

ACCULTURATIVE STRESS AMONG INTERNATIONAL STUDENTS:
THE ROLE OF EMOTIONAL INTELLIGENCE, OPTIMISM,
AND SELF-MONITORING

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ABSTRACT

ACCULTURATIVE STRESS AMONG INTERNATIONAL STUDENTS: THE ROLE OF EMOTIONAL INTELLIGENCE, OPTIMISM, AND SELF-MONITORING

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This study aims to examine the relationship between emotional intelligence, optimism, self-monitoring, and acculturative stress among international students who are studying in England and Turkey. Specifically, the impact of emotional intelligence, optimism, and self-monitoring levels of students on their perceived acculturative stress is investigated. Confronting the challenges and environmental demands require oneself to be emotionally strong. Thus, emotional intelligence is expected to be a significant predictor of acculturative stress among international students. Also, it is hypothesized that optimism levels of students will be a significant predictor of acculturative stress among international students. Finally, students in an environment that is so different from their own culture will most probably try to monitor themselves and will behave with accordance to social cues in their current context. Accordingly, high self-monitoring will lead students' acculturative stress levels to decrease. Thus, it is hypothesized that self-monitoring degree will have a significant impact on the level of

acculturative stress. 98 students from England and 149 students from Turkey aged between 17 and 39 ($M = 23.74$, $SD = 3.88$) participated to the study. The survey is composed of demographic information sheet, the Wong and Law Emotional Intelligence Scale (Wong & Law, 2002), the Revised Self-monitoring Scale (Lennox & Wolfe, 1984), the Positive Future Expectation Scale (Imamoglu, 2001) and Acculturative Stress Scale for International Students (Sandhu & Asrabadi, 1994). The results of the hierarchical regression analysis revealed that emotional intelligence on England sample, and optimism on Turkey sample was found to be a significant predictor of acculturative stress among international students. Additionally, among demographic variables, the significant effect of residence time, and English proficiency was demonstrated. No significant predictor power of self-monitoring was determined on both samples.

Keywords: Acculturative Stress, Emotional Intelligence, Optimism, Self-monitoring, International Students.

ÖZ

ULUSLARARASI ÖĞRENCİLERDE KÜLTÜRLEŞME STRESİ: DUYGUSAL ZEKA, İYİMSERLİK VE KENDİNİ İZLEME DEĞİŞKENLERİNİN ROLÜ

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Çalışmanın amacı, İngiltere ve Türkiye’de öğrenim gören uluslararası öğrencilerde gözlemlenen kültürleşme stresinin duygusal zeka, iyimserlik ve kendini izleme değişkenleri ile olan ilişkisini incelemektir. Daha detaylı olarak, duygusal zeka, iyimserlik ve kendini izleme değişkenlerinin kültürleşme stresini ne ölçüde yordayacağı araştırılmıştır. Yeni bir kültüre giren öğrencilerin duygusal açıdan güçlü olmalarını gerektiren pek çok zorlu durum vardır. Bu noktada duygusal zekanın, kültürleşme stresini anlamlı olarak yordayacağı öngörülmektedir. Öte yandan bireyin geleceğe yönelik olumlu tutumu, pozitif beklentisi de yaşayacağı stresi etkileyecektir. Son olarak, öğrenciler kendi ülkelerinden farklı bir ortama girdiklerinde, yeni kültüre adapte olabilmek için kendilerini izleyecek ve davranışlarını içinde buldukları yeni sosyal ortama uydurmaya çalışacaklardır. Bireyin ne derece kendini izlediğinin kültürleşme stresi üzerinde anlamlı bir etkisinin olacağı öngörülmektedir. Araştırmaya 17 ve 39 yaş aralığında ($M = 23.74$, $SD = 3.88$) İngiltere’de öğrenim gören 98, Türkiye’den ise 149 öğrenci katılmıştır. Anket

demografik bilgilerden oluřan sorular ve drt ana lek kullanılarak oluřturulmuřtur. Hiyerarřik regresyon analizinin sonuları dođrultusunda İngiltere rnekleminde duygusal zeka, Trkiye rnekleminde ise iyimserlik kltrleřme stresinin anlamlı yordayıcıları olarak belirlenmiřtir. Demografik deđiřkenler arasında ise İngilizce dil becerisinin ve đrenim grlen lkedeki ikamet sresinin anlamlı yordayıcılar olduđu anlařılmıřtır. Kendini izleme deđiřkeninin uluslar arası đrencilerde gzlemlenen kltrleřme stresi zerinde anlamlı bir etkisi bulunamamıřtır.

Anahtar Kelimeler: Uluslararası đrenciler, Kltrleřme Stresi, Duygusal Zeka, İyimserlik, Kendini- izleme.

To My Dear Family...

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CHAPTER I

INTRODUCTION

1.1 General Introduction

A Graduate student at University of Sussex: “Foreign students are weird in here. I felt so bad last night and went to the shared kitchen in order to find some friends to talk with. Nobody. Nobody has asked me whether I am okay... I feel so lonely in this town.” (Brighton, September 2012)

A Graduate student at Queen Mary University of London: “I have already missed my family and friends. Yes, everything seems perfect in here. I finally have started my post graduate which I have been willing it so many years, and London is a great city to live, I know. Still, my emptiness inside cause bad thoughts and this makes me feel down all day long... I just want this year of study to be finished as soon as possible.” (London, December 2012)

These statements are given by two of my closest friends who have gone to study abroad to England in fall 2012. After their arrival to England, they have told me their experiences and feelings about the new people and the new environment around them. During that time, I heard so many sentences full of pessimism from them, and I was quite surprised since I have known them as self-assured individuals. Then I have wondered that which skills and abilities would be helpful for an individual in order to experience a smooth adaptation into a new culture.

Throughout the history, individuals have experienced acculturation for several reasons. In our age, with the help of technological and institutional improvements, migration of people has been increased. Some people want to

enhance their theoretical knowledge, while others are seeking new places to discover for living. And also, some individuals are expatriating to other countries for obligatory reasons. Whether the reason is for education, exploring other cultures or any other motive, immigrating to a foreign country will bring along so many complexities as a result of social contact with different people from the host country. Interacting and trying to live with foreign people whose attitudes, behaviors and habits may totally be different from an individual's own cultural background is a difficult period. Through this challenging acculturation process, people face so many unknowns which accordingly lead acculturation stress (Yusoff & Chelliah, 2010). This kind of stress causes negative feelings such as despair, anxiety and depression (Williams & Berry, 1991). According to Bar-On (2006), in order to handle with social, personal and environmental changes effectively, one should be emotionally and socially intelligent. Within that period, it is crucial for the individual to be optimistic and self-motivated. Thus, emotional intelligence as an individual difference is a significant predictor of coping with social and environmental demands, and its insufficiency may cause a lack of success in stress tolerance (Bar-On, 2005). Additional to these individual traits, whether someone exhibits behaviors that are socially approvable or behave independently from cultural norms in his relationships with others may have a determinative role within this period. At this point, self-monitoring may become a crucial factor in predicting acculturative stress among people. In general terms, self-monitoring is the process of controlling one's own expressive behavior (Snyder, 1974). Individuals who are high in self-monitoring are successful to control and change their external behaviors and behave with accordance to social cues in their current context (Lennox, 1984). Therefore, while entering a new culture, high self-monitoring may helpful for individuals to experience a smooth social adaptation. Accordingly less acculturative stress is predicted from high self-monitoring individuals.

To conduct a research on acculturation, international students may compose an appropriate sample to examine acculturative stress in terms of experiencing 'culture shock' (Oberg, 1960) and trying to cope with demands and pressures while studying in a different country. While starting to live in a new culture which may totally different from his own country, an international student has to adapt himself to the current environmental and social context (Poyrazli, Thukral, & Duru, 2010). As Russell, Thomson, and Rosenthal (2008) stated, appreciable research has been conducted regarding perceptions and experiences of international students, however much is still unknown about the relationship between the students' well-being and the experience of acculturative stress. Studies of acculturative stress on international students have been conducted in recent years however the research can be improved by examining new variables. Regarding adjustment of international students into a new culture, demographic variables such as age, gender, previous abroad experience, social status level, length of stay in the host country (e.g., Berry, Kim, Minde, & Mok, 1987), perceived language proficiency (e.g., Yeh & Inose, 2003), cultural difference and distance between host and the origin country (e.g., Sandhu, 1995) were found significant in predicting acculturative stress. Also, academic success, cultural background, financial opportunities and political views were determined as predictive variables regarding acculturative stress (Pan, Wong, Chan, & Joubert, 2008). Some studies have indicated that social support has a significant effect on the adjustment of international students by lowering the level of depressive symptoms (Dao, Lee, & Chang, 2007; Jackson, Ray, & Bybell, 2013). Voluntariness of residency is another crucial factor that effects the stress of acculturation (Berry, 1997).

Regarding sampling, almost all studies of acculturative stress on international students were conducted within one country (Gebhard, 2012; Gonzales, 2006; Otlu, 2010; Sirin, Ryce, Gupta, & Rogers-Sirin, 2013; Vergara, Smith, & Keele, 2010; Yeh & Inose, 2003). From the beginning of the research on

acculturation of international students, most investigations were carried out in America (e.g., Mori, 2000; Yeh & Inose, 2003). In recent years, some studies were conducted in Eastern countries (e.g., Vergara, Smith, & Keele, 2010). The present study aims to fill the gap in the literature by comparing different countries. Two particular sample groups; international students who are studying in England as a developed country, and those studying in Turkey which is a developing country were selected in order to find out whether the country of residency will play a significant role in predicting acculturative stress among foreign students. If students will not differentiate on other study variables as emotional intelligence, optimism, and self-monitoring, significantly different levels of acculturative stress among international students studying in England and Turkey will be explained by the social and educational conditions of the selected countries.

Theoretically, further information is required in order to clarify the relationship between acculturation and mental health. In this vein, various cultures should be examined to enhance the acculturation research (Organista, Organista, & Kurasaki, 2002). At this point, it is expected that the present study will play a significant role in literature by examining two different host countries. On the other hand, current acculturation literature needs more research to infer which variables do effect acculturative stress most. In order to explore the variables that explain more variance in predicting acculturative stress, addition of emotional intelligence, optimism, and self-monitoring will strength the previous findings and accordingly, will decrease the ambiguity in the literature.

In addition, in terms of practice, studying on acculturative stress may provide us a better understanding of the process of acculturation, and determining the factors of stress during that period may help experts to solve the problems experienced by students more confidently. As Organista and colleagues (2002) have mentioned, better interventions may be constructed for giving to transmigrating people in order to provide a healthy adjustment period.

Taken all together, the present study aims to examine the level of acculturative stress among international students who are studying in Turkish and English Universities, depending on the level of emotional intelligence, optimism, and self-monitoring. Additionally, demographic variables such as age, gender, country and city of residency, native country, class status, residence time in the host country, friends whose nationality is same with them, and also friends whose nationality is from the host country, and perceived level of English language were included to the current study in order to clarify if they really do effect acculturative stress or not.

Within the introduction section, theoretical background of the acculturation research and the empirical findings regarding acculturative stress will be introduced first. Then, the literature related to the emotional intelligence, optimism, and self-monitoring will be presented. Finally, the aims and hypotheses of the current study will be given.

1.2 Acculturative Stress

Before explaining the concept of acculturation, it is important to mention that acculturation has been used interchangeably with the term assimilation throughout the history though assimilation is only one type of acculturation (Social Science Research Council, 1954; cited in Berry, 2005). According to Sam (2006), it is crucial to make the distinction between assimilation and acculturation since theory development process may be effected from the synonymous use of two concepts. Assimilation is the modification of individuals' values, habits, and attitudes in accordance with the cultural norms of the host country. The process of assimilation requires the acceptance of out-group, and as a result of this adoption, internal changes regarding cultural norms of the host country may occur. On the other hand, acculturation does not require internalization of values held by out-group members (Teske & Nelson, 1974). In order to get rid of misunderstandings and to prevent misinterpretations, Berry (1997) has used the term acculturation as the core

concept of the theory, and both socio-cultural and psychological processes and outcomes of the cultural interaction were named as acculturation.

Acculturation research can be explained as examining intercultural contact in societies in terms of processes and outcomes (Berry, Portinga, Segall, & Dasen, 1992). The term acculturation was first formally introduced by Redfield, Linton, and Herkovits (1936; cited in Sam 2006) as the situation of continuous first-hand contact with people from another cultural group. As a result of this social interaction, fundamental changes in the cultural background of individuals will occur. As Sam (2006) has stated, in its historical development process, changes as a consequence of social contact between two cultural groups were mostly regarded as *cultural* changes, therefore, acculturation was taken into consideration as a group-level fact by some researchers (Redfield, Linton, & Herkovits, 1936; cited in Berry, 2005). On the other hand, some scholars discussed that fundamental changes in cultural patterns during the acculturation process can also occur at individual-level (Berry, 2006; Broom & Kitsuse, 1955; Dohrenwend & Smith, 1962). Two different levels of acculturation were differentiated by Graves (1967) as group-level acculturation and *psychological acculturation*. Group-level acculturation refers to the alteration of the original culture of the group as a whole whereas psychological acculturation indicates the change of the psychology of the individual. Also, Berry (1990) has classified the changes that occur in both levels. According to him, social structure, economic system or political views may be influenced by the host culture at the group level. However, at the individual level, personal values, attitudes, behaviors and even identities may change. That is to say, the changes occur as a result of social interaction during acculturation should not be limited as only cultural changes or behavioral shifts. As well as considering societal factors, individual differences should be taken into regard in examining the acculturative stress among individuals existing in a different cultural society.

In the period of acculturation, if a conflict occurs as a result of encountering to adapt into a new cultural context, acculturative stress may occur. Acculturative stress is the outcome that results from the individuals' experiences of facing with demands and problems during acculturation process (Williams & Berry, 1991). It is the response of people to the life experiences and events that are happening during the intercultural contact. Usually, high levels of depression and anxiety are the indicators of people's reactions during that process, however, the extent of difficulty of acculturation varies among different individuals (Berry, 1997).

Berry (2006) has classified the factors affecting acculturative stress with a figure which includes both group-level and individual-level variables. Also, moderating factors prior to and during acculturation are presented within this framework. As shown in Figure 1, on the group level, political situation, economic condition, and demographic features of the society of origin and also, social support, and attitudes of the society of settlement are crucial factors that are affecting acculturative stress. On the individual-level, the process as psychological acculturation from life experiences during intercultural contact to adaptation is presented. Within the individual level, factors that are moderating the relationship between acculturative stress and adaptation are classified as prior to acculturation (e.g., age, gender, education, religion, health, language, pre-acculturation experience, expectancies, and cultural distance) and during acculturation (e.g., contact discrepancy, social support, social attitudes, coping strategies, and acculturation strategies).

Thus, as it can be seen from Figure 1, the process of acculturation through adaptation is influenced by moderating factors including both individual and group level variables. Therefore, being adapted into a new culture is a highly variational period. Depending on their degree, those moderating variables -as prior to acculturation and during acculturation- can influence the flow process of life events (Berry, 2006). To illustrate, during acculturation, perceiving a stressor as a difficulty varies among individuals according to the individual

moderating variables such as age, gender, previous abroad experience, education level and so on. For instance, an individual can judge an experience as an opportunity instead of perceiving it as a problem in this process. In these circumstances, according to Ward (1996), *adjustment* can be provided. However, some individuals severely experience acculturation process and perceive difficulties as impassable barriers. Then, as a result of the challenges that rise from the intercultural contact, adjustment process lengthens, and acculturative stress occurs.

As illustrated in the Figure 1 below, both group level and individual level variables may influence the process of acculturation, and accordingly effect acculturative stress among individuals. The present study focuses on certain individual differences in explaining acculturative stress among students studying abroad. In this vein, additional to the demographic variables, emotional intelligence, optimism, and self-monitoring as personality traits were included to the current study in order to reveal the possible effect of them on the stress of acculturation.

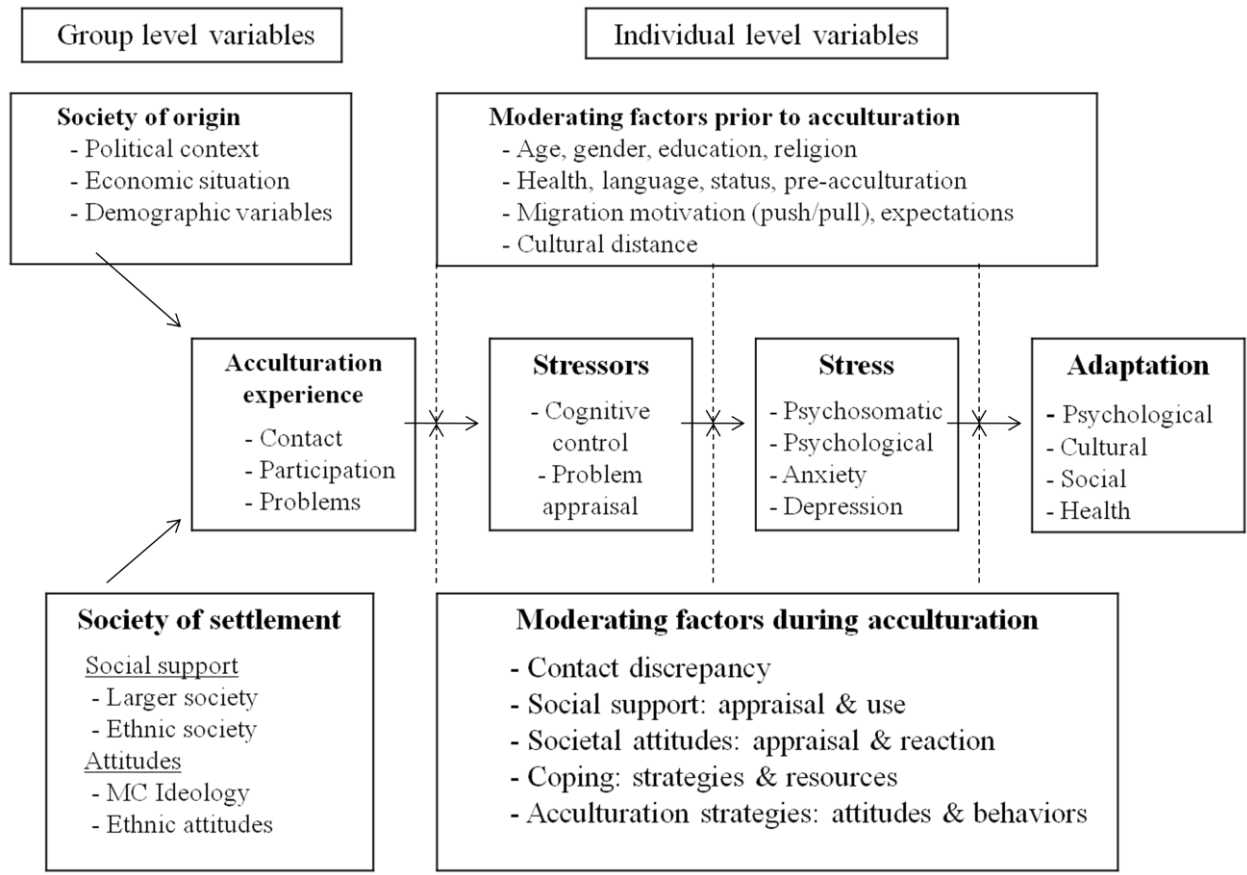


Figure 1: Factors affecting acculturative stress and adaptation (Berry, 2006, p.45)

1.3 Acculturative Stress on International Students

Regarding cultural transitions, Oberg (1960) has presented a fundamental framework for the stages of responses of transmigrating people in the process of acculturation. According to him, the first stage is called *honeymoon* which refers feelings of enthusiasm. Second stage is the *crisis* also known as *culture shock* where in the feelings of anxiety and fear reveals. Third stage is *recovery* which includes culture learning and finally, last stage is *adjustment* where the individual gain the competence in the new environment. In the light of this framework, a lot of research was conducted regarding sojourner students. For instance, Lysgaard (1955; cited in Ward, Bochner, & Furnham, 2001) has presented a U-curve model of cultural adjustment. According to his study of Scandinavian Fulbright scholarship students in the United States, a U-curve relationship between the time of residency and psychological adaptation was demonstrated. The results of the study revealed that students who stayed there for less than 6 months and more than 18 months were significantly more adjusted than the ones who had resided for 6-18 months in the United States. However, U-curve phenomenon was considered as an *overgeneralization* by researchers in the course of time. In order to improve the acculturation research, more research was conducted regarding sojourner student adaptation and the studies were conflicted with the U-curve theory of Lysgaard's (1955; cited in Ward, Bochner, & Furnham, 2001). Ward & Kennedy (1996a) have conducted a longitudinal study with Malaysian and Singaporean students. Students were first tested within a month and then 6 and 12 month periods of their arrival in New Zealand. In contrast to Lysgaard's (1955; cited in Ward, Bochner, & Furnham, 2001) U-curve model of adjustment, results indicated that the level of depression was significantly higher at first arrival and at one year of residency. Another study of Ward and Kennedy (1996b) was revealed that the level of psychological distress of the international students was significantly greater in the initial time of residency in the host country (Ward, Bochner, & Furnham, 2001). Taken all together,

U-curve phenomenon was perceived as inaccurate, thus researchers have started to conduct more studies by adding various individual and group-level variables for the intention of identifying the factors which may lead acculturative stress among international students during acculturation.

In their examination of comparative studies, Berry, Kim, Minde, and Mok (1987) reviewed 13 studies regarding acculturative stress. According to the examination of three studies on international students, class status, cognitive ability, previous abroad experience and interpersonal contact experiences were identified as factors leading acculturative stress. Also, Yeh and Inose (2003) conducted a research which examined the role of age, gender, English fluency, social support, and social connectedness on 359 international students. The results of the study indicated that English fluency, social support satisfaction, and social connectedness were found significantly associated with acculturative stress. Social support and English fluency were also studied by Poyrazli, Kavanaugh, Baker, and Al-Timimi (2004). In their study, age, gender, marital status, social support, ethnicity, academic success, English proficiency, and social contact with friends were analyzed whether they are correlated with acculturative stress or not. According to the results of the study conducted on 141 international students, social support and English proficiency were found negatively correlated to acculturative stress. Moreover, Lee, Koeske, and Sales (2004) demonstrated the strong association between acculturative stress and mental health, and found that social support as a moderating variable was buffered the effect of stress on mental health symptoms in such a way that higher levels of social support were led lower levels acculturative stress. Also, while examining factors leading stress during acculturation, Carroll and Ryan (2005) mentioned financial problems, adapting into new weather, and feeling lonely as predictors of acculturative stress.

Considerable research has conducted regarding the relationship between acculturative stress and negative mental health symptoms. According to their

study conducted on international college students, Constantine, Okazaki, and Utsi (2004) found that acculturative stress rises from psychological challenges like depression. Similarly, Wei, Heppner, Mallen, Ku, Liao, and Wu (2007) demonstrated the positive association between acculturative stress and depression among 189 Chinese and Taiwanese students studying in the United States. Also, Crocket, Iturbide, Stone, McGinley, Carlo, and Raffaelli (2007) revealed the moderating effect of peer support between acculturative stress and anxiety symptoms. Moreover, the study conducted by Thomson, Rosenthal, and Russell (2006) investigated cultural stress among international students attending an Australian University. The relationship between social connectedness, lifestyle balance, and mental health of the students, and cultural stress were analyzed. The results of the study indicated that cultural stress is positively related to depression and anxiety.

Considering individual traits, a recent study conducted by Poyrazli, Thukral, and Duru (2010) investigated the role of student sojourns' personality on acculturative stress. International students in the United States were given a questionnaire which was composed of a demographic information sheet, the Acculturative Stress Scale for International Students, and the Big Five Inventory. The results of the study revealed that neuroticism was significantly associated to acculturative stress of international students. Another study conducted by Vergara, Smith, and Keele (2010) demonstrated that there is a negative relationship between emotional intelligence and acculturative stress.

In a recent study which was conducted in Turkey, the effect of gender, acculturative stress, coping skills, cultural distance, and perceived social support were investigated in order to predict college adjustment scores of international students. The sample was composed of 170 international students who were attended universities in Ankara. The results of the study revealed that lower levels of acculturative stress lead more adjustment to college which stresses the importance of decreasing acculturative stress

among international students in order to provide a healthy adjustment period (Oflu, 2010).

As the literature given above indicates, various individual variables were studied through the examination of acculturative stress among international students. Though, in Turkey, emotional intelligence, optimism, and self-monitoring as different individual variables were not studied with respect to international students, and apart from Turkey, only few studies were conducted regarding the relationship between the major study variables of the current study and the acculturative stress among international students. The present study aims to improve the research on acculturative stress by examining different individual variables which were not emphasized enough previously. The literature related to emotional intelligence, optimism, and self-monitoring as independent variables of the present study is given next.

1.4 Emotional Intelligence

As it was mentioned by Berry (2006), as a result of the acculturation process which arises from the experience of intercultural contact, individuals may face negative experiences as stressors like scarce resources, hostile behaviors of others, cultural distance, pre-acculturation, economic status, political context and so on. Whether those are the factors at group level or individual level, these kinds of variables will cause acculturative stress. Kosic (2006) has mentioned that during the research on the stress of acculturation, social factors were much more considered by researchers. However, in order to examine acculturative stress among transmigrating people, individual variables should also be taken into consideration as well as societal factors. As Kosic (2006) has mentioned in her article; cultural self-awareness (Furnham & Bochner, 1986), self-esteem (Kosic & Triandafyllidou, 2002; Valentine, 2001), anxiety (Chataway & Berry, 1989), need for cognitive closure (Kosic, Krunglanski, Pierro, & Manetti, 2004), locus of control (Ward & Kennedy, 1992), self-monitoring (Lennox & Wolfe, 1984; Snyder, 1974),

and the 'Big Five Traits' (e.g., Ward, Leong, & Low, 2004) were investigated by researchers. At this point, since there are only few studies regarding it, emotional intelligence as an individual difference is included to the present study in order to explore whether it will predict acculturative stress among international students or not.

As Mayer and Salovey (1997) mentioned, earlier in psychology, subjects were divided into three fields: science of affect, behavior and cognition. Intelligence was considered as the accurate operation of cognitive functions which operates in the cognition area. Emotions, on the other hand, were belonged to the affect area. Researchers then tried to combine these two parts of psychology and during that investigation it was understood that emotional intelligence as a new form of intelligence which refers to ability to perceive, control, and regulate emotions, is different from the term of intelligence given in the literature before. Therefore, apart from cognitive intelligence, a different concept of emotional intelligence has been emerged to explain individuals' adaptation for new social environments. In its most general sense, as Salovey and Mayer (1990) states, emotional intelligence as a social competence is the ability to monitor and operate one's own and other individuals' emotions. This process involves an accurate appraisal and expression, and effective regulation of emotions of one's own and others'. Also, emotional intelligence implies the use of feelings as emotions to maintain a healthy mental life in a different social environment. That is to say, emotional intelligence is a composition of the accurate perception of emotions, understanding of emotions, using emotions in decision making processes, and managing emotions to achieve goals in life. Thus, as a set of these skills, emotional intelligence requires to regard feelings in problem solving processes.

According to the literature, there is a significant association between emotional intelligence and individuals' mental health. Evidence suggests that high level of emotional intelligence leads better mental health status (Schutte,

Malouff, Thorsteinsson, Bhullar, & Rooke, 2007). This important role of emotional intelligence in providing a better health status was proved through several studies. Research has indicated that emotional intelligence predicts individuals' life satisfaction (Gannon & Ranzijn, 2005), cross-cultural adjustment (Yoo, Matsumoto, & LeRoux, 2006), and coping strategies (Kim & Agrusa, 2010). Emotional intelligence also moderates problem-solving skills (Alumran & Punamaki, 2008). The important role of emotional intelligence in providing a better cultural adjustment process was also demonstrated in a recent study (Lin, Chen, & Song, 2012). The study was conducted on 295 international students studying in Taiwan. The results of the study showed that compared to those who had low emotional intelligence, students with a higher level of emotional intelligence had a better cultural adjustment process.

In terms of stress, the mediating role of emotional intelligence between stress and mental health was indicated by Ciarrochi, Deane, and Anderson (2002). According to their study, people who are better in managing others' emotions reported less depression and hopelessness. Also, it was found that people who have the ability to regulate their emotions were found to be healthier and experience less stress than others (Pau & Croucher, 2003). Moreover, in another study conducted by Forushani and Besharat (2011), a negative relationship was found between emotional intelligence and perceived stress among 150 female students attended a university in Persia.

Finally, Vergara, Smith, and Keele (2010) examined the predictors of acculturative stress among international students. Additional to coping responses and length of stay, emotional intelligence was investigated whether it predicts acculturative stress or not. The participants of the study were 216 international students who were attended universities in Thailand. Ethnic distribution was as follows: 58.33% Asians, 23.61% were Americans, and 18.05% were Europeans. The results of the study demonstrated that there is a negative relationship between emotional intelligence and acculturative stress.

In other words, students who scored higher on emotional intelligence were experienced less acculturative stress compared to those with lower emotional intelligence.

According to these findings stated above, it can be said that having necessary social and emotional skills are lessen the stress levels of the international students, and provide a healthy adjustment process during acculturation. That is to say, emotional intelligence is a significant predictor of perceived stress among students studying abroad. The present study aims to improve research, and indicate the positive effect of emotional intelligence on the stress of acculturation among international students studying in Turkey.

1.5 Optimism

In recent years, optimism as an individual difference has attracted great attention by researchers in explaining individuals' physical and mental health. Considerable research has conducted in order to reveal the positive effect of optimism on individuals' both physical (e.g., Nelson, Karr, & Goleman, 1994; Robins, Spence, & Clark, 1991; Scheier & Carver, 1985) and psychological well-being (e.g., Brisette, Scheier, & Carver, 2002; Carver & Gaines, 1987). Moreover, in Turkey, a recent study conducted among undergraduate university students demonstrated the positive correlation between optimism and both general and mental health (Uğurlu, 2011).

In its most general sense, optimism is defined as the overall generalization of positive expectancies for individuals' own future (Scheier, Carver, & Bridges, 1994). Individuals react differently to difficulties in life. Some of them affirm negative life events with a great enthusiasm while others show pretty much symptoms of depression and anxiety in confronting difficulties. In other words, optimist individuals think that the future will bring positive outcomes, and they will achieve their goals in life in one way or another. On the other hand, pessimist individuals are more vulnerable to negative life events, and they believe the future will be disappointing (Carver & Scheier, 2002).

However, as Seligman states, these are just *beliefs*, not facts (Seligman, 2002). Therefore, in order to get rid of negative emotional states such as stress, anxiety, or depression which accordingly lead self-defeating behaviors, it is important for an individual to realize the negative thoughts in his mind are not the absolute facts (Carver & Scheier, 1998).

In terms of stress, it was demonstrated through several studies that there is a negative relationship between optimism and psychological distress. According to these studies which mostly conducted on health issues, it was found that optimistic life orientation style leads lower levels of distress in face of health problems such as breast cancer (Carver, Pozo, Harris, Noriega, Scheier, Robinson, Ketcham, Moffat, & Clark, 1993), patients with HIV (Ironson & Hayward, 2008) or infertility (Litt, Tennen, Affleck, & Klock, 1992). In all these medical situations, negative relationship between optimism and psychological distress was revealed.

Regarding students, Aspinwall and Taylor (1992) conducted a research on college adjustment by examining individual differences like optimism, self-esteem, and psychological control. One of the significant results of the study has indicated the positive effect of optimism on adjustment to college. Moreover, in another study, anxiety, optimism, and academic achievement were examined among 346 medical and engineering college students. Regarding optimism, the results of the study showed that there was a negative relationship between optimism and anxiety (Singh & Jha, 2013).

Finally, as regard to international students, Jackson, Ray, and Bybell (2013) examined international students' depressive symptoms and socio-cultural adjustment depending on self-esteem, hope, optimism, coping, acculturative stress, and social support. The study was conducted among 70 international students in the United States, and the results revealed that negative relationship exists between optimism and symptoms of depression.

In the light of these findings, it can be said that, optimism as an individual difference helps individuals by reducing levels of stress, anxiety, and/or depression in face of stressful circumstances. Though, there is no study examined the direct relationship between optimism and acculturative stress among students studying abroad in Turkey. Therefore, it is wondered whether being optimistic about future will be effect acculturative stress among international students or not. In this vein, Positive Future Expectations Scale (Imamoğlu, 2001) was included to the present study in order to clarify the relationship between optimism and acculturative stress among students studying abroad.

1.6 Self-monitoring

Learning and adapting into a new culture will be a problematic period especially if there are non-compatible values held by the people or groups from the host country (Berry, 2006). At this point, while trying to adjust into a new environment -according to their extent of self-monitoring- individuals may prefer to monitor themselves in order to be perceived socially approvable (Snyder, 1974). Self-monitoring studies regarding education were mostly conducted on students' problems such as integration to college (e.g. Guarino, Michael, & Hocevar, 1998), educational improvement (Ghorbanshiroodi & Khalatbari, 2010), or linguistic adaptation (Blank, Ziegler, & Bloom, 2012). Though, self-monitoring was not studied among international students, and the relationship between self-monitoring and acculturative stress of international students' was not examined yet.

In order to clarify how self-monitoring levels of international students' can predict their stress levels during acculturation, the trait of self-monitoring should be clarified. Self-monitoring can be explained as the extent which individuals are construct their expressive behaviors through socially approvable cues in order to create a desired personality in the current social environment (Lennox & Wolfe, 1984; Snyder, 1974). So, an individual can

decide to use one of the two sources while behaving in a new environment: either according to his own existing tendencies or in accordance with the environmental signs which are obtained through interpersonal relations (Lennox, 1984). As Snyder (1979) states, high self-monitors are adaptive individuals who can adjust their behaviors in order to be perceived as appropriate in the current community since positive self-presentation is crucial for these individuals. On the other hand, low self-monitors behave in accordance with his inner tendencies and are not concerned with whether they behave in direction of social norms or not.

Regarding adjusting into a new culture, no study was found in the literature examining the effect of self-monitoring on acculturative stress. Though, according to the results of a study (Mathis, 2009) which examined the relationship between self-monitoring and cultural intelligence, a positive relationship between self-monitoring and cultural intelligence was revealed. The study was conducted among 226 volunteer U.S. citizens attended in projects for an international philanthropic service organization in Belize. One of the significant results of the study indicated that cultural intelligence scores of high self-monitors had increased more in the course of time. In a similar vein, it was indicated in the literature that high self-monitors are more able to adapt to new cultures than who are low on self-monitoring (Harrison, Chadwick, & Scales, 1996).

Thus, it can be claimed that self-monitoring is related to acculturation, and higher levels of self-monitoring may predict lower levels of acculturative stress since it may provide a better adjustment period. For this reason, self-monitoring as an individual difference is included to the present study in order to clarify the relationship between examining the self while behaving in a different society and acculturative stress.

1.7 Aims and Hypotheses of the Present Study

The most fundamental aim of the current study is to understand the predictors of acculturative stress among international students. In this vein, several factors including both individual and group level variables were taken into consideration while developing the present study, and according to the preliminary examination of the literature, several gaps were detected.

First of all, as it has become more crucial in explaining individuals' well-being in recent years, emotional intelligence should be examined on different samples in order to support its beneficial outcomes, and lead counselors to use it as a functional tool to help people in adjusting into a new culture. The evidence suggests that emotional intelligence as an individual difference is significantly, and negatively related to stress levels of individuals (Bar-on, 1997; cited in Vergara, Smith, & Keele, 2010) however, only few studies on emotional intelligence were conducted on international students. Thus, it was included to the current study in order to reveal the possible link between emotional intelligence and acculturative stress among students studying abroad.

Additionally, optimism was taken into regard since the author is personally interested in this concept. In a similar vein -as it was mentioned before- the positive effect of optimism on individuals' well-being in face of difficult life events was demonstrated through several studies. Nevertheless, no study was found which directly examines the relation between optimism and acculturative stress among international students. Poyrazli, Thukral, and Duru (2010) suggest that protective strategies should be adopted by higher education institutions in order to reduce the stress during acculturation. For this purpose, identification of the predictors of acculturative stress is crucial, and different individual variables should be studied in the research of acculturation. Since optimists are known as flexible individuals who can able to find new solutions in confronting difficulties, optimism is included to the

present study in order to reveal the potential effect of optimism on the stress of acculturation.

Furthermore, self-monitoring is taken into account while conducting preparatory work on acculturative stress. As it was clarified in detail before, the trait of self-monitoring helps individuals to present a positive and desired identity in the eyes of people in society. Especially, if the individual exists in a different community than his owns', self-monitoring can be used as an operational tool to adjust into the new culture smoothly. In the present study, it is wondered if self-monitoring levels of individuals will predict acculturative stress. More specifically it is questioned whether self-monitoring can reduce the stress during acculturation or not.

Additional to these three main variables of the study, age, gender, native country, residence time, English proficiency, previous abroad experience, and the number of friends of students both from the host country and the friends whose nationality is same with them were asked to the participants in order to reveal the possible effect of these factors on acculturative stress among international students.

Last but not least, it is crucial to mention that all studies regarding acculturative stress among international students were conducted within one country. The current study aims to fill the gap by conducting the research on different countries. Obtaining data from two countries which differ in terms of level of development may provide us the necessary information to minimize the problem of acculturative stress among international students. Specifically, if data indicates that students experience less stress in the developed country compared to those who are studying in a developing country, counselors and institutions may adapt similar practices used in the developed countries in order to reduce the stress of acculturation experienced by international students. Besides, comparing two countries may enhance the quality of data, and more individuals from different nationalities may have a chance to

participate to the study. Consequently, various samples may provide the information regarding the universality of emotional intelligence, optimism, and self-monitoring. In other words, studying on different samples from different cultural backgrounds may show us whether emotional intelligence, optimism, and self-monitoring have significant positive effects on reducing stress among individuals independent from their nationality. In this vein, England as a developed country and Turkey as a developing country were selected to find out whether strategies applied in developed countries have a significant effect on reducing stress among students compared to a rather less developed country, and also to find out whether the possible effects of emotional intelligence, optimism, and self-monitoring on acculturative stress differ among individuals from different nationalities or not.

Taken all together, the research questions and hypotheses of the present study are listed as follows:

1. What are the correlations among demographic variables, emotional intelligence, optimism, self-monitoring, and acculturative stress among international students studying in England and Turkey?
2. Is there a significant difference between being an international student in England or in Turkey in terms of experiencing acculturative stress?
3. How do emotional intelligence, optimism, and self-monitoring predict the acculturative stress among international students studying in England and Turkey?

Hypothesis 1:

Since research findings revealed that both emotional intelligence and optimism have positive effect on individuals' well-being, there would be significant positive correlations between emotional intelligence and optimism. And, with respect to its beneficial outcomes on individuals' both mental and

physical health, it is expected that emotional intelligence and optimism would be negatively correlated to acculturative stress among international students. Regarding self-monitoring, it would be negatively related to acculturative stress.

With respect to demographic variables, it is assumed that native country, residence time, English proficiency, and the social contact with friends as operative variables related to acculturation would be significantly correlated with acculturative stress among international students. Regarding nationality, Poyrazli et al. (2010) revealed that students from different nationalities do experience acculturative stress distinctly. More specifically, it was demonstrated that African students were the ones experienced acculturative stress most while students from European countries reported lowest levels of acculturative stress. Hence, it is also expected in the present study that native country of the students would be significantly correlated with the level of stress during acculturation. As it was mentioned in the literature review of acculturation, research results on time of residency were ambiguous regarding adjusting into a new culture (Lysgaard, 1955; Ward & Kennedy, 1996a). In the present study, it is assumed that short period of residency would result in higher levels of stress among international students. Also, research on acculturation has revealed that language barrier is one of the most crucial problems during acculturation (e.g., Mori, 2000). Since English fluency would be effect too many aspects of daily life such as academic performance (Lin & Yi, 1997), interacting with people, and more importantly expressing oneself, it is hypothesized that higher levels of reported English language ability would predict lower levels of acculturative stress. Additionally, since the literature suggests that social support has a positive effect on welfare of international students during acculturation (Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004), it is assumed that higher numbers of existing friends in the host country would result in lower levels of acculturative stress during acculturation.

Hypothesis 2:

Being an international student in England as a developed country would be lead to lower levels of acculturative stress compared to students studying abroad in a developing country as Turkey due to its improved social and institutional opportunities.

Hypothesis 3:

Based on the examined literature in the introduction section, it is expected that emotional intelligence, optimism, and self-monitoring would predict the acculturative stress among international students. More specifically, it is hypothesized that emotional intelligence, optimism, and self-monitoring would result in lower levels of stress during acculturation among students studying abroad.

CHAPTER II

METHOD

2.1 Participants

The total number of the participants of the present study was 247 international students (113 female, 134 male) aged between 17 and 39 ($M = 23.74$, $SD = 3.88$) who were attending international universities in England and Turkey. 98 of the participants were studying abroad in England, and 149 of them were continuing their education in Turkey. Of all the participants, 104 students (42.1 %) enrolled an undergraduate course, 90 students (36.4 %) were attending a graduate course, and 29 of them (11.7 %) were studying for a PhD degree. And, 24 of the participants (9.7 %) were continuing education students attending language courses. The data were collected from international universities in Turkey and England. The international students attending Middle East Technical University (48.2 %), Ankara University (1.2 %), Bogazici University (0.4 %), Marmara University (6.1), and Istanbul University (1.2) in Turkey, and students studying at University of the Arts London (7.7 %), Queen Mary University (10.1 %), and University of Sussex (21.9 %) in England participated in the current study. Students from a wide variety of ethnicity was composed the sample of the study. 60 unique countries were reported as native country by participants. Regarding residence time, approximately half of the participants (44.5 %) were residing in the host country for more than 12 months. 63 (25.5 %) of the students were reported their time of residency as 6-12 months, and 57 (23.1 %) of them stated as 3-6 months. And, 17 (6.9 %) of the students studying abroad were residing in the host country for less than 3 months. Finally, more than half of the participants (61.9 %) have previous abroad experience, whereas 38.1 % of the students

were experiencing living in abroad for the first time. The sample characteristics are presented in Table 2.1.

Table 2.1 *Sample Characteristics (N = 247)*

Demographic Variables	Means/Frequencies		
	England	Turkey	Total
Country of Residency	98	149	247
Gender			
Female	52	61	113
Male	46	88	134
Age	24.75 (<i>SD</i> = 3.70)	23.07 (<i>SD</i> = 3.87)	23.74 (<i>SD</i> = 3.88)
Native country			
Europe	29	74	103
Asia	64	62	126
Africa	1	12	13
South America	2	0	2
Central and North America	2	1	3
City of Residency			
Ankara		122	122
Istanbul		27	27
Brighton	54		54
London	44		44
Class Status			
Undergraduate	11	93	104
Graduate	59	31	90
PhD	7	22	29
Continuing Education Student	21	3	24
Time of Residency			
Less than 3 months	10	7	17
3-6 months	27	30	57
6-12 months	27	36	63
More than 12 months	34	76	110
Previous Abroad Experience			
Yes	68	85	153
No	30	64	94

2.2 Data Collection Instruments

The survey filled out by international students was composed of a demographic information sheet, the Acculturative Stress Scale for International Students (Sandhu & Asrabadi, 1994) the Wong and Law Emotional Intelligence Scale (Wong & Low, 2002), the Positive Future Expectations Scale (Imamoglu, 2001), and the Revised Self-monitoring Scale (Lennox & Wolfe, 1984). The demographic information sheet and the scales used in the research are presented in the Appendices section.

2.2.1 Demographic Information Sheet

Within the demographic information sheet, participants were asked to indicate their age, gender, country and city of residency, and native country. Also class status, residence time in the host country, friends whose nationality is same with them, and also friends whose nationality is from the host country were asked to the participants. Finally, in order to assess their perceived level of English language proficiency, 3-item test was given to the participants within the demographic information sheet. The test was also used in previous studies (e.g., Yeh & Inose, 2003) to evaluate the English language ability of international students. The items of the test were as follows: ‘What is your present level of English fluency?’, ‘How often do you communicate in English?’, and ‘How comfortable are you communicating in English?’

2.2.2 Acculturative Stress Scale for International Students (ASSIS)

The 36-item ASSIS was developed by Sandhu and Asrabadi (1994) in order to assess stress levels of international students while adjusting to a new cultural environment. The ASSIS was composed of 7 subscales as follows: perceived discrimination (e.g., Others are biased toward me), homesickness (e.g., I feel sad living in unfamiliar surroundings), perceived hate (e.g., People from some ethnic groups showed hatred toward me nonverbally), fear (e.g., I frequently

relocate for fear of others), stress due to change/culture shock (e.g., Multiple pressures are placed upon me after migration), guilt (e.g., I feel guilty that I am living a different lifestyle here), and miscellaneous (e.g., I feel intimidated to participate in social activities). The total score of the ASSIS which ranges from 36 to 180 was recommended to use in assessing acculturative stress by the developers of the scale. 5 point Likert type response format was used for the scale (1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly agree). Higher scores indicate higher levels of acculturative stress.

It was stated that ASSIS has a high internal consistency ranging from .87 to .95 (Sandhu & Asrabadi, 1994; Sandhu & Asrabadi, 1998; cited in He, Lopez, & Leigh, 2012). In the present study, the Cronbach's alpha coefficient for 36 items was found to be .92. Regarding subscales, the Cronbach's alpha coefficients of perceived discrimination, homesickness, perceived hate, fear, stress due to change/culture shock, guilt, and miscellaneous were found to be .80, .69, .78, .78, .50, .28, and .75 respectively. Based on countries, coefficients of subscales were found to be .83, .69, .79, .71, .37, .15, and .80 respectively in England. Regarding Turkey, the Cronbach's alpha coefficients were found to be .79, .68, .77, .80, .55, .33, and .74 respectively. Cronbach's alpha coefficient for total scale was found to be .93 for England, and .92 for Turkey.

Since the Cronbach alpha coefficients of two subscales namely as stress due to change and guilt were too low, they were eliminated from the scale while conducting regression analyses for the sake of data quality. Hence, in the present study, ASSIS was composed of five subscales as perceived discrimination, homesickness, perceived hate, fear, and miscellaneous.

2.2.3 The Wong and Law Emotional Intelligence Scale (WLEIS)

The WLEIS was developed by Wong and Law (2002) to assess emotional intelligence of individuals. Primarily, the scale was constructed to be used in management and leadership studies. However, Wang, Kim, and Ng (2012) then demonstrated the viability of WLEIS in research studies on international

students by examining the factorial and item-level invariance of the scale in a sample composed of international students. Later on, the scale was adopted in several studies regarding students studying abroad (e.g., Lin, Chen, & Song, 2012). The WLEIS is composed of 16 items, and 4 subscales of the WLEIS are as follows: self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). SEA is the ability to understand one's own emotions (e.g., I have a good sense of why I have certain feelings most of the time). OEA is the ability to sense surrounding others' emotions (e.g., I always know my friends' emotions from their behavior). UOE is using emotions in decision making, and also problem solving processes (e.g., I always set goals for myself and then try my best to achieve them). And, ROE is the ability to manage emotions in order to prevent negative psychological states such as stress or depression (e.g., I am able to control my temper and handle difficulties rationally). All items were rated on a 5-point Likert-type response format (1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly agree), and higher scores indicate higher levels of emotional intelligence.

Wong and Law (2002) stated the coefficient alphas for the 4 subscales (SEA, OEA, UOE, and ROE) as .89, .88, .76, and .85 respectively. In the present study, the Cronbach's alpha coefficients for SEA, OEA, UOE, and ROE were found to be .79, .79, .78, and .84 respectively. And, high reliability of the total scale was revealed with a Cronbach's alpha coefficient of .82. According to the data collected in England, Cronbach's alpha coefficients of four subscales of WLEIS were found to be .75, .70, .67, and .75 respectively, and the coefficient for 16 items is found to be .78. In Turkey, coefficients were .81, .84, .83, and .79 respectively, and the total reliability score was .83 for all items.

2.2.4 The Positive Future Expectations Scale

In order to assess students' optimism levels, the Positive Future Expectations Scale composed of 5 items developed by Imamoglu (2001) was used in the

present study. A sample item for the scale is ‘I believe that I will achieve my goals in one way or other’. Only item 4 was a reverse coded item (see Appendix D). All items were rated on 5-point Likert type response format ranging from ‘strongly disagree’ to ‘strongly agree’, and higher means indicate higher level of optimism.

The Cronbach’s alpha coefficient for the 5-item scale was found to be .85 (Imamoglu, 2001; cited in Imamoğlu & Güler, 2007). The reliability of the Positive Future Expectation Scale is also achieved in the current study with a Cronbach’s alpha coefficient of .83. On country basis, the Cronbach’s alpha coefficient is found to be .80 for the data collected in England, and .84 for the data gathered in Turkey.

2.2.5 The Revised Self-monitoring Scale

13-item, 2-factor Revised Self-monitoring Scale was constructed by Lennox and Wolfe (1984) in order to assess individuals’ sensitivity to others’ expressive behaviors, and the ability to present a desired self according to surrounding social cues. The two subscales were named as ‘sensitivity to expressive behavior of others’ (e.g., I am often able to read people’s true emotions correctly through their eyes) and ‘ability to modify self-presentation’ (e.g., In social situations, I have the ability to alter my behavior if I feel that something else is called for). Item 9 and 12 were required reverse coding (see Appendix E). All items were rated on a 5 point scale ranging from ‘strongly disagree’ to ‘strongly agree’, and higher scores indicate higher levels of self-monitoring.

The coefficient alpha was found to be .70 for the subscale ‘sensitivity to expressive behavior of others’, and .77 for the ‘ability to modify self-presentation’. The Cronbach’s alpha for the total scale was .75 (Lennox & Wolfe, 1984). In the present study, the Cronbach’s alpha coefficients for the subscales ‘sensitivity to expressive behavior of others’ and ‘ability to modify self-presentation’ were .72 and .65 respectively. The reliability of the total scale

was found to be acceptable with a Cronbach's alpha coefficient of .74. Reliability analyses based on countries showed that reliability coefficients of 'sensitivity to expressive behavior of others' and 'ability to modify self-presentation' were .60 and .40 for England, and .77 and .72 for Turkey. The Cronbach's alpha coefficients for total 13 items were found to be .58 and .79 respectively.

2.3 Procedure

Prior to data collection, permission was taken from METU Human Subjects Ethics Committee (HSEC). Then, data were collected from international students ($N = 247$) studying in various universities in Ankara, Istanbul, Brighton, and London. Participants filled out the questionnaire package in their classrooms. Middle East Technical University students received bonus points for their final grades by completing survey though, all other participants filled out the survey without any personal gain. Some part of the data from Middle East Technical University was collected through a web based survey. For this purpose, international students were reached through the International Cooperations Office at METU.

At the beginning of the survey, an informed consent form was presented to the participants in order to clarify the aim and content of the research, and a signature was requested in order to indicate their voluntary participation to the study. Additionally, contact information of researcher was given within the informed consent in case of any further question regarding the study. The sequence of the measures involved in survey was as follows: Informed consent form, demographic information sheet, the WLEIS, the Positive Future Expectations Scale, the Revised Self-monitoring Scale, and the ASSIS. It took approximately 15 minutes for participants to complete the survey.

CHAPTER III

RESULTS

3.1 Preliminary Analyses

Before starting to conduct main analyses, data file was screened in order to check the accuracy of entered data. To ensure the honesty of data, descriptive statistics were analyzed, and missing values were detected. Since the number of missing values was less than 5% of the whole sample, mean substitution was done, and missing responses were replaced by item mean scores. Then, normality, linearity, and homoscedasticity assumptions were checked by examining the skewness and kurtosis values, P-P Plots, Q-Q Plots, scatterplots, and boxplots. All assumptions were assumed to be met. Afterwards, univariate and multivariate outliers were controlled, and two outlier cases were removed in order to enhance the quality of data. After ensuring the accuracy of data, main analyses were performed with 245 participants.

Within this chapter, descriptive information regarding the study variables will be given first. Then, correlations among the study variables, and regression analyses with respect to hypotheses of the research will be presented.

3.2 Descriptive Information about the Study Variables

Firstly, it should be mentioned that for each scale, the possible minimum mean score of variables could be 1 indicating the minimum agreement with the statements, and the possible maximum mean score could be 5 referring to strong agreement with the statements of the scale. However, only for the ASSISS, the total score which ranges from 36 to 180 were computed to assess acculturative stress among international students, and higher scores indicated higher levels of acculturative stress. Results of the present study revealed that

participants had moderately high scores on emotional intelligence ($M = 3.74$, $SD = .47$). With respect to subscales of emotional intelligence scale, mean scores of self emotional appraisal, others emotional appraisal, use of emotion, and regulation of emotion were 3.87 ($SD = .70$), 3.72 ($SD = .70$), 3.80 ($SD = .75$), and 3.56 ($SD = .79$) respectively. Participants had also high scores on optimism ($M = 4.02$, $SD = .65$). Regarding self-monitoring, moderate scores were reported by the participants ($M = 3.49$, $SD = .44$). Mean score for the subscale of sensitivity to expressive behaviors of others was 3.53 ($SD = .58$), and for ability to modify self presentation, mean score was 3.45 ($SD = .50$). Finally, participants had reported moderate levels of acculturative stress with a mean of 82.54 ($SD = 21.12$) meaning that students studying abroad experienced acculturative stress to some extent. With respect to subscales of the ASSIS, participants had moderate scores on perceived discrimination which could be ranged between 1 and 40 ($M = 18.35$, $SD = 5.60$). Similarly, mean score on homesickness which could be ranged between 1 and 20 was moderate with a mean of 11.08 ($SD = 3.34$). Regarding perceived hate which could be indicated as between 1 and 25, slightly low scores were reported ($M = 11.11$, $SD = 4.05$). Participants could be indicated their feeling of fear as between 1 and 20. The mean score of fear was 7.93 ($SD = 3.09$) implying that students reported slightly lower levels of fear. The mean score of stress due to change composed of 3 items could be ranged between 1 and 15, and results showed that participants reported moderate scores on culture shock with a mean of 7.13 ($SD = 2.40$). Finally, the mean score of guilt which was assessed via two items was 4.04 ($SD = 1.73$) which can be regarded as slightly low since scores of the participants were ranged between 1 and 10.

3.3 Gender Differences among Major Study Variables

Independent sample t-tests were performed in order to compare mean scores of females and males regarding study variables. Regarding all significant findings of the analyses, males scored higher than females on major study variables. As table 3.1 presents, men ($M = 3.81$, $SD = .50$) scored higher on emotional

intelligence than women ($M = 3.65$, $SD = .42$, $t(243) = -2.77$, $p < .01$). Specifically, men scored higher on SEA, UOE, and ROE than women. In other words, men's ability to understand own emotions (SEA) ($M = 3.97$, $SD = .74$) was higher than women ($M = 3.75$, $SD = .62$; $t(243) = -2.39$, $p < .05$). Also, men ($M = 3.90$, $SD = .71$) showed more ability in using emotions than women ($M = 3.68$, $SD = .77$; $t(243) = -2.24$, $p < .05$). Similarly, higher scores were reported by men ($M = 3.69$, $SD = .80$) on regulation of emotion than women ($M = 3.40$, $SD = .75$; $t(243) = -2.95$, $p < .01$). Regarding OEA, there was not a significant effect of gender ($t(243) = .76$, n.s). In a similar vein, with respect to optimism, men ($M = 4.13$, $SD = .65$) had higher scores than women ($M = 3.87$, $SD = .61$; $t(243) = -3.18$, $p < .01$).

Regarding self-monitoring, there was not a significant difference between men and women ($t(243) = -.47$, n.s). Also, no gender difference was observed on acculturative stress among men and women ($t(243) = 1.21$, n.s).

Table 3.1 *General Means and Gender Differences among Major Study Variables*

	General		Females		Males		t
	Mean	SD	Mean	SD	Mean	SD	
Emotional intelligence	3.74	.47	3.65	.42	3.81	.50	-2.77 **
Self-emotion appraisal	3.87	.70	3.75	.62	3.97	.74	-2.39 *
Others' emotion appraisal	3.72	.70	3.75	.55	3.69	.80	.76
Use of emotion	3.80	.75	3.68	.71	3.90	.77	-2.24 *
Regulation of emotion	3.56	.79	3.40	.75	3.69	.80	-2.95 **
Optimism	4.02	.65	3.87	.61	4.13	.65	-3.18 **
Self-monitoring	3.49	.44	3.47	.37	3.50	.48	-.48
Sensitivity to expressive behavior of others	3.53	.58	3.50	.50	3.56	.63	-.79
Ability to modify self-presentation	3.45	.50	3.45	.47	3.45	.52	.30
Acculturative stress	82.54	21.12	84.31	19.11	81.08	22.62	1.21
Perceived discrimination	18.35	5.60	18.74	5.54	18.02	5.64	1.00
Homesickness	11.08	3.34	11.36	3.07	10.84	3.53	1.21
Perceived hate	11.11	4.05	11.41	4.03	10.86	4.06	1.06
Fear	7.93	3.09	8.31	2.91	7.61	3.20	1.76
Stress due to change	7.13	2.40	7.14	2.29	7.11	2.50	.08
Guilt	4.04	1.73	3.99	1.59	4.08	1.84	-.40

** $p < .01$, * $p < .05$

3.4 Mean Differences among Major Study Variables on Country Basis

In order to examine the differences between Turkey and England, further analyses were performed on two countries with regard to study variables. Regarding emotional intelligence, optimism, self-monitoring, and acculturative stress as the major study variables, significant differences were revealed between England and Turkey. More specifically, participants from England reported lower levels of emotional intelligence, optimism, and self-monitoring ($M = 3.60$, $SD = .40$; $M = 3.80$, $SD = .60$; $M = 3.40$, $SD = .33$ respectively) compared to the participants from Turkey ($M = 3.80$, $SD = .51$, $t(243) = -3.50$, $p < .01$; $M = 4.20$, $SD = .65$, $t(243) = -4.46$, $p < .01$; $M = 3.60$, $SD = .50$, $t(243) = -3.25$, $p < .01$ respectively). Moreover, higher acculturative stress levels were reported by participants from England ($M = 87.20$, $SD = 20.70$) compared to participants of Turkey ($M = 79.60$, $SD = 20.90$, $t(243) = 2.78$, $p < .01$). With respect to subscales of acculturative stress, significant differences were revealed on perceived hate, fear, stress due to change, and guilt. Specifically, participants from England were reported higher scores on perceived hate ($M = 12.04$, $SD = 4.04$), fear ($M = 8.96$, $SD = 2.88$), stress due to change ($M = 7.59$, $SD = 2.24$), and guilt ($M = 4.33$, $SD = 1.59$) than participants from Turkey ($M = 10.50$, $SD = 4.00$, $t(243) = 2.93$, $p < .01$; $M = 7.28$, $SD = 3.06$, $t(243) = 4.30$, $p < .01$; $M = 6.83$, $SD = 2.47$, $t(243) = 2.45$, $p < .05$, $M = 3.85$, $SD = 1.80$, $t(243) = 2.13$, $p < .05$ respectively). Further information regarding general means and differences among study variables can be gathered from Table 3.2.

Table 3.2 *General Means and Differences among Major Study Variables on Country Basis*

	General		England		Turkey		t
	Mean	SD	Mean	SD	Mean	SD	
Emotional intelligence	3.74	.47	3.60	.40	3.80	.51	-3.50 **
Self-emotion appraisal	3.87	.70	3.80	.60	3.90	.76	-1.50
Others' emotion appraisal	3.72	.70	3.56	.62	3.80	.76	-3.00 **
Use of emotion	3.80	.75	3.66	.65	3.90	.80	-2.60 **
Regulation of emotion	3.56	.79	3.50	.65	3.60	.80	-1.60
Optimism	4.02	.65	3.80	.60	4.20	.65	-4.46 **
Self-monitoring	3.49	.44	3.40	.33	3.60	.50	-3.25 **
Sensitivity to expressive behavior of others	3.53	.58	3.40	.50	3.60	.62	-2.23 *
Ability to modify self-presentation	3.45	.50	3.40	.36	3.50	.57	-2.82 **
Acculturative stress	82.54	21.12	87.20	20.70	79.60	20.90	2.78 **
Perceived discrimination	18.35	5.60	18.28	5.33	18.40	5.79	-.15
Homesickness	11.08	3.34	11.50	3.14	10.83	3.45	1.50
Perceived hate	11.11	4.05	12.04	4.04	10.50	4.00	2.93 **
Fear	7.93	3.09	8.96	2.88	7.28	3.06	4.30 **
Stress due to change	7.13	2.40	7.59	2.24	6.83	2.47	2.45 *
Guilt	4.04	1.73	4.33	1.59	3.85	1.80	2.13 *

** $p < .01$, * $p < .05$

3.5 Correlations among Study Variables

In order to find out the associations among research variables, Pearson correlation coefficients were computed. In this vein, demographic variables as age, gender, residence country, native country, class status, previous abroad experience, the number of friends from participants' own country and friends whose nationality is same with the participants, and English proficiency were included to the analysis. Emotional intelligence, optimism, self-monitoring, and subscales of acculturative stress (perceived discrimination, homesickness, perceived hate, fear, stress due to change, and guilt) were the major study variables included to the correlation analysis.

Among demographic variables, gender was significantly, and negatively associated with class status ($r = -.15, p < .05$), and positively associated with residence time, emotional intelligence, and optimism ($r = .17, p < .01$; $r = .17, p < .01$; $r = .20, p < .01$ respectively). Age was significantly, and positively correlated with class status ($r = .49, p < .01$), and negatively associated with residence country ($r = -.21, p < .01$). Also, there was a significant negative association between age and the number of friends whose nationality is from the host country ($r = -.16, p < .05$) which can be interpreted as individuals had tended to make less number of friends as their age increase. Regarding residence time, it was significantly, and positively associated with the number of friends from participants' own country ($r = .21, p < .05$), the number of friends whose nationality is from the host country ($r = .27, p < .05$), perceived hate ($r = .14, p < .05$), and fear ($r = .13, p < .05$). In addition to the number of friends, the feeling of fear and perceived discrimination raises as the residence time increase. Also, the results of the correlation analysis revealed that English proficiency was significantly, and positively associated with emotional intelligence, optimism, and self-monitoring ($r = .27, p < .01$; $r =$

.26, $p < .01$; $r = .23$, $p < .01$ respectively). On the other hand, there was a significant negative correlation between English proficiency and subscales of acculturative stress as perceived discrimination, perceived hate, fear, and stress due to change ($r = -.18$, $p < .05$; $r = -.31$, $p < .01$; $r = -.30$, $p < .01$; $r = -.13$, $p < .05$ respectively). It seems that as the ability of English language improves, individuals tended to report less levels of acculturative stress. Further information regarding correlations among demographic variables can be gathered from Table 3.3.

With respect to major study variables, emotional intelligence was found to have significant positive correlations with optimism ($r = .50$, $p < .01$) and self-monitoring ($r = .51$, $p < .01$). On the other hand, as expected, emotional intelligence was significantly, and negatively associated with four subscales of acculturative stress as perceived discrimination, perceived hate, fear, and stress due to change ($r = -.17$, $p < .01$; $r = -.22$, $p < .01$; $r = -.22$, $p < .01$; $r = -.14$, $p < .05$ respectively).

Optimism was significantly, and positively associated with self-monitoring ($r = .34$, $p < .01$), and negatively correlated with perceived discrimination, perceived hate, fear, and stress due to change ($r = -.26$, $p < .01$; $r = -.25$, $p < .01$; $r = -.27$, $p < .01$; $r = -.20$, $p < .01$ respectively). As consistent with the hypotheses, optimism was found to be negatively associated with acculturative stress.

Moreover, significant negative correlations were revealed between self-monitoring, and the subscales of acculturative stress as perceived hate ($r = -.14$, $p < .05$) and fear ($r = -.17$, $p < .01$). As expected, correlation analysis demonstrated that acculturative stress lessens as the level of self-monitoring increase.

For further information, correlations among subscales of acculturative stress can be seen from Table 3.3.

Table 3.3 *Correlations among Study Variables(General)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1. Gender	-																			
2. Age	.00	-																		
3. Residence country	.11	-.21**	-																	
4. Native country	-.08	.03	.09	-																
5. Class	-.15*	.49**	-.47**	-.04	-															
6. Residence time	.17**	.01	.18**	-.06	-.12	-														
7. Abroad experience	.04	-.02	.13*	-.03	-.11	.11	-													
8. Friends A	.11	-.09	.02	-.16*	.01	.21*	.14*	-												
9. Friends B	.02	-.16*	.33*	.07	-.15*	.27*	.01	.10	-											
10. English proficiency	.05	-.06	.31**	.13*	-.19**	.07	-.05	-.17**	.19**	-										
11. EI	.17**	.01	.21**	.00	-.11	.05	.04	.03	.05	.27**	-									
12. Optimism	.20**	.00	.28**	.06	-.11	-.08	.07	.05	.05	.26**	.50**	-								
13. Self-monitoring	.03	.01	.19**	.12	-.12	.06	.08	.04	-.02	.23**	.51**	.34**	-							
14. Perceived discrimination	-.06	-.04	.01	.05	-.04	.12	.08	.07	-.02	-.18*	-.17**	-.26**	-.04	-						
15. Homesickness	-.08	-.08	-.10	.01	-.08	.05	-.01	.11	-.02	-.11	-.06	-.11	.10	.36**	-					
16. Perceived hate	-.07	.00	-.18*	.09	.04	.14*	.00	.12	-.01	-.31**	-.22**	-.25**	-.14**	.66**	.40**	-				
17. Fear	-.11	-.05	-.27**	-.04	.08	.06	.03	.14*	-.09	-.30**	-.22**	-.27**	-.17**	.65**	.36**	.58**	-			
18. Stress due to change	-.01	.05	-.16**	.00	.03	.13*	.03	.10	-.13*	-.13*	-.14*	-.20**	-.10	.57**	.50**	.52**	.48**	-		
19. Guilt	.03	-.07	-.14**	-.01	.01	.09	-.06	-.04	.03	-.11	-.13	-.12	.01	.33**	.48**	.45**	.36**	.36**	-	

* Correlation significant at the .05 level (2-Tailed). **Correlations significant at the .01 level (2-Tailed).

Note: Friends A=Friends from individuals' own country. Friends 2=Friends whose nationality is from of that place. EI=Emotional intelligence. Scores rated on 5-point Likert scale 1=strongly disagree 5=strongly agree.

3.6 Correlations among Study Variables on Country Basis

Data collected from England showed that gender is significantly, and negatively correlated with class status ($r = -.25, p < .05$) and positively associated with the number of friends from individuals' own country ($r = .28, p < .01$). The correlations between gender and other study variables were non-significant in England. Though, data gathered from Turkey revealed significant, and positive correlations between gender and residence time, English proficiency, emotional intelligence, and optimism ($r = .21, p < .05$; $r = .25, p < .01$; $r = .27, p < .01$; $r = .32, p < .01$ respectively). In England, there was a significant, and positive correlation between the number of friends whose nationality was same with the individuals' and homesickness ($r = .21, p < .05$), perceived hate ($r = .31, p < .01$), fear ($r = .30, p < .01$), and stress due to change ($r = .26, p < .05$) which showed that making more friends from an individuals' own country increased the level of acculturative stress among international students studying in England. Though, in Turkey, the number of friends had no significant correlations with acculturative stress. In a similar vein, in England, residence time as a demographic variable was significantly, and positively correlated with three subscales of acculturative stress as perceived discrimination ($r = .26, p < .05$), perceived hate ($r = .28, p < .01$), and fear ($r = .25, p < .05$) indicating that acculturative stress increased among students studying in England as the residence time lengthen. On the other side, in Turkey, residence time was significantly, and positively correlated with the number of friends whose nationality was same with the students ($r = .17, p < .05$), the number of friends whose nationality was Turkish ($r = .24, p < .01$), and level of English proficiency ($r = .26, p < .01$) stating that as residence time increased, students studying in Turkey tended to make more friends both from Turkey and whose nationality was same with them. Also, English proficiency of students studying in Turkey improved as time goes by. Further information regarding correlations among demographic variables based on England and Turkey can be gathered from Table 3.4 and Table 3.5.

With respect to major study variables, in both set of data, emotional intelligence was significantly, and positively associated with optimism ($r = .46, p < .01$; $r = .48, p < .01$ respectively) and self-monitoring ($r = .49, p < .01$; $r = .50, p < .01$ respectively). Significant, and negative correlations between emotional intelligence and the subscales of acculturative stress as perceived discrimination, perceived hate, fear, and stress due to change ($r = -.31, p < .01$; $r = -.35, p < .01$; $r = -.29, p < .01$; $r = -.27, p < .01$ respectively) were detected in England, however, data collected from Turkey showed that emotional intelligence was not associated with acculturative stress. Therefore, regarding the international students studying in England, as their level of emotional intelligence increased, the stress level of acculturation decreased.

Optimism was significantly, and positively associated with self-monitoring in both sets of data ($r = .27, p < .01$; $r = .32, p < .01$ respectively). However, optimism was significantly, and negatively correlated with different subscales of acculturative stress in data sets. In England, optimism was negatively correlated with perceived discrimination ($r = -.28, p < .01$), perceived hate ($r = -.36, p < .01$), and stress due to change ($r = -.22, p < .05$), while in Turkey, there were negative correlations among optimism and perceived discrimination ($r = -.27, p < .01$), homesickness ($r = -.18, p < .05$), and fear ($r = -.24, p < .01$). As a result it can be said that, optimism helped students to deal with the stress of acculturation and consequently, students with higher levels of optimism reported lower levels of acculturative stress in both England and Turkey.

Table 3.4 *Correlations among Study Variables (England)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1. Gender	-																		
2. Age	.04	-																	
3. Native country	-.04	.01	-																
4. Class	-.25*	.17	-.04	-															
5. Residence time	.09	-.09	-.06	-.27**	-														
6. Abroad experience	.01	-.16	.06	-.18	.04	-													
7. Friends A	.28**	-.08	-.02	-.01	.26*	.05	-												
8. Friends B	-.14	-.18	-.11	-.13	.22*	-.09	.11	-											
9. English proficiency	-.13	-.11	-.09	-.25*	.10	.01	-.12	.14	-										
10. EI	-.08	-.06	.04	.02	-.07	.04	-.05	-.02	.23*	-									
11. Optimism	-.05	.07	-.07	-.11	-.23*	-.01	-.02	-.07	.26*	.46**	-								
12. Self-monitoring	-.08	.02	.00	.03	-.04	-.01	.00	-.13	.13	.49**	.27**	-							
13. Perceived discrimination	.04	-.03	.11	.06	.26*	-.08	.18	.08	-.22*	-.31**	-.28**	-.11	-						
14. Homesickness	-.07	.02	.12	-.18	.05	-.09	.21*	-.03	.12	-.02	.09	.12	.28**	-					
15. Perceived hate	.02	.06	.14	.07	.28**	-.13	.31**	.09	-.27**	-.35**	-.36**	-.18	.78**	.42**	-				
16. Fear	.01	-.07	.11	.09	.25*	-.01	.30**	.05	-.16	-.29**	-.16	-.08	.67**	.34**	.64**	-			
17. Stress due to change	.04	.02	.16	-.14	.18	-.04	.26*	-.09	-.08	-.27**	-.22*	-.03	.57**	.53**	.63**	.54**	-		
18. Guilt	-.02	-.09	.06	.04	.15	-.17	.08	.12	-.10	-.10	-.07	.03	.43**	.35**	.54**	.43**	.40**	-	

* Correlation significant at the .05 level (2-Tailed). **Correlations significant at the .01 level (2-Tailed).

Note: Friends A=Friends from individuals' own country. Friends 2=Friends whose nationality is from of that place. EI=Emotional intelligence. Scores rated on 5-point Likert scale 1=strongly disagree 5=strongly agree.

Table 3.5 *Correlations among Study Variables (Turkey)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1. Gender	-																		
2. Age	.02	-																	
3. Native country	-.11	.06	-																
4. Class	-.01	.65**	-.01	-															
5. Residence time	.21*	.14	-.10	.14	-														
6. Abroad experience	.03	.11	-.06	.02	.12	-													
7. Friends A	.02	-.10	-.22**	.00	.17*	.20*	-												
8. Friends B	.08	-.04	.06	.09	.24**	.00	.10	-											
9. English proficiency	.25**	.17*	.07	.14	.26**	-.09	.01	.07	-										
10. EI	.27**	.11	-.02	-.06	.06	.01	.07	-.02	.16*	-									
11. Optimism	.32**	.05	.04	.09	-.07	.06	.09	-.03	.10	.48**	-								
12. Self-monitoring	.05	.06	.12	-.09	.06	.09	.05	-.07	.24**	.50**	.32**	-							
13. Perceived discrimination	-.13	-.05	.06	-.12	.03	.17*	.00	-.10	-.11	-.11	-.27**	-.01	-						
14. Homesickness	-.07	-.17*	.02	-.11	.08	.05	.05	.04	-.16	-.05	-.18*	.13	.40**	-					
15. Perceived hate	-.09	-.10	.13	-.12	.11	.12	.00	.03	-.15	-.11	-.12	-.09	.61**	.37**	-				
16. Fear	-.14	-.14	-.03	-.14	.02	.10	.05	-.05	-.22**	-.12	-.24**	-.15	.68**	.35**	.51**	-			
17. Stress due to change	-.01	.01	.01	.02	.15	.10	.01	-.09	-.03	-.04	-.13	-.09	.58**	.48**	.43**	.42**	-		
18. Guilt	.08	-.12	.00	-.12	.09	.03	-.10	.05	-.05	-.10	-.09	.04	.29**	.53**	.38**	.30**	.32**	-	

* Correlation significant at the .05 level (2-Tailed). **Correlations significant at the .01 level (2-Tailed).

Note: Friends A=Friends from individuals' own country. Friends 2=Friends whose nationality is from of that place. EI=Emotional intelligence. Scores rated on 5-point Likert scale 1=strongly disagree 5=strongly agree.

3.7 Regression Analysis Regarding Research Questions

The aim of the present study is to understand the predictors of acculturative stress among international students studying in England and Turkey. In this vein, in order to reveal the possible predictive power of emotional intelligence, optimism, and self-monitoring, and also demographic variables on acculturative stress, hierarchical regression analyses were performed separately for England and Turkey. Demographic variables which were found to have significant associations with major study variables were included to the analyses. Accordingly, to evaluate their predictive power on acculturative stress; age, gender, residence time, individuals friends whose nationality is same with them, English Proficiency, and previous abroad experience as demographic variables, and emotional intelligence, optimism, and self-monitoring as the major study variables were entered to the equation in two stages to asses acculturative stress among international students.

3.7.1 Predicting Acculturative Stress by Emotional Intelligence, Optimism, Self-monitoring, and Demographic Variables

In the first stage, age, gender, residence time, the number of individuals' friends whose nationality is same with them, English proficiency, and previous abroad experience as demographic variables were entered to the equation. According to the results of the hierarchical regression analysis, when scores of the participants from England were examined, R was significantly different from zero at first step ($R^2 = .24$, $F(6, 89) = 4.70$, $p < .001$, $\Delta R^2 = .24$), Adjusted R^2 was .19 indicated that 19 of the variance was explained significantly. Among demographic variables, residence time ($\beta = .22$, $p < .05$) and English proficiency ($\beta = -.36$, $p < .01$) significantly predicted acculturative stress. In the second model, acculturative stress was significantly predicted by emotional intelligence ($\beta = -.26$, $p < .05$).

According to the results of the hierarchical regression analysis conducted on participants from Turkey, R was significantly different from zero at first step ($R^2 = .11$, $F(6, 142) = 2.77$, $p < .05$, $\Delta R^2 = .11$), and adjusted R^2 was .07 indicating that only 07% of the variance was accounted for the variation on acculturative stress by included variables in Turkey. Of all demographic variables, residence time was found to be a significant predictor of acculturative stress ($\beta = .17$, $p < .05$). Though, it should be noted that previous abroad experience and English proficiency were found to be marginally significant in explaining the stress of acculturation ($\beta = .15$, $p = .07$; $\beta = -.14$, $p = .08$ respectively). In the second model, optimism predicted acculturative stress significantly ($\beta = -.26$, $p < .01$). The results of the analyses were presented in Table 3.6.

Since residence time was found to be a significant predictor of explaining acculturative stress among international students, further analyses performed separately for England and Turkey to test Lysgaard's (1955; cited in Ward, Bochner, & Furnham, 2001) U-curve theory regarding residence time. In this vein, univariate analysis of variance was conducted to clarify the effect of residence time on acculturative stress in less than 6 months, 6-12 months, and more than 6 months conditions. According to the results, there was a significant effect of residence time on acculturative stress for three conditions on England sample [$F(2,93) = 4.08$, $p < .05$], but not in Turkey [$F(2,146) = 1.97$, $p = .14$]. Regarding England sample, consistent with the findings of U-curve theory, students reported lower levels of acculturative stress at their first arrival to host country and up to 6 months ($M = 79.81$). Between sixth and twelfth months, higher levels of acculturative stress were reported by students ($M = 92.52$). After twelfth month, stress levels were reduced again ($M = 91.24$).

Table 3.6 Regression Analyses for Variables Predicting Acculturative Stress

Variables	Acculturative Stress	
	England	Turkey
	β	β
Step 1		
Age	-.04	-.14
Gender	-.09	-.15
Residence Time	.22*	.17*
Friends A	.13	-.05
Abroad Experience	-.12	.15
English Proficiency	-.36**	-.14
Step 2		
Emotional intelligence	-.26*	.01
Optimism	-.06	-.26**
Self-monitoring	.07	.03
R^2	.31	.16
<i>Adjusted R²</i>	.23	.10
<i>F change</i>	2.68	2.83
<i>Significant F change</i>	.05	.04

** $p < .01$, * $p < .05$

Note: Friends A: Friends from individuals' own country.

CHAPTER IV

DISCUSSION

The main purpose of the present study was to reveal the possible factors that lead to acculturative stress among international students. In this vein, additional to demographic variables, the predictive powers of emotional intelligence, optimism, and self monitoring were examined. Moreover, data were collected from two countries in order to compare whether studying a developed country as an international student will be effect acculturative stress or not. For this purpose England as a developed country and Turkey as a developing country were selected for the research.

In this section, the findings of the study will be evaluated with respect to the hypotheses of the current study, and the connection between the results and the literature will be discussed first. Then, the significance and contributions of the present research will be mentioned. Finally, limitations regarding the study and future research suggestions will be presented.

4.1 General Evaluations of the Research Findings

Before evaluating the research findings, descriptive characteristics of the major study variables should be stated. Regarding emotional intelligence, participants had moderately high scores indicating that most of the participants have the necessary skills to observe and manage their own and others' emotions in their social relations with others. Participants had also high scores on optimism which shows that students mostly regard their future as positive and bright. Regarding self-monitoring, moderate levels were reported by participants. Finally, moderate levels of acculturative stress were reported by participants showed that international students had experienced acculturative stress to a certain extent.

Within the scope of this section, gender differences regarding the whole sample will be noted first. Then, in order to compare the international students studying in England and Turkey, research findings will be given on the basis of residence country. Country based mean differences among major study variables will be discussed and afterwards, country based correlations among study variables will be examined in detail. Finally, predictive power of emotional intelligence, optimism, and self-monitoring on country basis will be presented.

4.1.1 Gender Differences among Major Study Variables

Independent sample t-tests were conducted to compare male and female participants. According to the significant findings, males scored higher than females on emotional intelligence, and optimism. However, there was no significant effect of gender on the level of self-monitoring, and experiencing acculturative stress among international students.

Regarding emotional intelligence, women generally score higher than men (e.g., Sutarso, 1999). Though, in contrast to the perception of women as being more capable on experiencing and expressing their emotions, males scored higher on emotional intelligence than females in the present study. It is known that females experience all kinds of emotions -even negative ones- very intensely (Grossman & Wood, 1993), and literature suggests that women generally score higher than men on emotional intelligence (e.g., Van Rooy, Dilchert, Viswesvaran, & Ones, 2006). On the other hand, as Fernández-Berrocal, Cabello, and Castillo (2012) stated, various demographic variables may effect the relationship between gender and emotional intelligence. To illustrate, in their study, age as a mediator variable substantially decreased, or totally disappeared the gender differences on emotional intelligence. In a similar way, age or other demographic variables might effected the relationship between gender and emotional intelligence, and consequently

females might be reported lower on emotional intelligence in the present study.

Also, men scored higher than women on optimism. As Sing and Jha (2013) stated males and females differ on optimism in different subjects. For instance, men were found to be more optimistic on financial issues (Chang, Tsai, & Lee, 2010; Jacobsen, Lee, Marquering, & Zhang, 2010), and marriage and divorce (Lin & Raghbir, 2005). In a similar way, male students are more optimistic about their future in a new social environment rather than females in the current research. Thus, it can be concluded that males also tend to think more positive in face of social and environmental changes.

4.1.2 Mean Differences among Major Study Variables on Country Basis

When mean differences among major study variables based on England and Turkey were examined, international students in England reported lower levels of emotional intelligence, optimism, and self-monitoring compared to the students studying in Turkey. Moreover, higher acculturative stress levels were reported by students from England compared to students studying in Turkey. If students were not differentiated on other major study variables as emotional intelligence, optimism, and self-monitoring, the difference between the scores of students on experiencing acculturative stress could be explained by the social and environmental characteristics of the residence country. For instance, one possible explanation of the fact that an international student experiences less acculturative stress in Turkey could be the collectivist cultural structure of Turkey. To illustrate, international students studying in Turkey might be perceived more social support from their peers at university or they might be experienced more assistance in their relationships with other individuals in daily life. As the author of the thesis personally experienced, in England, if you do not specifically tend to make contact with others, people rather choose to protect the personal distance. It may be due to their respect

for other individuals' life though, in Turkey, anyone can start a conversation without any specific reason, and obviously in a new social environment, these kinds of attempts would help students' adjustment period, and would be lessen their stress of acculturation. Nevertheless, research findings show that international students in England and Turkey were also scored significantly different on major study variables. International students who were studying in England rated lower on emotional intelligence, optimism, and self-monitoring, and accordingly experienced higher levels of acculturative stress. In Turkey, higher scores were reported by students on emotional intelligence, optimism, and self-monitoring, and also they have experienced lower levels of acculturative stress. As it was hypothesized, higher levels of emotional intelligence, optimism, and self-monitoring led students to experience less acculturative stress.

Henceforth, in order to clarify how major study variables and also certain demographic variables had influenced the level of acculturative stress, the correlations between major study variables on country basis will be discussed.

4.1.3 Correlations between Study Variables on Country Basis

Age, gender, native country, class status, residence time in the host country, friends whose nationality is same with students, and also friends whose nationality is from the host country, previous abroad experience, and perceived English proficiency were included to the correlation analysis in order to clarify the predictors of acculturative stress among international students.

4.1.3.1 Correlations between Study Variables in England

When correlations between study variables examined in England, among demographic variables, residence time, friends from individuals' own country,

and English proficiency had significant associations with major study variables. More specifically, residence time found to be negatively correlated with optimism, and positively correlated with certain subscales of acculturative stress as perceived discrimination, perceived hate, and fear. The results showed that as the time of residency in the host country increase, the positive thoughts about future decrease, and the stress of acculturation raises. As it was mentioned in the introduction section, contradictory results were generated in the literature regarding the effect of residence time on acculturative stress. First, Lysgaard (1955; cited in Ward, Bochner, & Furnham, 2001) has presented a U-curve model of cultural adjustment stating that international students experience more psychological adaptation between their first arrival to host country and up to 6 months and also, after 18 months the adaptation is significantly high compared to the time period between 6-18 months. On the other hand, some studies showed that experienced stress of the international students was significantly higher in the initial time of residency in the host country (e.g., Ward & Kennedy, 1996b). Current research generated similar results with Lysgaard's (1955; cited in Ward, Bochner, & Furnham, 2001) U-curve theory in such a way that as the time progressed, the level of acculturative stress of students has raised.

Among demographic variables, friends from individuals' own country had also significant positive correlations with homesickness, perceived hate, fear, and stress due to change as subscales of acculturative stress. It is known that social support lowers depressive symptoms (e.g., Crockett et al., 2007). Thus, it is expected that as the social connectedness with peers or family members increase, stress levels lessen. Though, in the current study, positive correlation was found between the number of friends whose nationality is same with students and acculturative stress. However, it should be noted that those friends had came from individuals' own country. Feeling socially connected to friends would lessen acculturative stress however, limiting the connections by only communicating with peers whose nationality is same with the

individual would probably make the adjustment process more difficult. As Pedersen (1991) stated, one of the most crucial problem that international students face is the lack previously received social support. Losing the social support of significant others increases the stress due to change. At this point, it became crucial for international students to make more friends from the host country, and also they should try to come closer with students came from other countries. Trying to communicate with host nationals and other international students would probably lessen stress levels by providing the necessary information regarding the new social environment, and also communicating not only co nationals but also students who had came from other countries would lessen the perceived stress by knowing that other students experience similar emotions as feeling alone, homesickness and so on.

English Proficiency was another demographic variable which had significant associations with major study variables. On England sample, English proficiency was found to be significantly and positively correlated with emotional intelligence, optimism, and negatively associated with two subscales of acculturative stress as perceived discrimination and perceived hate. As consistent with the previous research findings (e.g., Yeh & Inose, 2003), higher proficiency on English language led lower levels of acculturative stress. On the other hand, according to the present research, English proficiency was found to be positively correlated with emotional intelligence and optimism. The reason for that may be due to the self confidence that the ability on English language had bring along. An individual who is capable of understanding others and also, is able to express his/her own emotions fluently in the valid language would improve his/her self-assurance and accordingly, negative feelings associated with acculturation would lessen. At this point, in order to improve students' English language ability, free short term language courses can be provided for students by

institutions. On the other hand, students personally should make an attempt to improve their language ability, for instance by communicating individuals from the host country.

Regarding major study variables, emotional intelligence was found to be significantly, and positively associated with optimism and self-monitoring, and negatively associated with four subscales of acculturative stress: perceived discrimination, perceived hate, fear, and stress due to change. The strong association between emotional intelligence and optimism was expected since the stress reducing effect of the two variables was demonstrated in the literature as previously mentioned. Similarly, as it was hypothesized, higher levels of emotional intelligence was associated with higher levels of self-monitoring. Similar findings were stated in the literature indicating the significant correlation between managing emotions and changing behaviors according to environmental cues in new social contexts (e.g., Jordan, Ashkanasy, Härtel, & Hooper, 2002). The most notable finding of the correlation analysis regarding major study variables was the significant negative association between emotional intelligence and four subscales of acculturative stress. The negative relationship between emotional intelligence and acculturative stress was demonstrated by Vergara et al. (2010) though the study was conducted in Thailand which is a developing country. As a developed country, students who scored higher on emotional intelligence were also experienced less acculturative stress compared to those with lower emotional intelligence in England. Thus, it can be concluded that independent from the country of residency in terms of development, having necessary emotional skills will help international students to reduce the stress of acculturation.

With respect to optimism, it was significantly and positively correlated to self-monitoring, and as expected, negatively associated with three subscales

of acculturative respectively as perceived discrimination, perceived hate, and stress due to change. The psychological distress reducing effect of optimism among international students was once proved by Jackson et al. (2013) by indicating the negative relationship exists between optimism and symptoms of depression. The results of the current study were in line with the previous findings, and higher optimism levels were led students' acculturative stress to be lowered in the present study.

Finally, there was no significant correlation between self-monitoring and acculturative stress. One possible explanation for this result could be that as an individualist culture, an individual do not have to behave in accordance with environmental social cues. In other words, there would be less social pressure when an international student behaves according to his/her own beliefs in an individualist community as England. Therefore, managing behaviors according to current social environment or behaving in a free manner did not differ in England in terms of experiencing acculturative stress. However, it should be mentioned that regarding England sample, the Cronbach's alpha coefficients for total 13 items of the Revised Self-monitoring Scale were found to be .58 which is not acceptable. Due to this low reliability coefficient, results with respect to self-monitoring should be examined cautiously. Though -as it will be noted later- self-monitoring was not found significantly associated with acculturative stress on Turkey sample too.

4.1.3.2 Correlations between Study Variables in Turkey

According to the correlation analysis conducted on sample from Turkey, gender was found to be significantly associated with emotional intelligence as consistent with the results of independent sample t-tests which were conducted to reveal gender differences among major study variables. Males

scored significantly higher on emotional intelligence compared to females in Turkey, but no significant difference was determined in England. As previously mentioned, other demographic variables such as age, previous abroad experience, or English proficiency might influenced the relationship between gender and emotional intelligence. As Poyrazli et al. (2010) suggests, since the literature has generated contradictory results regarding the effect of gender on acculturative stress, further research should be conducted on gender differences with respect to acculturation, and also the relationship should be examined by including various demographic variables (Fernández-Berrocal et al., 2012).

Regarding age, Yeh & Inose (2003) and Poyrazli et al. (2010) did not find any significant correlation between acculturative stress and age. In the current study significant correlation was revealed between age and homesickness as a subscale of acculturative stress indicating that as age increase the stress of acculturation lessens based on the sample of international students studying in Turkey. Though, in order to clarify the possible predictive power of age, more research should be conducted.

Among demographic variables, previous abroad experience was significantly, and positively correlated with perceived discrimination. This rather low correlation could be explained by the personal experiences of students in their previous abroad experience. To illustrate, if a student exposed to a negative event such as showed hatred or some kind of discrimination due to his/her cultural background before in another country, that student will probably be more vulnerable to discrimination and accordingly, will report higher on perceived discrimination. Consequently, positive correlation between previous abroad experience and acculturative stress emerged in the current research, and students who had previous abroad experience reported higher levels of acculturative stress.

Finally, similar to the England sample, English proficiency was significantly, and positively associated with emotional intelligence and self-monitoring, and negatively correlated with fear as a subscale of acculturative stress. Lin and Yi (1997) stated that the lack of English language ability would result in a difficulty to adjust a new environment. Thus, as previously noted, expressing the self fluently, and also understanding others accurately in a new social environment led to lower levels of acculturative stress on Turkey sample too. When correlations between major study variables were examined, emotional intelligence was significantly, and positively associated with optimism and self-monitoring. As it was previously noted, significant correlations between these three variables were due to the similar constructs that they are referring. Emotional intelligence is the ability to perceive and manage one's own and others' emotions (Salovey & Mayer, 1990), and "emotions belong to the second, so-called affective sphere of mental functioning, which includes the emotions themselves, moods, evaluations, and other feeling states, including fatigue or energy" (Mayer & Salovey, 1997, p.4). On the other hand, optimism as generalized positive expectancies for individuals' own future (Scheier et al., 1994) requires positive thinking which is strongly associated with controlling and operating emotions. In a similar way, the strong association between emotional intelligence and self-monitoring could be explained by the necessary requirements of these two constructs. In such a way that emotional intelligence requires to perceive and control emotions and similarly, self-monitoring necessitates perceiving social cues in the environment and managing behaviors according to those cues.

In contrast to sample from England, emotional intelligence was not significantly correlated with subscales of acculturative stress in Turkey. Instead, optimism was found to be significantly, and negatively associated with three subscales of acculturative stress respectively as perceived discrimination, homesickness, and fear. Optimism was once studied with

respect to socio-cultural adjustment and depressive symptoms of international students studying in United States, and negative relationship between optimism and symptoms of depression was demonstrated but no significant association between optimism and socio-cultural adjustment was revealed (Jackson et al., 2013). In the present study, results revealed that optimism is correlated with the stress of acculturation on Turkey sample. Therefore, as it was hypothesized, positive thinking led students' acculturative stress levels to be lowered.

Regarding self-monitoring, in contrast with the hypothesis of the current study, it was not significantly correlated with acculturative stress as similar to England sample. As a similar construct with acculturative stress, Mathis (2009) studied cultural intelligence which refers to the ability to adjust quickly and smoothly with experiencing less stress (Brislin, Worthley, & Macnab, 2006), and its correlation with self-monitoring on volunteer U.S. citizens attended in projects for an international organization in Belize. Results of the study demonstrated that there is a positive relationship between cultural intelligence and self-monitoring. Also, Kosic, Manetti, and Sam (2006) revealed the significant positive relationship between self-monitoring and socio-cultural and psychological adaptation in their study which was conducted on Polish immigrants. In the light of the findings of the literature, it was hypothesized that self-monitoring will also play a significant role in reducing the stress of acculturation among students who are studying abroad. Though, in the present study, self-monitoring was not found to be significantly correlated with acculturative stress on both samples.

4.1.4 Predictive Powers of Emotional Intelligence, Optimism, and Self-monitoring on Country Basis

Hierarchical regression analyses were conducted for samples from England and Turkey separately in order to clarify the predictive power of demographic variables, emotional intelligence, optimism, and self-monitoring on acculturative stress among international students. Among demographic variables, only the factors which have significant associations with major study variables were included to the analyses. Therefore, in the last instance, to clarify their predictive power on acculturative stress; age, gender, residence time, individuals friends whose nationality is same with them, English Proficiency, and previous abroad experience as demographic variables, and emotional intelligence, optimism, and self-monitoring as the major study variables were entered to the equation in two stages to assess the predictors of acculturative stress among international students.

For both samples from England and Turkey, R was significantly different from zero indicating that the set of independent variables included to the analysis significantly predicted acculturative stress that international students experienced. Though, not all the unique contributions of independent variables were significant. In fact, among major study variables, only emotional intelligence on England sample, and optimism on Turkey sample uniquely predicted the variance on acculturative stress.

Regarding demographic variables, residence time uniquely predicted acculturative stress on both samples. However, English proficiency had predictive power only on England sample. With respect to residence time, hierarchical regression analysis results revealed that as time of residency increase, acculturative stress levels also increase in both samples. In order to find out whether the results were consistent with Lysgaard's (1955; cited in

Ward, Bochner, & Furnham, 2001) U-curve model of cultural adjustment stating that international students experience more psychological adaptation at their first arrival to host country, and after 18 months the adaptation is significantly high compared to the time period between 6-18 months, univariate analysis of variance was conducted separately for England and Turkey. Results revealed that acculturative stress levels significantly differed for three conditions of residence time respectively as less than 6 months, 6-12 months, and more than 12 months for students studying in England, but the effect of residence time was not found to be significant on Turkey sample. The international students participated to the present study were student sojourns. As Ward et al. (2001) defined, sojourners stay in new social environments for a short period of time, and as they relocate voluntarily, going back to home is a planned action in their future. In line with these characteristics of sojourners, results are non-contradictory. As student sojourns, they are full of enthusiasm at their first arrival, and these highly motivated individuals cannot wait to explore the new social world that they are finally in. Therefore, the stress they experience at initial time of relocation is rather low. As time goes by, the reason for increased stress levels when confronting with difficulties of adjustment may due to students' individual differences. As the present study has revealed, emotional intelligence and optimism have significant predictive power on acculturative stress which will be discussed later.

Regarding English proficiency, it has significantly predicted acculturative stress among international students studying in England, but not in Turkey. Obviously, a lack of success in English language ability in a place where English is the native language led students to experience more stress since English is spoken not only in classrooms, but also in daily life with host nationals in England. Regarding Turkey, English proficiency was not found to be a significant predictor of acculturative stress. As Yeh and Inose (2003)

stated, one of the most important reasons that the low English proficiency causes higher levels of stress during acculturation is the difficulties that students experience while interacting with host nationals -for instance asking for assistance- in their daily lives. Since the native language is not English, students not experienced these kinds of stressors regarding language barriers in Turkey, and consequently English proficiency was not found to be a unique contributor of explaining acculturative stress on Turkey sample.

Among major study variables, emotional intelligence has a significant predictive power on acculturative stress among international students in England. This is a significant finding since the negative relationship between emotional intelligence and acculturative stress (Vegara et al., 2010) or cross-cultural adjustment (Lin et al., 2012) among international students was studied only in Eastern cultures. The present study revealed the positive effect of emotional intelligence on reducing acculturative stress among international students in England as a Western culture. Therefore, apart from cultural differences of the host country, the findings of the current research strengthened the presumption of universal positive effect of emotional intelligence on lowering acculturative stress among international students.

As Mayer and Salovey (1997) stated, emotional intelligence is a different concept apart from cognitive intelligence, and it is a useful construct to explain individuals' adaptation for new social environments. As a social competence of monitoring and operating one's own and other individuals' emotions (Salovey & Mayer, 1990), it was hypothesized that emotional intelligence would help international students to experience a smooth adaptation process and accordingly, report lower levels of acculturative stress in a new cultural environment. More specifically, as an individual who can able to control and manage his/her and also others' emotions, and proficient on using emotions in social relations and finally, regulating emotions to

achieve personal goals like adjusting to the new cultural setting would lessen the stress of acculturation. In line with the expectations of the present study, being emotionally strong led students to experience less acculturative stress and consequently, emotional intelligence was identified as a predictor of acculturative stress among international students.

Finally, optimism was found to be a significant predictor of acculturative stress among international students in Turkey. Specifically, as it was hypothesized, higher levels of optimism led lower levels of acculturative stress. With regard to international students, the role of optimism was once studied by Jackson et al. (2013), and negative relationship between optimism and symptoms of depression was demonstrated among students studying abroad in United States. In the light of the findings in the literature, it was expected that optimism which helps individuals to think that the future will bring positive outcomes would also help international students to perceive the difficulties that rise during acculturation process as opportunities, but not stressors. As expected, the present study revealed the positive effect of optimism on reducing the stress of acculturation among students studying abroad in Turkey. Therefore, similar to emotional intelligence, optimism has a significant stress reducing power on international students.

Before concluding the thesis, it should be noted that individuals from 58 unique countries participated to the current study thus the sample was not composed of homogeneous groups of people. At this point, results should be evaluated cautiously due to the heterogeneity of the sample of the research.

4.2 Contributions and Conclusions of the Thesis

Organista et al. (2002) suggested further information was required to clarify the effect of acculturation on individuals' mental health, thus various cultures

should be examined with respect to acculturation research. Besides, different individual variables should be taken into consideration in order to improve the literature. At this point, it is believed that current study enhanced the acculturation literature by analyzing two different countries, and also by considering different individual variables such as emotional intelligence, optimism, and self-monitoring which were not directly examined in relation with acculturative stress among international students in Turkey before.

One of the most significant findings of the current study is the higher levels of acculturative stress reported by students studying abroad in England compared to the students studying in Turkey. In line with the expectations, lower levels of emotional intelligence, optimism, and self-monitoring were reported by international students in England which demonstrates the stress reducing effect of the major study variables of the present study.

Regarding significant predictors, emotional intelligence was found to be a unique contributor in explaining the variance in acculturative stress in England. Aforementioned, the relationship between emotional intelligence and acculturative stress among students studying abroad was never studied in a Western culture, thus the findings of the current research demonstrated that, apart from cultural differences of the host country, the significant effect of emotional intelligence on lowering acculturative stress among international students is supported not only in Eastern cultures, but also in Western countries. At this point, strengthening students' emotional and social skills may provide them a healthy adjustment period, and accordingly may lower their acculturative stress while confronting difficulties during acculturation. In this vein, training programs that improve students' emotional intelligence can be constructed to help students studying abroad by making them emotionally and socially strong while trying to adapt into the new social environment.

Moreover, despite the fact that the negative relationship between optimism and psychological distress was revealed through several studies on different groups of people as mentioned before, the connection between optimism and acculturative stress among international students was not examined directly in the literature. Therefore, current study supported that optimistic life orientation style has a significant effect on reducing stress among students studying abroad as a different sample, and strengthened the universal positive effect of optimism on psychological well-being. That is to say, similar to emotional intelligence, optimism helps individuals to experience less stress during coping with difficulties in face of social changes. At this juncture, interventions developed by institutions may help international students to experience a smooth adaptation into a new culture. For instance, workshops can be organized to give students an insight regarding the benefits of optimism. Accordingly, it may help students to gain the adequate positive thinking skills, and make them feel less stressed during coping with social and environmental demands.

Taken all together, the present study stressed the importance of emotional intelligence and optimism as the variables of positive psychology on international students as a different sample which experience social change for a certain period of time. The findings of the current research give an insight on the importance of the positive psychology as a science which helps individuals to be happier and more productive in their lives (Snyder, Lopez, & Pedrotti, 2011) on confronting with difficulties which rise during social and environmental changes. In other words, the stress of acculturation which rises in face of difficulties during the acculturation process can be dealt with emotional intelligence and optimism as the variables of positive psychology. Supportive findings with regard to beneficial outcomes of the variables of positive psychology should give rise to our thoughts regarding inner peace

and well-being could be provided by positive thinking, and enjoying the present moment.

“If you are depressed you are living in the past.

If you are anxious you are living in the future.

If you are at peace you are living in the present.” (Lao Tzu)

4.3 Limitations and Suggestions for Future Research

There are few limitations of the present study which should be taken into consideration while examining the findings. First of all, a self-report questionnaire was used in the research. Though self-report measures are easy to use, especially if samples of the research are from different countries, social desirability bias might be led students to hide their real attitudes to a certain extent. Moreover, some part of the data was collected via internet. Therefore, it is not known that whether students completed the survey with full concentration or not. Besides, since the options are limited in self-report measures, students might not be expressed their specific feelings regarding acculturation. Therefore, future research studies may add open-ended questions into the questionnaires to gain more information regarding international students' acculturation problems. Phrases of students can provide us a better understanding of their feelings and experiences which may cause acculturative stress.

Secondly, a broader picture of acculturation process can be provided by longitudinal studies since acculturating is a continuing process. Thus, since the process is still ongoing while studying on acculturation, longitudinal study designs which examine the whole period of students' education to the end can provide more clarified information regarding the factors that lead acculturative stress.

Finally, in order to improve acculturation research, re-entry process to the home country can be studied since it is another version of acculturation. Research revealed that an array of difficulties was experienced by international students after their departure from the host country (Ward et al., 2001). At this point, future research can focus on the adjustment process of international students' during re-entry period.

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APPENDICES

APPENDIX A

INFORM CONSENT FORM

The purpose of the study is to understand the predictors of acculturation stress among international students. Specifically, the effect of emotional intelligence, future expectations, and level of self-monitoring on acculturation will be examined. Participation will require approximately 15 minutes to complete the questionnaire. You may refuse to answer any question on the survey if it makes you feel uncomfortable. Your participation in this study is completely voluntary, and you may choose to withdraw at any time without penalty. Information you provide will remain confidential and your identity will not be revealed.

Your participation will make a significant contribution to my study thus, please be honest and confident in responding and also, feel free to contact me if you have any comments, questions or concerns with the study. You can also request a copy of the results, I will be happy to share them with you. Thank you in advance for your participation. Please sign the following statement.

'The aim of this research has been explained and I voluntarily agree to participate in this study. I have been informed that information and results obtained in this survey will potentially contribute to a future publication in literature.'

Signature:

Date:

CONTACT INFORMATION

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APPENDIX B

DEMOGRAPHIC INFORMATION SHEET

Gender: Female Male **Age:** _____

Current country of residence: _____ **Current city of residence:**

Native country: _____

Class status: Undergraduate Graduate PhD Continuing Education Student
 Other _____

Name of School: _____

How long have you been residing in the host country?

Less than 3 months 3-6 months 6-12 months More than 12 months

Do you have previous abroad experience? Yes No

How many friends do you have who had came from your own country?

Less than 3 3-6 More than 6

How much time do you spend with them? Less Average Much

How many friends do you have in the host country whose nationality is from of that place?

Less than 3 3-6 More than 6

How much time do you spend with them? Less Average Much

Language

English is my native language

I learned English as a second language in my native country

What is your present level of English fluency?

Low Below average Average Above average High

How comfortable are you communicating in English?

Not at all Slightly Moderately Very Extremely

How often do you communicate in English?

Very rarely Rarely Occasionally Frequently Very frequently

APPENDIX C

THE WONG AND LAW EMOTIONAL INTELLIGENCE SCALE

(Wong & Law, 2002)

Please indicate your level of agreement for each statement by placing the number on the line preceding that item. Since there is no right or wrong answer, it is kindly requested from you to be honest in your responding.

1	2	3	4	5
(Strongly disagree)	(Disagree)	(Not sure)	(Agree)	(Strongly Agree)

- _____ 1. I have a good sense of why I have certain feelings most of the time.
- _____ 2. I have good understanding of my own emotions.
- _____ 3. I really understand what I feel.
- _____ 4. I always know whether or not I am happy.
- _____ 5. I always know my friends' emotions from their behavior.
- _____ 6. I am a good observer of others' emotions.
- _____ 7. I am sensitive to the feelings and emotions of others.
- _____ 8. I have good understanding of the emotions of people around me.
- _____ 9. I always set goals for myself and then try my best to achieve them.
- _____ 10. I always tell myself I am a competent person.
- _____ 11. I am a self-motivated person.
- _____ 12. I would always encourage myself to try my best.
- _____ 13. I am able to control my temper and handle difficulties rationally.
- _____ 14. I am quite capable of controlling my own emotions.
- _____ 15. I can always calm down quickly when I am very angry.
- _____ 16. I have good control of my own emotions.

APPENDIX D

THE POSITIVE FUTURE EXPECTATIONS SCALE

(Imamoglu, 2001)

Please indicate your level of agreement for each statement by placing the number on the line preceding that item.

1	2	3	4	5
(Strongly disagree)	(Disagree)	(Not sure)	(Agree)	(Strongly Agree)

- _____ 1. I am quite optimistic about my future.
- _____ 2. I believe that I will achieve my goals in one way or other.
- _____ 3. I am optimistic about actualizing the things I want to do in the future.
- _____ 4. I can be considered pessimistic about my personal future.
- _____ 5. Although there may be some difficulties, I look positively to the future.

APPENDIX E

REVISED SELF-MONITORING SCALE (Lennox & Wolfe, 1984)

Please indicate the strength of your agreement for each statement by placing the number on the line preceding that item.

1 (Disagree) 2 (Not sure) 3 (Agree) 4 (Strongly Agree) 5 (Strongly disagree)

- _____ 1. In social situations, I have the ability to alter my behavior if I feel that something else is called for.
- _____ 2. I am often able to read people's true emotions correctly through their eyes.
- _____ 3. I have the ability to control the way I come across to people, depending on the impression I wish to give them.
- _____ 4. In conversations, I am sensitive to even the slightest change in the facial expression of the person I'm conversing with.
- _____ 5. My powers of intuition are quite good when it comes to understanding others' emotions and motives.
- _____ 6. I can usually tell when others consider a joke to be in bad taste, even though they may laugh convincingly.
- _____ 7. When I feel that the image I am portraying isn't working, I can readily change it to something that does.
- _____ 8. I can usually tell when I've said something inappropriate by reading it in the listener's eyes.
- _____ 9. I have trouble changing my behavior to suit different people and different situations.
- _____ 10. I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.
- _____ 11. If someone is lying to me, I usually know it at once from that person's manner of expression.
- _____ 12. Even when it might be to my advantage, I have difficulty putting up a good front.
- _____ 13. Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.

APPENDIX F

ACCULTURATIVE STRESS SCALE FOR INTERNATIONAL STUDENTS

(Sandhu & Asrabadi, 1994)

Please indicate your agreement with each statement by placing the number on the line preceding that item.

1

2

3

4

5

(Strongly disagree) (Disagree) (Not sure) (Agree) (Strongly Agree)

- _____ 1. Homesickness bothers me.
- _____ 2. I feel uncomfortable to adjust to new foods.
- _____ 3. I am treated differently in social situations.
- _____ 4. I feel rejected when people are sarcastic toward my cultural values.
- _____ 5. I feel nervous to communicate in English.
- _____ 6. I feel sad living in unfamiliar surroundings.
- _____ 7. I fear for my personal safety because of my different cultural background.
- _____ 8. I feel intimidated to participate in social activities
- _____ 9. Others are biased toward me.
- _____ 10. I feel guilty to leave my family and friends behind.
- _____ 11. Many opportunities are denied to me.
- _____ 12. I feel angry that my people are considered inferior here.
- _____ 13. Multiple pressures are placed upon me after migration.
- _____ 14. I feel that I receive unequal treatment.
- _____ 15. People from some ethnic groups show hatred toward me nonverbally.
- _____ 16. It hurts when people do not understand my cultural values.

- _____ **17.** I am denied what I deserve.
- _____ **18.** I frequently relocate for fear of others.
- _____ **19.** I feel low because of my cultural background.
- _____ **20.** I feel rejected when others don't appreciate my cultural values.
- _____ **21.** I miss the people and country of my national origin.
- _____ **22.** I feel uncomfortable to adjust to new cultural values.
- _____ **23.** I feel that my people are discriminated against.
- _____ **24.** People from other ethnic groups show hatred toward me through their actions.
- _____ **25.** I feel that my status in this society is low due to my cultural background.
- _____ **26.** I am treated differently because of my race.
- _____ **27.** I feel insecure here.
- _____ **28.** I don't feel a sense of belonging (community) here.
- _____ **29.** I am treated differently because of my color.
- _____ **30.** I feel sad to consider my people's problems.
- _____ **31.** I generally keep a low profile due to fear from some other ethnic groups.
- _____ **32.** I feel some people don't associate with me because of my ethnicity.
- _____ **33.** People from some other ethnic groups show hatred toward me verbally.
- _____ **34.** I feel guilty that I am living a different lifestyle here.
- _____ **35.** I feel sad leaving my relatives behind.
- _____ **36.** I worry about my future for not being able to decide whether to stay here, or go back.

APPENDIX G

ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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10 Ocak 2013

Gönderilen: Prof.Dr.Nuray Sakallı Uğurlu

Psikoloji Bölümü

Gönderen : Prof. Dr. Canan Özgen

IAK Başkan Yardımcısı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Sosyal Psikoloji Bölümü Yüksek Lisans öğrencisi Buket Alkış'ın "Uluslararası Öğrencilerin Kültürleşme Stres Düzeyleri: Duygusal Zeka, Olumlu Gelecek Beklentisi ve Kendini İzleme Değişkenlerinin Rolü" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

10/01/2013

Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

17.01.2013

01

APPENDIX H

TÜRKÇE ÖZET

ULUSLARARASI ÖĞRENCİLERDE KÜLTÜRLEŞME STRESİ: DUYGUSAL ZEKA, İYİMSERLİK VE KENDİNİ İZLEME DEĞİŞKENLERİNİN ROLÜ

Kültürleşme, bireyler tarafından tarih boyunca çeşitli sebeplerden dolayı deneyimlenmiştir. Günümüzde, gerek teknolojinin ilerlemesi gerekse enstitülerin sağladığı olanaklar ile kişilerin başka ülkelere süreli ya da süresiz göçü hızla artmaktadır. Kimi bireyler, eğitimlerini ilerletmek, kimileri yeni yerler keşfetmek, kimileri ise zorunlu birtakım sebeplerden dolayı farklı ülkelere göç etmektedir. Sebebi ne olursa olsun, yeni bir sosyal ortama girmek beraberinde birtakım zorluklar getirmektedir. Göç eden birey için, tutum ve davranışları kendi kültürel alt yapısından farklı olan yabancı insanlarla sosyal etkileşime girmek ve onlarla yaşamaya çalışmak zor bir süreç olacaktır ve bu süreçte karşılaşılan zorluklar kişinin kültürleşme stresinin artmasına sebebiyet verecektir (Yusoff ve Chelliah, 2010). Bu tür stres, kaygı, umutsuzluk, depresyon gibi olumsuz duygulanımlara yol açabilir (Williams ve Berry, 1991). Bar-on (2006), bireyin sosyal, kişisel ve çevresel değişimlerle başa çıkabilmesinin, sosyal ve duygusal anlamda zeki olması ile mümkün olabileceğini söyler. Bu süreçte iyimser bir yapıya sahip olmak da oldukça önemlidir. Bu anlamda duygusal zeka, bireysel bir farklılık olarak, kişinin sosyal değişimlerde karşılaşılan zorlukların üstesinden gelebilmesinde belirleyici olacaktır (Bar-on, 2005). Duygusal zeka ve iyimserlik değişkenlerine ek olarak,

kişinin yeni girdiği bir sosyal ortamda etrafındaki sosyal ipuçlarına göre mi davranacağı yoksa kendi düşünce ve tutumlarına göre mi hareket edeceği yaşayacağı stres seviyesini etkileyebilir. Bu noktada kendini izleme değişkeninin, kültürleşme stresinin yordanmasında önemli bir faktör olacağı düşünülmektedir. Snyder (1974), kendini izleme değişkenini kişinin davranışlarını kontrol etme süreci olarak tanımlar. Kendini izleme özelliği yüksek olan bireyler davranışlarını kontrol edebilme ve çevresel ipuçları doğrultusunda davranış sergileyebilme konusunda başarılılardır (Lennox, 1984). Bu anlamda, yeni bir kültürel ortama giren bireylerin kendini izleme seviyeleri, yüksek ihtimalle adaptasyon seviyelerine işaret edecektir. Sonuç itibarı ile kendini izleme seviyesi yüksek olan bireylerin, sosyal adaptasyon süreçlerinin hızlanacağı düşünülerek, daha düşük seviyelerde kültürleşme stresi yaşayacakları öngörülmektedir.

Russell, Thomson, ve Rosenthal'ın (2008) belirttiği gibi, uluslararası öğrencilerin kültürleşme sürecindeki algı ve deneyimleri ile ilgili olarak çok sayıda çalışma yürütülmüş olmakla birlikte, öğrencilerin iyilik hali ve kültürleşme stresi arasındaki ilişki tam anlamıyla açıklığa kavuşmamış bulunmaktadır. Son yıllarda uluslararası öğrencilerin yaşadığı kültürleşme stresi ile ilgili araştırmaların sayısı artmaktadır ancak, kültürleşme stresine neden olan faktörlerin netleştirilmesi adına farklı değişkenlerin incelendiği daha çok çalışma yürütülmelidir. Uluslararası öğrencilerin uyum süreci ile ilgili olarak, yaş, cinsiyet, önceki yurtdışı deneyimi, sosyal statü seviyesi, göç edilen ülkede geçirilen zaman (Berry, Kim, Minde, ve Mok, 1987), İngilizce dil becerisi (Yeh ve Inose, 2003), anavatan ile göç edilen ülke arasındaki kültürel farklılıklar (Sandhu, 1995) gibi birtakım demografik

değişkenler daha önce incelenmiş ve bu değişkenlerin kültürleşme stresi üzerinde etkili oldukları belirtilmiştir. Ayrıca, akademik başarı, kültürel altyapı, ekonomik durum, siyasi görüş gibi değişkenlerde kültürleşme stresi üzerinde belirleyici değişkenler olarak etiketlenmişlerdir (Pan, Wong, Chan, ve Joubert, 2008). Öte yandan, sosyal destek değişkeni de uluslararası öğrencilerin uyum sürecinde ortaya çıkan depresif belirtilerin azalmasında önemli bir faktör olarak belirlenmiştir.

Uluslararası öğrencilerde kültürleşme stresi ile ilgili çalışmaların hepsi tek bir ülke bazında incelenmiştir (Gebhard, 2012; Gonzales, 2006; Otlu, 2010; Sirin, Ryce, Gupta, ve Rogers-Sirin, 2013; Vergara, Smith, ve Keele, 2010; Yeh ve Inose, 2003). Çalışmanın en önemli amaçlarından biri uluslararası öğrencilerin yaşadığı kültürleşme stresi bakımından farklı ülkeleri karşılaştırmaktır. Bu amaçla, gelişmiş bir ülke olarak İngiltere ve gelişmekte olan bir ülke olması bakımından Türkiye, veri toplanacak ülkeler olarak belirlenmiştir. Diğer değişkenler üzerinde anlamlı fark göstermeyen öğrenciler, kültürleşme stresi bakımından anlamlı farklılıklar ortaya koyarsa, bu durum ülkelerin gelişmişlik seviyeleri ile açıklanacaktır.

Kültürleşme ve zihin sağlığı arasındaki ilişkinin aydınlatılması adına daha fazla bilgiye ihtiyaç duyulmaktadır. Bu amaçla, farklı ülkelerde kültürleşmeye ilişkin çalışmaların yürütülmesi gerekmektedir (Organista, Organista, ve Kurasaki, 2002). Araştırmayı iki farklı ülkede gerçekleştirecek olması bakımından, çalışmanın literatürde önemli bir rol oynayacağı düşünülmektedir. Öte yandan, Türkiye’de daha önce uluslararası öğrencilerin yaşadığı kültürleşme stresinin ölçülmesinde araştırılmamış olması

bakımından, duygusal zeka, iyimserlik, ve kendini izleme değişkenlerinin çalışmaya dahil edilmiş olmasının, kültürleşme konusunda literatürün gelişmesini sağlayacaktır. Tüm bunlar göz önünde bulundurulduğunda, çalışmanın amacı İngiltere ve Türkiye’de öğrenim gören uluslararası öğrencilerin yaşadığı kültürleşme stresinin duygusal zeka, iyimserlik, ve kendini izleme değişkenlerine bağlı olarak incelenmesi olarak özetlenebilir. Ek olarak, yaş, cinsiyet, uyruk, algılanan İngilizce dil becerisi, göç edilen ülkedeki arkadaş sayısı, önceki yurtdışı deneyimi gibi demografik değişkenlerde çalışmaya eklenmiştir.

Kültürleşme Stresi

Kültürleşme üzerine yapılan araştırmalar toplumdaki kültürlerarası iletişimin süreç ve sonuçlarını inceler (Berry, Portinga, Segall, ve Dasen, 1992). Farklı kültürler ile etkileşime girildiğinde bir çelişkinin ortaya çıkması durumunda ise kültürleşme stresi yaşanır. Bir başka deyişle kültürleşme stresi, bireyin başka bir kültüre adaptasyon sürecinde karşısına çıkan güçlüklerle verdiği tepkidir (Williams ve Berry, 1991). Bu tepki genellikle kaygı ve depresyon şeklinde kendini göstermekle birlikte, kültürleşme sürecinde yaşanan stres seviyesi kişilere göre farklılık göstermektedir (Berry, 1997). Berry’nin (2006) sınıflandırdığı üzere, kültürleşme stresine yol açan faktörler grup düzeyinde ve bireysel düzeyde olmak üzere iki sınıfta incelenebilir. Grup düzeyinde politik durum, ekonomik durum, ait olunan kültürün demografik özellikleri gibi birtakım değişkenler rol alırken, birey düzeyinde yaş, cinsiyet, eğitim seviyesi gibi faktörler kültürleşme stresini etkilemektedir. Bu anlamda denebilir ki her bireyin yeni bir sosyal ortamda yaşayacağı kültürleşme stresi, gerek

grup düzeyindeki gerekse bireysel düzeyde bahsedilen faktörlere göre farklılık gösterecektir. Bir bireyin engel olarak algıladığı bir durum karşısında başka bir birey -yukarıda bahsedilen faktörlere bağlı olarak- farklı bir duruş sergileyerek o durumu kendisi için bir olanak olarak algılayabilir. Çalışmada, kültürleşme sürecinde bireysel farklılıkların etkisi incelenecek, kültürleşme stresinin yaşanmasında duygusal zeka, iyimserlik ve kendini izleme değişkenlerinin rolü araştırılacaktır.

Uluslararası Öğrencilerde Kültürleşme Stresi

Uluslararası öğrencilerin yaşadığı kültürleşme stresi araştırmacılar tarafından farklı değişkenler ele alınarak incelenmiştir. Çalışmalar yaş, cinsiyet, İngilizce dil becerisi (Yeh ve Inose, 2003), göç edilen ülkede kalınan süre (Lysgaard, 1955; Aktaran Ward, Bochner, ve Furnham, 2001), sosyal destek (Poyrazli, Kavanaugh, Baker, ve Al-Timimi, 2004), finansal sorunlar (Carroll ve Ryan, 2005), büyük beş kişilik özelliği (Poyrazli, Thukral, ve Duru, 2010) gibi değişkenlerin kültürleşme stresine etkisini incelemiştir.

Duygusal zeka

Duygusal zeka, en genel ifadesi ile bireyin kendi ve etrafındaki insanların duygularını algılayabilmesi ve bunları kontrol edebilmesi ilkelerini barındıran bir sosyal yetkinlik olarak tanımlanmaktadır (Salovey ve Mayer, 1990). Bu özellik, duyguların doğru biçimde değerlendirilmesi ve dışa vurumu, aynı zamanda amaçlar doğrultusunda düzenlenmesi ve kullanımı ile ilgilidir. O halde denebilir ki duygusal zeka, duyguların doğru biçimde algılanmasını, karar verme süreçlerinde uygun kullanımını ve

amaçlara ulaşmada kontrol altına alınmasını gerektirir. Duygularını bu ilkeler doğrultusunda yönetebilen kişiler, farklı sosyal ortamlara girdiklerinde kolaylık yaşayacaklardır. Duygusal zekanın uluslararası öğrencilerde gözlemlenen kültürleşme stresi üzerindeki etkisini inceleyen tek çalışma, Vergara, Smith ve Keele'ye (2010) ait olan ve bulguların duygusal zekası yüksek olan öğrencilerin daha düşük seviyede kültürleşme stresi yaşadığına işaret eden çalışmasıdır. Türkiye'de ise duygusal zekanın uluslararası öğrencilerin yaşadığı kültürleşme stresi üzerine etkisinin incelendiği herhangi bir çalışmaya rastlanmamıştır. Bu anlamda bireysel bir farklılık olarak duygusal zekanın çalışmaya eklenmesinin, literatüre önemli katkı sağlayacağı düşünülmektedir.

İyimserlik

İnsan yaşamın içerisindeki olaylara farklı tepkiler verebilmektedir. Örneğin, kimileri en olumsuz deneyimleri bile pozitif düşünceleri ile olumlarken, kimileri geleceğin kendilerine kötü olaylar sunacaklarını varsayarlar. İyimser kişiler hayatta istedikleri her şeye bir şekilde ulaşacaklarından emindir, öte yandan kötümser bireyler geleceği umutsuz algırlar. Bu noktada iyimserlik, bireylerin geleceğe yönelik olumlu beklentilerini ifade etmektedir (Scheier, Carver, ve Bridges, 1994). Son yıllarda iyimserlik, bireylerin hem fiziksel hem de zihinsel iyilik hallerini açıklamada önemli bir faktör haline gelmiştir (Brisette, Scheier, ve Carver, 2002; Carver ve Gaines, 1987; Nelson, Karr, ve Goleman, 1994; Robins, Spence, ve Clark, 1991; Scheier ve Carver, 1985; Uğurlu, 2011).

Pek çok çalışma aracılığı ile stres ve iyimserlik arasındaki negatif ilişki ortaya konmuştur (Carver, Pozo, Harris, Noriega, Scheier, Robinson, Ketcham, Moffat, ve Clark, 1993; Ironson ve Hayward, 2008; Litt, Tennen, Affleck, ve Klock, 1992). Öğrencilerle ilgili olarak, Aspinwall ve Taylor (1992) bir grup öğrencinin üniversiteye adaptasyon süreçlerinde iyimserlik değişkeninin adaptasyon üzerindeki olumlu etkisi belirtmişlerdir. Öğrenciler üzerinde gerçekleşen bir başka çalışmada ise iyimserliğin, kaygı düzeyi ile de negatif ilişkili olduğu saptanmıştır (Sing ve Jha, 2013). Uluslararası öğrenciler ile ilgili olarak ise iyimserlik ve depresyon belirtileri arasında negatif yönlü ilişki bulunduğu belirtilmiştir (Jackson, Ray, ve Bybell, 2013). Bahsedilen çalışmaların bulguları doğrultusunda görülmektedir ki iyimserlik, stres ve kaygı seviyelerinin düşürülmesinde oldukça etkilidir. Buna rağmen, literatürde uluslararası öğrencilerde gözlemlenen kültürleşme stresi ile iyimserlik arasındaki ilişkiyi inceleyen herhangi bir çalışmaya rastlanmamaktadır. Bu noktada, iyimserliğin uluslararası öğrencilerin yaşadığı kültürleşme stresine etkisinin incelenmesi amacı ile iyimserlik değişkeni bu çalışmanın kapsamına alınmıştır.

Kendini-izleme

Yeni bir kültüre adaptasyon dönemi zorlu bir süreçtir. Özellikle içinde bulunulan yeni sosyal çevrede bireyin kendi kültürü ile bağdaşmayan değerlerin varlığı söz konusu ise bu süreç daha da sancılı hale gelebilir (Berry, 2006). Bu noktada kişiler, kendilerini izleyerek içine girilen yeni kültürde uyumlu bir birey izlenimi yaratmaya çalışabilirler (Snyder, 1974). Bir başka ifade ile bireyler yeni kültüre uyum sağlayabilmek için kendini izleme değişkenini

bir araç olarak kullanabilirler. Kişinin davranışlarını etrafındaki sosyal ipuçlarına göre düzenlemesi olarak ifade edebileceğimiz kendini izleme değişkeninin öğrencilerin üniversiteye uyum sürecinde karşılaştıkları zorluklara olan etkisi daha önce incelenmiştir (Blank, Ziegler, ve Bloom, 2012; Ghorbanshiroodi ve Khalatbari, 2010; Guarino, Michael, ve Hocevar, 1998) fakat literatürde bu değişkenin uluslararası öğrencilerde gözlemlenen kültürleşme stresini nasıl etkilediğini inceleyen herhangi bir çalışma bulunmamaktadır. Bu noktada, kendini izleme seviyelerinin farklı kültürlerde öğrenim gören öğrencilerin kültürleşme sürecinde yaşayacakları stres seviyelerini açıklamada önemli bir faktör olacağı düşünülmektedir.

Bu bilgiler ışığında, çalışmanın ana amacı, duygusal zeka, iyimserlik ve kendini izleme değişkenlerinin uluslararası öğrencilerin yaşadığı kültürleşme stresini nasıl etkilediğini ortaya koymaktır. Bu ana değişkenlere ek olarak, birtakım demografik değişkenlerin bu süreçte nasıl rol oynayacağı da araştırılacaktır. Çalışmanın verileri İngiltere ve Türkiye'deki üniversitelerden toplanmıştır. Burada amaç, gelişmişlik bakımından farklı seviyelerde olan ülkelerde öğrenim gören öğrencilerin, kültürleşme stresi bakımından farklılaşıp farklılaşmayacaklarını ortaya koymaktır. Farklı ülkelerde öğrenim gören uluslararası öğrencilerin stres seviyelerinde anlamlı farklar gözlemlenirse bu sonuç ülkelerin sahip olduğu sosyal, eğitimsel ve çevresel koşullar ile açıklanacaktır. O halde, çalışmanın hipotezleri şu şekilde sıralanabilir:

1. Demografik değişkenler, duygusal zeka, iyimserlik, kendini izleme ve kültürleşme stresi arasındaki korelasyonlar nelerdir?

2. İngiltere ve Türkiye’de öğrenim gören uluslararası öğrenciler kültürleşme stresi bakımından anlamlı ölçüde farklılaşacak mıdır?
3. Duygusal zeka, iyimserlik ve kendini izleme değişkenleri, uluslararası öğrencilerin yaşadığı kültürleşme stresini ne ölçüde yordayacaktır?

Yöntem

Araştırmaya İngiltere’de öğrenim gören 98, Türkiye’de öğrenim gören 149 olmak üzere toplam 247 uluslararası öğrenci (113 kız, 134 erkek) katılmıştır. Veri toplama aracı olarak kullanılan anket, demografik değişkenlerin ölçüldüğü form, Wong ve Law Duygusal Zeka Ölçeği (Wong ve Low, 2002), Olumlu Gelecek Beklentisi Ölçeği (Imamoglu, 2001), Düzenlenmiş Kendini İzleme Ölçeği (Lennox ve Wolfe, 1984) ve Uluslararası Öğrenciler için Kültürleşme Stres Ölçeği’nden (Sandhu ve Asrabadi, 1994) oluşmaktadır.

Demografik değişkenlerin oluşturduğu formda yaş, cinsiyet, öğrenim görülen ülke, ev sahibi ülkede geçirilen zaman, ev sahibi ülkede sahip olunan arkadaş sayısı, aynı uyruktan sahip olunan arkadaş sayısı, önceki yurtdışı deneyimi, algılanan İngilizce becerisi gibi değişkenler yer almaktadır.

Öğrencilerin kültürleşme stres seviyelerini ölçmek amacıyla Uluslararası Öğrenciler için Kültürleşme Stres Ölçeği (Sandhu ve Asrabadi, 1994) kullanılmıştır. Stres seviyeleri 5’li ölçek kullanılarak ölçülmüştür. (1 = kesinlikle katılmıyorum, 5 = kesinlikle katılıyorum). Ölçeğin geliştiricileri, kültürleşme stresinin belirlenmesinde 36 ile 180 arasında değişebilecek olan toplam

skorun kullanılmasını önermektedir. Dolayısıyla öğrencilerin ne düzeyde kültürleşme stresi yaşadıkları 36 maddeye verilen puanların toplamı üzerinden belirlenmektedir. 36 maddeden oluşan ölçeğin 7 farklı alt faktörü için iç tutarlılık katsayısı sırası ile şu şekildedir: algılanan ayrımcılık (.80), vatan hasreti (.69), algılanan nefret (.78), korku (.78), kültür şoku (.50), suçluluk duygusu (.28) ve çeşitli (.75). 36 maddeden oluşan ölçeğin tamamının iç tutarlılığı ise .92 olarak hesaplanmıştır. Ülke bazında incelendiğinde ise iç tutarlılık katsayıları İngiltere için sırasıyla .83, .69, .79, .71, .37, .15 ve .80; Türkiye için ise .79, .68, .77, .80, .55, .33 ve .74 olarak kaydedilmiştir. Ölçeğin tamamının güvenirlik katsayıları ise İngiltere için .93, Türkiye için ise .92 olarak belirlenmiştir. Ölçeğin kültür şoku ve suçluluk duygusu adlı iki alt ölçeğinin iç tutarlılık katsayıları düşük olduğundan ölçekten çıkarılmışlar.

Uluslararası öğrencilerin duygusal zeka düzeylerini belirlemek amacı ile Wong ve Law Duygusal Zeka Ölçeği (Wong ve Low, 2002) kullanılmıştır. Ölçek 4 faktör ve 16 maddeden oluşmakta, 5'li ölçek üzerinde cevaplanmaktadır (1 = kesinlikle katılmıyorum, 5 = kesinlikle katılıyorum). Ölçeğin güvenirlik katsayısı .82 olarak belirlenmiştir. Ülke bazında ise, iç tutarlılık katsayıları İngiltere için .78, Türkiye için ise .83 olarak hesaplanmıştır.

Öğrencilerin iyimserlik seviyelerini ölçmek amacıyla Imamoglu tarafından geliştirilen 5 maddelik Olumlu Gelecek Beklentisi Ölçeği (Imamoglu, 2001) kullanılmıştır. Maddelerin 5'li ölçek üzerinde cevaplandırıldığı formatta 1 en düşük seviyede, 5 ise en yüksek düzeyde iyimserliği ifade etmektedir. Araştırmada ölçeğin güvenirlik katsayısı .83 olarak hesaplanmıştır. İngiltere'den

toplanan data için .80, Türkiye için ise .84 ölçeklerin güvenirlik katsayıları olarak kaydedilmiştir.

İçinde bulunulan yeni kültürde öğrencilerin ne ölçüde kendilerini izlediklerini tespit etmek amacıyla Düzenlenmiş Kendini İzleme Ölçeği (Lennox ve Wolfe, 1984) çalışmaya eklenmiştir. 2 faktör ve 13 maddeden oluşan ölçek, 5'li yanıt formatı üzerinden ölçülmüştür (1 = kesinlikle katılmıyorum, 5 = kesinlikle katılıyorum). Araştırmada ölçeğin güvenirlik katsayısı .74 bulunurken, bu değer İngiltere için .58, Türkiye için ise .79 olarak hesaplanmıştır.

Demografik değişkenlerin yer aldığı form ve 4 ana ölçeğin oluşturduğu anket formu, ODTÜ İnsan Araştırmaları Etik Kurulu tarafından gerekli onay alındıktan sonra öğrencilere ulaştırılmıştır. Verilerin büyük kısmı öğrencilerin anket formunu sınıf ortamında doldurması ile elde edilirken, bir kısım öğrenci anketin internet üzerinden oluşturulan versiyonunu tamamlamıştır. Bu süreçte Türkiye'de öğrenim gören uluslararası öğrencilere, ODTÜ'de bulunan Uluslararası İşbirliği Ofisi tarafından ulaştırılmıştır.

Bulgular

Araştırmanın verileri t-testi, korelasyon ve hiyerarşik regresyon analizleri ile incelenmiştir. Öncelikle toplam veriler üzerinden cinsiyet farklılıklarına bakılmış, daha sonra ülke bazında değişkenler üzerindeki farklılıklar incelenmiştir. Benzer şekilde, korelasyon ve hiyerarşik regresyon analizleri de İngiltere ve Türkiye için ayrı ayrı yürütülmüştür.

Kültürleşme stresi bakımından cinsiyet farklılıkları incelendiğinde, erkeklerin ($M = 3.81$, $SD = .50$) duygusal zeka değişkeni üzerinde kız öğrencilere ($M = 3.65$, $SD = .42$, $t(243) = -2.77$, $p < .01$) oranla daha yüksek skorlar elde ettiği görülmektedir. Benzer biçimde erkeklerin ($M = 4.13$, $SD = .65$) kız öğrencilere ($M = 3.87$, $SD = .61$; $t(243) = -3.18$, $p < .01$) oranla daha iyimser olduğu anlaşılmaktadır.

Uluslararası öğrencilerin bağımlı ve bağımsız değişken puanlarının ortalamaları ülke bazında incelendiğinde, İngiltere ve Türkiye’de öğrenim gören öğrenciler arasında anlamlı farklılıkların olduğu görülmektedir. İngiltere’de okuyan uluslararası öğrencilerin duygusal zeka, iyimserlik ve kendini izleme seviyeleri Türkiye’de okuyan öğrencilere göre anlamlı derecede düşüktür. Kültürleşme stresi bakımından ise, İngiltere’de öğrenim gören öğrenciler, Türkiye’de okuyan öğrencilere göre anlamlı derecede yüksek stres seviyeleri bildirmiştir. Görülmektedir ki, çalışmanın ana bağımsız değişkenleri olan duygusal zeka, iyimserlik ve kendini izleme değişkenleri üzerinde belirtilen yüksek skorlar, düşük seviyede kültürleşme stresinin yaşanmasını sağlamıştır.

Çalışmanın değişkenleri arasındaki ilişkileri daha detaylı olarak anlamak amacıyla korelasyon sonuçları incelenmiştir. İngiltere’de, demografik değişkenler arasında, ev sahibi ülkede geçirilen zaman, aynı uyruktan olan arkadaş sayısı ve algılanan İngilizce becerisi bağımlı ve bağımsız değişkenler ile anlamlı korelasyonlar göstermiştir. Türkiye’de ise yaş, cinsiyet, önceki yurtdışı deneyimi ve algılanan İngilizce becerisinin çalışmanın ana değişkenleri ile anlamlı ölçüde ilişkili olduğu gözlemlenmiştir. Tüm değişkenler

arasındaki korelasyonlar Tablo 3.4 ve Tablo 3.5’de detaylı olarak incelenebilir.

Son olarak, çalışmanın bağımsız değişkenlerinin kültürleşme stresini ne ölçüde yordadığını anlamak amacıyla hiyerarşik regresyon analizi uygulanmıştır. Bu aşamada, korelasyon analizlerinde çalışmanın bağımlı ve bağımsız değişkenleri ile anlamlı ilişkiler gösteren demografik değişkenler regresyon analizine eklenmiştir. Dolayısıyla, birinci blokta demografik değişkenler olarak yaş, cinsiyet, öğrenim görülen ülkede geçirilen zaman, öğrencilerin kendi uyruklarından olan arkadaş sayısı, algılanan İngilizce becerisi ve önceki yurtdışı deneyimi, ikinci blokta ise çalışmanın bağımsız değişkenleri olan duygusal zeka, iyimserlik ve kendini izleme değişkenleri analize dahil edilmiştir. Demografik değişkenler arasında ev sahibi ülkede geçirilen zamanın hem İngiltere’de ($\beta = .22, p < .05$) hem de Türkiye’de ($\beta = .17, p < .05$) uluslararası öğrencilerde gözlemlenen kültürleşme stresini anlamlı ölçüde yordadığı tespit edilmiştir. Öte yandan, algılanan İngilizce becerisi yalnızca İngiltere’de ($\beta = -.36, p < .01$) kültürleşme stresini anlamlı olarak yordamıştır. Bağımsız değişkenler incelendiğinde ise İngiltere’de duygusal zeka ($\beta = -.26, p < .05$), Türkiye’de ise iyimserlik ($\beta = -.26, p < .01$) uluslar arası öğrencilerin yaşadığı kültürleşme stresini açıklamada anlamlı değişkenler olarak belirlenmiştir. Hiyerarşik regresyon analizinin sonuçları Tablo 3.6’da sunulmaktadır.

Tartışma

Kız ve erkek öğrencileri karşılaştırmak amacıyla yürütülen t-testi sonuçlarına göre erkeklerin kız öğrencilere göre anlamlı ölçüde

daha yüksek duygusal zeka ve iyimserlik seviyelerine sahip olduđu görülmüştür. Literatürde, duygusal zeka ile ilgili olarak kızların duygusal anlamda daha yetkin oldukları çalışmalarla kanıtlanmıştır (Sutarso, 1990). Öte yandan, birtakım demografik deęişkenlerin cinsiyet ile duygusal zeka arasındaki ilişkiyi etkilediđi de bilinmektedir. Örneđin bir çalışmada yaş deęişkeni duygusal zekanın alt faktörleri üzerindeki cinsiyet etkilerini azaltmış, kimi durumda tamamen ortadan kaldırmıştır (Fernández-Berrocal, Cabello, ve Castillo, 2012). Bu çalışmada da yaş ya da diđer demografik deęişkenler cinsiyet faktörü ile duygusal zeka arasındaki ilişkiyi etkilemiş, dolayısıyla kız öğrencilerin daha düşük seviyelerde duygusal zeka skoruna sahip olmalarına neden olmuş olabilir. Cinsiyet ile iyimserlik arasındaki ilişki ile ilgili olarak kız ve erkeklerin farklı konularda iyimserlik gösterdiđi bilinmektedir. Literatürde erkeklerin daha çok finansal konularda veya evlilik ve boşanma gibi konularda daha iyimser olduğuna işaret eden çalışmalara rastlanmaktadır (Chang, Tsai, ve Lee, 2010; Lin ve Raghbir, 2005). Araştırmada erkek öğrencilerin daha iyimser olmaları, sosyal ve kültürel deęişimler karşısında da kız öğrencilere oranla geleceđe ilişkin daha pozitif düşüncelere sahip olduklarına işaret etmektedir. Kendini izleme ve kültürleşme stres seviyeleri bakımından kız ve erkek öğrenciler arasında anlamlı bir fark gözlemlenmemiştir.

Daha önce belirtildiđi gibi, uluslararası öğrencilerin bağımlı ve bağımsız deęişken puanlarının ortalamaları ülke bazında anlamlı farklılıklar göstermektedir. İngiltere’de öğrenim gören öğrenciler Türkiye’de okuyan öğrencilere göre daha düşük oranda duygusal zeka, iyimserlik ve kendini izleme seviyeleri belirtmiş, buna müteakip daha yüksek seviyelerde kültürleşme stresi yaşadıkları

ortaya konmuştur. Çalışmanın başında varsayıldığı üzere yüksek seviyelerdeki duygusal zeka, iyimserlik ve kendini izleme, kültürleşme stresinin azalmasına neden olmuştur.

İngiltere'den toplanan veriler üzerinde gerçekleştirilen korelasyon analizlerinin sonuçları incelendiğinde, demografik değişkenler arasında, ev sahibi ülkede geçirilen zaman, aynı uyruktan olan arkadaş sayısı ve algılanan İngilizce becerisinin bağımlı ve bağımsız değişkenler ile anlamlı korelasyonlar gösterdiği görülmektedir. Daha detaylı olarak, ev sahibi ülkede geçirilen zaman iyimserlik ile negatif, kültürleşme stresinin alt faktörlerinden algılanan ayrımcılık, algılanan nefret ve korku ile pozitif ilişkili olduğu ortaya konmuştur. Görülmektedir ki, öğrenim görülen ülkede geçirilen zaman arttıkça geleceğe yönelik olumlu tutumlar azalmakta, kültürleşme stresi ise artmaktadır. Ev sahibi ülkede geçirilen zaman ile kültürleşme stresi arasındaki ilişki daha önce pek çok çalışma ile incelenmiş ancak literatür çelişkili sonuçlar doğurmuştur. Araştırmanın sonuçları U-egrisi teorisini ortaya koyan Lysgaard'ın (1955; Aktaran Ward, Bochner, ve Furnham, 2001) sonuçlarını desteklemektedir. Öyle ki, öğrencilerin kültürleşme stres seviyeleri ev sahibi ülkeye geline ilk zaman diliminde düşük fakat zamanla artan bir nitelik göstermektedir. Ayrıca, aynı uyruktan olan arkadaş sayısı da kültürleşme stresinin alt faktörleri olan vatan hasreti, algılanan nefret, korku ve kültür şoku ile pozitif ilişkili bulunmuştur. Literatürde sosyal desteğin depresyon belirtilerini düşürdüğü kanıtlanmıştır (Crocket, Iturbide, Stone, McGinley, Carlo, ve Raffaelli, 2007). Bu çalışmada ise öğrencilerin kendileri ile aynı uyruktan olan arkadaşlarının kültürleşme stres seviyelerini artırdığı gözlemlenmiştir. Görülmektedir ki, farklı bir kültürde bulunurken sosyal ilişkileri

yalnızca iç grup ile sınırlandırmak stres seviyelerinin artmasına neden olmuştur. Bu noktada, uluslararası öğrenciler, yalnızca kendi uyruklarından olan kişiler ile değil, farklı ülkelerden gelen öğrenciler ve hatta ev sahibi ülkenin vatandaşları ile de iletişim kurmalıdır. Farklı kültürlerden gelen öğrencilerle sosyal ilişkiler kurmaları, kişilerin içinde buldukları durumda yalnız olmadıklarını görmelerini sağlayacaktır. Dolayısıyla yalnızlık, korku gibi birtakım olumsuz duyguları diğer ülkelerden gelen öğrencilerin de yaşadığını idrak etmeleri, öğrencilerin yaşayacağı stres seviyelerinin azalmasına neden olacaktır. Ayrıca algılanan İngilizce becerisi, duygusal zeka ve iyimserlik ile pozitif, kültürleşme stresinin alt faktörleri olan algılanan ayrımcılık ve algılanan nefret ile negatif ilişkili bulunmuştur. Bu noktada araştırma, literatürde belirtilen sonuçlara uygun biçimde (Yeh ve Inose, 2003) algılanan İngilizce becerisinin kültürleşme stresini azalttığını bir kez daha ortaya koymuştur. Öyle ki, içinde buldukları kültürde kendilerini ifade etmekte en önemli araç olan İngilizce konusunda yetersiz olan öğrencilerde kültürleşme stresinin arttığı gözlemlenmiştir. Çalışmanın bağımlı ve bağımsız değişkenleri arasındaki korelasyonlar analiz edildiğinde ise, varsayıldığı üzere, duygusal zeka ve iyimserliğin, kültürleşme stresi ile negatif ilişkili olduğu ortaya konmuştur. Bunlar ile ilgili tartışma regresyon analiz sonuçları kısmında ele alınacaktır.

Türkiye’de ki korelasyonlar incelendiğinde ise yaş, cinsiyet, önceki yurtdışı deneyimi ve algılanan İngilizce becerisinin çalışmanın ana değişkenleri ile anlamlı ölçüde ilişkili olduğu ortaya konmuştur. Daha detaylı olarak, cinsiyet ve duygusal zeka arasında pozitif yönlü bir ilişki olduğu saptanmıştır. Daha önce cinsiyet farklılıkları incelenirken belirtildiği üzere, erkek öğrencilerin kız öğrencilere

nazaran daha yüksek seviyelerde duygusal zekaya sahip oldukları görülmüştür. Bu, literatürdeki sonuçlar ile bağdaşmayan bir bulgudur. Bu noktada, yaş ya da diğer demografik değişkenlerin cinsiyet ve duygusal zeka arasındaki ilişkiyi etkilemiş olabileceği düşünülmektedir. Yaş ile kültürleşme stresinin bir alt faktörü olan vatan hasreti arasında da negatif ilişki gözlemlenmiştir. Denebilir ki, yaş ilerledikçe kültürleşme stresi azalmaktadır. Ne var ki literatür yaşın kültürleşme stresine olan etkisi ile ilgili çelişkili sonuçlar doğurmuştur. Bu noktada yaşın etkisinin incelendiği farklı çalışmalar yürütmek, kültürleşme araştırmalarını geliştirmek adına yerinde olacaktır. Çalışmada önceki yurtdışı deneyimi ve kültürleşme stresinin alt faktörü olan algılanan nefret arasında pozitif yönlü bir ilişki saptanmıştır. Bu bulgu, daha önce yurtdışında bulunmuş kişilerin ayrımcılık konusunda daha hassas olmaları durumundan kaynaklanıyor olabilir. Son olarak, İngiltere örneğine benzer biçimde, Türkiye’de öğrenim gören uluslar arası öğrencilerde, algılanan İngilizce becerisi ile kültürleşme stresinin bir alt faktörü olan korku arasında negatif yönlü ilişki gözlemlenmiştir. Daha önce belirtildiği üzere, kişinin geçerli dilde kendisini ifade edebilmesi, aynı şekilde başkalarının ifadelerini düzgün biçimde anlayabilmesi, yaşayacağı kültürleşme stresinin azalmasını sağlayacaktır.

Hiyerarşik regresyon analizlerinin sonuçlarına göre ev sahibi ülkede geçirilen zaman her iki örneklem grubunda da kültürleşme stresinin anlamlı yordayıcısı olarak belirlenmiştir. Bu noktada belirtmelidir ki, İngiltere ve Türkiye’de öğrenim gören uluslararası öğrenciler bu ülkelerde geçici olarak ikamet etmektedir. Gönüllü olarak farklı bir kültüre girmenin ve bir süre sonra kendi ülkelerine dönecek olmalarının bilinci ile öğrencilerin

ilk zamanlarda yaşadıkları stres seviyeleri az miktardadır. Zaman ilerledikçe, kültürleşme stresinde gözlemlenen artışın sebebi bireysel farklılıklar olabilir. Bu çalışmanın da ortaya koyduğu üzere, bireysel farklılıklar olarak duygusal zeka ve iyimserlik, uluslararası öğrencilerin yaşadığı kültürleşme stresinin açıklanmasında önemli faktörler olarak belirlenmiştir. Demografik değişkenler arasında algılanan İngilizce becerisi yalnızca İngiltere örnekleminde kültürleşme stresini açıklamada anlamlı bir faktör olarak kaydedilmiştir. Açıktır ki, İngilizcenin ana dil olduğu yeni bir sosyal ortamda, düşük seviyede dil becerisi kültürleşme stresinin artmasına sebep olmuştur. Zira İngilizce yalnızca okul içerisinde değil, günlük hayatta ülkenin vatandaşları ile iletişime geçerken de kullanılmaktadır. Bu süreçlerde kendini istediği gibi ifade edemeyen ve başkalarının ifadelerini düzgün biçimde anlayamayan kişinin yüksek seviyelerde kültürleşme stresi belirtmesi akla uygundur. Ana değişkenler arasında duygusal zeka İngiltere’de kültürleşme stresinin anlamlı yordayıcısı olarak belirlenmiştir. Varsayıldığı üzere duygusal anlamda güçlü olmak, öğrencilerin yaşadığı stres seviyesinin azalmasına neden olmuştur. Duygusal zeka ile kültürleşme stresi arasındaki ilişki daha önce Doğu’da incelenmiş ve ikisi arasındaki negatif ilişki ortaya konmuştur (Vergara, Smith, ve Keele, 2010). Bu anlamda araştırmanın bulgusu, duygusal zeka ile kültürleşme stresi arasındaki negatif yönlü ilişkiyi bir Batı toplumunda ortaya koyması bakımından önemlidir. O halde, ev sahibi ülkenin kültürel farklılıklarından bağımsız olarak, duygusal zeka stres seviyelerinin azalmasında önemli bir rol oynamaktadır. Son olarak iyimserlik Türkiye’de uluslararası öğrencilerin yaşadığı kültürleşme stresini açıklamada önemli bir faktör olarak etiketlenmiştir. Literatürde iyimserlik ile uluslararası öğrencilerin kültürleşme stresi arasındaki

ilişki daha önce incelenmemiştir. Bu anlamda araştırma, insanların geleceğe olumlu yaklaşımını ifade eden iyimserliğin farklı bir kültürde öğrenim gören kişilerin yaşayacağı stresi azaltmada rol oynadığını ortaya koyması bakımından literatüre önemli bulgular sunmuştur.

Araştırmanın, iki farklı ülkeyi analiz etmesi ve Türkiye’de daha önce uluslar arası öğrencilerin kültürleşme stresi ile doğrudan ilişkili olarak incelenmeyen duygusal zeka, iyimserlik ve kendini izleme değişkenleri gibi bireysel farklılıkları göz önünde bulundurması bakımından kültürleşme çalışmalarına önemli bir katkı sağladığı düşünülmektedir. Çalışma farklı kültürlerde öğrenim gören öğrencilerin yaşadığı stresi azaltmada pozitif psikolojinin değişkenleri olan duygusal zeka ve iyimserliğin önemini vurgulamıştır. Araştırmanın bulguları, insanların daha mutlu ve daha üretken olmalarını sağlayan pozitif psikoloji biliminin (Snyder, Lopez, ve Pedrotti, 2011), bireylere sosyal ve kültürel değişimler esnasında karşılaştıkları zorluklar karşısında da büyük yardımının olduğunu kanıtlamıştır. Çalışmanın bulgularının ışığında denebilir ki, yeni bir sosyal ve kültürel çevrede öğrenim gören uluslararası öğrencilerin yaşayacağı kültürleşme stresi, pozitif psikolojinin değişkenleri olan duygusal zeka ve iyimserlik ile azaltılabilir.

Son olarak belirtmek gerekir ki, kültürleşme devam eden bir süreçtir. Bu anlamda, öğrencilerin eğitim süreçlerini başından sonuna kadar gözlemleyen boylamsal çalışmalar kültürleşme stresine neden olan faktörler hakkında daha derin bilgi sunabilir. Öte yandan pek çok araştırma uluslararası öğrencilerin vatanlarına döndükten sonra da birtakım zorluklar deneyimlediklerine işaret

etmektedir (Ward, Bochner, ve Furnham, 2001). Bu noktada, kltrleŖmenin farklı bir versiyonu olarak, đrencilerin eve dnŖ srecinin incelenmesinin, kltrleŖme araŖtırmalarının geliŖimine nemli katkı sađlayacađı dŖnlmektedir.

APPENDIX I

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Alkış

Adı : Buket

Bölümü : Psikoloji

TEZİN ADI (İngilizce) : ACCULTURATIVE STRESS AMONG INTERNATIONAL STUDENTS: THE ROLE OF EMOTIONAL INTELLIGENCE, OPTIMISM, AND SELF-MONITORING

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınmaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: