



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**THE INFLUENCE OF ACCULTURATIVE STRESS AND
ADAPTABILITY ON THE MENTAL WELLNESS OF
INTERNATIONAL STUDENTS IN NORTHERN CYPRUS**

MASTER'S THESIS

BIFTU ALEMAYEHU NEDHA

**NICOSIA
February, 2024**

**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**THE INFLUENCE OF ACCULTURATIVE STRESS AND
ADAPTABILITY ON THE MENTAL WELLNESS OF
INTERNATIONAL STUDENTS IN NORTHERN CYPRUS**

MASTER'S THESIS

BIFTU ALEMAYEHU NEDHA

SUPERVISOR




ASST. PROF. DR. GLORIA MANYERUKE

NICOSIA

**February,
2024**

Approval

We certify that we have read the thesis submitted by Biftu Alemayehu Nedha titled “**The Influence of Acculturative Stress and Adaptability on The Mental Wellness of International Students in Northern Cyprus.**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Social Sciences.

	Name-Surname	Signature
Committee Members:	Asst. Prof. Dr. Ayşe Buran	
Head of the Committee:	Assoc. Prof. Dr. Ezgi Ulu	
Supervisor:	Asst. Prof. Dr. Gloria Manyeruke	

Approved by the Graduate School of Social Sciences



.02../02../2024
Assoc. Prof. Dr. Ezgi Ulu
Head of Department

Approved by the Institute of Graduate Studies


...../2024
Prof. Dr. Kemal Hüsnü Can Başer
Head of the Institute



DECLARATION

I Biftu Alemayehu Nedha, hereby declare that this dissertation titled “THE INFLUENCE OF ACCULTURATIVE STRESS AND ADAPTABILITY ON THE MENTAL WELLNESS OF INTERNATIONAL STUDENTS IN NORTHERN CYPRUS.” has been prepared by myself under the guidance and supervision of “Asst. Prof. Dr. Gloria Manyeruke” in partial fulfillment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights, and has been tested for plagiarism and a copy of the result can be found in the Thesis. I also declare that as required by the rules and conduct, I have fully cited and referenced the information and data that are not original to this study.

Biftu Alemayehu Nedha
...../...../.....

ACKNOWLEDGEMENT

I am truly indebted to the participants who volunteered to take part in my research, and for providing me with all the necessary information.

I wish to extend a profound gratitude to my supervisor Dr. Gloria Manyeruke for her unwavering support, guidance, and patience during my research consultations. Her professional involvement nourished my intellectual maturity which helped me get through with this research. I would also like to acknowledge my lecturers whose teachings have brought the understanding and knowledge that equipped me for this study.

A special thanks goes to my mother Tenagnework Alemu as her prayer for me was what sustained me this far. I would also like to acknowledge my family and friends (Henok and Bethlehem) who have been extending constant emotional support throughout my journey in my own acculturative and adaptability experiences as an International Student in TRNC.

Last but not least, I would like to thank God for letting me through all the difficulties, the good times, the hard times, and everything in between. I have experienced your guidance day by day.

Abstract

The Influence of Acculturative Stress and Adaptability on The Mental Wellness of International Students in Northern Cyprus.

Nedha, Biftu Alemayehu

Master's Thesis, Department of General Psychology Supervisor: Asst. Prof. Dr. Gloria Manyeruke, January, 2024, 70 pages

Since the early 2010s, reports of increased rates of mental illnesses among international students are being brought to light. This study aims to investigate the influence of acculturative stress and adaptability on the mental wellness of international students in Northern Cyprus. The study adopted a quantitative approach. Structured questionnaires were used to collect data from international students in TRNC. The sample size of this study consists of 387 international students. The study employed a convenience sampling method and applied the Acculturative Stress Scale for International Students (ASSIS), the Adaptability Scale, and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) as data collection tools. Results of the study revealed that there were significant differences according to gender, age, and ethnicity found among international students in relation to their experiences of acculturative stress and adaptability. Notably, gender, age, and ethnicity of international students were significant predictors of adaptability and acculturative stress, while both acculturative stress and adaptability had significant influence on the mental well-being of international students. Acculturative stress and mental well-being were also found to have an inverse relationship which revealed that as individuals experience higher levels of acculturative stress, their mental wellness tends to decline significantly. The study also recommends that host institutions should introduce orientation programs to help international students adjust to the host environment and reduce their acculturative stress.

Key words: International students, Mental Wellness, Acculturative Stress, Adaptability, Host institutions

ÖZ

Akkulturatif Stresin Kuzey Kıbrıs'taki Uluslararası Öğrencilerin Zihinsel Sağlığına Etkisi

Nedha, Biftu Alemayehu

Yüksek Lisans Çalışması, Genel Psikoloji Bölümü Danışman: Yrd. Doç. Dr. Gloria Manyeruke Ocak 2024, 70sayfa

2010'ların başından beri, uluslararası öğrenciler arasında zihinsel hastalık oranlarının artmasıyla ilgili haberler ortaya çıkmaktadır. Bu çalışmanın amacı Kuzey Kıbrıs'taki uluslararası öğrencilerin zihinsel sağlığı üzerindeki kültürel stresin ve adaptabilitenin etkisini araştırmaktır. KKTC'de uluslararası öğrencilerin verilerini toplamak için yapısal anketler kullanılmıştır. Bu çalışmanın örnek büyüklüğü 387 öğrenciyi içermektedir. Çalışmada uygun örnekleme yöntemi kullanılmıştır ve Uluslararası Öğrenciler için Akkültüratif Stres Ölçümü (ASSIS), Uyarlanabilirlik Ölçüsü ve Warwick-Edinburgh Zihinsel Sağlık Ölçüsünü (WEMWBS) veri toplama araçları olarak kullanılmıştır. Çalışmanın sonuçları, uluslararası öğrenciler arasında akültüratif stres ve uyum sağlama deneyimlerine ilişkin önemli farklılıklar bulunduğunu ortaya koymuştur. Özellikle, uluslararası öğrencilerin cinsiyeti, yaşı ve etnik kökenleri, uyum sağlama ve kültürel stresin önemli öngörülen faktörlerindedir, ikisi de uluslararası öğrencilerin zihinsel refahı üzerinde önemli bir etkiye sahiptir. Akkültüratif stres ve zihinsel refahın da ters bir ilişkisi olduğu ortaya konmuştur. Bu, bireylerin daha yüksek akkültürasyon stres seviyelerini yaşadıklarında, zihni refahlarının önemli ölçüde azalmaya eğilim gösterdiğini ortaya koymuştur. Çalışma ayrıca, ev sahipliği yapan kurumların, uluslararası öğrencilerin zihinsel sağlığı üzerindeki kültürel stresin ve uyum sağlanabilirliğinin etkileri hakkında farkındalık sağlamaya yönelik programlar düzenlemelerini önermektedir, böylece sorunları derhal tespit etmek ve bunları etkili bir şekilde desteklemek sağlanacaktır.

Anahtar Kelimeler: Uluslararası öğrenciler, Akıl sağlığı, Kültürel Stres, Uyum sağlama, Ev sahibi kültür

Table of Contents

Approval.....	1
Declaration.....	2
Acknowledgement.....	3
Abstract.....	4
Öz.....	5
Table of contents.....	6
List of appendices.....	9
List of abbreviations.....	10
List of tables.....	11

CHAPTER ONE

Introduction.....	12
Statement of the problem.....	13
Purpose of the study.....	15
Research questions.....	15
Significance of the study.....	15
Limitations.....	16
Definitions of terms.....	17

CHAPTER TWO

Literature review.....	18
Theoretical framework.....	18
Acculturative Stress.....	20
Homesickness.....	22
Impacts on Emotions/Behavior.....	24

Adaptability.....	26
Importance of Adaptability.....	27
Models of Adaptation.....	28
Adaptability and the Youth.....	28
Predictors of Adaptability.....	29
Related Research.....	30

CHAPTER THREE

Methodology.....	35
Research design.....	35
Population and Sample.....	35
Data collection tools.....	37
Data collection procedure.....	39
Data analysis procedures.....	39
Study plan.....	40

CHAPTER FOUR

Results and Analysis.....	41
Relationship between Acculturative Stress, Adaptability, and Mental well-being.....	41
Differences in acculturative stress and adaptability in regards to ethnicity.....	43
Gender differences in the acculturative stress and adaptability.....	43
Age differences in the acculturative stress and adaptability.....	44

CHAPTER FIVE

Findings and Discussion.....	45
------------------------------	----

CHAPTER SIX

Conclusion.....	49
Recommendations.....	49

Recommendations for future research.....	49
Recommendations for host institutions.....	49
Recommendations for the government.....	50
Recommendations for clinicians and prevention programers.....	50
REFERENCES.....	51
APPENDICES.....	62

LIST OF APPENDICES

Appendix A: Permissions Regarding the Use of Scales

Appendix B: Turnitin Similarity Report

Appendix C: Ethical Approval

Appendix D: Demographical Information

Appendix E: ASSIS Questionnaire

Appendix F: Adaptability Questionnaire

Appendix G: WEBMS Questionnaire

Appendix H: Curriculum Vitae

LIST OF ABBREVIATIONS

ASSIS	Acculturative Stress Scale for International Students
ADDM	Adjustment Disorder with Depressed Mood
SPSS	Statistical Package for Social Sciences
TRNC	Turkish Republic of Northern Cyprus
WHO	World Health Organization
WEMWBS	The Warwick– Edinburgh Mental Well-being Scale
BFI	The Big Five Inventory

LIST OF TABLES

Table 1. Frequency distribution of socio-demographic characteristics	36
Table 2. Tests of Normality.....	40
Table 3. Correlations between acculturative stress, adaptability, and mental wellbeing.....	41
Table 4. Hierarchical Regression Results.....	42
Table 5. The Kruskal Wallis H-test for the differences in acculturative stress and adaptability in regards to ethnicity of international students.....	43
Table 6. Mann-Whitney Test for gender differences in acculturative stress and adaptability experiences among international students.....	43
Table 7. The Kruskal Wallis H-test for the differences in acculturative stress and adaptability in regard to the age of international students.....	44

Chapter One

Introduction

Over the last decade, there has been a substantial growth in the number of international students enrolled in higher education institutions around the world. This mobility of international students around the world is motivated by a variety of factors such as better educational opportunities, a higher educational level, better employment opportunities, better salaries, an improved standard of living, career progressions, quality of university, and desire for adventure (Abuosi & Abor, 2015; Efonayi & Piguet, 2014; Dako-Gyeke, 2015). Educational tourism allows for personal growth, self-exploration (Sun, 2015), better research skills, discovery of one's self, and a competitive advantage when looking for work (Maijd,2014). However, this phenomenon brings with it many difficulties and drawbacks, such as homesickness, acculturative stress, and culture shock.

Migration plays a vital role and adds greatly to anxiety and stress levels of international students. (Koider et al., 2015). International students' mental health has been observed to suffer as a result of migration (Falbo & Cemalcilar, 2008). One of the difficulties that international students experience is their failure to handle efficiently the stress that comes with culture shock (Skromanis et al., 2018). For example, international students who went from an individualistic culture to a collectivist society or vice-versa show difficulties in adapting.

Acculturation refers to the changes that occur at the community and individual levels when two cultures come into contact with each other. It can be seen in a multitude of ways, including clothing, eating habits, language usage, consumption of popular culture, and degree of contact with people from both the home and host cultures. Acculturative stress is defined as the tension and anxiety that accompany efforts to adapt to the dominant culture's orientation and values (Rathus & Nevid, 2003). Acculturative stress and homesickness are generally known to be psychological reactions to cross-cultural transitions. They are also known to result in an increase in psychological distress and declining levels of social functioning, and may even in severe cases cause disorders (psychiatric) among sojourners.

Due to isolation, acculturation can lead to homesickness. Students who appear foreign or different in most cases will have more obstacles to overcome. Effectively being able to respond to this major change of a life event is referred to as Adaptability. It is an individual's behavioral

adjustments and modifications to uncertain and novel circumstances and conditions. Church (1982), points out that international students are consistently found to be more socially involved with host nationals and report fewer adjustment problems; if they are from countries that have more or less similar culture to the host country, while students from countries with different cultures than the host country's are least involved socially and report the greatest number of adjustment difficulties. These above-mentioned difficulties can be due to differences in skin color, dress, diet, religion and/or accent, etc. These factors may mark the international student as an outsider, either a foreigner or as mistakenly identified as someone from a minority group in the host culture.

In addition, various challenges and pressures that international students may face from their country add to the difficulties that international students face. These stressors can vary based on cultural, economic, and individual factors, but some common stressors also include economic stress, family and relationship issues, educational and career expectations, health concerns, political and social unrest, environmental stressors, safety and security concerns, family and social expectations, and social pressure to succeed. Therefore this study aims to explore the influences that acculturative stress and adaptability have on the mental wellness of the subjects which are international students.

Statement of the Problem

International students are facing many psychological issues that are leading them to severe anxiety, stress, depression, hypertension, and low academic performance. They were also found in an increased likelihood of participating in addictive behaviors such as alcohol and drug usage, and sometimes even show symptoms as severe as suicidal thoughts and harming themselves (Hersi, 2017). According to literature, there are a few factors that are associated with the above-mentioned issues that international students have been facing, such as acculturative stress and adaptability (Kristiana et al., 2022).

Acculturative stress is unavoidable for international students who are in a new setting. According to Hernandez (2009), one of the elements influencing the adaptation process is acculturation attitude. In essence, acculturation aids adaptation by equipping international students with the knowledge, skills, and attitudes necessary to engage effectively in a new cultural environment. It can be a dynamic process that involves continuous learning and adjustment, ultimately leading to a more successful and satisfying experience in the host culture. According to previous research, the self-regulatory nature of adaptability includes factors such as

controlling, directing, and monitoring one's actions toward one's goals, not to mention improving the skills and building one's expertise (Boekaerts & Corno 2005; Martin et al., 2012; Zimmerman, 2002).

On another note, the level of achieving adaptability with the various characteristics and components of one's host culture is commonly defined as cross-cultural adjustment (Black, 1988; Nicholson, 1984). Individuals who become culturally adjusted and develop higher levels of adaptability are more likely to incorporate new behaviors and norms into their home culture and native cultural foundations, and are also more open to the host culture, whereas, individuals who do not adopt are unwilling and/or unable to assimilate and incorporate new behaviors and norms and will stay maladjusted. (Peltokorp, 2008)

Homesickness is widespread among international students and can be a major source of stress (Majid, 2014). According to Thomas (2018), 60% of overseas students experience homesickness. While homesickness itself is not a measure of mental health, the severity and duration of homesickness can impact an individual's well-being and adjustment to a new environment. According to Lopez and Poyrazli, (2007), homesickness is characterized as a type of separation anxiety and a craving or desire for familiar surroundings. It is also linked with outcomes like poor concentration, increased cognitive failures, decrease in academic performance, depression, anxiety, and somatic changes like sleep pattern alterations, sadness, loneliness, reduced satisfaction with the environment, and adjustment difficulties (Constantine et al., 2005; Stroebe et al., 2002). When summarized, it can be said that it is associated with dissatisfaction and depression.

Although Northern Cyprus is a small country, it has 22 higher educational institutions, and seven international Universities offering education to over 110,000 students from around the world from more than 80 countries (KKTC Milli Egitim Bakanligi, 2022). According to a survey that was conducted in 2022 as part of THE GAP Project, which explored international students in the northern part of Cyprus regarding mental health, the study reported that the students' mental health was poor. Regarding international students' overall mental health, the local community, and the use of substances, many students reported that feelings of loneliness were particularly pervasive. Although many participants reported feeling calm and peaceful frequently and angry rarely, they reported feeling gloomy more often than energetic.

Various studies have stressed that acculturative stress was found to be associated with poorer physical and mental health and a lower level of psychological well-being whereas

adaptability was found to be a very important factor for wellbeing outcomes in university students (higher education). The researcher believes the influence that acculturative stress and adaptability have on the mental wellness of international students should be examined to provide a glimpse of an understanding of the matter. Therefore this study is being conducted to assess the influences that are posed on the mental wellness of international students in TRNC. It focuses on acculturative stress and the adaptability of the students.

Purpose of the Study

The main purpose of this research is to identify the influence of acculturative stress and adaptability on the mental wellness of international students in TRNC. It will focus on key sources of acculturative stress and the capacity of international students' adaptability in their abroad life's inherent changing circumstances.

The below section aims to provide an outline of the questions that the study intends to address:

Research Questions

1. What is the relationship between acculturative stress, adaptability, and mental well-being of international students?
2. Are there differences in acculturative stress and adaptability in regards to ethnicity?
3. Are there gender differences in acculturative stress and adaptability among international students?
4. Are there age differences in the acculturative stress and adaptability among international students?

Significance of the Study

Previous literature has revealed that international students experience a process of acculturation that is complex, dynamic, and multidimensional (Smith & Khawaja, 2011. Acculturation is often characterized by feelings of isolation, confusion, frustration, and stress. Taliaferro et al (2020), further suggested that factors such as entrapment, cultural stress, family

conflict, perfectionism, ethnic discrimination, interpersonal needs, and ethnic identity play a vital role in greater emotional distress and suicide ideation among international college students.

An important aspect of international students' process of acculturation and adaptation relates to their patterns of social interactions and their ability to establish meaningful relationships within their host countries and their new communities. These interactions are mediated by students' ability to communicate, thus the importance of language as a means of socialization and acculturation, as well as in facilitating access to and participation in social activities (Gallagher, 2013). There have been some researches done regarding acculturative stress and homesickness among international students in TRNC but not on the influence of acculturative stress and adaptability on the mental wellness of international students in TRNC.

The study aims to contribute to the literature and also aid as a reference for teachers, school administration, and clinicians working with international students. It also aims to aid prevention programmers targeting this population to address students' perceptions of acculturation, and adaptability when dealing with issues that concern international students, as well as the society at large to help them understand the negative experiences of international students. This in turn may help in finding the root cause of problems quickly to mitigate them and effectively support international students.

Addressing this problem helps to sustain universities, as international students make up a large portion of the population and also account for a great portion of the revenue made, which helps the universities do well (Hegarty, 2014). International students also have a significant place in a country's economy and human resources. Therefore, the present study is significant because it addresses a pressing issue of the adaptability and acculturative challenges that international students experience and the need to quickly diagnose these gaps.

Limitations

Since the study uses convenience sampling, there is a probability that the sample will not be fully representative of the population being studied. This may undermine the ability to make generalizations from my sample to the population of interest. The study also uses structured questionnaires with close-ended questions, which means there's a chance that this will lead to limited findings for the study.

Definitions of Key Terms

Mental Wellness: A state of well-being where an individual recognizes her or his abilities, can cope with regular life challenges, can work productively and fruitfully, and can contribute to his or her community (WHO, 2021).

Acculturation: Acculturation is simply the process of cultural change that takes place as a result of contact between two cultural groups (Ward, 1996).

Migration: The movement of people from one location to another. It might be within or across countries, and it can be permanent, temporary, or seasonal (IOM, 2023).

Homesickness: Homesickness is defined as distress and functional impairment caused by an actual or anticipated separation from home and attachment objects such as family, friends, and other surroundings (Sun, 2015).

Adaptability: Adaptability is one's behavioral adjustment and modification to an unpredictable conditions and circumstances (VandenBos, 2007).

Chapter Two

Literature Review

This chapter looks at previous research studies that have been done on the subject of mental wellness, and factors influencing it, specifically acculturative stress and adaptability of international students. The theoretical framework on which the thesis is based is explained and the chapter ends with related literature. This study aims to investigate the impact of acculturative stress and adaptability on the mental wellness of international students residing in Northern Cyprus.

Theoretical Framework

According to literature, despite entering a new place with culturally distinct people, culture, customs, and expectations that induce anxiety and stress, three personality dispositions that have the utmost importance in the adjustment and health of students studying abroad (Maddi & Kahn, 2011; Morgan & Wieke, 2011).

The first one is commitment; it is the tendency to involve one's self actively in whatever experiences one encounters and to find interesting and meaningful aspects in those activities. The second disposition factor is control; it is about, instead of feeling helpless, learning to believe and act as though one is rather influential in the many uncertainties and contingencies of life, while the last and third one is Challenge; and it is about viewing the many life changes as opportunities for growth, as a norm, and as challenges to overcome instead of threats to one's security.

Individuals' commitment should help one find meaning in the cross-cultural experiences that one encounters, while control should increase and heighten one's ability to interpret and manage those encounters with self-efficacy, allowing one to see these encounters as stimulating and developmental. And the difficulties should lead to seeing changes as possibilities rather than impediments.

International students' health has been proven to suffer as a result of migration (Cemalcilar & Falbo, 2008). One of the difficulties these students experience is their failure to handle the unpredictable process of acculturation efficiently (Skromanis et al., 2018). For instance, international students, who went from an individualistic culture to a collectivist society or vice-versa show difficulties in adapting.

Some studies, for example, choose to concentrate on specific racial groupings. Redfern (2016) discovered that Chinese overseas university students in Sydney had higher levels of psychological difficulties than local students. However, even when overseas students were conversant with the local culture, they had poor mental health (Cemalcilar & Falbo, 2008).

Besides this, it was also discovered that overseas students are more likely to engage in addictive behaviors such as alcohol and substance usage, as well as gambling (Rosenthal et al., 2008). These findings suggest that these sojourners were found to be more vulnerable and exposed to risks of mental health when they relocated (Skromanis et al., 2018).

In addition, the level of achieving psychological comfort with the various characteristics and components of one's host culture is commonly defined as cross-cultural adjustment (Black, 1988; Nicholson, 1984). Individuals who become culturally adjusted and develop higher levels of psychological comfort are more likely to incorporate new behaviors and norms into their home culture and native cultural foundations, and are also more prone and open to the host culture, whereas, individuals who do not adopt are unwilling and/or unable to assimilate and incorporate new behaviors and norms and will stay maladjusted (Peltokorp, 2008).

Previous studies on the mental health of international students have examined cross-cultural adjustment and personality characteristics from a variety of viewpoints. Savicki et al (2004), who explored contrasts, are some examples. Some scholars who looked into contrasts, correlates, and changes in international students have discovered personality trait clusters (such as anxiety, extraversion, openness, and agreeableness) and coping techniques such as active, planning, denial, and behavioral disengagement were substantially connected to intercultural adjustment.

Although there are numerous measurements of mental health difficulties, homesickness is one of the markers of an individual's well-being, attitude, and good mood that is related to the setting in which students find themselves. Poyrazli and Lopez (2007) define homesickness as a type of separation anxiety and a craving or desire for familiar situations.

Some university-setting researchers such as (Brewin et al., 1989), have looked at the consequences of the experiences that first-year students who travel away to college go through, using homesickness as a measure of their adjustment and satisfaction.

Homesickness is also linked to depression, specifically reactive depression, according to research. Reactive depression differs from traditional depression in that an ongoing stressful

situation or occurrence in a person's life sets it off (Majid, 2014). Furthermore, homesickness has been linked to adjustment disorder with depressed mood (ADDM), a condition marked by a depressing and hopeless feeling that follows a stressful event (Beck et al., 2003). One or more of these stressful events, such as being away from friends and family, not feeling like you belong in a new place, experiencing a language barrier (reactive depression), moving (ADDM), and so on, can lead to homesickness.

Studies in the United States (Alexitch & Chapdelaine, 2004; Lopez & Poyrazli, 2007; Ward et al., 2001) have also discussed that culture shock is the main reason for international students experiencing homesickness. In addition, they are more likely to encounter negative discrimination as well, when there is too much difference between cultures (host vs home), and when there is a language barrier present. This discrimination experience also in turn contributed to more homesickness, which can even turn into depression itself (Lopez & Poyrazli, 2007).

Acculturative Stress

International students face challenges and difficulties adjusting. Managing two distinct cultures and languages is difficult and may be very stressful. Concerned about foreign students experiencing difficulties, Tong et al., (2006) gave educators techniques to help foreign students. They maintained that overseas students must create a stable "cross-cultural identity" that strikes a balance between the student's perceptions of the norms of the host country and their own beliefs and values as well. Instead of viewing the host culture and their own as rivals, students should consider both as complementary. When international students learn to be "cultural chameleons" and preserve pride in their language and culture, they will be more culturally adaptable (Tong et al., 2006).

A 2007 study by Heppener and his crew examined the acculturation experiences of Chinese international students residing in the USA, focusing on 3 variables: duration of stay in the US, maladaptive perfectionism, and acculturative stress. Perceived performance failure to achieve one's expectations is known as maladaptive perfectionism. The study's goal was to explore if these variables interacted with depression. The researchers discovered a positive correlation between depression and acculturative stress. Acculturative stress appeared to worsen depression symptoms in those with high levels of maladaptive perfectionism. Maladaptive perfectionism was linked to acculturative stress and sadness, but this relationship was limited to individuals who had lived in the US for a longer amount of time. Chinese culture, according to

Wei et al., considers expressing emotions, seeking help from counseling, sharing stressful experiences, opening up, etc. as a weakness and a failure on the individual's part.

The ASSIS (Acculturative Stress Scale for International Students) which was developed by Asradab and Sandhu, employed BFI (The Big Five Inventory) by John et al., conducted a study by collecting a demographic questionnaire completed by 613 participants in the study. Finding out which personality traits might be linked to acculturative stress was the study's main goal. The researchers discovered that the only personality trait that was connected with acculturative stress was neuroticism. They contend that pupils who exhibit high degrees of neuroticism are more likely to feel bad and lack the ability to effectively cope in challenging cross-cultural circumstances. An absence of social support was linked to high levels of neuroticism, but homesickness was linked to openness. Maybe as a result of extroverts' greater dissatisfaction with the lack of engagement with individuals from the host culture (Poyrazli et al., 2010).

International students are frequently advised by university advisors to keep a positive outlook and build resilience in order to manage the stress of acculturation. Students are recommended to draw on their personal and multicultural qualities in order to reduce stress caused by cultural shock. It is recommended that students join student organizations, work on their English, form friendships with people from different cultures, and become familiar with the customs and cultural norms of the host nation (Yakunina et al., 2013).

The goal of the research paper by Yakunina et al. (2013) was to determine whether adopting a culturally open mindset will lessen acculturative stress and encourage the best possible adaptation to the new culture. The study's goal was to determine whether three strength-based approaches: personal growth initiative, hardiness or optimism, and universal-diverse orientation, helped international students adjust well. It has been demonstrated that resilience, a personality trait, helps people cope with stressful events and lessens the negative impacts of stress. According to Yakunina et al.'s research, acculturative stress has been lowered in international students who have shown attitudes of personal development, resilience, and openness. A greater universal-diverse orientation helped to experience fewer cultural conflicts. Curiosity, openness to diverse cultures, and contact with students from diverse cultural backgrounds lead to better adjustment (Yakunina et al., 2013).

Homesickness. While feelings of homesickness are considered/thought to be universal across cultures and a typical response to being away from one's familiar surroundings, extreme experiences might trigger symptoms of mental health conditions that require medical attention and intervention (Kegel, 2015). According to Sun and Hagedorn (2016), college students who experience severe homesickness may be less able to adjust to their new surroundings and exhibit higher degrees of psychological distress and inattentiveness.

It is possible to predict the levels of sojourners' homesickness before they arrive in the host country; students who experience despair and homesickness before departing from their home nations continue to feel this way after they arrive. A feeling of melancholy known as homesickness is followed by worry and depression; the more miserable an overseas student is, the more homesick they feel. Anxiety, melancholy, depression, and homesickness are all related, go hand in hand, and can all be dangerous to a person's or student's mental health (Alias et al., 2017).

Consistent with research on children and adolescents, studies of college students living away from home show that loneliness, anxiety, and depression are the most common links between homesickness and these three emotions. Severe homesickness can be especially harmful if it aggravates anxiety and mood disorders that already exist or if it causes newly developed mental or physical health issues, such as diabetes, gastrointestinal disturbances, sleeplessness, or changes in appetite (Thurber & Walton, 2012).

It is generally known that being away from home causes a great deal of stress and has been related to both psychological issues like depression and physical health issues like leukemia and immune system deficiencies. Homesickness is a typical occurrence among those who have moved away from home. Homesick people often experience sadness, anxiety, physical illness, and unhappiness (Van Tilburg et al., 1999).

The students who reported symptoms of homesickness showed lower scores of adaptation in regard to the environment of the colleges and also had a moderately high score on complaints (physical), absent-mindedness, and forgetfulness (Lopez & Poyrazli, 2007).

Homesickness has to be taken more seriously because it is detrimental to people's health. Homesickness can cause a variety of health problems in addition to the common ones (depression and loneliness), such as diabetes mellitus, somatic illnesses, malfunctions in pituitary-adrenal function, physical tension, high blood pressure, fever, perspiration, sleep disorder, appetite loss,

headaches, ulcers, gastrointestinal problems (caused by alcohol consumption), exhaustion, mental stress, breakouts, stomach aches, suicidal thoughts, high blood pressure, and sleep disturbances (Watt & Badger, 2009), pains in the stomach, thoughts of suicide, stomachaches, sleeplessness (loss of sleep), and sexual dysfunction (sexual dysfunctional) (Kegel, 2015). They are all positively correlated with homesickness.

Furthermore, Vingerhoets (2005) discovered data from earlier studies, indicating that "up to 72% of the cancer group had moved at some point in the two years prior to the disease's onset" (Vingerhoets, 2005). Among college students, homesickness has also been firmly associated with depression, independent of emotional stability or self-worth. It's alarming to note that suicides motivated by homesickness have been documented (Kegel, 2015).

Research by Saravanan et al., (2017) indicates a significant relationship between homesickness and depression. Numerous factors can contribute to depression and homesickness in international students. There are two basic theories, according to Saravanan et al., (2017) that explain why overseas students go through depressive and homesick phases when they are away from home. (1) The environmental resource hypothesis states that among international students who face environmental issues including a language barrier, a lack of social support, prejudice, and dissatisfaction with the surroundings, sadness eventually leads to homesickness. (2) International students arrive in a new environment with a variety of expectations, including financial (making more money), interpersonal (making new friends), and recreational (having fun), according to the person-environment congruence model. They may experience melancholy, loneliness, and homesickness if these expectations are not fulfilled or if they encounter other issues like a language barrier, a lack of sense of belonging, or other issues.

Watt and Badger (2009) state that severe cases of homesickness can lead to suicidal ideation and, in extreme cases, actual suicide. "People may give in to feelings of distress if their desires for belonging are not satisfied in their new surroundings. Fulfilling the need to belong requires feeling socially accepted in the community (Sun, 2016). Students from other countries who have negative views towards the nationals of the host country may go through greater levels of depression and other concerns about mental health (Kegel, 2015).

Impacts of Homesickness on Emotions and Behavior

"Cothymia" is the term used to describe homesickness (Verschuur et al., 2004). It is a mix of anxiety and depression. Living away from home for the first time might make many first-year college students more anxious about losing their established family ties and bonds. In addition to the changes in family support, university students struggle to make new friends and maintain connections with their old social group (Sun & Hagedorn, 2016).

Many emotions, particularly negative ones, are associated with homesickness. Some of the negative emotions that are associated with homesickness are mood swings, anger, frustration, sadness, disappointment, irritation, guilt, and etc.

Mood swings. According to Abbas et al., (2018), mood swings are the primary symptom that can be used to diagnose homesickness and its primary after-effect. "Mood swings are defined as a sudden, sharp shift in mood. Usually, it manifests in severe forms. It can also mean a sudden, unrelated change in mood that occurs in a brief amount of time. These mood swings could occur once a week or more frequently, and they could be a sign of a serious psychological disorder (Abbas et al., 2018). Findings from Abbas et al., (2018) also demonstrated that homesickness causes mood fluctuations, specifically negative mood swings. Mood swings are uncontrollable and difficult to comprehend; they can happen at any time of day and anywhere. Mood swings can happen and repeat multiple times a day to an overseas student experiencing homesickness, but in extreme cases, the feeling might persist for several hours during the day. Mood swing episodes are more often in correlation with the degree of homesickness.

Anger. Anger is an emotion that is defined by hostility toward someone or something that you believe has intentionally wronged you. Reactions to homesickness include anger (Verschuure et al., 2004). It is well established from clinical practice that severe, unintegrated sentiments of rage are commonly present in conjunction with anxious attachment and separation anxiety. Furthermore, it is often recognized that animals' emotional responses to loss and separation are rage and aggression (Eurelings-Bontekoe et al., 2004).

Some of the results in the study of Eurelings-Bontekoe et al., (2004) demonstrated that men showed more symptoms of depression and anxiety than their female counterparts, but the men also were found to be better at controlling the anger that homesickness sometimes brings with it, than the women participants. In addition, single participants showed more signs of anger than the

married participants, and students who live with other people seem to control their anger more than those who live alone.

Consumption of Alcohol with Smoking/Drug Use. Alcohol can occasionally help someone temporarily forget about their concerns. According to Msengi's 2007 report, a small percentage of international students smoked pipes and cigarettes: "3% currently smoked less than 10 cigarettes per day, 2% smoked 11-19 cigarettes per day, and 1% smoked at least 20 cigarettes or more cigarettes per day." Five percent of the students said they had used cocaine, methamphetamine, opium, marijuana, or both at some point in the past. 38% of the respondents said they drank wine, beer, or some type of liquor one to three times a week. 28% of participants said they drank one or two glasses of wine, beer, or liquor at each meal.

Traveling overseas is a huge deal and comes with a lot of high expectations. Khawaja & Stallman, (2011) believe disappointment stems from expectations, or pre-conceived belief(s), which are initially derived from images, social media, and Hollywood films. Students may feel disappointed and eventually develop homesickness if the reality diverges significantly from these expectations or visions.

Inferiority complexes. Pupils, particularly those from Africa, have expressed feeling too afraid to engage in social activities and lacking a sense of acceptance in the host community. Many students mentioned that individuals seem unwilling to associate with them because of their ethnicity based on their answers to the surveys. When people don't seem to value their cultural background, they disclose that they feel rejected. Some students also reported that they sometimes feel inferior because of their background and culture (Akhtar & Kröner-Herwig, 2015).

Isolation. One of the worst effects of homesickness is isolation; it separates you from everyone and leaves you feeling incredibly alone (Mori, 2000). Msengi's (2007) findings indicate that single students experience more feelings of loneliness than married students. Language barriers, financial status, ethnicity, religion, fashion style, and educational background are a few of the factors that make overseas students feel inadequate in a foreign setting.

Additional effects. Other actions by overseas students that stem from homesickness include irritation, crying, guilt, sadness and frustration, fighting, loss of appetite and insufficient sleep, and being antisocial. Anything and everything that would ordinarily not irritate an international student will irritate them greatly in the new setting when they are homesick; they

dislike the new surroundings and do not want to be there (Mori, 2000). According to Abbas et al. (2018), homesick international students cry/weep a lot. Homesick international students also tend to believe that leaving their home countries was a mistake and wonder if it was the proper choice to study abroad rather than at home which leads to feelings of guilt. An overseas student may feel bad about leaving their home country after traveling great distances and encountering numerous difficulties in their new surroundings (Mori, 2000).

Homesick international students, as described by Van Tilburg, Vingerhoets, and Van Heck (1996), may engage in fighting, either fight with one another or with words. They then project their anger against anyone who offends them or does something they dislike. Mori (2000) highlights the prevalence of sadness and frustration among these students, while also noting their struggle with loss of appetite and insufficient sleep because they are preoccupied with thoughts of home. Additionally, Verschuur et al., (2003) observe that homesick international students tend to become antisocial, showing little to no interest in interacting with other people and forming new friendships. Furthermore, international students experiencing homesickness are susceptible, inflexible, disorderly, melancholic, and erratic (Verschuur et al., 2003).

Adaptability

We are continuously being caught off guard by the world. In life, change is unavoidable. The ability to adjust to change and accept it is crucial for maintaining our mental and emotional health. It is critical to be adaptable in all facets of one's life, personal and professional. The APA Dictionary of Psychology defines adaptation as 1. "the capacity to make appropriate responses to changed or changing situations." or 2. "The capacity to change or adapt one's behavior when encountering various situations or people."

According to VandenBos (2007), adaptability is one's behavioral adjustment and modification to unpredictable conditions and circumstances. This idea has recently been broadened to take into account adaptability in terms of making the proper behavioral, emotional, and/or cognitive adaptations in unpredictable circumstances (Martin et al., 2012). The process of altering one's way of thinking to meet novel and unpredictable demands is also referred to as cognitive adjustment. Adapting one's behavior to unfamiliar and unpredictable circumstances is known as behavioral adjustment (Heckhausen & Schulz, 1995; Heckhausen et al., 2010). According to Gross (1998) and Pekrun (2012), affective adjustment is defined as "emotional response tendencies that may be modulated" in response to novelty and uncertainty in the environment.

Similarly, one's adaptability can also be influenced by their views about effort and ability, their comprehension of the connections between effort and performance, and, implicitly, how much (cognitive, behavioral, and emotional) effort they choose to or does not put forth to deal with unfamiliar and uncertain situations and circumstances. More specifically, those who hold an incremental or effort perspective can believe that effortful regulation—a cognitive, emotional, or behavioral shift—can address both academic and non-academic outcomes. People who have an entity or ability view, on the other hand, might believe that their competence is set and cannot be changed, which would make them less likely to modify their psycho-behavioral patterns.

The Importance of Adaptability

Being able to adapt is crucial because it allows one to successfully deal with the unavoidably shifting conditions of life. Indeed, recent studies have demonstrated the link between adolescents' and students' flexibility and significant academic and non-academic results. According to a study by Martin et al. (2012), adaptability among international students was positively correlated with academic success, school happiness, life satisfaction, and purpose and meaning of life. Additionally, the study discovered that students who were more adaptive tended to have lower entity beliefs, that is, to believe that intelligence is fixed, and higher incremental beliefs, that intelligence is adjustable (Dweck, 2006). Martin et al. (2013) conducted a related longitudinal study using data gathered and demonstrated that adaptability is positively influenced by piecemeal beliefs and negatively influenced by neuroticism. Conversely, both academic and non-academic results (such as involvement in class, enjoyment of school, self-worth, contentment with life itself, and the purpose and/or meaning of life) were positively correlated with adaptability.

Martin et al., (2015) launched a study wherein they investigated the relationship between adaptability and perceived control. They specifically investigated whether adaptability can assist students in experiencing fewer of the constructs that are known to be detrimental to their academic and non-academic development. These constructs include self-handicapping, academic anxiety, disengagement, performance-avoidance (i.e., the desire to avoid disappointing others), and performance-avoidance. The results showed that when students were more adaptive, they tended to feel that they had greater control over their academic achievement. As a result, increased perceived control was associated with lower levels of the four unfavorable outcomes. Taken as a whole, the increasing amount of studies has shown how important flexibility is as a talent for students studying abroad.

Models of Adaptation

Theoretical and empirical investigations pertaining to subjective well-being have also examined individuals' ability to adjust to favorable and unfavorable life situations. One well-known theory in this area is the adaptation theory of well-being (Diener et al., 2006). The foundation of the adaptation framework is an automatic habituation paradigm, according to which a person responds to deviations from their current degree of adaptation (Diener et al., 2006).

Diener et al. (2006) described quite a number of adjustments to the idea. There are two very relevant aspects to this refinement. The first is that different people will employ different specific adaptation tactics. This is examined in the current study using variations in how people react cognitively, behaviorally, and emotionally to novelty and uncertainty. The second is that adaptation is predicted by several individual differences and factors. This indicates that dispositional predictors of adaptation (personality and implicit beliefs) need to be investigated in the current study.

A plethora of theories and notions support and facilitate adaptation. There are reasons to view one's adjustment and adaptability as unique instances of navigating unpredictable and novel situations, even though there are many ways in which it can be distinguished from other variables. This perspective is consistent with general theories of developmental regulation and adversity. From a conceptual perspective, adaptation could be useful in distinguishing between healthy and unhealthy responses to novelty and uncertainty. Our goal is to "round out" the existing operationalization of related notions and advance our understanding of this developing field.

Adaptability and the Youth

The adaptability process is examined in accordance with Buss and Cantor (1989); McCrae & Costa (1996) and more recent applications of their framework in the educational context (Martin et al., 2001). A person's dispositions or characteristic orientations influence (a) the strategies they use to negotiate demands in their environment, which in turn influence (b) their outcomes in this environment. According to this theory of how people behave, strategies and tactics mediate the relationship between personality and different outcomes (Kyl-Heku & Buss, 1996; McCrae & Costa, 1996). It also discusses how inclinations might be manifested in an adaptive way to solve issues and react to various stimuli, contexts, and situations in order to produce favorable results (Cantor, 1990).

Theories of Personality and Adaptability Predictors

The implicit theories of performance and intelligence as well as personality are the two main factor sets that are suggested to reflect people's distinctive orientations and dispositions as they relate to adaptability. McCrae and Costa (1996) explained in their five-factor theory how innate characteristics like personality lead to adaptations in people that manifest as regulatory mechanisms, among other things. McCrae and Löckenhoff (2010) reviewed the literature on personality and regulatory control and discovered a positive correlation and a negative correlation between neuroticism and conscientiousness. They proposed that while conscientiousness is characterized by perseverance, self-control, and sound decision-making, neuroticism is characterized by weak impulse control and poor self-management. In a similar vein, Hoyle (2010) noted that there are rational linkages between important aspects of regulatory mechanisms and elements of personality. Given that conscientiousness is concerned with how people generally control their conduct, the researcher proposed that conscientiousness should be the main component in the deliberate and purposeful adjustment of cognition and behavior.

On the other hand, those with poor conscientiousness find it difficult to properly regulate their conduct (Costa & McCrae, 1992). Furthermore, extraversion, conscientiousness, and openness were proven to be major elements in the adaptive adjustment and beneficial development of one's personal resources by DeRaad & Schouwenberg (1996). Based on the theory and evidence given, it is plausible to suggest that personality traits play a part in predicting adaptation.

Implicit theories include people's views on effort and ability, how much intelligence is seen as a fixed trait (an "entity" or "ability" view) or as flexible (an "incremental" or "effort" view), and how ability, effort, and performance are thought to be related (Dweck, 2000; Stipek & Gralinski, 1996). Dweck and Yeager (2012) noted that beliefs implicit may forecast how people will react to challenges and hardship in more recent applications. They discovered that resilience in social and academic contexts is correlated with the belief that IQ may be enhanced or personality traits can be altered. They contended that in order to influence results, these implicit ideas influence and mold the objectives of the students, their learning techniques, and attributions. Further study indicates that implicit theories of intellect and emotion can both predict how well children will transition from high school to college and deal with change (Tamir et al., 2007) and how well students will perform academically during times of change and academic transitions (Blackwell et al., 2007).

Along similar lines, it's possible that students' views about effort and ability, as well as how they see the connections between effort and performance, all influence how adaptable they are. This includes how much mental, behavioral, and emotional energy they choose to put into handling unfamiliar and uncertain situations. More specifically, those who hold an incremental or effort perspective can believe that effortful regulation, a cognitive, emotional, or behavioral shift can address both academic and non-academic outcomes.

In contrast, people who have an entity or ability view, on the other hand, might believe that their competence is set and cannot be changed, which would make them less likely to modify their psycho-behavioral patterns. We employ the constructs developed by Stipek and Gralinski (1996; Martin et al., 2001) that explore the extent to which ability (or "ability-performance beliefs") and effort (or "effort-related beliefs") are considered as indicators of intelligence and performance. Their particular operationalization of implicit theories allows one to explore the role that ability and effort beliefs play in the prediction of adaptation. Even while ability-performance and effort-related beliefs function as two separate entities the majority of the time, the distinct effects of ability-performance and effort-related beliefs are found by accounting for shared variance. Nonetheless, a number of kids and teens (Dweck et al., 1995; Martin et al., 2001; Stipek & Gralinski, 1996) think that effort and aptitude are equally important in determining intelligence and results.

Related Research

Furnham (1983) explored the psychological strain of college life as well as the physical and emotional strain of migrating. All of the subjects were London University students. Only 165 of the over 230 respondents who completed the questionnaire met the requirements for selection, and only their data were examined. The control group was chosen based on the following requirements: they had to be British, single, living away from home, and enrolled in university for at least a year. In this study, two British groups and four groups of international students from various countries were compared using a self-report mental health measure. There were no gender differences seen, but overall, the international students displayed much higher levels of disturbance than either the British control group or the first-year subjects. However, neither the overall scale score nor any of the sub-scores showed any discernible variations between any of the abroad groups, despite the fact that their places of origin varied greatly from one another. Furthermore, compared to the other groups, the British participants reported much higher levels of satisfaction with their social lives, with the exception of Malaysian students. The literature on

life events and illness, culture shock and migration, and mental health is examined in relation to Furnham's (1983) findings.

The study conducted by Wadsworth et al. (2008) investigated the impact of identity gaps, discrimination, and acculturation on the level of educational satisfaction among overseas students in American classrooms. The research focused on the differences between various components of identity. Two distinct types of identity gaps were selected for the study: one between enacted and personal identities and the other between personal and relational identities. The information was supplied by 218 international students from various countries. Together with the proposed route model, the mediation effects of the two types of identification gaps between the two exogenous variables and depression levels were investigated. Additionally, tests were conducted on the moderating effects of social undermining and support. The two categories of identification gaps were significantly predicted by both acculturation level and perceived prejudice. While the personal-relational identity gap showed no effects, depression was found to be predicted by the personal enacted gap of identity. Social undermining was the only significant moderating factor that affected the association between depression level and perceived feelings of discrimination.

De Araujo (2011) reviewed literature concerning the challenges and adjustment issues of international students enrolled/studying in universities and colleges in America. The researcher summarized and produced six convergent conclusions about the problems with adjustment that international students face in American schools. According to convergent findings, the most important factors affecting how well overseas students adjusted were their level of English fluency, social support, duration of stay in the country, perception of bias or discrimination, building relationships with Americans, and feelings of homesickness.

International students' acculturative stress in China was examined by Yu et al. (2014), who also confirmed the mechanism and important variables influencing acculturative stress. They examined survey information from 567 overseas students enrolled in Wuhan, China, universities. Regression analysis was utilized by the researchers to evaluate the associations between acculturative stress and theoretically connected variables, and they employed a network-based analytical strategy to evaluate the structure of the Acculturative Stress Scale for International Students. Those from Asia and Africa indicated higher levels of acculturative stress than those from other locations (Europe, America, and Oceania). Students who were single reported less acculturative stress than other students, as did those who were well prepared than those who were not. Seven subconstructs of acculturative stress were confirmed by the researchers: homesickness,

rejection, identity threat, opportunity deprivation, self-confidence, value conflict, and cultural competence. A three-dimensional network structure of these subconstructs was also found. According to the findings, international students in China experienced acculturative stress at a higher rate than those in industrialized nations. The likelihood of acculturative stress was also higher among overseas students who were married, poorly prepared, and followers of organized religions. The stress levels of Asian and African pupils were higher than those of students from other continents. According to Yu et al. (2014), acculturative stress prevention programs ought to focus on enhancing foreign students' readiness for studying overseas and give particular consideration to high-risk subgroups.

Forbes-Mewett et al. (2016) researched international students and mental health in Australia. The study adopted a qualitative approach and employed purposive sampling. The participants in the sixteen in-depth interviews that the researchers conducted were explicitly chosen from a larger study of foreign student security and support services at an internationalized university in Australia. The participants specifically brought up the topic of mental health difficulties among international students. According to the participants, there has been a notable surge in the number of international students presenting with mental health issues, whether diagnosed or not, and these issues are also becoming more severe. In order to manage the high levels of risk involved, several of participants also noted an increase in suicidal presentations that needed referrals: "There seem to be more kids who've got mental disorders...let alone the question of adjusting and studying." Furthermore, the majority of participants referred to the process of change as "culture shock." In conclusion, Forbes-Mewett et al. (2016) made recommendations on how to support overseas students more successfully once they arrive in Australia and how to better prepare them for their stay.

In Malaysia, Shafaei et al. (2017) investigated the association between people's psychological adaptation—such as life satisfaction, depression, and self-esteem—and their acculturation attitude, or attachment and adjustment attitudes. The researcher also looked at the mediation effect and the link between the psychological adaptation aspects and psychological well-being. Using a structured questionnaire, data were gathered from 974 randomly chosen overseas students who were enrolled in six public universities in Malaysia to pursue master's or doctoral degrees. The research model's linkages were examined using the partial least squares structural equation modeling (PLS-SEM) technique. The findings showed that whereas only adjustment attitude is associated with depression, both adjustment and attachment attitudes are strongly related to life satisfaction and self-esteem. According to Shafaei et al. (2017),

psychological well-being is substantially correlated with each of the three aspects of psychological adaptability. Furthermore, the association between adjustment attitude and psychological well-being is supported by the mediation impact of depression, self-esteem, and life satisfaction.

Cosby et al. (2017) explored a robust psychometric measure to identify factors to address the needs of international students in the areas of health and well-being. The study that took place in Kentucky, USA started as a client-initiated study. The sample size was tested using the Kaiser-Meyer-Olkin (KMO) and questionnaires were sent at a mid-south university to 586 international students. The study's premise was that two factors; stress and quality of life, would emerge from the factor analysis of responses to the Health and Wellness Assessment of International Students (HWAIS). There was some evidence to support the notion. Although two of the components may be classified as stressors into two groups, three genuine elements were recovered. Ultimately, the findings corroborate the hypothesis that the three factors measured by the HWAIS will be quality of life, campus stressors, and personal stressors.

In Famagusta, North Cyprus, homesickness among international students was studied by Oghenerhoro (2020). Twenty-nine international students from Africa who were chosen through purposive sampling were interviewed by the researcher as part of semi-structured interviews to gather data. The findings demonstrated that these foreign students missed a number of features of their native environments, including cuisine, friends, family, and many others. One of the primary reasons for homesickness has been found to be language barriers, which also prevent international students from making friends with other students and community members. Language barriers have occasionally resulted in miscommunication and misconceptions.

Taliferro et al. (2020) studied the factors linked to increased mental distress and suicidal thoughts thought by international students. The study involved 435 international students from two US universities in the Midwest and two in the Southeast. Factors were all measured through the use of online surveys. Higher degrees of ethnic discrimination, entrapment, and unfulfilled needs were found to be strongly correlated with higher levels of emotional distress in the final linear regression analysis. Taliaferro et al. (2020) went on to say that in order to lessen or stop the feelings of emotional distress of international students and their suicidal thoughts, those who work in the areas of prevention programs and clinicians should consider addressing these factors.

Can (2021) conducted an empirical study based on data collected in Turkey about International Students' acculturation and adjustment to colleges. The findings imply that

difficulties with acculturation and college adjustment are reliable indicators of the typical roadblocks encountered by overseas students adjusting to a new culture. Furthermore, Can (2021) recommended that Turkish colleges should consider creating a comprehensive office for international students and concentrate on training and improving their staff since the office of international students serves as the initial point of contact and interaction between international students and the university.

Chapter Three

Methodology

The current chapter explains briefly the methodology that was employed for this study. The research design, participants/population and sample, data collection tools, and data analysis procedures are discussed.

Research design

The study adopted a quantitative approach. Quantitative data was collected throughout the stages of the research. The research was carried out using a correlational design. Correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them (Kanner et al., 1981). Data from overseas students at various universities and faculties in the TRNC was gathered using structured questionnaires.

Population and Sample

387 students from the various universities in the TRNC make up the study's sample. Given that the precise number of university students in the Turkish Republic of North Cyprus (VOIS, 2022) is unclear and that this sample size is appropriate for such a population, it was selected.

The research population was all from international students in TRNC from different universities and different faculties. Eight universities in the nation—Near East University, Cyprus International University, Girne American University, Final University, Cyprus Science University, Eastern Mediterranean University, University of Kyrenia, and Arkin University of Creative Arts and Design—were given the questionnaire in order to gather data. While the majority of the respondents were students of NEU because it was the most convenient one and it is where the researcher goes, all the remaining universities contributed to the responses as well. These universities were also selected based on convenience.

Convenience sampling is a non-probability sampling method that selects participants based on their accessibility and availability (Saunders et al., 2012). Convenience sampling is also a fast and inexpensive strategy to collect data.

Table 1

Demographic data of the participants

		Count	Column N %
Gender	Female	203	52.5%
	Male	184	47.5%
Age (Binned)	<= 24	162	41.9%
	25 – 30	210	54.3%
	31+	15	3.9%
Educational Level	Undergraduate	173	44.7%
	Masters	210	54.3%
	PhD	4	1.0%
How long have you been in TRNC?	Less than 6 months	17	4.4%
	6 months - 1 year	27	7.0%
	1 - 2 years	178	46.0%
	2 - 4 years	140	36.2%
	More than 4 years	25	6.5%
Nationality	Africa	344	88.9%
	Asia	23	5.9%
	Middle-east	20	5.2%
How do you feel about your Financial Status?	Low	64	16.5%
	Average	294	76.0%
	High	29	7.5%
Your GPA	0 - 1.9	12	3.1%
	2 - 2.9	154	39.8%
	3 - 3.5	210	54.3%
	3.6 – 4	11	2.8%
English Proficiency	Beginner	6	1.6%
	Intermediate	138	35.7%

	Advanced	243	62.8%
Turkish Language Level	Beginner or No Turkish knowledge at all	239	61.8%
	Basic Turkish Intermediate	124	32.0%
	Advanced	24	6.2%

Individuals who took part in the study ranged in age from 18 to 35. There were 47.5% male and 52.5% female responses. Masters students made up 54.3% of the responses, followed by undergraduates (44.7%) and Ph.D. students (1%).

The respondents were 387 international students, where the majority were African international students taking up 88.9% of the population followed by Asia and Middle east taking up 5.9% and 5.2% respectively. 76% of the respondents consider their financial status to be average while 16.5% feel they have a low financial status, followed by 7.5% of the population who feel their financial status is high. From the respondents, most of them don't speak the native (local) language, with a percentage of 61.8% with Beginner or No Turkish knowledge at all, 32% with basic Turkish language level, and 6.2% with Advanced knowledge of the language. In contrast, 62.8% of the students have an advanced knowledge of the English language, while 35.7% are Intermediate, and 1.6% Beginners.

In addition, 25 students (6.5%) of the respondents have been in TRNC for more than 4 years, 36.2% from 2 – 4 years, 46% from 1 – 2 years, 7% from 6 months – 1 year, and 4.4% have been in TRNC for less than 6 months. The majority of the students (54.3%) have a 3 - 3.5 GPA, followed by 39.8% with 2 – 2.9 GPA, 3.1% with 0 - 1.9 GPA and 2.8% have a GPA of 3.6 – 4.

Data Collection Tools

The study used a structured questionnaire. The questionnaire included a socio-demographic form as well as three standardized scales namely: The Acculturative Stress Scale for International Students (ASSIS), The Adaptability Scale, and The Warwick-Edinburgh Mental Well-being Scale (WEMWBS).

Demographic form

The sociodemographic variables include the age of the students, gender of the students, nationality of the students, academic level of the students, length of stay of the students in TRNC, financial status of the students, GPA of the students, and language proficiency of the students of both English language and the local language of the country, which is Turkish. These inquiries will be covered in the questionnaire's demographic section. Furthermore, the ages of the participants were grouped into three categories in order to allow for statistical analysis of the data, in addition to facilitating comparative analysis between different groups. According to a study conducted in the 50 states of the US and the District of Columbia by the National Center for Education Statistics in 2023, 62 – 64% of full-time undergraduate students were under the age of 25, which means the majority of full-time students above the age of 25 are likely to be enrolled in graduate level courses.

The Acculturative Stress Scale for International Students (ASSIS)

The Acculturative Stress Scale for International Students (ASSIS) was developed by Sandhu and Asrabadi, in 1994. It was developed to assess experiences of acculturative stress and homesickness as reported by international students. It was originally designed as a 5-point Likert scale, with 1 representing strongly disagree and 5 representing strongly agree. It now consists of 36 items. The ASSIS comprises seven subscales: one for perceived discrimination, one for homesickness, one for fear, one for stress related to change or cultural shock, one for guilt, and one for miscellaneous. Its Cronbach's alpha value is 0.79.

The Adaptability Scale

The Adaptability Scale is a 9-item scale designed by Martin et al., in 2012. Items were rated on a 1 ('Strongly Disagree') to 5 ('Strongly Agree') continuum. It measures the extent to which students can adjust their behavior, thinking, and emotions to effectively navigate novelty, variability, and uncertainty. It has 9 items and its Cronbach's alpha was 0.94 suggesting an adequate level of validity.

The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) is a 14-item scale developed in 2007 by Professor Sarah Stewart-Brown and her crew. It was created to make it possible to track the mental health of the general population. It uses a 5-point Likert scale, with 1 denoting never and 5 denoting always, which has been adopted by the institution. It has a reported Cronbach's alpha value of 0.89, and the scale has been extensively utilized both

domestically and internationally for project and program monitoring, evaluation, and research into the drivers of mental wellness.

Data Collection Procedure

The initial step in the study involved application for ethical clearance from the Near East University Social Science Ethics Committee (application number NEU/SS/2023/1706). Data collection began after obtaining approval from the ethics board to carry out the research. The structured questionnaire involved the use of an online questionnaire hosted on Google Forms. Participants were recruited through various online channels such as email invitations, social media platforms, and academic groups and forums. An informed consent form was sent to participants along with the questionnaire, and they subsequently gave their approval to participate in the study. The questionnaire took around 7 minutes to complete. Furthermore, participants were told of the study's aims and guaranteed that their answers would be treated with utmost secrecy and anonymity. Participants received no monetary compensation for their participation, as their participation was entirely voluntary. Data collected through the online questionnaire were automatically stored and organized within the Google Forms platform, facilitating efficient data management and analysis for the thesis research.

Data Analysis Procedure

Quantitative data was analyzed by using SPSS 27. The normality test analysis revealed that the data was not normally distributed, meaning both the Shapiro-Wilk test and Kolmogorov-Smirnov tests showed a significant difference revealing that the data was non-parametric. Descriptive statistics were also done to examine the frequencies of the demographic data. A custom table for the count and N% was also used for the demographic information.

Descriptive statistics were used to examine the frequencies for demographic data. In response to research question 1, the Spearman Bivariate Correlation was used to explore the relationship between acculturative stress, adaptability, and mental well-being of international students. For the second and fourth research questions, the Kruskal-Wallis test was used to compare the differences in acculturative stress and adaptability in regards to ethnicity of the students, and age differences in the acculturative stress and adaptability experiences among international students, whereas, the Mann-Whitney U test was employed for the third research question, which is to explore gender differences in the acculturative stress and adaptability experience among international students.

Table 2

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Acculturative Stress	.224	387	.000	.869	387	.000
Mental Wellbeing	.234	387	.000	.860	387	.000
Adaptability	.237	387	.000	.870	387	.000

a. Lilliefors Significance Correction

Study Plan

Research Timeline Table

	2023				2024	
	May June	– Sep – Oct	November	December	January	February
Proposal development						
Research Commencement						
Ethics committee submission						
Data collection						
Data Analysis						
Write up						
Draft Submission						

Chapter Four

Results and Analysis

The purpose of this study is to determine how adaptation and acculturative stress affect international students' mental health in TRNC. It will center on the main causes of acculturative stress and the degree to which international students can adapt while studying in Northern Cyprus and away from home. We looked at the connections between the variables listed in the study questions. The following is a description of the research's findings.

Table 3

Correlations of Acculturative Stress and Adaptability with Mental Wellbeing

Variable	<i>M</i>	<i>SD</i>	1.	2.	3.	4.	5.	6.	7.	8.
1. Homesickness	3.27	.89	-	.79	.67	.68	.75	-.39	.79	-.11
2. Culture Shock	3.24	1.08	.79	-	.79	.86	.84	-.49	.91	-.41
3. Prejudice and Discrimination	3.69	1.07	.67	.79	-	.84	.79	-.51	.85	-.37
4. Fear	2.98	1.29	.68	.86	.84	-	.83	-.49	.88	-.41
5. Guilt and Miscellaneous	3.42	1.10	.74	.84	.79	.83	-	-.45	.87	-.39
6. Mental Wellbeing	3.22	.81	-.39	-.49	-.51	-.49	-.45	-	-.55	.34
7. Acculturative Stress	3.22	.88	.79	.91	.85	.88	.87	-.55	-	-.32
8. Adaptability	3.39	.87	-.11	-.41	-.37	-.41	-.39	.34	-.32	-

** . Correlation is significant at the 0.01 level (1-tailed).

Spearman's rho correlations were run to investigate the connections between Acculturative Stress and Mental wellbeing. There were negative and significant correlations between the two dependent variables. The findings showed a significant relationship ($r_s = -.54$, $n = 387$, $p < .001$) between acculturative stress and mental wellness. Therefore, the two dependent variables have a strong negative relation where one goes up whenever the other one goes down. Furthermore, the sub-scale mean was also computed, and Spearman's rho correlations were run to examine the relationships between the subscales of Acculturative Stress and Mental well-being. The results revealed that a negative significant relation also existed between the subscales of Acculturative Stress and Mental well-being.

Table 4

Hierarchical Regression Results

Variables	<i>Model 1</i>			<i>Model 2</i>		
	B	B	SE	B	B	SE
Constant	4.759		.135	4.017		.218
Acculturative Stress	-.478	-.516	.040	-.433	-.467	.041
Adaptability				.176	.189	.041
R ²	.266			.300		
ΔR ²	.264			.296		

To find out more about the link between the factors, further experiments were conducted. A hierarchical regression analysis was carried out and the results showed that acculturative stress had a 27% variance in mental well-being with $F(1.385)$, $p < 0.001$, which implied that acculturation negatively predicted mental well-being ($\beta = -.516$, $p < 0.001$). The result also showed that adaptability had a 30% variance on mental well-being with $F(2.384)$, $p < 0.001$, which implied that Acculturation positively predicted mental well-being ($\beta = .189$, $p < 0.001$).

In addition, a noteworthy and affirmative correlation was observed between the two dependent variables adaptability and mental wellbeing. The findings showed a significant relationship ($r_s = .340$, $n = 387$, $p < .001$) between adaptability and mental wellness. As a result, there is a high positive correlation between the two dependent variables, and one may predict one variable using the second predictor variable.

Spearman's rho correlations also examined the relationships between adaptability and acculturative stress and found a negative and significant correlation between the two dependent variables with results of ($r_s = -.32$, $n = 387$, $p < .001$) which implied that acculturative stress negatively affected adaptability.

Table 5

The Kruskal Wallis H-test for the differences in Acculturative stress and adaptability in regards to ethnicity of international students.

	Nationality Grouped	N	Mean Rank	χ^2	Df	P
Acculturative Stress	Africa	344	202.80	29.061	2	.001
	Asia & Middle-east	43	240.97			
	Total	387				
Adaptability	Africa	344	189.68	39.206	2	.001
	Asia & Middle-east	40	470.25			
	Total	387				

The result from the Kruskal Wallis test revealed that there is a significant difference in the experiences of acculturative Stress and adaptability in regard to the ethnicity of the international students. The test revealed differences in both acculturative stress and adaptability (Asymp, Sig. = .001) in the three groups of ethnicity (Africa, n = 344; Asia, = 23; Middle-east, n = 20).

Table 6

Mann-Whitney Test for gender differences in the acculturative stress and adaptability experiences among international students.

	Gender	N	Mean Rank	Sum of Ranks	U	P
Acculturative Stress	Female	203	232.17	47129.50	10928.500	.001
	Male	184	151.89	27948.50		
	Total	387				
Adaptability	Female	203	185.00	37555.00	16849.000	.078
	Male	184	203.93	37523.00		
	Total	387				

According to the Mann-Whitney U Test results, there is a significant difference in the experiences of acculturative stress among international students based on their gender, but there

is a negligible difference in adaptability based on the same gender. In order to support the outcome of the Mann-Whitney U test, the mean for the variables was also compared, as seen in the above table 6. For Acculturative Stress, the results revealed in females (Median = 4, n = 203) and males (Median = 3, n = 184), $U = 10928.500$, $z = -7.443$, $p = .001$, $r = 0.378$ while for Adaptability, the results revealed in females (Median = 3, n = 203) and males (Median = 4, n = 184), $U = 16849.000$, $z = -1.760$, $p = .078$, $r = 0.089$. Thus, there is a substantial difference between the students' ethnicity and acculturative stress, but no significant difference was found between the students' ethnicity and adaptability.

Table 7

The Kruskal Wallis H-test for the differences in Acculturative stress and adaptability in regards to the age of international students.

	Age (Binned)	N	Mean Rank	χ^2	Df	P
Acculturative Stress	<= 24	162	175.17			
	25 – 30	210	216.90			
	31+	15	76.77	33.284	2	.001
	Total	387				
Adaptability	<= 24	162	185.33			
	25 – 30	210	206.49			
	31+	15	112.83	12.870	2	.002
	Total	387				

According to the results of the Kruskal Wallis Test, there is a noteworthy variation in the experiences of adaptability and acculturative stress among international students based on their age. The test revealed differences in acculturative stress (Asymp, Sig. = .001) and adaptability (Asymp, Sig. = .002) in the three levels of age groups (18 – 24 years, n = 162; 25 – 30 years, n = 210; 30 years and above, n = 15).

Chapter Five

Discussion

This chapter discusses the findings in light of pertinent literature and variables that influenced the research. The current study looked into how adaptability and acculturative stress affected international students' mental health in Northern Cyprus.

Results of the study found that acculturative stress and mental well-being have an inverse relationship (strong negative correlation), which means when one of the two variables increases in value, the other decreases. As a result, mental well-being suffers when acculturation stress levels are high. This outcome is in line with the findings of Alfonso et al. (2021), who discovered that acculturation stress was linked to worsening mental and physical health as well as a worse degree of psychological well-being. Several factors contribute to this, including obstacles to integration, a longing for one's native culture, the importance of individuals remaining in their home nation, and challenges brought on by encounters with discrimination, which have a serious negative psychological impact on one's mental health.

Additionally, the findings demonstrated a statistically significant negative relationship between the mental wellness and acculturative stress subscales. Expanding on this, as individuals experience higher levels of discrimination, homesickness, fear, stress due to change/culture shock, guilt, and other miscellaneous stressors, their mental wellness tends to decline significantly (Singh, 2017; Aldawsari, 2020;). This information is valuable in understanding the nuanced impact of acculturative stress on different aspects of mental health during the process of adapting to a new environment. Researchers and practitioners can use such findings to develop targeted interventions and support systems for individuals experiencing acculturative stress, with the aim of promoting better mental health outcomes.

Results also revealed that adaptability is a significant predictor of mental well-being and vice versa, in addition to a positive correlation being found between the two variables. This therefore built on earlier concurrent studies (e.g., Andrew et al., 2022; Holliman et al., 2021) that found that when compared to earlier education levels, i.e., those in further college education, adaptability relative to social support was found to be more important in relation to wellbeing outcomes in university students. In order to further explain this finding, that adaptability is becoming more important than social support in terms of wellbeing outcomes at universities, perhaps students will need to rely more on their own resources, such as adaptability, rather than conditional, situational resources, like social support, which are less readily available, in order to reduce stress and promote positive psychological wellbeing. This could be due to rising demands

for independence, autonomy, and personal responsibility at universities, as well as changes in social networks (Holliman et al., 2020). It is needed to do more investigation to verify these novel findings.

The current study's findings revealed statistically significant differences in both acculturative stress and adaptability amongst the ethnic groupings of the participants. In this study, participants from African countries displayed higher levels of acculturative stress than participants from the Middle East and Asia, whereas those from the Middle East showed higher levels of adaptability than participants from Asia and Africa. This finding aligns with the research conducted by Eunice et al. (2022), which revealed notable distinctions in students' ethnic backgrounds and acculturative stress, as well as how these factors impacted their academic performance. Several factors could contribute to the observed result that participants from African countries displayed higher levels of acculturative stress than participants from the Middle East and Asia, while those from the Middle East exhibited higher levels of adaptability than participants from Africa and Asia. Some of the possible factors are cultural differences, socio-political context, language proficiency, perceived discrimination, cultural similarity, social support networks, cultural adaptation strategies, etc. It is essential to recognize that these factors are interconnected and may interact in complex ways. The observed differences could also be influenced by individual variations within each group, such as personal experiences, education levels, and socioeconomic factors (Kaul, 2001).

Additionally, the findings showed that there is a significant difference in the international students' experiences of acculturative stress based on their gender, but a negligible variation in their experiences of adaptability based on their gender. The result also implies that female students were found to be experiencing more symptoms of acculturative stress when compared to the male respondents. This result unveils a compelling gender-based contrast in acculturative stress, indicating that female international students are more susceptible to experiencing symptoms of acculturative stress than their male counterparts. This notable distinction prompts a deeper exploration into the nuanced ways in which gender dynamics may influence the acculturation process. This finding is consistent with Mohammed and Tara's (2011) finding that female participants experienced more acculturative stress than their male counterparts. Health disparities between the sexes often follow a similar pattern: female participants reported higher levels of health problems across all general health characteristics than male participants. Potential explanations for this result can be social roles and expectations. For example, women may face

some unique challenges that are related to cultural expectations regarding their roles and behaviors, gender-based discrimination or bias may contribute to this difference. Safety concerns and social support may also be considered as potential reasons for the result.

On the other hand, the absence of a significant difference in adaptability across genders suggests a more uniform pattern in the ability to adapt to a new cultural context. This finding implies that, irrespective of gender, international students exhibit a comparable level of adaptability. Further examination of the factors contributing to this uniform adaptability may unveil shared coping mechanisms, social support structures, or resilience factors that transcend gender differences. This result contradicts a study by Gartner et al. (2017), which found that there are notable gender differences in students' cross-cultural adaptability, with female students scoring higher than male students on adaptability measures. This might be because the motivations behind the international mobility of international students such as better education, career opportunities, or personal factors, might be gender-neutral factors or similarly influential for both women and men, which may lead to comparable adaptability levels. Coping strategies and Resilience may also be some of the factors that contribute to this result. Gender-neutral factors like open-mindedness, flexibility, individual resilience, etc, may have a role in the consistent levels of adaptability results as well.

Lastly, the study's findings also showed that, when it comes to the age of the students, there are significant differences in their experiences with both acculturative stress and adaptability. The findings indicate that while students between the ages of 25 and 30 had higher symptoms of acculturative stress, older students were more likely to report fewer symptoms. This shows that as students advance in their academic careers, they could develop resilience or coping strategies that lessen the harmful consequences of acculturative stress. This finding also contradicts with a study by Asmawati et al. (2011) that looked at the acculturative stress of international postgraduate students. Their findings showed that there was no discernible variation in acculturative stress levels between age groups and genders.

However, further results of the study revealed that, regarding adaptability, the same highly affected group of age which is 25-30 showed a moderately high level of adaptability than both the ones younger and older. This suggests that, despite experiencing elevated acculturative stress, the particular age group exhibits a commendable ability to adapt to new environments, challenges, and cultural adjustments. Cognitive development and maturity may also play an important role in adaptability. The age range of 25-30 typically corresponds to a

stage where individuals have gained better problem-solving skills, better cognitive maturity, and greater ability to navigate new and challenging circumstances and situations (Burman, 2012). Several other researchers (Yeager & Dweck, 2012; Storey, 2023) also addressed that this age group may also have accumulated a certain level of life experience, allowing them to draw on a broader range of coping strategies. This accumulated experience may have enhanced their adaptability when facing new environments. Career and educational factors, social networks and support, motivation and goal alignment, and openness to experiences are also some factors among others that may influence the yielded result. It is important to note that individual differences within each age group and cultural context should be considered when interpreting these findings. Additionally, future research could explore how factors such as cultural background, specific life events, and educational background may intersect with age to influence adaptability during the process of acculturation.

Chapter Six

Conclusion and Recommendations

The present research's findings yielded some significant differences among the international student groups in relation to their experiences of acculturative stress and adaptability while they study abroad. Notably, gender, age, and ethnicity of international students were found to be significant predictors of adaptability and acculturative stress, while both acculturative stress and adaptability had significant influence on the mental well-being of international students. This answered a couple of the research questions of the current study, which intended to investigate the relationship between acculturative stress and mental well-being, and the relationship between adaptability and mental wellbeing. In response, it was found that adaptability and mental well-being had an inverse relationship while acculturative stress and mental well-being were found to be predictors of each other.

Recommendations

Recommendations for further research

- To provide a comprehensive reflection of the influence that acculturative stress and adaptability have on the mental wellness of international students, it is suggested that future studies use larger sample sizes and improved sampling techniques in order to ensure that the findings are sufficiently representative and applicable to the entire community of international students. Additionally, as longitudinal studies provide a clear trajectory of the variables at play and a deeper understanding of the issue, they could be utilized to explore factors affecting the mental wellness of international students.

Recommendations for Host Institutions

- It is recommended that host institutions for international students (colleges and universities) should come up with a curriculum or program aimed at providing awareness of the influences that acculturative stress and adaptability have on the mental well-being of international students so as to promptly identify problems, and effectively support them. Universities could also implement cultural sensitivity training for university staff, faculty, and local community members to increase awareness and understanding of the challenges faced by international students. This can help create a more supportive environment and even build connections with the local population, which can help reduce feelings of isolation and enhance students' sense of belonging.

Recommendations for the government

It is recommended that the government of the host country provide and/or implement:

- **Mental Health Services:** Increasing funding and resources for mental health services on university campuses, including counseling services tailored to the needs of international students. This could involve hiring more counselors who are trained in cross-cultural psychology and can provide culturally sensitive support.
- **Orientation Programs:** Developing and providing comprehensive orientation programs for incoming international students that provide information and support related to acculturation, stress management, adaptability, and accessing mental health resources. Eg., peer support networks.
- **Language Support:** Offering language support services for international students who may struggle with language. Eg. Language exchange programs, tutoring, etc.
- **Community Integration Initiatives:** Creating initiatives to promote integration between international students and the local community, such as cultural exchange events and volunteer opportunities.
- **Policy Review:** Review existing policies concerning international students, and visa regulations, and identify areas of improvement to ensure a conducive environment for students' mental wellness and overall well-being.
- **Research and Data Collection:** Encourage further research on the mental health needs of international students, including longitudinal studies to track changes in mental wellness over time and identify effective interventions.
- **Collaboration with International Organizations:** Collaborating with international organizations and other countries to share best practices for supporting the mental health of international students and exchange resources and strategies for improving outcomes.
- **Public Awareness Campaigns:** Launching public awareness campaigns to reduce the stigma surrounding mental health issues and encourage help-seeking behaviors among international students.
- **Evaluation and Monitoring:** Continuously evaluating the effectiveness of interventions and support services for international students, and adjusting policies and programs as needed based on feedback and outcomes.

By implementing the above recommendations, the government can better support the mental wellness of international students in North Cyprus and create a more inclusive and supportive environment for their academic and personal success.

Recommendations for clinicians and prevention programmers targeting this population

- Clinicians and prevention workers can better support the mental wellness of international students and contribute to their overall academic and general success and well-being by introducing and implementing crisis intervention protocols, emergency support services, psychoeducation programs, stress management workshops, and counseling services that are readily accessible and culturally sensitive to the needs of international students.
- Developing culturally tailored interventions that address the unique stressors and challenges faced by international students, taking into account students' backgrounds, their experiences of acculturation, and their levels of adaptability, could also contribute immensely to the cause.

References

- Aktar, E., Mandell, D. J., De Vente, W., Majdandžić, M., Oort, F. J., Van Renswoude, D. R., Rajmakers, M. E. J., & Bögels, S. M. (2018). Parental negative emotions are related to behavioral and pupillary correlates of infants' attention to facial expressions of emotion. *Infant Behavior & Development*, *53*, 101–111.
<https://doi.org/10.1016/j.infbeh.2018.07.004>
- Andrew, J. H., Waldeck, D., & Holliman, D. M. (2022b). Adaptability, social support, and psychological wellbeing among university students: A 1-year follow-up study. *Frontiers in Education*, *7*. <https://doi.org/10.3389/feduc.2022.1036067>
- Asmawati, D., Yusooff, F., & Kadir, N. B. A. (2012). Acculturative stress among international postgraduate students at UKM. *Procedia - Social and Behavioral Sciences*, *59*, 364–369.
<https://doi.org/10.1016/j.sbspro.2012.09.287>
- Beck, R., Taylor, C., & Robbins, M. (2003). Missing home: Sociotropy and autonomy and their relationship to psychological distress and homesickness in college freshmen. *Anxiety, Stress & Coping: An International Journal*, *16*(2), 155–166.
- Blackwell, L., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: a longitudinal study and an intervention. *Child Development*, *78*(1), 246–263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>
- Brewin, C. R., Furnham, A., & Howes, M. (1989). Demographic and psychological determinants of homesickness and confiding among students. *British Journal of Psychology*, *80*(4), 467–477. <https://doi.org/10.1111/j.2044-8295.1989.tb02336.x>
- Burman, J. T. (2012). Jean Piaget: Images of a life and his factory. *History of Psychology*, *15*(3), 283–288.

- Bus, A. G., Takács, Z. K., & Kegel, C. a. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review, 35*, 79–97. <https://doi.org/10.1016/j.dr.2014.12.004>
- Buss, D. M., & Cantor, N. (Eds.). (1989). *Personality psychology: Recent trends and emerging directions*. Springer-Verlag Publishing.
- Cantor, N. (1990). From thought to behavior: “Having” and “doing” in the study of personality and cognition. *American Psychologist, 45*(6), 735–750. <https://doi.org/10.1037/0003-066x.45.6.735>
- Cemalcılar, Z., & Falbo, T. (2008). A longitudinal study of the adaptation of international students in the United States. *Journal of Cross-Cultural Psychology, 39*(6), 799–804. <https://doi.org/10.1177/0022022108323787>
- Chapdelaine, R. F., & Alexitch, L. R. (2004). Social Skills Difficulty: Model of culture shock for international graduate students. *Journal of College Student Development, 45*(2), 167–184. <https://doi.org/10.1353/csd.2004.0021>
- Costa, P. T., & McCrae, R. R. (1992). The Five-Factor model of personality and its relevance to personality disorders. *Journal of Personality Disorders, 6*(4), 343–359. <https://doi.org/10.1521/pedi.1992.6.4.343>
- Constantine, M. G., Anderson, G. M., Berkel, L. A., Caldwell, L. D., & Utsey, S. O. (2005). Examining the cultural adjustment experiences of African International College Students: A Qualitative analysis. *Journal of Counseling Psychology, 52*(1), 57–66. <https://doi.org/10.1037/0022-0167.52.1.57>
- Diener, E., Lucas, R. E., & Scollon, C. N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. *American Psychologist, 61*(4), 305–314. <https://doi.org/10.1037/0003-066x.61.4.305>

- Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: a word from two perspectives. *Psychological Inquiry*, 6(4), 267–285.
https://doi.org/10.1207/s15327965pli0604_1
- Dweck, C. S., & Leggett, E. L. (2000). A social-cognitive approach to motivation and personality. In E. T. Higgins & A. W. Kruglanski (Eds.), *Motivational science: Social and personality perspectives* (pp. 394–415). Psychology Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Haslberger, A. (2005). Facets and dimensions of cross-cultural adaptation: refining the tools. *Personnel Review*, 34(1), 85–109. <https://doi.org/10.1108/00483480510571897>
- Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. *Psychological Review*, 102(2), 284–304. <https://doi.org/10.1037/0033-295x.102.2.284>
- Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological Review*, 117(1), 32–60. <https://doi.org/10.1037/a0017668>
- Holliman, A., Waldeck, D., & Eunice, D. M. (2022). Adaptability, social support, and psychological wellbeing among university students: A 1-year follow-up study. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.1036067>
- Jie, S., Hagedorn, L., & Zhang, Y. (2016). Homesickness at College: Its impact on academic performance and retention. *Journal of College Student Development*, 57(8), 943–957.
<https://doi.org/10.1353/csd.2016.0092>
- Kaloeti, D. V. S., Rahmandani, A., Sakti, H., Salma, S., Suparno, S., & Hanafi, S. P. (2018). Effect of childhood adversity experiences, psychological distress, and resilience on depressive symptoms among Indonesian university students. *International Journal of Adolescence and Youth*, 24(2), 177–184. <https://doi.org/10.1080/02673843.2018.1485584>
- Kanner, A. D., Coyne, J. C., Schaefer, C., & Lazarus, R. S. (1981). Comparison of two modes of stress measurement: Daily hassles and uplifts versus major life events. *Journal of*

Behavioural Medicine, 4, 1–39.

Khawaja, N. G., & Stallman, H. M. (2011). Understanding the Coping Strategies of International Students: A Qualitative approach. *Australian Journal of Guidance & Counselling*, 21(2), 203–224. <https://doi.org/10.1375/ajgc.21.2.203>

Kristiana, I. F., Karyanta, N. A., Simanjuntak, E., Prihatsanti, U., Ingarianti, T. M., & Shohib, M. (2022). Social support and acculturative stress of international students. *International Journal of Environmental Research and Public Health*, 19(11), 6568. <https://doi.org/10.3390/ijerph19116568>

Kyl-Heku, L. M., & Buss, D. M. (1996). Tactics as units of analysis in personality psychology: An illustration using tactics of hierarchy negotiation. *Personality and Individual Differences*, 21(4), 497–517. [https://doi.org/10.1016/0191-8869\(96\)00103-1](https://doi.org/10.1016/0191-8869(96)00103-1)

Lone, Mohammad & Singh, Tara & Jan, Maryam. (2011). Gender Difference in Acculturative Stress and Health among College Students.

Maddi, S. R. (2012). Resilience and consumer behavior for higher quality of life. In D. G. Mick, S. Pettigrew, C. Pechmann, & J. L. Ozanne (Eds.), *Transformative consumer research for personal and collective well-being* (pp. 647–662). Routledge/Taylor & Francis Group.

Martin, A. J., Marsh, H., Debus, R., & Kaul, B. (2001). Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protection perspective. *Journal of Educational Psychology*, 93(1), 87–102. <https://doi.org/10.1037/0022-0663.93.1.87>

Martin, A. J., Nejad, H., Colmar, S., Liem, G. a. D., & Collie, R. J. (2015). The role of adaptability in promoting control and reducing failure dynamics: A mediation model. *Learning and Individual Differences*, 38, 36–43. <https://doi.org/10.1016/j.lindif.2015.02.004>

- Martin, A. J., Nejad, H., Colmar, S., & Liem, G. a. D. (2012). Adaptability: conceptual and empirical perspectives on responses to change, novelty and uncertainty. *Australian Journal of Guidance & Counselling*, 22(1), 58–81. <https://doi.org/10.1017/jgc.2012.8>
- McCrae, R. R., & Löckenhoff, C. E. (2010). Self-regulation and the five-factor model of personality traits. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 145–168). Wiley Blackwell. <https://doi.org/10.1002/9781444318111.ch7>
- McCrae, R. R., & Costa, P. T., Jr. (1996). Toward a new generation of personality theories: Theoretical contexts for the five-factor model. In J. S. Wiggins (Ed.), *The five-factor model of personality: Theoretical perspectives* (pp. 51–87). Guilford Press.
- Mori, S. (2000). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78(2), 137–144. <https://doi.org/10.1002/j.1556-6676.2000.tb02571.x>
- Msengi, I.G. (2007) Sources of Stress and Its Impact on Health Behaviors and Academic Performance of International Students at Comprehensive Midwestern University. *International Journal of Global Health and Health Disparities*, 5, 55-69.
<https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1035&context=ijghhd>
- Nicholson, N. (1984). A theory of work role transitions. *Administrative Science Quarterly*, 29(2), 172. <https://doi.org/10.2307/2393172>
- Pekrun, R., & Stephens, E. J. (2012). Academic emotions. In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook, Vol. 2. Individual differences and cultural and contextual factors* (pp. 3–31). American Psychological Association. <https://doi.org/10.1037/13274-001>

- Peltokorpi, V. (2008). Cross-cultural adjustment of expatriates in Japan. *International Journal of Human Resource Management*, 19(9), 1588–1606.
<https://doi.org/10.1080/09585190802294903>
- Poyrazlı, Ş., Kavanaugh, P. R., Baker, A., & Al-Timimi, N. R. (2004). Social support and demographic correlates of acculturative stress in international students. *Journal of College Counseling*, 7(1), 73–82. <https://doi.org/10.1002/j.2161-1882.2004.tb00261.x>
- Poyrazlı, Ş., Thukral, R.K., & Duru, E. (2010). International students race-ethnicity, personality and acculturative stress. *International journal of psychology and behavioral sciences*, 2, 25-32.
- Poyrazli, S., & Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *The Journal of Psychology: Interdisciplinary and Applied*, 141(3), 263–280. <https://doi.org/10.3200/JRLP.141.3.263-280>
- Redfern, K. (2016). An empirical investigation of the incidence of negative psychological symptoms among Chinese international students at an Australian university. *Australian Journal of Psychology*, 68(4), 281–289. <https://doi.org/10.1111/ajpy.12106>
- Rosenthal, D., Russell, J., & Thomson, G. (2006). The health and wellbeing of international students at an Australian university. *Higher Education*, 55(1), 51–67.
<https://doi.org/10.1007/s10734-006-9037-1>
- Saravanan, C., Alias, A., & Mohamad, M. (2017). The effects of brief individual cognitive behavioural therapy for depression and homesickness among international students in Malaysia. *Journal of Affective Disorders*, 220, 108–116.
<https://doi.org/10.1016/j.jad.2017.05.037>

- Savicki, V., Downing-Burnette, R., Heller, L., Binder, F., & Suntinger, W. (2004). Contrasts, changes, and correlates in actual and potential intercultural adjustment. *International Journal of Intercultural Relations*, 28(3–4), 311–329.
<https://doi.org/10.1016/j.ijintrel.2004.06.001>
- Singh, S., Hassan, D., Aldawsari, H. M., Molugulu, N., Shukla, R., & Kesharwani, P. (2020). Immune checkpoint inhibitors: a promising anticancer therapy. *Drug Discovery Today*, 25(1), 223-229. <https://doi.org/10.1016/j.drudis.2019.11.003>
- Skromanis, S., Cooling, N., Rodgers, B., Purton, T., Fan, S., Bridgman, H., Harris, K. M., Presser, J., & Mond, J. (2018). Health and Well-Being of International University Students, and Comparison with Domestic Students, in Tasmania, Australia. *International Journal of Environmental Research and Public Health*, 15(6), 1147.
<https://doi.org/10.3390/ijerph15061147>
- Stipek, D. J., & Gralinski, J. H. (1996). Children's beliefs about intelligence and school performance. *Journal of Educational Psychology*, 88(3), 397–407.
<https://doi.org/10.1037/0022-0663.88.3.397>
- Storey, J. (2023). Carol Dweck. In *Springer eBooks* (pp. 1–14). https://doi.org/10.1007/978-3-030-81037-5_139-1
- Tamir, M., John, O. P., Srivastava, S., & Gross, J. J. (2007). Implicit theories of emotion: Affective and social outcomes across a major life transition. *Journal of Personality and Social Psychology*, 92(4), 731–744. <https://doi.org/10.1037/0022-3514.92.4.731>
- Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1).
<https://doi.org/10.1186/1477-7525-5-63>

- Thurber, C. A., & Walton, E. A. (2012). Homesickness and adjustment in university students. *Journal of American College Health, 60*(5), 415–419.
<https://doi.org/10.1080/07448481.2012.673520>
- Tong, V. M., Huang, C. W., McIntyre, T. (2006) Promoting a Positive Cross-Cultural Identity: Reaching Immigrant Students: Reclaiming Children and Youth. *The Journal of Strength-based Interventions, 14*(7): 203-208.
- Urzúa, A., Caqueo-Urizar, A., Henríquez, D., & Williams, D. R. (2021b). Discrimination and Health: The Mediating Effect of Acculturative Stress. *International Journal of Environmental Research and Public Health, 18*(10), 5312.
<https://doi.org/10.3390/ijerph18105312>
- VandenBos, G. R. (Ed.). (2007). *APA Dictionary of Psychology*. American Psychological Association.
- Van Tilburg, M. A., Vingerhoets, A., Van Heck, G., & Kirschbaum, C. (1996). Mood Changes in Homesick Persons during a Holiday Trip. *Psychotherapy and Psychosomatics, 65*(2), 91–96. <https://doi.org/10.1159/000289053>
- Van Tilburg, M. A. L., & Vingerhoets, A. J. J. M. (Eds.). (2005). *Psychological Aspects of Geographical Moves: Homesickness and Acculturation Stress*. Amsterdam University Press. <http://www.jstor.org/stable/j.ctt46mv9k>
- Van Tilburg, M. A., Vingerhoets, A., & Van Heck, G. (1996). Homesickness: a review of the literature. *Psychological Medicine, 26*(5), 899–912.
<https://doi.org/10.1017/s0033291700035248>
- Van Tilburg, M. A., & Vingerhoets, J. M., Van & Kirschbaum, C. (1999). Homesickness, mood and self-reported health. *Stress and Health, 15*, 189-196.
[https://doi.org/10.1002/\(SICI\)1099-1700\(199907\)15:3<189::AID-SMI814>3.0.CO;2-U](https://doi.org/10.1002/(SICI)1099-1700(199907)15:3<189::AID-SMI814>3.0.CO;2-U)

- Verschuur, M. J., Eurelings-Bontekoe, E. H., & Spinhoven, P. (2004). Associations among Homesickness, Anger, Anxiety, and Depression. *Psychological Reports, 94*(3), 1155–1170. <https://doi.org/10.2466/pr0.94.3c.1155-1170>
- Vujanovic, A. A., Arrindell, W. A., Bernstein, A., Norton, P. J., & Zvolensky, M. J. (2007). Sixteen-Item Anxiety sensitivity index. *Assessment, 14*(2), 129–143. <https://doi.org/10.1177/1073191106295053>
- Ward, C., & Rana-Deuba, A. (1999). Acculturation and adaptation revisited. *Journal of Cross-Cultural Psychology, 30*(4), 422–442. <https://doi.org/10.1177/0022022199030004003>
- Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003070696>
- Watt, S. E., & Badger, A. J. (2009). Effects of social belonging on homesickness: An application of the Belongingness Hypothesis. *Personality and Social Psychology Bulletin, 35*(4), 516–530. <https://doi.org/10.1177/0146167208329695>
- Wei, M., Heppner, P. P., Mallen, M. J., Ku, T., Liao, K. Y., & Wu, T. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology, 54*(4), 385–394. <https://doi.org/10.1037/0022-0167.54.4.385>
- Wei, M., Russell, D. W., Mallinckrodt, B., & Vogel, D. L. (2007). The Experiences in Close Relationship Scale (ECR)-Short Form: reliability, validity, and factor structure. *Journal of Personality Assessment, 88*(2), 187–204. <https://doi.org/10.1080/00223890701268041>
- Yakunina, E. S., Weigold, I. K., Weigold, A., Hercegovac, S., & Elsayed, N. (2013). International students' personal and multicultural strengths: reducing acculturative stress and promoting adjustment. *Journal of Counseling & Development, 91*(2), 216–223. <https://doi.org/10.1002/j.1556-6676.2013.00088.x>

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: when students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314.
<https://doi.org/10.1080/00461520.2012.722805>

Appendix A

Permissions Regarding the Use of Scales

Mental Wellness Scale

Thank you for completing the registration for a Licence to use WEMWBS for non-commercial purposes.

You now have access to the scales and the associated resources here on our website: <https://warwick.ac.uk/wemwbs/using/register/resources>

We suggest you bookmark this page for future reference.

The information declared on your Registration Form is documented below. Please retain a copy of this email as a record of your Licence together with the Terms and Conditions you have accepted.

https://warwick.ac.uk/wemwbs/using/non-commercial-licence-registration/shrink-wrap_licence_-_wemwbs_non-commercial_v3_8.9.20.pdf.

If you have any questions please contact us via email:

wemwbslicence@warwick.ac.uk

The Adaptability Scale



Andrew Martin

to me ▾

Hi Biftu

Thanks for getting in touch.

ADAPTABILITY SCALE: Attached (In Confidence) is a 'Journal of Educational Psychology' paper that has the original Adaptability Scale in the Appendix. It is to be attributed to: M
Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology*, 105(3), 728-746.

ADAPTABILITY SCALE – DOMAIN SPECIFIC: Attached (In Confidence) is a paper published in 'Educational Practice and Theory' that has the Adaptability Scale (Domain-Speci
R.J., Nejad, H., Colmar, S., & Liem, G.A.D. (2015). *Adaptability Scale - Domain Specific*. Sydney: Educational Psychology Research Group, University of New South Wales.

ADAPTABILITY SCALE – SHORT: Below are the 3 items that comprise the Adaptability Scale – Short. It is to be attributed to: Martin, A. J., Collie, R. J., & Nagy, R. P. (2021). Ade
COVID-19: A Job Demands-Resources Perspective. *Frontiers in Psychology*, 3181. Here are the 3 items for cognitive, behavioral, and emotional/affective adaptability respectively:

1. When faced with a new or uncertain situation, I am able to adjust my thinking or attitude to help me through
2. To assist me in a new situation, I am able to change the way I do things
3. I am able to control my emotions (e.g., fear, excitement) to help me deal with unfamiliar situations or tasks

You can use and translate any of the scales provided you attribute to the appropriate citation.

Activate Windows

Go to Settings to activate Windows.

Acculturative Stress Scale for International Students

D. S. SANDHU & B. R. ASRABADI This scale is an open-access scale and might be useful for practitioners to identify and assess the acculturative stress of foreign students and improvise special strategies to help them. The researchers could also use this scale to compare the experiences of acculturative stress of foreign students of various ethnic groups and use that information to assess the

efficacy of counseling strategies. Since present findings are preliminary, replication studies to verify further validity and reliability should be undertaken.

Appendix B

Turnitin Similarity Report

thesis

ORIGINALITY REPORT

12%

SIMILARITY INDEX

13%

INTERNET SOURCES

7%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1

www.researchgate.net

Internet Source

2%

2

Andrew J. Martin, Harry G. Nejad, Susan Colmar, Gregory Arief D. Liem. "Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes.", *Journal of Educational Psychology*, 2013

Publication

1%

A
G

Appendix C

Ethical Approval



NEAR EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

11.01.2024

Dear Biftu Alemayehu Nedh

Your application titled **"The Influence of Acculturative Stress and Adaptability on The Mental Wellness of International Students in Northern Cyprus"** with the application number NEU/SS/2023/1706 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.

A handwritten signature in blue ink, appearing to read 'Aşkın KİRAZ'.

Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

Appendix D

Demographic Information

Please circle from the alternative that is the most applicable answer to you in respect of each of the following items.

1. Gender Female Male

2. Age.....

3. Educational Level Ungergraduate Masters Phd

4. How long have you been in TRNC? Less than 6 months 6 months - 1 year

1 – 2 years 3 – 5 years More than 5 years

5. Nationality.....

6. How do you feel about your financial status?

Low Average High

7. CGPA 0 – 1.9 2 - 2.9 3 - 3.5 3.6 – 4

8. English profficiency

Beginner Intermediate Advanced

Appendix E

Acculturative Stress Scale for International Students

As foreign students have to make a number of personal, social, and environmental changes upon arrival in a strange land, this cultural-shock experience might cause them acculturative stress. This scale is designed to assess such acculturative stress you personally might have experienced. There are no right or wrong answers. However, for the data to be meaningful, please answer each statement given below as honestly as possible.

INSTRUCTIONS: Please read the following statements and indicate how much you agree with them by circling the appropriate number to the right of the statement as follows: 1 = strongly agree 2 = agree 3 = not sure 4 = disagree 5 = strongly disagree

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Homesickness bothers me.					
2.	I feel uncomfortable to adjust to new foods and/or new eating habits .					
3.	I am treated differently in social situations.					
4.	Others are sarcastic toward my cultural values.					

Appendix F

The Adaptability Scale

The Adaptability Scale comprises 9 items. As a set, the items comprise four key elements: 1) a response to novelty, change, variability and/or uncertainty, 2) cognitive, behavioral, or affective functions, 3) regulation, adjustment, revision and/or a new form of access to these three functions, and 4) a constructive purpose or outcome. Items were rated on a 1 (‘Strongly Disagree’) to 5 (‘Strongly Agree’) continuum.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am able to think through a number of possible options to assist me in a new situation.					
2.	I am able to revise the way I think about a new situation to help me through it.					
3.	I am able to adjust my thinking or expectations to assist me in a new situation if necessary.					
4.	I am able to seek out new information, helpful people, or useful resources to effectively deal with new situations.					

Appendix G

The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience.

		None of the time	Rarely	Sometimes	Often	All of the time
1.	I've been feeling optimistic about the future.					
2.	I've been feeling useful.					
3.	I've been feeling relaxed.					
4.	I've been feeling interested in other people.					

Warwick–Edinburgh Mental Well-being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.

Appendix H

Biography

As an individual driven by a passion, Biftu Alemayehu Nedha has carved a unique path marked by curiosity and dedication. Born with an innate curiosity for understanding the world around her, she embarked on a journey of self-discovery that led her to pursue diverse interests. Born on the 3rd of October, 1994, Biftu embarked on a journey marked by academic excellence and a thirst for knowledge from a young age. Her educational odyssey began at Kids Paradise School, where she laid the foundation for a lifetime of learning. Continuing her educational pursuits at Lideta Catholic Cathedral School for secondary and high school education, Biftu demonstrated a remarkable dedication to her studies. This commitment to holistic development paved the way for her pursuit of higher education, culminating in a Bachelor of Arts degree in Hotel Management from Hawassa University in 2016. Armed with a solid academic background and a passion for hospitality, Biftu embarked on a career path that would help blend her expertise in management with a profound understanding of human behavior.

Driven by a desire to delve deeper into the intricacies of human psychology and organizational dynamics, Biftu pursued a Master's degree in Business Administration in 2020, enhancing her skill set and broadening her horizons within the realm of management. Undeterred by challenges and fueled by an insatiable thirst for knowledge, she furthered her academic journey with another Master's degree in Psychology from Near East University in Northern Cyprus in the year 2024. This interdisciplinary approach not only reflects Biftu's versatility, but also underscores her commitment to understanding the complexities of human cognition and behavior. Armed with a diverse educational background and a passion for making a positive impact, Biftu Alemayehu Nedha continues to navigate the realms of academics, striving to create meaningful experiences and foster genuine connections in both professional and personal spheres.

