



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF GENERAL PSYCHOLOGY

**The Influence of Language Proficiency on Stress Among
International Students**

M.Sc. THESIS

Blessing Uneke Musa

Nicosia
August, 2021

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**Nicosia
September, 2021**

Approval

We certify that we have read the thesis submitted by Blessing Uneku Musa titled “**The influence of language proficiency on stress among international students**” 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 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.

Blessing Uneku Musa

07/2021

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I am grateful to God Almighty who spared my life to this time. It's the pandemic era and a lot has changed about how we use to live our lives from home to school. Despite the new way of life, I am grateful to God for helping thrive thus far. I wish to extend my profound gratitude to my Supervisor, Dr. Gloria Manyeruke for her immense supervision and tutelage and Dr. Ezgi Ulu and the entire department of General Psychology, Near East University.

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Blessing Uneku Musa

Abstract

The Effect of Stress Associated with Language Barrier on International Students in Northern Cyprus

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Stress and language barriers are major problems international students face as they migrate to study and live in a society where the culture is different from what they are used to. The aim of this study is to investigate the relationship between perceived stresses and language barriers among international students. This study employed an online survey and Convenience sampling was used to select the participants. Perceived stress scale by Cowen, General ethnicity questions by Tsai and demographic questions created by the researcher were the instrument used to collect data. Participants were 100 international students selected from various universities in Cyprus. The findings showed that there is no relationship between perceived stress and language barrier among international students. This is possibly because some indigenous people speak the English language. Furthermore, some university make the Turkish language courses mandatory to help international students acculturate. Therefore, if some indigenous people speak English language, then international students will not experience stress because of language and communication.

Keywords: stress, international students, acculturation, assimilation, language proficiency.

ÖZ**DİL İLE İLİŞKİLİ STRESİN ETKİSİ
KUZEY KIBRIS'TA ULUSLARARASI ÖĞRENCİLER İÇİN ENGEL****Musa Blessing Uneku****Msc, Genel Psikoloji Bölümü.****Ağustos, 2021 (55) sayfa**

Stres ve dil engelleri, uluslararası öğrencilerin eğitim almak için göç ettikleri ve kültürün alışkın olduklarından farklı olduğu bir toplumda yaşadıkları için karşılaştıkları önemli sorunlardır. Bu çalışmanın amacı, uluslararası öğrenciler arasında algılanan stresler ile dil engelleri arasındaki ilişkiyi araştırmaktır. Bu çalışmada çevrimiçi bir anket kullanılmış ve katılımcıları seçmek için Kolayda örnekleme kullanılmıştır. Cowen tarafından algılanan stres ölçeği, Tsai tarafından Genel etnisite soruları ve araştırmacı tarafından oluşturulan demografik sorular veri toplama aracı olarak kullanılmıştır. Katılımcılar, Kıbrıs'taki çeşitli üniversitelerden seçilen 100 uluslararası öğrenciydi. Bulgular, uluslararası öğrenciler arasında algılanan stres ile dil engelleri arasında bir ilişki olmadığını göstermiştir. Bu mümkündür çünkü bazı yerli halk İngilizce konuşur. Ayrıca, bazı üniversiteler uluslararası öğrencilerin kültürlenmesine yardımcı olmak için Türkçe dil kurslarını zorunlu hale getirmektedir. Bu nedenle, eğer bazı yerli halk İngilizce konuşursa, uluslararası öğrenciler dil ve iletişim nedeniyle stres yaşamazlar.

Anahtar Sözcükler: stres, uluslararası öğrenciler, kültürleşme, asimilasyon, dil yeterliliği

Table of Contents

Approval.....	2
Declaration	3
Acknowledgements	4
Abstract.....	5
ÖZ.....	6

CHAPTER I

Introduction	10
1.1 Statement of the problem	11
1.1 Aims of the study	12
1.2 Significance of the study	13
1.3 Limitation and Delimitation	14
1.4 Definition of Terms	14

CHAPTER II

Literature Review	15
2.1 International students	15
2.2 Theoretical Framework.....	16
2.3 International student migration and stress	19
2.4 International students and language barrier	22
2.5 Stress management among international Students	23
2.6 Related Literature Review	25

CHAPTER III

3.1 Methodology	29
3.2 Research Design	29
3.3 Population and Sample	29

3.4	Materials and measurement of variable	30
3.4.1	Demographic Questions	30
3.4.2	Perceived Stress Scale	31
3.4.3	General ethnicity questionnaire (GEQ)	31
3.5	Data collection procedures	31
3.6	Data analysis and procedures	32
CHAPTER IV		
4.1	Data analysis and Interpretation	33
	Introduction	33
4.2	Results	33
CHAPTER V		
	Discussion	37
CHAPTER VI		
	Conclusion and Recommendations	41
	References	43

List of Tables

Table 1. Socio Demographic Information.....	30
Table 2. Data Properties	32
Table 3. Correlation analysis between perceived stress and the general ethnicity knowledge.....	33
Table 4. Differences in the level of perceived stress and language proficiency according to gender	33
Table 5. Comparison of the level of perceived stress and language proficiency according to departments	34
Table 6. Differences in the level of perceived stress and language proficiency according to University/college.....	34
Table 7. Differences in the level of perceived stress and language proficiency amongst international students according to how fluent they speak Turkish.....	35
Table 8. Differences in perceived stress and language proficiency according to year of study	35

CHAPTER ONE

Introduction

Research has shown that stress is a common factor affecting international students in their respective international institutions and communities. Stress is a life event that involves discomfort. According to Fink (2016), it is a state of mind where an individual has faced unpredictable challenges and struggles to deal with such challenges. These challenges may be linked to their personal life, their career, financial crisis, environmental factors, cultural adaptation, or other life problems subjectively. The perception of stress means that a human is going through an event that is uncontrollable and unpredictable (Salem et al., 2018). Stress is a common psychological problem and it affects all people differently irrespective of their race, age, gender, and even cultural orientation and backgrounds (Golden-Kreutz et al., 2004). Stress is a global phenomenon and it mainly affects international students. Ali et al. (2020) categorized student stress as a problem related to academic, cultural, and social shock. 21st century has exposed the impact of globalization and the educational sector has been affected in large capacity, a lot of students can move from society to society in pursuit of their dreams and aspiration, however, a common problem faced by some of these students is language difficulty or barriers. This problem often causes stress among individuals (Ali et al., 2020).

According to Burns in Sovic (2008), language barrier can be termed a psychological stress and it varies from person to person. Therefore, international students react to stressors differently in the host communities they find themselves in. Sometimes, the psychological stress is severe when there is a difference in the official language and medium of instruction. In situations like this, integration into the community can become a long process and can lead to a stressful situation where anxiety and frustration become inevitable (Kuntsman, 2008). This stressful situation can lead to decreased quality of life and sometimes increase the

risk of suicide (Beck & Young, 2000). Simpson et al., 2006). The impact of stress on international students cannot be underestimated because it has a huge effect on the student's well-being. Thai and Ying, (2006) exposed the challenge of the language barrier and its ability to categorize an individual as one that could speak a language and one that could not therefore, mitigating against the essence of communication. Their study exposes the challenges Chinese who do not speak the English language go through in the United States of America (Adeola, 2017). This distinction can generally affect the student and even lead to stress anxiety and depression.

In the case of Northern Cyprus, Northern Cyprus is an Island country carved out from Cyprus in 1974. It models its official and native language after Turkey. This means that its official language is Turkish. The region has twenty-seven institutions that carry out studies in Turkish and in the English language respectively (Adeola, 2017). Most transactions and contract deals are written in Turkish. Sometimes, reliance is made on technological translation aids like the google translator (Adeola, 2017). Translation programs in general are often not accurate. These inaccuracies by translation aids may play a part in contributing to the student's psychological problems ranging from stress and other related psychological challenges (Sümer et al., 2008; Nakiwala, 2008). This study looked at how stress affects international students in Northern Cyprus due to language barrier.

1.1 Statement of the problem

Language is a medium of communication which is very vital in every human society. Language barrier and difficulty are not new to the Turkish Republic of Northern Cyprus because of its bilingual status. Due to its bilingual nature, it has become important to look at how this society coexists side by side with different people from different regions and cultures, especially with different languages. Northern Cyprus as it is popularly called, is an Island country, it has witnessed a massive influx of

foreign students from every corner of the globe particularly from Africa as well as the Middle East (Adeola, 2017). A great deal of anxiety has been expressed over time about the process by which these pupils would properly integrate into society, particularly in terms of language acquisition. Language is a vital component of every community and plays a significant role in the development of culture. Since language is widely regarded as the major means of disseminating cultural information, it is important to note that language plays a vital role in the progression and existence of every society (Lee, 2008). Thus, the language barrier has become a common problem faced by most international students.

Furthermore, international students on the island of Northern Cyprus have sought out ways to overcome the challenges of language differences and barriers to effectively interact with the larger community. To get over the hurdle of the language barrier, GodwinJones (2011) posits that modern technology has been a major communicative tool bridging the language barrier challenge in TRNC just as in many other countries where the official language is different from the language of instruction. The focus of this research will be on the level of stress that international students experience while learning in the TRNC as a result of the language barrier. Furthermore, this thesis will look at the factors that contribute to disparities in the degree of perceived stress and language proficiency among foreign students. Therefore, the research aims to answer the question, what is the relationship between stress and language barrier?

1.1 Aims of the study

This research focuses on the experience of stress among international students and making recommendations that would address the problem of language proficiencies and barriers. This study seeks to understand the influence of the language barrier on stress among international students studying in the Turkish Republic of Northern Cyprus. Its objectives are to find out the following:

1. Is there a relationship between perceived stress and language proficiency among overseas students?

2. Are there any differences in stress and language proficiency according to gender?
3. Is there any difference in the level of stress and language proficiency according to their department?
4. Are there differences in stress levels that can be found among international students based on the college or university they attend?
5. Are there differences in the amount of stress experienced by international students based on their ability to communicate in the Turkish language effectively?
6. Are there differences between stress and language proficiency according to their years of study?

1.2 Significance of the study

In the 21st century, permanently migrating from one region, country, or state to another with differences in socio-cultural attributes such as language and lifestyle is a common phenomenon. It is even easier now because of the advancement in science and technology, therefore international students are found around the world in their large numbers. For these individuals to coexist in these societies, they must acculturate into the societies, otherwise, their stay temporarily or permanently might be stressful. In the case of TRNC, many international students have effectively adapted studying in the TRNC, especially students from Asia, Middle East, and Africa. Although, these students are faced with the problem of language barrier upon arrival to the island, especially students with no prior knowledge of the official language. This has made the process of communication tedious in the larger community (Buarqoub, 2019). The proposed project would fill in the gaps in current studies, such as the psychological stress experienced by international students studying in bilingual or multilingual communities. The coping mechanisms used by overseas students in these bilingual and multilingual communities to deal with their stress are discussed in detail. A theoretical explanation and

appreciation of the psychological issues posed by language hurdles and proficiencies as they affect international students is also provided in this course. What percentage of international students are affected by stress due to language barrier. It will also be beneficial for current students in Northern Cyprus and prospective students. This study will also be significant to the education stakeholders in the Turkish Republic of Northern Cyprus as well policymakers who would acknowledge the problem of the language barrier is and how much it affects transactions in the region.

1.3 Limitation and Delimitation

One of the most significant drawbacks of this study is the small number of participants, which is a result of the method of data collecting used. The total number of participants was 100 which is insufficient for making broad conclusions. Because this study is specific to the Turkish language, it cannot be applied to other languages for the purposes of generalization.

1.4 Definition of Terms

Stress is a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances Oxford Learners dictionary (2008).

International students, or foreign students, are students who chose to undertake all or part of their tertiary education in a country other than their own and move to that country for the purpose of studying Oxford Learners dictionary (2008).

Acculturation is assimilation to a different culture, typically the dominant one. The process of acculturation may impact both social and psychological well-being Oxford Learners dictionary (2008).

Assimilation is the process of taking in and fully understanding information or ideas Oxford Learners dictionary (2008).

CHAPTER TWO

Literature Review

2.1 International students

According to related literature, about 2.5 million students live abroad of their native nations in quest of better opportunities in academics or greener pastures. The proportion of international students in the United States of America expanded by a significant margin in 2018. The state's economy benefited from the increase, which was a pleasant surprise. It is predicted that international students provide a \$45 billion contribution to the state's economy. International students make up 5% of the total student population in the United States (Bustamantel, 2020). Sümer and Poyrazli (2008) state that one of the most crucial objectives of U.S. higher education is to incentivize the attendance of foreign students for academic, economic, and cultural purposes. This is crucial because the well-being of these foreign students is extremely important to the state, particularly because international students have access to resources that can help them gain a better understanding of the world.

It is advantageous for international students to be able to travel freely into any community around the world. Enrollment of international students has been encouraged in the United States, for example, because of the economic benefits associated with it. In the state's economy, international students provide a total contribution of almost \$13.5 billion annually. Funds used for tuition, room & board, and other related expenses are categorized as follows: The Institute of International Education (IIE) published a report in 2007 that said that Another country with a large number of international students is the Turkish Republic of Northern Cyprus, which has a similar population. According to estimates, the following number of overseas students will be enrolled in the 2015-2016 academic year: Turkish students account for 47,033, with 21,982 international students from other nations completing their studies. The Ministry of Foreign Affairs TRCN (2015) published a report on this topic. Another study revealed that if Northern Cyprus is included in the data

release of UNESCO, Northern Cyprus would be known for its hospitality to the international student where 80% of the student population are international students. Likewise, one third of the entire population of Northern Cyprus are international students. (Chambre, 2020) The number of international students in Cyprus could be compared to that of the number of international student's population in Australia. (Chambre, 2020). Chambre drew the reader attention to the population of international students in Northern Cyprus when placed side by side with Australia. Australia is one of the countries that has witnessed the highest influx of international students from around the world. He also mentioned that there is a relationship between the growth of the economy of TRCN and the influx of foreign students. International students and their families are central to the local economy that they are often described as alternate tourists (katircioglu, 2020). In 2011, Melitap-Smadi and Hashmipour estimated that 40% of the entire revenue of TRCN can be traced back to the higher education sector (Chambre, 2020).

2.2 Theoretical Framework

The idea of acculturation developed by Berry will be used to explain the topic under investigation. Scholars from a variety of fields have created more than 100 distinct theories of acculturation to explain the difficulties that overseas students face in assimilating into the cultures of the host communities in which they find themselves enrolled (Rudiman, 2003). Most recent study has been on diverse acculturation tactics and how they affect individuals, particularly international students, as well as interventions to make the process more bearable for these individuals. According to Berry (2003), students who attend colleges in a culture that is distinct from their own must struggle with unique social educational organization, behaviors, and expectations, among other things.

Traditional studies of acculturation were conducted from an anthropological point of view, with an emphasis on the examination and analysis of how indigenous people assimilate to modern and new cultures.

The notion of acculturation was later applied to a group of immigrants who were assimilating into the culture of their new environment (Ozer, 2017). Berry (2003) presented the findings of his research on the social, psychological, and intellectual adaptation of immigrants to a new society. Acculturation was the term he used to describe it. A new culture is introduced into an already existing culture in a certain area, according to him, and he defines induction as follows: The term acculturation is often thought of as describing simply the effects of the new culture. However, Berry (2003) adds that acculturation occurs when two different cultures come into contact and both groups change as a result. Regardless matter whether the impact is beneficial or negative, when a new group contributes culture to a new region, the region changes as a result of the interaction between the two groups. He goes on to emphasize that no human behavior can be understood without first and foremost the culture of the individual being studied. He goes on to explain that acculturation can take place on both a psychological and a socio-cultural level (Hamilton, 2017).

In recent years, there has also been a greater emphasis on overseas students. While the term acculturation refers to the process of becoming a member of a community, acculturation psychology, as a model of the theory of acculturation, studies the effects of acculturation on an individual's development. Acculturative changes can vary depending on the specific group and the individual; as a result, Acculturation has been conceptualized as a process taking place across a variety of domains, including changes in behavior and lifestyle, which include language use, food preferences, peer group interaction, and media consumption, as well as changes in attitude, which include preferences for the involuntary (Ozer, 2017). Berry, according to Maricopa (1996) created a model of acculturation that divides individuals' adaption methods into two categories based on two dimensions (Berry, 1992). The first dimension is concerned with the retention or rejection of an individual's native culture, or, in other words, if it is regarded important to keep one's identity and

qualities in one's own culture. The second component is the acceptance or rejection of the host culture by the immigrant. To put it another way, it is deemed important to maintain relationships with members of the greater community.

From these two questions Maricopa in press, n.d outlined four acculturation strategies as follows:

- **Assimilation:** Assimilation occurs when individuals adopt the cultural norms of a dominant or host culture, over their original culture.
- **Separation:** In the case of separation, people choose to reject the dominant or host culture in favor of keeping their own culture of origin. Immigration to new ethnic enclaves, which often serves to facilitate separation, is a common occurrence.
- **Integration:** People can integrate into a culture when they can accept the societal norms of the prevalent or host culture while still being true to their own culture of origin. Integration leads to biculturalism, which is frequently used as a synonym.
- **Marginalization:** Individuals become marginalized when they repudiate both their cultural identity and the predominant host culture at the same time.

According to the theory of acculturation developed by (Ozer, 2017), the assessment of acculturation can be either positive or negative, positive if the experiences are linked to a boost in life possibilities, or negative if the experiences do not increase life possibilities and are therefore perceived as psychological stressors. The act of acculturation has an effect on the psychological well-being of people or communities as a result of this. Priority would be given to the Berry theory of acculturation as it pertains to the international student during the course of this research project. The traditional viewpoints on movement and mental health have had an impact

on how studies have described and analyzed students' adjustment challenges. In 2001 paper on international students, Ward, Bochner, and Furnham (2001) point out that the first ideas applied to the study of foreign students were clinically oriented and closely tied to medical models of sojourner adjustment. Researchers began to question the implicit assumption that cross-cultural contact is so distressing as to demand medical care as a result of this shift away from medical models as time progressed (Bochner, 2001).

2.3 International student migration and stress

While it is thrilling to migrate or relocate to another nation to study or work, it is also stressful; the majority of people experience stress during this process. Many international students experience stress and depression during the course of their immigration process, particularly when it comes to integrating into the host community (Church, 2007). This is due to cultural shock and a variety of sociocultural factors that are involved in their adjustment process (Luzio-Lockett, 2010). Immigration can result in culture shock, social adjustment difficulties, and homesickness. International students may endure feelings of isolation and loneliness while adjusting to their new environment. The author, Mori (2000), stated that these bad experiences might cause pupils to feel hopeless, and that an intense sense of despair can result in the emergence of depression. Because of the cultural differences and difficulties associated with new and diverse experiences, it is possible that international students will experience emotions of estrangement, anxiety, and sadness as a part of their adjustment process to their new environment (Adler, 2010). Anxiety, according to Spielberger (2011), is linked to stress, and Furukawa (2009) observed that persons who are exposed to foreign cultures may feel depressed or anxious, as well as engage in maladaptive behaviors, as a result of this acculturative stress, according to Furukawa (2009).

The acculturative stress experienced by international students was equally considerable, with issues such as academic obligations, language

challenges, financial difficulties, and fears about the future, cultural shocks, and racial discrimination all noted (Hahn, 2010). According to Zhou et al., the integration process of international students was researched in order to gain a better understanding of the issues they face in terms of their physical and mental health. According to Zhou et al (2020), the physical and mental health of a person is critical to their ability to perform well at work. As a result, the ability of a country to achieve its maximum human output is critical to the economic prosperity of any community or enterprise. In accordance with Sumer et al (2008), students who were less acculturated reported much greater challenges in their academic medical and physical health than students who had higher levels of acculturation. Due to the fact that the process of embracing, integrating, and learning a new culture and language that is unfamiliar to the individual can generate a significant amount of stress, it is important to understand how to manage stress effectively. Sumer et al (2008). They also discovered that factors such as age, ethnicity, support system, and the language of the migrated society all contribute to the levels of stress that result in a mental health crisis, which international students are most likely to experience during the course of their studies or during their stay in the society.

According to research, students who have a greater degree of societal acculturation or language proficiency are more likely to be successful than students who have limited or no acculturative knowledge or awareness of the new culture (Sumer et al., 2008).

Overseas students might feel as a result of adjusting to life and studies in the United States of America. Social support was found to make a positive contribution to the predicting depression, and students who had lower levels of social support had higher levels of depression, according to the findings of the investigation. They also discovered that this report is compatible with other reports from similar studies. Most importantly, the findings revealed that students with weaker levels of language competency reported significantly higher levels of despair than their peers. In a

separate study conducted by Hahn (2010), Hahn studied the possibility that overseas students are particularly susceptible to psychological distress, such as stress and, more gravely, depression, than domestic students. Moreover, it was discovered that the language barrier has a substantial impact on the stress and depressive condition of these international students, affecting their level of acculturation as well as their academic performance, ultimately leading to clinical cases of depression in these students. Additionally, Macini-cross et al. (2009a) said that language is viewed as a barrier in study abroad programs since it may limit students' abilities to interact with the local culture.

Studies have also revealed that the number of overseas students studying in China is increasing. Because of the significant rise, it is possible to assess the hazard of acculturative stress and depression (Liu et al., 2016). Stress and depression were found to have a strong link in this study, as was depression. Compared to international students in societies with multiple languages, such as the United States, international students in communities with a single language (one official language) are more likely to cope or knowledge less acculturative stress when compared to the global students in societies where there are distinct differences between the studying language and the official or host community language (Shariden & Geo, 2017). International students may experience different levels of stress depending on the socioeconomic status of the country to which they have immigrated and the level of stress experienced by their host country. It has been demonstrated by Liu et al (2016) that international students from the United States and other industrialized nations with a high standard of living tend to experience less overall stress and other psychological problems associated with it, compared to students from underdeveloped countries, such as Asia and Africa. Consequently, according to Liu, the socioeconomic abilities of an international student have a significant impact in their ability to successfully acculturate themselves into a foreign society.

2.4 International students and language barrier

As with any newcomer to a foreign country, the first obstacle that international students must overcome is the language barrier. Students from different countries face different challenges and have different experiences depending on a variety of factors such as their age, social support system, gender, and ethnic background (Sumer et al., 2008). Several overseas students have reported difficulty in Turkey, particularly due to the language barrier, according to Unalan (2021). Aside from getting their paperwork completed, Unalan (2021) stated that one of the most difficult issues international students face in Turkey is obtaining a residency permit, which is particularly difficult in Turkey. He added that there are only a limited number of officials who are fluent in English and who can assist overseas students with the documentation that they need to complete. The focal point of every international student in their studies but in a host society where there exists a communication gap, maximizing their academic potentials becomes a huge concern as it affects their entire existence in the region or society.

The study of Gatwiri (2015) found that international students suffer from diminished self-confidence when they are unable to speak well in their host society, which makes socialization challenging for them. These overseas students, asserted by Gatwiriri (2015), are frequently frustrated and compelled to isolate themselves from the rest of the world. Gatwiri (2015) asserted that language is the most significant barrier to acculturation for overseas students in the United States. Tailor and Ali (2017) conducted a study of students who had recently arrived in America, they discovered that the language barrier they faced resulted in cultural misinterpretation and judgment, particularly when it came to food and segregation. First-year students, according to Gatwiri (2021) are the most negatively affected by the transition to a new country and culture. A barrier to their complete integration into society is created by the language barrier that they must overcome. A new environment can be extremely stressful, especially when dealing with academic pressure. Financial difficulties, poor health, social isolation, and negative affectivity are all

common experiences for foreign students enrolled in a country where the language barrier is significant. In comparison to domestic students and students who have a mastery of the host community's language, international students face more severe alienation (Lee, 2008). Lee (2008) came to the conclusion that many sojourners experience a great sense of loss, anxiety, a sense of isolation, and dissatisfaction, which she attributed mostly to the language barrier.

2.5 Stress management among international Students

Following the recommendations of Lee (2011), two major theoretical viewpoints on how monitor the implementation with the process of acculturation in literature were investigated in order to better understand the coping mechanisms of international students in literature. One is a stress, coping, and adaptation method, and the other is a cultural learning perspective on stress, coping, and adaptation (Berry, 2006; Ward, Bochner, & Furnham, 2001). According to the cultural learning approach, acculturation problems occur as a result of sojourners' inability to cope with everyday social encounters in their new environment. In this case, adaptation takes the shape of learning the culture-specific abilities that are required in order to navigate the new cultural context (Bochner, 1986).

In contradiction to the cultural learning perspective, the stress, coping, and adaptation method describes acculturation as a series of stressful life events that necessitate the use of adjustment resources and the development of coping strategies. Berry (1997) developed a more explicit and detailed model of acculturation that included stress and coping mechanisms. In this strategy, stress is highlighted and serves as the central flow of life events, assessment, coping, and short- and longterm results, as can be seen in the diagram below (Lee, 2011). He also stated that these processes are likely to be influenced by elements at the societal and individual levels, which were divided into two categories: the micro level and the macro level. Social, political, and demographic aspects such as ethnic composition, the extent of cultural pluralism, and salient attitudes toward ethnic and cultural out-groups are all examples of macro-level characteristics of a society. Individual and situational components of

acculturation have an impact on stress, coping, and adaption on a micro-level, according to the research. A distinction was also made by Berry (1977) between impacts that occur prior to and during acculturation. During the acculturation process, characteristics such as personality and cultural distance may be crucial in the first instance; however, during the second instance, acculturation tactics and social support may be more critical considerations.

The obstacles faced by international students, coping techniques that helped them become more resilient, and advice they offer for future international students were all investigated in a qualitative approach study conducted (Khwaja et al., 2011). Khawaja and colleagues (Khwaja et al., 2005) found that overseas students have difficulties in every element of their lives when it comes to language competency, psychological problems, culture shock, unmet expectations, social isolation and adjustment (Khwaja et al., 2011). These difficulties range from where to acquire food and what food to eat, to what to dress and where to buy it, as well as basic information on where to get what and who has access to daily essentials, among other things. All of these challenges were chosen from the theme analysis conducted by Khawaja et al., and they are listed below (Khwaja et al., 2011). Among the findings of the study were suggestions for adaptation and coping strategies and advice from participants, which were intended to reduce the stress experienced by international students.

These tactics include the following: in terms of food, overseas students should acquire how to prepare home meals so that they are not reliant on cafeteria food, which may be more expensive and provide less satisfaction. Before departing from their home countries, international students are urged to research the location they intend to settle in using active information obtained over the internet. The participants also cited homesickness, and international students suggested that regular home calls, emails, and exchange of contact through various social media outlets such as Skype, Facebook, and WhatsApp are effective coping strategies for this problem. Other coping strategies mentioned by the participants include starting groundwork from home countries before migrating, using the

internet to get used to the school routes and major points of activities on the campus and the society, increase social interaction with locals and foreigners, avoid loneliness and get acquainted with events and activities organized by either locals or same indigenous international students, dare to interact with indigenes of the society irrespective of their language proficiency and finally, access newspapers and magazines to understand and appreciate host country belief, idea and way of life (Khawaja et al., 2011).

2.6 Related Literature Review

Managing stress is the perspective of international students is a study conducted by Sovic (2008) at the University of the Arts, London, which was published in 2008. The research was conducted among a total of 141 international students. A questionnaire was administered to these students, and the interview addressed issues such as the reasons for studying abroad, expectations, cultural and educational differences, friendship, stress, and support services, among other things. These students were also interviewed. All qualitative and quantitative research were conducted using a mixed methods technique, which was used throughout. In this study, Nvivo and Excel were the primary tools used in the analysis. The questions were posed in the native languages of the overseas students who took part in the survey.

Culture shock, academic shock, and study shock are all strongly tied with issues related to language, and they are all unavoidable sources of pressure for students. In addition, the findings indicate that, in addition to academic and cultural shock, social shock played a significant effect. It is important to note that the level of stress experienced by overseas students varies depending on a variety of factors such as language competency, familiarity with the culture and amount of time spent in the United Kingdom. The study also indicated that, despite the fact that gender and age played a factor in the level and form of stress that international students experienced, particularly when it came to the language barrier,

international students were more likely to be female than male. According to the findings of this study, overseas students face stress as a result of their language proficiency, particularly as it relates to their academics and societal integration. Ladum and Burkholder (2014) conducted a study on the psychological adaptation of international students in the northern part of Cyprus. In this study, the theoretical frameworks that were used were the acculturation models and the stress buffering hypothesis. According to the findings of the study, social support did not serve as a moderator for either acculturative stress or emotional responses to being in the host culture experienced by international students. However, the findings indicated that having unmet expectations, experiencing low financial satisfaction, and having low social support were all associated with acculturative stress, whereas being in a relationship, having higher Turkish proficiency, experiencing unmet expectations, and experiencing higher acculturative stress were all associated with more negative emotional responses. Analyzed the components of acculturative stress and the link between them and depression among overseas students in China.

It was conducted at Wuhan University's school of public health, which is located in the Chinese capital. This investigation made use of content analysis. The findings indicate that acculturative stress components have been identified. Additionally, the study emphasized the importance of self-confidence when it comes to comprehending acculturative stress and depression, as well as providing new evidence to encourage more effective counseling for international students studying in China. A cultural approach on dealing with acculturative stress among overseas students: Hahn (2008) was the one who carried out the research. It was conducted at the University of Pennsylvania, according to the findings. In addition to the test analysis approach, overseas students studying at an Elite Northeastern University in Pennsylvania were administered a stress measure, a depression scale, a coping measure, a cultural orientation measure, and a demographic questionnaire.

According to a study conducted by Ali et al (2020) the language barrier is the source of stress among international students at Universitas Airlangga, Indonesia. The purpose of this study is to investigate the relationship between felt stress among international students and characteristics such as personality, gender, age, and race ethnicity. The survey included 613 international students who were enrolled at a university in the United States. The perceived and acculturative stress scales for international students, as well as the Big Five Inventory and a demographic questionnaire, were all completed by the students through the internet.

One personality type was found to have a positive link with both perceived and acculturative stress, according to the findings. Discrimination, homesickness, dread, and perceived dislike or rejection were all found to be associated with neuroticism, as were other subfactors of acculturative stress. Openness, on the other hand, was shown to be associated with both homesickness and age, with the latter being associated with the former. Additionally, when compared to European students, African, Asian/Pacific Islander, and Middle Eastern students experienced higher levels of perceived and acculturative stress as a result of their language proficiency, according to the findings. According to the findings of this study, counseling center workers should identify high-risk groups for perceived and acculturative stress and give psychoeducational intervention programs to these individuals and groups.

International students at the Universitas Airlangga, according to the psychological scholars, face major difficulties in communicating because of language barriers, which can be a substantial barrier to their academic success. Because of the language barrier, international students are under a lot of pressure. The second finding revealed that international students at the University of Airlangga are more comfortable going through their everyday academic activities, such as comprehending and communicating with peers, educators, and staff, as a result of the language barrier. According to the results of the study's final analysis, international students

experience a significant level of stress in examination situations and even when integrating with the host community.

CHAPTER THREE

3.1 Methodology

The current study is to determine the relationship between stress and language barrier. As a result, this chapter will describe the methodologies that were used to determine the levels of stress experienced by international students in Northern Cyprus, as well as the links that existed between stress and language proficiency.

3.2 Research Design

This study is an online survey that was carried out by gathering data collected from the participant to assess the effects of stress due to language difficulty. It is a quantitative investigation that systematically gathered measurable data and performed mathematical, statistical, or computational techniques with results forms shown in numerical (Consolvo & Walker, 2003). Also, the researcher used the correlational design wherefore, the researcher looked at the relationships and differences among and between two or more variables (Curtis, Comiskey & Dempsey, 2016).

3.3 Population and Sample

The questionnaire was designed specifically for international students who were studying in North Cyprus. The questionnaire was distributed to participants via links, and it was open to the full public, allowing a diverse range of foreign students from a variety of social media platforms to take part in the research. The data for the study was gathered through the use of a convenience sampling approach. This sort of nonprobability sample collection method, also known as availability sampling, focuses on data collection from members of a population who are easily available to participate in the study.

Participation in the survey was limited to 101 people in total. In this survey, students from a variety of different schools from around the

Turkish Republic of Northern Cyprus took part. Participants were also required to sign a consent form before taking part in the study.

Table 1. Socio Demographic Information

Demographic	n	%
Gender		
Male	51	50.5
Female	50	49.5%
DEPARTMENT		
Sciences	49	48.5%
Art and Social Sciences	16	15.8%
Business	21	20.8%
Others	15	14.9%
UNIVERSITY		
Near East University (NEU)	48	47.5%
Cyprus International University (CIU)	36	35.6%
Eastern Mediterranean University (EMU)	11	10.9%
Others	6	5.9%
YEARS OF STUDY		
1 st Year	5	5.9%
2 nd year	29	26.7%
3 rd years	24	24.8%
4 th years	31	31.7%
Other	10	10.9%
HOW FLUENTLY DO YOU SPEAK TURKISH		
Do not speak	35	32.2%
Not fluent	41	37.7%
Moderately Fluent	3	2.7%
Fluent	3	2.7%
Very Fluent	10	9.2%

3.4 Materials and measurement of variable

3.4.1 Demographic Questions

The first section is the social demographic section, this form was developed to collect information of the participants such as their gender,

nationality, department, university, years of study and how fluent they speak Turkish which is the local language. The questions were all in the Linkert scale format. Scale of 1-5 was used for the fluency question; 1=don't speak, 2= not fluent, 3= moderately fluent, 4= fluent, 5= very fluent.

3.4.2 Perceived Stress Scale

The perceived stress scale was used to measure the level of stress that the participants were going through. The perceived stress scale was designed by Sheldon Cohen in 1983. It is a straight forward scale with 10 items without sub scales. The questions required that student rate their response on a five point Linkert scale from 0-4 where 0=never, 1=almost never, 2=often, 3=sometimes often, 4=fairly very often. Internal consistency reliability for the instrument was 0.69 with a Cronbach alpha value of 0.82 for the full scale (Cohen, 1983).

3.4.3 General ethnicity questionnaire (GEQ)

General ethnicity questionnaire (GEQ) scale was used to measure the level of language proficiency among international students in Turkish republic of Northern Cyprus. This scale was developed by Dr Tsai (2007). The scale was developed in such a way that another language could be used just by replacing the reference culture language background. For this study, the reference culture is Turkish. This scale has two sub scales; the cultural scale and the language scale. For the purpose of this study, only the language scale was adopted with 13 items. It has a five point Linkert five point scale ranging from 1= very much, 2= much, 3=some much, 4= A little, 5= Not at all. In a study conducted using this scale, the coefficient alpha was .88 and the validity was found to be highly correlational to the residence (Tsai, 2007)

3.5 Data collection procedures

Data collection began after the research proposal was approval by the ethical committee. The survey questions were distributed among international students in Northern Cyprus through accessible social media platforms since it was an online questionnaire. Before administering the questionnaires, the researcher obtained permission for the adoption and

usage of the various scales from the authors. Participant consent was also acquired. Collected data was later transferred to excel datasheet for analysis.

3.6 Data analysis and procedures

SPSS was used to analyze filtered data. Descriptive statistics of the participants were obtained and the normality of the data was examined and the normality of the data was examined using skewness and Kurtosis. The analysis demonstrates further:

Table 2. Data Properties

Variable	n	Minimum	Maximum	Mean	Std dev	Skewness		Kurtosis	
						Statistics	Std error	Statistics	Std error
Perceived Stress	6	65	65	31.49	17.3	0.642	0.29	0.886	0.58
General Ethnicity	6	35	35	23.91	5.38	0.235	0.29	0.096	0.58

The above table shows that GEQ (General ethnicity questions or knowledge) skewness is 2.2; kurtosis is -1.3. For PSS (Perceived Stress scale), skewness is 0.8; kurtosis is -0.2. This analysis indicates that our data is not normally distributed. According to an article (George & Mallery 2021) in Mursalzade (2005), skewness and kurtosis can only be referred to as normal if the values ranges between -2 and +2. Therefore, non-parametric test will be used to analyze the research questions of this study. Spearman's correlation will also be used to examine the level of stress amongst international students in Northern Cyprus.

CHAPTER FOUR

Data analysis and Interpretation

4.1 Data analysis and Interpretation

Introduction

This chapter is focused on the entire data analysis and interpretation. The result and consequences of the result outcome are further explained. The test results reveal if there were relationship amongst the variables tested.

4.2 Results

Table 3. Correlation analysis between perceived stress and the general ethnicity knowledge

		General Knowledge	Ethnicity Perceived Stress
General Knowledge	Ethnicity r	1	-0.003
Perceived Stress	p	0.978	0.928

The table above indicates the correlation coefficient between perceived stress and general ethnicity knowledge. From the results displayed above, $p=0.978$, this means that there is no significant difference between language proficiency and perceived stress amongst international students in Northern Cyprus.

Table 4. Differences in the level of perceived stress and language proficiency according to gender

	Male			Female			U	p
	N	Sum	Mean	Mean rank	Sum	Mean		
General ethnicity knowledge	43	41.91	1808.5	39	41.06	1601.5	821.5	0.874
Perceived Stress	41	44.96	1843.5	41	44.96	1843.5	698.45	0.189

$p \leq 0.05$ $p \leq 0.001$

The above table is a non-parametric Mann-Whitney test and it shows that there is no significant difference in the level of perceived stress and language proficiency according to gender.

Table 5. Comparison of the level of perceived stress and language proficiency according to departments

Variables	Dept.	N	Mean R	df	X²	P
Perceived Stress	Science	40	43.18	3	1.11 4	0.77 4
	Arts/S	10	45.45			
	Business	18	37.18			
	Others	14	36.64			
General Ethnicity k.	Science	35	44.66	3	5.57 3	0.13 4
	Arts/S.	16	49.38			
	Business	17	33.82			
	Others	14	33.93			

$p \leq 0.05$ $p \leq 0.001$

The above analysis shows that there is no significant difference in the levels of stress in international students according to the distribution of the department.

Table 6. Differences in the level of perceived stress and language proficiency according to University/college

Variables	University	N	Mean	df	X²	P	Rank
Perceived Stress	NEU	39	38.13	3	2.366	0.5	
	CIU	28	42.5				
	EMU	11	46.5				
	Others	04	53.63 180.76				
General Ethnicity Knowledge	NEU	40	40.73	3	3.145	0.37	
	CIU	28	42.88				
	EMU	08	31.44				
	Others	6	53.66 349.47				

$p \leq 0.05$ $p \leq 0.001$

The above result shows that there is no significant difference in the levels of stress in international students according to the distribution of the University/college.

Table 7. Differences in the level of perceived stress and language proficiency amongst international students according to how fluent they speak Turkish

Variables	How Fluent you speak	N	Mean st.	Df	X²	Rank	p
Perceived Stress	Don't Speak	29	33.93	6.29201	4	7.785	0.178
	Not Fluent	32	48.8				
	Fluent	7	45.64				
	Moderately fluent	3	50.61				
	Very Fluent	1	38				
General Ethnicity Knowledge	Don't Speak	29	35.62	17.5378	4		
	Not Fluent	34	47.9				
	Fluent	7	47.36				
	Moderately Fluent	1	7				
	Very Fluent	11	39.14				

p<0.05 p<0.001

The above analysis shows that there is no significant difference in the levels of stress among international students according to their fluency of the Turkish language.

Table 8. Differences in perceived stress and language proficiency according to year of study

Variables	Year of study	N	Mean Rank	St. Deviation	Df	X²	p
Perceived stress	1	2	47.25	6.29201	4	16.679	0.002
	2	21	25.12				
	3	20	52.8				
	4	27	39.49				
	5	10	49.7				
General Ethnicity Knowledge	1	5	40.5	17.5378	4	1.594	0.81

2	25	36.15
3	20	53.58
4	23	43.2
5	8	38.13
		211.56

$p \leq 0.05$ $p \leq 0.001$

The table above shows that year two has the lowest mean rank of 25.12 and 36.15 respectively with a 0.002 and 0.08 showing the significance that there exists a relationship between perceived stress and language proficiency according to their year of study. In order to get the particular year indicating a significant difference, the years of study was peered into groups; group one to five. The analysis above shows that group 2 and 4, 2 and 5, and 2 and 1 has no significant differences. Grouping here means the years of study. Therefore, the table above show a lower mean rank for group or year two.

The mean rank result shows that year two students are experiencing a low level of stress. The significant difference of the exact group where the significant difference exist was further analyzed since a level of significance occurred in more than one group. The result therefore shows that there is a significant difference for year for 2 and 3 where $p=0.001$; year 2 and 4 where $p = 0.034$; year 2 and 5; where $p=0.006$. Therefore, there is a significant difference in the level of perceived stress according to year of study. Thus, looking at the mean distribution above, year two students are experiencing a low level of stress as compared to other year which might not be as a result of language difficulty since the mean rank for year two is high. Students due to the language barrier in the host community where they study.

CHAPTER FIVE

Discussion

Discussion

The primary goal of the study was to determine the level of stress experienced by international students in the Turkish Republic of Northern Cyprus due to language difficulty or competency. Researchers investigate and analyze the relationships between stress and language proficiency among international students. They also collect and analyze demographic data from students, including information on their race and gender, their level of fluency in the Turkish language their department and year of study. The primary goal of this study is to determine whether there is a link between stress and the language barrier experienced by international students in Northern Cyprus. There is no correlation between stress and language obstacles among international students, according to the findings of the study. Stress, difficulty communicating in a foreign language, and overseas students have all been the subject of substantial research (Johnson, 2017). He went on to explain that low language proficiency as well as cultural differences can be sources of stress for overseas students. Additionally, his research found that these two variables restrict their social engagement, and that limited social interaction resulted in a poor adjustment to a new educational and cultural setting.

In a descriptive study conducted (Ali et al., 2009), it was discovered that inadequate language skills and cultural differences hinder the social contact of international students, with 68 percent of participants reporting stress as a result of language problems, particularly in academics. As previously stated, this discovery is in opposition to the previous results. As a result, the current study does not demonstrate the impact of stress on international students in Northern Cyprus as a result of the language barrier that exists. Despite the fact that Turkish is the official language in Cyprus, the majority of the population speaks English because the country was formerly annexed by the United Kingdom. Some colleges also require

overseas students to take mandatory Turkish classes in order to assist them get more acclimated to their new environment.

The relationship between international students' stress and their language proficiency did not demonstrate any statistically significant variations between the sexes. There were no statistically significant differences in stress levels among international students based on their gender. A number of other research have revealed that demographic information about international students such as their age, gender, and employability does not have a significant influence in the stress that they experience while studying abroad. International students, on the other hand, have greater academic stress as a result of their limited language proficiency in a mono-cultural culture with a single official language, such as the United Kingdom. Another study found that stress, language barrier and proficiency among overseas students are regarded differently depending on their gender type, and however other studies found that they are perceived differently depending on their gender type (Sovic, 2008).

The findings also revealed that there is no variation in the level of stress experienced by international students depending on their department. Studies in school departments in Northern Cyprus are always conducted in either English or Turkish, regardless of the subject matter. A student's admission is determined by his or her preference for languages and courses. Therefore, students have prior knowledge of the instructional language and are more prepared to deal with the problems that lie ahead. As a result, they will not be stressed by a language barrier or a lack of proficiency in a foreign language. According to the findings of the study, there is no difference in stress levels or language proficiency depending on which institution they attend. In the same way that the department has a standard medium of education, the universities have a standard medium of instruction that is either Turkish or English. As a result, any stress that can be perceived as a result of attending university would be attributed to other reasons rather than language proficiency, as demonstrated by the findings of this study. Furthermore, according to the findings of the study, there are no differences in felt stress among international students and language

proficiency based on how fluently they speak the Turkish language. The Turkish language is the official working language in Northern Cyprus, and it is taught in schools. It is common practice in schools to have the official language coexist alongside the English-language classroom setting. The ability to coexist between international students and the indigenous people of Northern Cyprus, as well as the ability to acculturate international students, is made feasible by this.

The majority of international students studying in Northern Cyprus, according to Adeola, 2017, are pursuing their studies in the English language. According to the findings of this study, overseas students in their second year had a low level of stress. According to the findings, they have a lower degree of stress because year two is considered to be the beginning of one's academic career, and as a result, the stress level is often low. Despite this, there was no association discovered between stress and language proficiency. Studies on the relationship between stress, language difficulty, and international student enrollment have been conducted in great detail (Johnson, 2017). He went on to explain that low language proficiency as well as cultural differences can be sources of stress for overseas students. Additionally, his research found that these two variables restrict their social engagement, and that limited social interaction resulted in a poor adjustment to a new educational and cultural setting. His research revealed that despite the fact that this outcome is in opposition to the findings of the current study. If the language of instruction is the same as the official language of the community and international students are required to grasp the official language of the community in order to be successful in their integration, the study would be significant to the community. Ali et al. 2009 found that poor language skills and cultural differences hinder social contact among international students in a descriptive study on international students and stress.

According to the findings Ali et al (2009), stress is unavoidable for international students when confronted with a language barrier in the

context of their academics. International students' academic performance is not adversely affected by the language barrier, according to the findings of this study, because their studies are conducted in the English language. Once again, the majority of the population in most regions of the country is fluent in the English language.

According to the research by (Sovic, 2008), the most common source of stress is related to difficulties in communicating in a foreign language. According to this study, the disparities in the amount of stress experienced by overseas students with language issues had a greater impact on their academic performance (Sovic, 2008). In addition, the findings revealed that there is no association between language proficiency and reported stress among international students in Northern Cyprus, according to the study

While every other demographic variable revealed no significant associations between perceived stress and language difficulty, the variable based on the year of study revealed that a low level of stress exists among those in year two; however, the level of stress discovered was not related to language barrier or language proficiency. This suggests that additional factors may be contributing to the low levels of stress observed among second-year students, regardless of the year in which they are enrolled.

CHAPTER 6

Conclusion and Recommendations

Conclusion

The findings of the underlying studies about the perceived stress and language barrier of international students in Northern Cyprus show that there is no relationship between language barrier and perceived stress among international students in Northern Cyprus. This is according to the demographic information analyzed. This demographic information includes gender, year of study, college of study, course of study, and how fluent they speak the Turkish language. An important note is that the result showed a relationship between stress and international student according to their year of study with year two having the lowest mean. Consequently, this study concludes that the stress found among international students in Northern Cyprus has no relationship with the language barrier or proficiency because some indigenous people speak English language. Therefore, if some indigenous people speak English language, then international students will not have to go through the stress of language proficiency and communication will be easier

Recommendations

This study recommends the following:

- International students go through various challenges such as preferential treatments in a clash with the locals, biased house rent contracts written in Turkish and translated by a middle man or a translator. These challenges are common as most international live off the campus in the course of studying. These challenges are common with international students in countries with different cultures and languages, therefore factors such laws protecting the rights of international students and foreigners should be enacted so that such treatment can be ameliorated if not eliminated.

- Students should be encouraged to pay maximum attention to their areas of strength to minimize stress and other related psychological problem that may arise in their course of study.
- More effort should be put in place for international student not to just to learn the basics of the Turkish language, but to also learn the conversational skills of the Turkish language.
- There should be increase in solidarity between the foreigners and the indigenous people, each group should appreciate the cultural heritage of each other and the migrant students should embrace the cultural heritage of the indigenous people.
- International students should have an effective and practical forum where all grievances relating to cohabitating stress and academic stress can be reported to and forwarded to appropriate authority for redress.

Recommendation for further research

- The study should be expanded to cover other challenges students are facing in the course of their study such as academic stress.
- The study should be replicated with a larger sample to achieve generalization.

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APPENDIX 1

15.08.2021

Dear Blessing Uneku Musa

Your application titled **“The influence of language proficiency on stress among international students.”** With the application number NEU/SS/2021/982 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.

APPENDIX 2

Instrument of Data Collection

SECTION A

Socio demographic
information Tick as
appropriate.

Sex: male () female ()

Nationality: _____

Department _____

University/ college _____

Years of study/ stay: 1year () 2 years () 3 years () 4years () other
years () How fluent do you speak Turkish 0 1 2 3 4

SECTION B

INSTRUCTIONS:

PSS

The questions in this scale ask you about your feelings and thoughts
during THE LAST

MONTH. In each case, please indicate your response by placing an
“X” over the circle representing HOW OFTEN 0, NEVER OFTEN
1, ALMOST NEVER OFTEN 2, SOMETIMES OFTEN 3, FAIRLY
VERY OFTEN 4.

1. In the last month, how often have you been upset because of
something that happened unexpectedly?

- 0 1 2 3 4
2. In the last month, how often have you felt that you were unable to control the important things in your life

0 1 2 3 4

3. In the last month, how often have you felt nervous and “stressed”?

0 1 2 3 4

42

SECTION C

GENERAL ETHNICITY QUESTIONS GEQ

Please use the following scale to answer the following questions. Circle your response. Very much (1) Much (2) Somewhat (3) A little (4) Not at all (5)

26. How much do you speak Turkish at home? 1 2 3 4 5
27. How much do you speak Turkish at school? 1 2 3 4 5
28. How much do you speak Turkish at work? 1 2 3 4 5

APPENDIX 3

PERMISSION FOR USE OF THE PERCEIVED STRESS SCALE

I apologize for this automated reply. Thank you for your interest in our work.

PERMISSION FOR USE BY STUDENTS AND NONPROFIT ORGANIZATIONS: If you are a student, a teacher, or are otherwise using the Perceived Stress Scale (PSS) without making a profit on its use, you have my permission to use the PSS in your work. Note that this is the only approval letter you will get. I will not be sending a follow-up letter or email specifically authorizing you (by name) to use the scale.

PERMISSION "FOR PROFIT" USE: If you wish to use the PSS for a purpose other than teaching or not for profit research, or you plan on charging clients for use of the scale, you will need to see the next page: "Instructions for permission for profit related use of the Perceived Stress Scale".

QUESTIONS ABOUT THE SCALE: Information concerning the PSS can be found at <https://www.cmu.edu/dietrich/psychology/stress-immunity-disease-lab/index.html> (**click on scales on the front page**). Questions about reliability, validity, norms, and other aspects of psychometric properties can be answered there. The website also contains information about administration and scoring procedures for the scales. Please do not ask for a manual. There is no manual. Read the articles on the website for the information that you need.

TRANSLATIONS: The website (see URL above) also includes copies of translations of the PSS into multiple languages. These translations were done *by other investigators*, not by our lab, and we take no responsibility for their psychometric properties. If you translate the scale and would like to have the translation posted on our website, please send us a copy of the scale with information regarding its validation, and references to relevant publications. If resources are available to us, we will do our best to post it so others may access it.

Good luck with your work.



Sheldon Cohen
Robert E. Doherty University Professor of Psychology
Department of Psychology
Baker Hall 335-D
Carnegie Mellon University
Pittsburgh, PA 15213

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