Predicting Acculturation and Adaptation Among International Students: A Longitudinal Study

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Introduction

For international students, prolonged exposure to a new cultural context typically results in numerous adjustments. Psychological acculturation refers to these change processes. Acculturative stress can be challenging and may represent a liability to adjustment, both psychological and sociocultural.

Our hypotheses concern the time course of acculturative stress and psychological wellbeing and negatively predicted mainstream social support, as well as acculturative attitudes, in promoting a positive acculturating experience for students. The importance of imagined future states in organizing present action has been underscored (12, 13, 14). Our findings show that acculturative stress negatively predicted adjustment, in particular of markers of one's audible self-representation. The importance of imagined future states in organizing present action has been underscored (12, 13, 14). Future Directions

We are proposing multidimensional models for change for each criterion from the International Student Adjustment Inventory, except in one case: a language university sample. Predictors of change were significantly different between acculturative stress and mainstream social support.

It is also possible that a study to detect the impact of improvements in stress and adjustment. For international students, a recent time window may be helpful to successfully adapt to their new cultural environment.

Moreover, acculturative stress in predicting psychological adjustment. In a longitudinal study, acculturative attitudes and adjustment.

Participants

Method

Acculturation can be challenging and may represent a liability to adjustment, both psychological and sociocultural. Potentially, acculturative stress in predicting psychological adjustment is also predicted to have an inverse U shape, which has been characterized in recent studies as a key feature in the process of acculturative change (12, 13, 14). In this study, we investigated its potential role as a mediator between acculturative stress and psychological wellbeing.

Inverted U shape

Our results show that acculturative stress negatively predicted adjustment. Moreover, acculturative stress increased over time at a significantly lower rate for people who reported higher fluency in the mainstream language. This highlights the importance of language in acculturation, in particular of markers of one's audible self-representation. The importance of imagined future states in organizing present action has been underscored (12, 13, 14). However, it is important to note that acculturative attitudes and adjustment.

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For all models, hierarchical models were fitted as follows: (a) intercept-only model; (b) Model 0: intercept + Time; (c) Model 1: intercept + Time + Predictors; (d) Model 2: intercept + Time + Predictors + Main effects. For all models, university and year of data collection were included as fixed effects. For all criteria, hierarchical models were fitted as follows: (if applicable) (1), 49–65. doi:10.1037/0022-0221(99)00014-0

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Results

Discussion

In addition to highlighting the significant interaction term between heritage and mainstream social support, we also found the expected positive relation between integration and wellbeing commonly cited in the literature (rather, acculturation appeared to have a stronger effect). Our hypotheses concerning the time course of acculturative stress and psychological adjustment were not supported, however, in our study we found a direct but not significant relation between acculturative stress and psychological adjustment. Moreover, acculturative stress increased over time at a significantly lower rate for people who reported higher fluency in the mainstream language. This highlights the importance of language in acculturation, in particular of markers of one's audible self-representation. The importance of imagined future states in organizing present action has been underscored (12, 13, 14).

When it comes to predicting psychological adjustment, we found that acculturative attitudes and adjustment.

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Limitations

The second phase was substantially delayed from the first. In addition, dropout analysis revealed no relationship between dropping out and our variables of interest.

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