	182	1.41	.84	0.00	3.50
Somatization	182	1.47	.92	0.00	3.75
		1.47	.74	0.00	3.21

DATA/STUDY MANAGEMENT PLAN

Information to be gathered and shared

The following quantitative data will be collected as stage of the work and will be offered for sharing in raw or aggregate version (for where we have respondent approval to disclose in de-identified form). Individually identifiable data will be de-identified before being shared. To ensure confidentiality, demographic data may only be given in aggregated form.

Data at the student level, ranging

1. Data from distal and proximal writing measures before and after the test
2. Demographic information (age, gender, race/ethnicity, language background, special education, and English language learning assistance)

Procedures for controlling and protecting the privacy of the data to be provided

The measures listed below will be followed to protect data confidentiality (for managing qualitative privacy protection).

The measures listed below will be followed to protect data confidentiality (for managing qualitative privacy protection).

1. After giving their consent and enrolling in the study, each participant will be given a unique (random) study identification number. All participant data that is gathered, inputted, and evaluated for the study will be associated with this ID number.
2. All data prepared for analysis will be de-identified by keeping the link between participants' names and research ID numbers in a separate electronic file on secure University servers at each location (using password-protected computers that are kept in locked offices when not in use). Directly

identifying information will never be kept in the same files as other information.

3. All paper data will be held in locked file cabinets in a locked research facility room accessible only to research workers. Paper data shall only be labeled with the participant's research ID if possible. As soon as the paper data is processed for data entry, all direct identifiers will be erased.
4. Participants' names and other personally identifying information, such as addresses and emails, will be scraped from any electronic data.

Estimated timetable for data access

The entire dataset is planned to be available after the study and all related studies are concluded, and it will be available for at least 2 years after the data are made publicly available. The PIs and Co-Investigator recognize that data accessible information must be included in each annual report, and that the timetable for data accessibility will be evaluated as part of the yearly progress reviews and changed as needed for each publication.

Format of the final dataset

The following is the format of the final dataset that will be made available to the public:

Raw paper data that has been de-identified (e.g., student pre/posttest data) will be scanned into pdf files. Raw data acquired electronically (for example, via survey tools or field notes) will be available in MS Excel spreadsheets or pdf files. The finished database will be in the form of a.csv file, which may be exported into MS Excel, SAS, SPSS, or ASCII files.

Dataset documentation to be provided

The ultimate data file to be provided will comprise (a) raw item-level data with relevant variable and value tags (where required to conduct analyses), (b) all

computed variables generated during setup and scoring, and (c) all scale scores for the demographic, behavioral, and assessment data. These are the de-identified and individual- or aggregate-level data that will be utilized in the final and published analysis.

Electronic codebooks will be used to document the following information: (a) a synopsis of the research questions, research methods, and sample; (b) a summary of each specific data source (e.g., measures, observation protocols); and (c) an explanation of the raw data and obtained variables, including variable lists and interpretations.

Throughout the research work, the researcher will keep a log of when, where, and how data were collected, decisions about approaches, coding, and interpretation, statistical analyses, tools and instruments utilized, where data and corresponding documentation are stored, and future research ideas and plans to aid in final dataset documentation.

Conditions preventing data allocation

Participants will be notified of the measures in place to ensure data confidentiality and that only de-identified data will be made public. Some demographic data may not be shareable at the individual level and would consequently be shared only in aggregate form.

The researcher will not disclose audio/video data from people who have not given their permission to share it, and we will not publicly share any data that could be used to identify an individual (these parameters will be specified in the Near East University approved informed consent forms). Data must also be de-identified because the level of de-identification required to achieve these standards is considerable, it may not be possible to release all raw data exactly as gathered in order to safeguard participants' privacy and ensure data confidentiality.

CHAPTER IV

Results

The analysis in this study was guided by the questions developed to guild the research. The data was analyzed using the Statistical Package for Social Sciences (SPSS-Version 23).The results of the questions developed to guide this research were presented in this section.

Table 7.

Comparison of DASSand gender

Variable	Sex	N	Mean	SD	T	p
Stress	Male	119	9.51	4.12	1.23	.220
	Female	63	8.69	4.48		
Anxiety	Male	119	9.42	4.21	.13	.897
	Female	63	9.33	4.45		
Depression	Male	119	9.52	4.07	1.60	.110
	Female	63	8.44	4.70		

Participants'DASS scores and Gender was compared by using Independent Sample T-test. As it is revealed in the above table, the mean score of stress for the male participants was (9.51 ± 4.12) and that of the female participants was (8.69 ± 4.48) . Also, the mean score of anxiety for the male participants was (9.42 ± 4.21) and that of the female participants was (9.33 ± 4.45) . The mean score of depression for male participants was (9.52 ± 4.07) and that of female participants was (8.44 ± 4.70) . It was exposed that there were no statistically significant changes between DASS and gender of the international students ($t = 1.23, p > 0.05$) for stress, ($t= .13, p > 0.05$) for anxiety and ($t= 1.60, p > .11$) for depression.

Table 8.*Comparison of Acculturative stress scale for international students and gender*

Variable	Sex	N	Mean	SD	T	P
ASSIS	Male	119	101.91	20.83	2.36	.019**
	Female	63	94.12	21.67		
PD	Male	119	22.74	5.48	1.74	.082
	Female	63	21.19	6.13		
HS	Male	119	11.96	3.41	1.09	.277
	Female	63	11.39	3.21		
PH	Male	119	14.13	3.76	1.91	.057*
	Female	63	12.98	4.02		
FEAR	Male	119	10.87	3.53	2.16	.032*
	Female	63	9.66	3.66		
CSI	Male	119	8.19	2.41	.17	.863
	Female	63	8.12	2.54		
GUILT	Male	119	5.57	2.08	1.25	.213
	Female	63	5.19	1.82		
Miscellaneous items	Male	119	28.42	7.20	2.01	.010**
	Female	63	25.57	6.53		

*Note: ASSIS= acculturative stress scale for international students, PD= perceived discrimination, HS= home sickness, PH= perceived hate, CSI= stress due to change/ culture shock items; *p<.05, **p<.01, ***p<.001*

Participants' acculturative stress scale for international students' scores and Gender was compared by using Independent Sample T-test. As it is shown in table 8, the mean score of ASSIS for the male participants was (101.91 ± 20.83) and that of the female participants was (94.12 ± 21.67). It was revealed that there were statistically significant differences between the acculturative stress scale and the gender of the international students (t = 2.36, p = 0.01). The table also shows that there was a statistically significant difference between perceived hate, fear, and gender among international students (t= 1.91, p = 0.05) and (t= 2.16, p = .05) respectively.

Table 9.
Comparison of Vancouver index of acculturation and gender

Variable	Sex	N	Mean	SD	T	p
Heritage	Male	119	5.33	1.13	1.09	.275
Mainstream	Female	63	5.14	1.18	2.20	.029*

Participants' Vancouver index of acculturation scores and Gender was compared by using Independent Sample T-test. As it is shown in table 9, the mean score of heritage culture for the male participants was (5.33 ± 1.13) and that of the female participants was (5.14 ± 1.18). It was revealed that there were statistically significant differences between mainstream culture and gender of the international students ($t = 2.20, p 0.05$).

Table 10.
Comparison of Symptom checklist-14 and gender

Variable	Sex	N	Mean	SD	T	P
Depression	Male	119	1.56	.81	.91	.362
	Female	63	1.44	.75		
PHOB	Male	119	1.38	.80	-.55	.578
	Female	63	1.46	.92		
Somatization	Male	119	1.50	.96	.67	.499
	Female	63	1.40	.84		
GSI	Male	119	1.49	.75	.47	.635
	Female	63	1.44	.72		

Note: SCL-14= symptom check list- 14 items; PHOB= phobic anxiety; GSI= general severity index

Participants' Symptom checklist scores and Gender was compared by using Independent Sample T-test. As it is shown in table 10, the mean score of depression for the male participants was ($1.56 \pm .81$) and that of the female participants was

($1.44 \pm .75$). It was revealed that there were no statistically significant differences between any of the subscales of SCL and the gender of the international students.

Table 11

Comparison of DASS and Age

Variable		Sum of squares	df	Mean square	F	p
Stress	Between groups	97.77	2	48.88	2.75	.066
	Within groups	3178.53	179	17.75		
	Total	3276.31	181			
Anxiety	Between groups	177.29	2	88.64	5.03	.007**
	Within groups	3152.00	179	17.60		
	Total	3329.30	181			
Depression	Between groups	118.77	2	59.38	3.26	.041*
	Within groups	3258.21	179	18.20		
	Total	3376.99	181			

The table above relating to the comparison of the participant's Age and DASS using ANOVA analysis showed that there were no statistically significant differences between Age and stress of the international students ($f = 2.75$, $p > 0.05$) while significant differences were found between age and anxiety ($f = 5.03$, $p = 0.01$) along with this significant differences were found between age and depression ($f = 3.26$, $p = 0.05$).

Table 12

Comparison of acculturative stress scale for international students, its subscale and Age

Variable		Sum of squares	df	Mean square	F	P
ASSIS	Between groups	3101.17	2	1550.59	3.48	.033*
	Within groups	79750.02	179	445.53		
	Total	82851.20	181			
PD	Between groups	84.97	2	42.49	1.28	.278
	Within groups	5899.08	179	32.95		
	Total	5984.06	181			
HS	Between groups	2.06	2	1.03	.09	.913
	Within groups	2030.24	179	11.34		
	Total	2032.30	181			
PH	Between groups	109.73	2	54.86	3.74	.026*
	Within groups	2623.60	179	14.65		
	Total	2733.34	181			
FEAR	Between groups	149.51	2	74.76	6.04	.003**
	Within groups	2213.62	179	12.36		
	Total	2363.14	181			
CSI	Between groups	48.34	2	24.17	4.16	.017**
	Within groups	1039.38	179	5.80		
	Total	1087.72	181			
GUILT	Between groups	23.06	2	11.53	2.94	.055*
	Within groups	701.88	179	3.92		
	Total	724.95	181			
Miscellaneous items	Between groups	267.55	2	133.77	2.70	.069
	Within groups	8847.15	179	49.42		
	Total	9114.70	181			

Note: ASSIS= acculturative stress scale for international students, PD= perceived discrimination, HS= home sickness, PH= perceived hate, CSI= stress due to change/ culture shock items; * $p < .05$, ** $p < .01$, *** $p < .001$

The table above relating to the comparison of the participant's Age and acculturative stress using ANOVA analysis showed that there were statistically significant differences between Age and acculturative stress of the African international students ($f = 3.48$, $p = 0.05$). Significant differences were also found between perceived hate and age ($f = 3.74$, $p = 0.05$). Along with this significant differences were found between fear, culture shock and guilt with age ($f = 6.04$, $p = .001$; $f = 4.16$, $p = 0.01$; $f = 2.94$, $p = 0.05$) respectively. Using the advanced analysis of the Tukey method, it was found out that the difference in the group was between group 1.00-2.00 ($M = 10.42$).

Table 13

Comparison of Vancouver index of Acculturation and Age

Variable		Sum of squares	df	Mean square	F	P
Heritage	Between groups	.11	2	.05	.04	.957
	Within groups	240.37	179	1.34		
	Total	240.49	181			
Mainstream	Between groups	.75	2	.37	.18	.829
	Within groups	357.94	179	2.00		
	Total	358.69	181			

The table above relating to the comparison of the participant's Age and Vancouver index of acculturation using ANOVA analysis showed that there were no statistically significant differences between Age and Vancouver index of acculturation of the African international students.

Table 14
Comparison of Symptom checklist-14 and Age

Variable		Sum of squares	Df	Mean square	F	P
Depression	Between groups	.20	2	.10	.15	.854
	Within groups	114.41	179	.63		
	Total	114.61	181			
Phobia	Between groups	.63	2	.31	.44	.645
	Within groups	129.58	179	.72		
	Total	130.21	181			
Somatization	Between groups	1.60	2	.80	.94	.392
	Within groups	152.38	179	.85		
	Total	153.98	181			
GSI	Between groups	.09	2	.04	.08	.921
	Within groups	100.24	179	.56		
	Total	100.33	181			

Note: GSI= general severity index

The table above relating to the comparison of the participant's symptoms checklist (SCL-14) and age using ANOVA analysis showed that there were no statistically significant differences between symptom checklist and age of the African international students.

Table 15

The Correlation between scales and subscales of Depression, anxiety, stress, acculturative stress scale for international students, Vancouver index of acculturation and symptom check list

		Stress	Anxiety	Depression	ASSIS	PD	HS	PH	FEAR	CSI	GUILT	Heritage	Mainstream	SCLdep	PHOB	Somatizat
Stress	R	1														
	P															
Anxiety	R	.62**	1													
	P	.00														
Depression	R	.67**	.65**	1												
	P	.00	.00													
ASSIS	R	.47**	.52**	.56**	1											
	P	.00	.00	.00												
PD	R	.39**	.42**	.46**	.80**	1										
	P	.00	.00	.00	.00											
HS	R	.31**	.29**	.33**	.65**	.47**	1									
	P	.00	.00	.00	.00	.00										
PH	R	.31**	.40**	.39**	.78**	.55**	.43**	1								
	P	.00	.00	.00	.00	.00	.00									
FEAR	R	.31**	.40**	.43**	.68**	.46**	.25**	.53**	1							
	P	.00	.00	.00	.00	.00	.00	.00								
CSI	R	.29**	.28**	.34**	.67**	.44**	.40**	.54**	.40**	1						
	P	.00	.00	.00	.00	.00	.00	.00	.00							
GUILT	R	.25**	.27**	.27**	.53**	.31**	.37**	.37**	.33**	.23**	1					
	P	.00	.00	.00	.00	.00	.00	.00	.00	.00						
Miscellaneous items	R	.44**	.49**	.53**	.88**	.61**	.51**	.61**	.54**	.56**	.43**	1				
	P	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00					
Heritage	R	.04	-.11	-.04	.14	.12	.21**	.03	-.04	.12	.12	.16*	1			
	P	.55	.11	.54	.05	.10	.00	.64	.57	.10	.09	.03				
Mainstream	R	-.19*	-.21**	-.23**	-.10	-.13	-.10	-.03	-.02	-.08	-.02	-.07	.08	1		
	P	.01	.00	.00	.17	.06	.16	.60	.72	.25	.79	.31	.23			
SCLDep	R	.42**	.43**	.51**	.51**	.38**	.36**	.44**	.41**	.32**	.22**	.42**	.09	-.09	1	
	P	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.18	.18		
PHOB	R	.36**	.36**	.41**	.41**	.33**	.15*	.32**	.43**	.33**	.15*	.35**	-.07	-.04	.63**	1
	P	.00	.00	.00	.00	.00	.03	.00	.00	.00	.03	.00	.30	.52	.00	
Somatization	R	.31**	.28**	.38**	.36**	.31**	.30**	.27**	.28**	.21**	.18*	.28**	.09	-.03	.68**	.64**
	P	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01	.00	.20	.63	.00	.00
GSI	R	.42**	.41**	.50**	.50**	.39**	.32**	.40**	.43**	.33**	.21**	.41**	.05	-.07	.90**	.84**
	P	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.47	.33	.00	.00

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

* . Correlation is significant at the 0.05 level (2-tailed).

The table above relating to the correlation coefficient between stress, anxiety, depression, acculturative stress and its subscales, VIA, and different aspects of

symptom checklist by using Spearman correlated method, reveals that there was a strong positive correlation between acculturative stress and stress, anxiety and depression. The results show that there is a strong positive relationship between variables.

Table 16

Regression analysis summary for DASS and acculturative stress scale for international students

Variable	B		t	p
(constant)	68.20		20.02	.000
Stress	.42	.08	.98	.328
Anxiety	1.22	.24	2.92	.004
Depression	1.70	.34	3.58	.000

a. Dependent variable: ASSIS *p 0.05, **p .01, ***p .001

A regression analysis was conducted to examine the degree to which the independent variables (stress, anxiety, and depression) predict the dependent variable (acculturative stress). The result shows that anxiety and depression both predict ASSIS. It is shown that there was a statistically significant relationship between anxiety, depression, and acculturative stress ($p = 0.001$) in which 2% of the variables of the dependent variables were expressed from the regression model. 2% of the changes in anxiety and 3% of the changes in depression can be explained by acculturative stress.

Table 17

Regression analysis summary for symptom checklist and acculturative stress scale for international students

Variable	B		T	P
(constant)	76.81		.25.11	.000
PHOB	-3.46	-.13	-1.07	.238
Somatization	-8.57	-.37	-2.59	.010
GSI	27.03	.94	4.64	.000

a. Dependent variable: ASSIS *p 0.05, **p .01, ***p .001

A regression analysis was conducted to examine the degree to which the independent variables (symptom checklist) predict the dependent variable (acculturative stress). The result shows that somatization and general severity index both predict ASSIS. It is shown that there was a statistically significant relationship between somatization, general severity index, and acculturative stress ($p = 0.001$) in which 3% of the variables of the dependent variables were expressed from the regression model. 3% of the changes in somatization and 9% of the changes in the general severity index can be explained by acculturative stress

CHAPTER V

Discussion

General Explanation

The buffering effect of social interaction to minimize acculturative stress and increase psychological adaptation among students from other countries studying in Cyprus's north of the country was explored in this quantitative survey research study. Globally, the number of students studying abroad is rising. (OECD, 2015, 2017), as well as at the university where the research was done. Negative psychological effects are experienced by international students. That are distinct students from the host culture have encountered and international students studying in their home countries. As a result, this research looked into the elements that influence psychological adaptation in the goal of setting the groundwork for developing methods and tools to help international students deal more effectively. Such measures by improving, both students and universities benefit international students' experiences with studying abroad and maybe encouraging student retaining (Berry et al., 1987; Chirkov et al., 2008; Chirkov et al., 2007; Demes & Geeraert, 2015; Geeraert & Demoulin, 2013). The first assumption of this study is that there are differences in student adaptability at home and abroad, was found to be valid. International students, in particular, have encountered challenges. On the other hand, the second and third theories of moderation were rejected. In particular, social support had no effect on the link between acculturative stress and cultural gap, nor on the association among psychological adaptability and acculturative stress. Unmet aspirations in the northern part of Cyprus, financial dissatisfaction, and a lack of social support were all linked to greater levels of acculturative stress, according to the findings of this study. Cultural remoteness, on the other hand, had no effect on acculturative stress. Not being in a partnership, consuming a poor level of Turkish ability, and achieving or exceeding one's ambitions were all characteristics that related to meeting or exceeding one's expectations, according to the research.

The stress-buffering hypothesis is discussed, as well as Berry's (1997) acculturation paradigm, Ward and Geeraert's (2016) acculturation method model, and the stress-buffering hypothesis, to see how study findings approve, disapprove, and expand international students' understanding of psychological adaptability (Cohen & Wills, 1985).

Results obtained from this study show that the overall model developed for this research is significant. This research study shows that AS and A has a significant effect on PA. In this study, we have seen that ACS moderates the relation of AS and PA as well as A and PA. Students who experience their host culture more adoptive and cooperative will perceive their greater psychological adjustment.

In this exploration study, the connection of anxiety, acculturative stress, and acculturative strategies on psychological adjustment among international students residing in Turkish Republic of Northern Cyprus (TRNC) has been investigated and the related literature as well as the results findings coincides with each other. The study showed that the international students were affected by anxiety, cultural shock, homesickness, depression, discrimination, and racism specifically in African students, fear, unemployment, economic and financial circumstances and some other stressful life events. Those were some of the predictors of anxiety and International students in Northern Cyprus experience acculturative stress. Mental health, psychological adjustment, and socio-cultural adjustment all play a substantial part in the process of acculturation. Because social contact has a detrimental effect on the course and standard of living of foreign students, a correlation between Anxiety and distress affecting international students can be demonstrated (Melin, Svensson , Thulesius, 2018). The lifestyles of foreign students of the university are influenced by a variety of factors that combine to affect their mood and stress levels. Challenging due to certain circumstances and obstacles, requiring considerable skill or time and energy, and stressful due to the necessity of locating transit and housing at a reasonable cost, adjusting to a new environment and food, learning to interact in the local dialect, and navigating an unaware and new scholastic system. (Misra, Crist, & Burant, 2003; Elena Yakunina et al., 2013).

This study established the Acculturative stress and depression have a correlation among university graduates. According to the Berry model, acculturative stress is positively connected with melancholy in individuals. An increased level of acculturative stress may result in and the Depression risk is higher. (Berry, et al., 1997). Depression is the most prevalent issue amid academia students, followed by the fact that global students face acculturation and educational stress, both of which have a negative effect on their mental health (Acharya L et al., 2018). Discrimination perceptions, cultural shock, and stress associated with change, fear, and guilt were all shown to be strongly associated with depression in this study. Stress and anxiety associated with acculturation are impediments to international students adapting to the host culture (Y Liu et al., 2016).

This study demonstrates that nostalgia had a substantial association with anxiety, guilt, and cultural shock as a result of a change in both groups. There is a greater likelihood of experiencing homesickness, but there are also significant cultural distinctions between aboriginal and host cultures (Yeh, C., & Inose, M., 2003). Anxiety is associated with a great deal of homesickness and a poor level of self-possession (Sandhu & Asrabadi, 1994). The context of the surroundings and culture can have an effect on how individuals behave. Similarly, Tajfel and Turner presented in 1978-1979 In social psychology, the concept of self-concept as an in-group or out-group figure, such as "we" and "they," in which the foreigner is an adversary, is known as social identity theory. who does not belong to us. Numerous studies demonstrate that this type of social classification is widespread, whereas evaluating other cultures according to assumptions derived from one's own culture's standards and practices constitutes ethnocentrism and bias (Perdue, Dovid, Gurtman, & Tyler, 1990). Additionally, Patron argued that while there is cultural and linguistic resemblance between immigrants and indigenous people, there is a potential that they "do not comprehend one another culturally" and "do not speak the same language" (Patron, 2014). As a result, another research showed that students from collectivist cultures such as Africa, Asia, and Latin America face greater acculturative stress than European students; for example, African students face racial discrimination (Constantine et al., 2004).

Combination of excessive anxiety and depression Consequences of low self-esteem (Y Liu et al, 2016). Excessive fear is a symptom of social anxiety disorder, often known as social phobia. (2013) (American Psychiatric Association). The lifetime prevalence is 12.1%, and comorbidity with major depression is 16.6%. Social anxiety is one of the four most often diagnosed psychiatric disorders. R.C. Kessler, W.T. Chiu, O. Demler, K. Merikangas, and E.E. Walters, 2005). Social anxiety is the concern of being evaluated favorably or negatively. Anxious persons are preoccupied with prospective risks to themselves and their circumstances, as well as with cognitive assumptions. Then immerse with a negative self-image while simultaneously evaluating you through a combination of positivity minimization and negativity magnifying (Weeks J, 2015).

Additionally, one of the components of cultural adaptation is a sense of belongingness, which indicates that individuals want personal ties to sense recognized and encouraged (Soleman H, et al., 2011). Self-identification is a critical function that can shield teenagers from loneliness (K. Rich Madsen et al., 2016). Indeed, according to a new perspective, social identity plays a critical role in social relationships, while also playing a critical part in mental and physical well-being. (2014) (Haslam). According to Berry and other acculturation investigators, knowing the host language is critical for enhanced social contact and communication. For instance, in North Cyprus, the primary language is Turkish, and few people speak the second language on a daily basis. As a result, international students studying in English may have difficulty communicating effectively, resulting in deprived collective adjustment. Acculturative stress caused by language difficulties, physical presence, and prejudice is likely to result in feelings of vulnerability and depression (Bahk, J., Kim, A.M. & Khang, Y., 2017). In adolescents and adults, insecure social bonds, a absence of social sustenance, and a sense of belonging are all associated with depression (Bae, 2019).

CHAPTER VI

Conclusion and Recommendation

Conclusion Summary of Findings

This investigation looked into the impacts of traditional remoteness, acculturative stress, and other aspects. Social maintenance is critical for international students' mental adaption in the north portion of Cyprus. The findings revealed that transnational students had a weaker emotional alteration than domestic scholars, and that more It is necessary to devote resources to their cognitive health in order to advance global students' study-abroad encounter in general and retention.

Emotional modification is harmed by stress features such as AS and A. The relationship between AS and PA, as well as the relationship between A and PA, is moderated by ACS. At the moment, universities in Northern Cyprus are battling to attract more students from various regions, resulting in a large influx of overseas students in the country.

Reccomendation and Implication for Social Change

Data collection from numerous During the typical academic year, institutes both within and outside the northern portion of Cyprus is one recommendation for future research. This data should contain clusters of pupils from various nations that are large enough to compare and assess In subgroups, there are variances in how these variables interact. Future studies should ideally use a longitudinal approach to track how these associations evolve over time.

Future study could look into these connections by using a more precise and less general measurement of operational social protection (or a specific structural measure) to capture moderation linkages. (Cohen & Wills, 1985), as well as Putting psychological adaptability due to mental or physical wellbeing into practice. According to the findings, future research should look at the dual effect of host-culture language competency, which was linked to more social maintenance but poor mental adaptation.

These interactions, along with the perceived role of discrimination, could be investigated to see if better Turkish language skills enable host countries to provide more social assistance to international students. However, as Sam, Tetteh, and Amponsah (2015) point out, overseas students are subjected to higher levels of perceived prejudice, which has a negative impact on psychological adaptation.

In addition, future research should examine how social support is operationalized as a national systemic, global structural, functional, or global role, as reflected in the present study results.

Current research findings can help to generate constructive social transformation by serving as a groundwork for developing policies and tools to progress the psychological conclusions of global students, which will help universities socially by establishing a healthy university and increasing student retention financially. Basic recommendations based on the study findings include setting fair university and study abroad requirements, giving non-Turkish-speaking transnational students receive advanced Turkish language instruction, and providing various sorts of financial and mental assistance.

Students will practice a smaller amount of acultural pressure and greater psychological adjustment if people have more reasonable expectations when they arrive. The goal is to provide a broader range of information on living in the northern part of Cyprus to external staff who hire foreign students, as well as to force agents to perform guidance sessions integrating future students into the culture of Cyprus. Furthermore, while all international students must take the Turkish language beginning course, more specialized Turkish-language non-compulsory courses may be presented to permit external students to acquire Turkish in order to better their societies. To ease the acculturation burden of international students, the institution can offer financial aid in the form of work-study platforms or by expanding existing social assistance and bursary programs. Finally, while the university provides only a few mental health care available in English or Turkish. the varieties of facilities available, the number of mental health providers proposing the facilities, and the dialects of accessible can all be expanded.

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APPENDICES

Appendix A

Consent Form

Dear Participant,

I am a Graduate student in General Psychology at Near East University. The present study focused on The Relationship between Anxiety, Acculturative Stress, and Acculturative Strategies on the Psychological Adjustment of International Students residing in the Turkish Republic of Northern Cyprus, and this study is engineered to collect information regarding the mentioned topic.

Please be informed that your participation in this study is voluntary and at any stage, you feel uncomfortable you have the right to withdraw from this study. Additionally, the questionnaire comprises of questions related to you, Anxiety, Acculturative Stress, Acculturative Strategies, and Psychological Adjustment.

The information received by this research will be kept confidential and anonymous and no one will be able to get access to it except those involved. Furthermore, providing your answers, you are consenting for your data to be used in this research study, besides; your responses will be used for statistical purposes only.

Thank you in advance for your time and participation.

Best Regards.

Yasir Jamal,

Graduate student, Near East University.

Email Add: yasir.jamal346@gmail.com

Date:

Signature: _____

Appendix B

Demographic Information Questionnaire

Kindly tick () or fill in the spaces provided in the questions below

1. Gender : Male [] Female [] 2. GPA:

3. What is your Major: _____

4. Age
17-22 []
23-25 []
26-30 []

5. Marital Status:
Unmarried []
Married []
Others (Please Specify)_____

6. Educational Level: Intermediate [] Bachelor [] Master []

7. Living in: Dorm [] Rented Apartment [] Own Apartment []

8. Living with: Alone [] Roommates/Friends [] Parent(s) []
Spouse []

APPENDIX C**Depression, Anxiety and Stress Scale - 21 Items (Dass-21)**

1 (s)	I found it hard to wind down	0	1	2	3
2 (a)	I was aware of dryness of my mouth	0	1	2	3
3 (d)	I couldn't seem to experience any positive feeling at all	0	1	2	3

Appendix D

Acculturative Stress Scale for International Students (ASSIS)

For each of the following statements, please circle the number that BEST describes your

Response. 1= strongly disagree, 2= disagree, 3= not sure, 4 = agree, 5 = strongly agree

Because of my different cultural background as a *foreign* student, I feel that:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Homesickness for my country bothers me. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel uncomfortable to adjust to new foods | 1 | 2 | 3 | 4 | 5 |
| And/or to new eating habits | | | | | |
| 3. I am treated differently in social situations. | 1 | 2 | 3 | 4 | 5 |

Appendix E

Vancouver Index of Acculturation (VIA) Scale

- | | Disagree | Agree |
|---|-------------------|-------|
| 1. I often participate in my heritage cultural traditions. | 1 2 3 4 5 6 7 8 9 | |
| 2. I often participate in mainstream Cypriot/Turkish cultural Traditions. | 1 2 3 4 5 6 7 8 9 | |
| 3. I would be willing to marry a person from my Heritage culture. | 1 2 3 4 5 6 7 8 9 | |

Appendix F

The Symptom Checklist (SCL)-90 Scale (Short Form)

In the present study only the anxiety scale, consisting of 14 items will be used.

How much have you been bothered by the following thing in the past month?

1 Not at all 2 A little bit 3 Moderately 4 Quite a bit
5 Extremely.

1. Blaming yourself for things _____
2. Feeling afraid in open spaces or on the streets _____
3. Feeling blocked in getting things done _____

AppendixG

Turnitin Similarity Report

YASIR JAMAL

ORJİNALLİK RAPORU

% 14	% 13	% 6	% 4
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	scholarworks.waldenu.edu İnternet Kaynağı	% 3
2	docs.neu.edu.tr İnternet Kaynağı	% 2
3	srhe.tandfonline.com İnternet Kaynağı	% 1
4	d.lib.msu.edu İnternet Kaynağı	% 1
5	www.tandfonline.com İnternet Kaynağı	% 1
6	Zainab Nazir. "Maladaptive Perfectionism in Asian International Students", Journal of Student Research, 2021 Yayın	<% 1
7	www.sfu.ca İnternet Kaynağı	<% 1
8	Boden, M.T.. "The role of maladaptive beliefs in cognitive-behavioral therapy: Evidence	<% 1

BIOGRAPHY

Yasir Jamal was born on the 20th of February 1988 in Peshawar Pakistan. He has completed his secondary education from Govt. Centennial Model High School and his higher Secondary from Bravo Professional College domestically in Peshawar. Afterward, He went to the University of Peshawar for his Undergrad and Graduate studies and got the distinction in Master of Sociology.

Furthermore, He decided to pursue a career in Psychology and thus got admission in General Psychology at Near East University based in Northern Cyprus. Additionally, He worked for various national and international organizations in Pakistan for marginalized communities such as internally displaced Persons and Afghan Refugees. He worked for International Rescue Committee (IRC) as Protection Officer and Community Mobilization Officer. Currently, he serves as Global Goodwill Ambassador at Global Goodwill Ambassadors (GGAs) the US-based Humanitarian Organization and at the same time, Yasir Jamal is working as a Volunteer at International Human Rights Commission (IHRC) which is based in the Czech Republic. He is keenly interested to work in Humanitarian organizations He also wants to pursue his Ph.D in Forensic Psychology, Child and Women studies, Criminology, Restorative Justice, or any other related subjects.

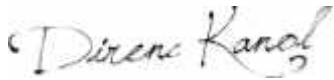
ETHICS COMMITTEE APPROVAL

Dear Yasir Jamal

Your application titled **“The Relationship between Anxiety, Acculturative Stress, Acculturative Strategies on Psychological Adjustment in International Students Residing in TRNC”** with the application number YDÜ/SB/2020/621 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.