

**INTERPLAY OF ACCULTURATIVE STRESS, BICULTURAL
SELF EFFICACY & SOCIAL APPEARANCE ANXIETY: A
MIXED METHOD STUDY AMONG DIFFERENT
UNIVERSITY STUDENTS**

Project submitted for partial fulfilment of the degree of

MASTERS OF ARTS

IN

PSYCHOLOGY



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

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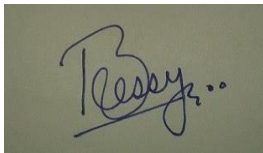
CERTIFICATE

This is to certify that the thesis entitled, 'Interplay Of Acculturative Stress, Bicultural Self-Efficacy & Social Appearance Anxiety: A Mixed Method Study Among Different University Students' is being submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala is a bonafide work carried out under the supervision of Dr Blessy Elizabeth David, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.



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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, 'Interplay Of Acculturative Stress, Bicultural Self-Efficacy & Social Appearance Anxiety: A Mixed Method Study Among Different University Students' submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my work carried out under the supervision and guidance of Dr. Ipshita Chowdhury, Assistant Professor, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers' work which are duly listed in the reference section. The matter embodied in this thesis has not formed the basis for awarding any other degree at this or any other university.

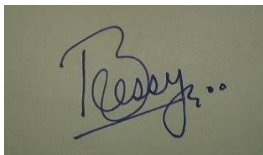
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DECLARATION

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ABSTRACT

This study employs a mixed-methods approach to examine the acculturation experiences of Indian international students studying abroad, Indian students studying within India, and Indian students studying in different states within India. The study used an exploratory sequential mixed-method technique, which involves conducting qualitative interviews and then analysing the data quantitatively. During the qualitative phase, thematic analysis is performed on interviews conducted with 13 Indian foreign students and 10 international students studying in Indian universities. The aim is to investigate themes related to cultural adjustment, coping techniques, and support systems. During the quantitative phase, a group of 210 students, including international students studying in Indian colleges, Indian students studying abroad, and students from different states, are given standardized measures: Acculturative Stress Scale for International students (ASSIS), Bicultural self-efficacy scale (BSES), and Social Appearance Anxiety (SAAS). The study's results shows that the significant correlation between the Acculturative stress, bicultural self-efficacy, and social appearance anxiety among three groups of students. The study also found that bicultural self-efficacy and social appearance anxiety are the predictors of acculturative stress. Policymakers and university administrators might employ these observations to build specific policies and initiatives. Furthermore, it is emphasized that encouraging cross-cultural understanding and adaptability among students and educators is crucial for creating inclusive and supportive learning environments. This study enhances our comprehension of acculturation processes and emphasizes the significance of bicultural self-efficacy in addressing cultural differences in educational settings. The study's findings pertain to improving student assistance and fostering favorable outcomes in multicultural educational environments.

CHAPTER 1

INTRODUCTION

The UNESCO Institute for Statistics (UIS) reports that the global number of internationally mobile students reached 4.0 million in 2012, showing a 135% growth from 1.7 million in 1995. Since 1995, China has consistently been the leading source of international students pursuing education abroad. India has been the second-greatest contributor since 2005. International students in India are foreign individuals who come to India to pursue higher education. The Association of Indian Universities reported a sum of 20,176 overseas students studying in India during the academic year 2012-2013. The bulk of these students originate from Asia and Africa, with a significant increase in the percentage of Asian students during the past two decades.

Private universities in India attract the bulk of international students through targeted advertising and recruitment brokers. In contrast, public universities in India have not placed a high emphasis on internationalization and have a comparatively smaller population of overseas students. Indian students studying abroad

Indian international students are Indian Individuals who engage in the pursuit of higher education at foreign universities. Based on the search results, India has a substantial population of students pursuing education in foreign countries, with over 200,000 Indian students now enrolled in overseas educational institutions. This figure is considerably greater than the number of overseas students enrolled in educational institutions in India. Indian students are drawn to studying abroad because foreign universities offer superior scholarships and academic programs. Australia, the United States, the United Kingdom, and Canada are the most favoured destinations among Indians.

Indian inter-state students are students who study in universities situated in states other than their home state in India. Although not expressly stated in the search results, It may be inferred that students from different states make up a significant share of the total student population in India. The search results showcase the wide range of universities and programs offered in India, potentially appealing to students from various states. Unfortunately, the search results do not reveal the precise figure for the number of students from different states in India.

1.1 Acculturative Stress

Acculturative stress is a phenomenon experienced by people who undergo the process of Acculturation, which involves adapting to a different society and culture. Acculturation is a multidimensional process that involves various social, psychological, and cultural changes that occur when two separate cultures interact. This phenomenon, known as cultural assimilation, arises when individuals are subjected to a novel cultural milieu or when an external culture is brought to them. The dynamics of acculturation manifest at various levels, impacting both the adherents of the prevailing culture and those assimilating into it. This stress arises from the challenges and adjustments faced by international students as they locate the social, economic and cultural aspects of their new environment.

John Wesley Powell coined the term "acculturation" in the social sciences initially in a report he wrote for the U.S. Bureau of Ethnology in 1880. Later on, Powell explained acculturation as the mental changes that happen in a person when different cultures interact over a long time. According to Powell, even though cultures exchange ideas and practices, each culture still keeps its special characteristics. In simpler terms, acculturation, as Powell saw it, is about how people's minds change when they invest a great deal of time around different cultures, sharing and gaining knowledge from one another while keeping their distinct identities. A study conducted by Berry (2003) exemplified that the process of acculturation might result in stress

and psychological difficulties. This study emphasizes the necessity of mental health-related interventions especially made for those who are experiencing cultural shifts. Furthermore, research conducted by Ryder, Alden, and Paulhus emphasizes the need to acknowledge the result of acculturation on an individual's social identity, which may therefore have an impact on their mental well-being. Research has consistently shown the essential connection between acculturation and outcomes related to mental health. In 2003, Berry did a study that emphasized how the process of acculturation might lead to stress and psychological challenges. This study emphasizes the importance of developing treatments for mental health that are specifically tailored to those experiencing cultural transitions. Moreover, Ryder, Alden, and Paulhus (2000) found that it is imperative to recognise the impact of acculturation on an individual's social identity, this may so have an impact on their mental well-being. Acculturative stress is commonly believed to arise from the process of adapting to a new culture, as indicated by various research (Sandhu & Asrabadi, 1994; Mori, 2000; Choi, 1997). International students encounter numerous difficulties that intensify acculturative stress. These issues encompass homesickness, financial difficulties, racial discrimination, and adapting to unfamiliar educational and socio-cultural institutions (Church, 1982; Chan & Mendoza-Denton, 2008; Hwang & Goto, 2009).

1.1.1 Acculturative Stress and Asian Students

Studies have shown that Asian students have more acculturative stress levels in comparison to European students due to a wider cultural disparity between Asian and American cultures (Guclu, 1993; Yang & Clum, 1994). However, Rumbaut (1999) contends that contemporary migrants are increasingly influenced by American culture to different extents before they arrive in the U.S., facilitated by the widespread availability of popular movies, music, and the internet. Young individuals from Asian cultures adopt comparable dress, eating habits, and

leisure activities as they observe in American media. Nevertheless, those who decide to migrate still undergo the process of acculturation.

While young Asian migrants may have some exposure to American culture through media and may be somewhat "Americanized" before their arrival, The procedure of adapting to educational and socio-cultural systems in the US necessarily results in acculturative stress, as noted by Rumbaut (1999). Acculturative stress refers to the stress experienced because of the cultural disparities between the host nation and the individual's country of origin. Stress can be observed through bodily symptoms such as changes in appetite or headaches, as well as psychosocial signs including feelings of loneliness or isolation (Sandhu & Asrabadi, 1994). Acculturative stress can affect a diverse range of persons, including migrants and immigrants. Prior research has indicated that overseas students experience acculturative stress when studying in their host country (Bai, 2015). Acculturation can influence the levels of perceived stress, self-esteem, and depression in people. (Noh&Kaspar, 2003).

1.2 Bicultural self-efficacy

Bicultural self-efficacy is all about how confident someone feels in juggling the expectations of two different cultures—the one they come from and the new one they're living in. It's like being able to switch gears smoothly without losing who you are. Cultural navigation is basically how well a person can blend into two distinct cultural scenes while keeping their own identity intact. It's about feeling skilled and capable when moving between these worlds, not just getting by but thriving. Research shows that if someone believes they can handle important tasks well, it tends to boost their overall mental health. Similarly, feeling sure about managing life across two cultures makes a big difference to someone's emotional peace of mind. This confidence plays a huge role for those who reside with influences from multiple cultures.

David, Okazaki, & Saw (2009) developed the Bicultural Self-efficacy scale to assess how a person can competently navigate between two cultures.

LaFromboise et al. have defined and examined the concept of bicultural efficacy as an essential element in the development of bicultural competence. Bicultural effectiveness refers to the capacity to effectively and contentedly navigate and maintain one's cultural identity in two distinct cultural environments. Bicultural efficacy is associated with an individual's ability to develop and acquire bicultural competence and is considered a crucial component of the procedure for learning and honing bicultural skills. It refers to their level of proficiency in managing circumstances that entail their diverse cultural backgrounds and their capacity to effortlessly transition between distinct cultural patterns of thinking, emoting, and behaving. This encompasses their capacity to adapt to the unfamiliar cultural milieu, properly communicate with others from many cultures, and harmonize their Indian cultural identity with novel cultural encounters. Indian students abroad can experience favourable effects on their cultural adaption and overall well-being when they possess a strong sense of bicultural self-efficacy. Lee., Han, S., & Thompson, C.C. (2021) examined the relationship between bicultural self-efficacy and bicultural identity integration (BII), and how they are connected to psychological well-being.

1.3 Social Appearance Anxiety

Social appearance anxiety is a combination of appearance anxiety, Anxiety refers to the feeling of unease or concern regarding one's physical appearance and how it is perceived by others, and social anxiety is characterized by intense fear and anxiety in social situations. thus Social appearance anxiety refers to the apprehension of receiving unfavorable judgments from others based on one's physical appearance (Hart et al., 1989). Social appearance anxiety is when Individuals are concerned about the perception of others towards them, especially in terms of

looks. It's not just the absence of happiness with how one looks; it's a deep fear about what other people will judge them because of their physical traits like height, weight, or face shape. (Hart et al., 1989) This kind of stress can make someone feel super anxious. It hits teens and young adults hard. A lot pertains to the crazy beauty standards set by society and all over social media. (Triada et. al., 2023) Those dealing with this anxiety might try too hard to fix what they think are flaws or look for constant approval from people around them, messing up their day-to-day life and overall happiness. This issue isn't just about feeling insecure—it can link up with other serious stuff like social anxiety disorders and eating disorders too. That's why it's crucial to understand why there's such a strong tie between how we view ourselves physically, our self-esteem, and the way we interact socially. When discussing the occurrence of social appearance anxiety considering the circumstances of international and interstate university students, the term refers to the heightened dread and concern that these students experience around how their physical appearance is seen and judged by other individuals. University students are drawn from a wide variety of backgrounds, including those who come from urban and rural environments. This particular sort of anxiety is very prominent among these students. Elevated degree of concern over one's appearance in public may be caused by the exposure of foreign and interstate students to various cultural norms, beauty standards, and societal expectations due to the exposure to these factors. The manifestation of this anxiety may take the form of concerns around body image, weight, height, complexion, facial features, and additional facial features that are apparent. University students may experience social appearance anxiety, which can exert a substantial influence on their day-to-day lives, including their self-esteem, their capacity to engage with others, and their general well-being, according to research. Understanding social appearance anxiety and finding ways to address it in the context of foreign and interstate university students is essential for promoting mental health

and providing assistance to these students as they navigate the problems associated with appearance-related worries in diverse range of academic settings.

CHAPTER 2

REVIEW OF LITERATURE

According to the literature review, a number of Research Scholars have already looked into the factors being studied in this study, albeit to differing degrees. Below are a few instances: -

2.1 Acculturative stress

Acculturative stress is a multifaceted concern that is impacted by a range of factors among international students enrolled in universities in India. According to the findings of Yeh (2003) from the sample of 359 international students, acculturative stress can be predicted by social connectedness, English proficiency, and satisfaction with social support; European students, on the other hand, experience less stress in comparison to those originating from Africa, Asia, and Central/Latin America.

Feba and Sumathi (2018) examined in a separate study the determinants of acculturative stress and mental health problems among 270 international students studying in India. They investigated, using structural equation modeling, that the acculturative stress factors (discrimination, homesickness, guilt, perceived hate, fear, culture shock, and miscellaneous) were significantly and positively associated with impaired mental health. The research emphasized the necessity of counseling to mitigate acculturative stress.

A study by Poyrazlı (2010) This study examines how personality, gender, age, and race-ethnicity affect international students' acculturative stress. The study included 613 overseas students at U.S. universities. The students completed the Acculturative Stress Scale for International Students, Big Five Inventory, and demographic questionnaire online. Neuroticism was the only personality type strongly connected with acculturative stress. Neuroticism had a substantial effect on perceived discrimination, homesickness, dread, and hate/rejection

subfactors of acculturative stress. Age negatively correlated with openness and positively with homesickness. Other findings showed that African, Asian/Pacific Islander, and Middle Eastern students experienced higher acculturative stress than European students.

Investigating the connection between acculturative stress, social support, and stress, the study by Eustace (2007), sought to identify factors that influence Stress related to acculturation among overseas students. Sixty-six international students attended eleven institutions in the US provided the data from which Statistical analysis was used to test the theories. As stated by the findings, greater degrees of difficulty with Acculturative stresses had been linked to greater stress, whereas high Social support levels were connected to less impact of acculturative stressors. Additionally, the research emphasized the significance of sociocultural and demographic variables in forecasting levels of acculturative stress.

In this systematic literature analysis, Le (2024) examine empirical research published in peer-reviewed journals between 2018 and 2022 on Stress related to acculturation among overseas students. The review examined 66 articles on international student acculturative stress using a predetermined approach. The Journal of International Students published most of these research in 2021. The preliminary findings highlight four levels of acculturative stress: Macro (socio-economic factors from both home and host countries or national level), Meso (institutional factors), and Micro (individual, personal, or psychosocial factors). International students are expected to reduce acculturative stress by improving their English, practicing self-compassion, developing a positive outlook, adjusting expectations and perfectionism, engaging in serious leisure, and seeking social support.

2.2 Bicultural Self-Efficacy

Lopez (2014) found that Acculturation and linguistic characteristics predicted self-esteem and language confidence in 91 international college students, most of whom were Asian (64.8%), female (59.3%), and graduate (76.9%). Higher self-esteem was predicted by adopting host cultural ideals, less contact with host culture members, and worse contact quality. Low social support and English language confidence predicted high self-esteem. High self-esteem was linked to increased daily problems. English language confidence increased with longer stay and higher assimilation and integration scores.

Another study by Jin et. al (2022) studied how bicultural self-efficacy mediates the relationship between acculturation and career decision-making self-efficacy for international students in South Korea. We used structural equation modeling to assess 120 international students' South Korean responses. Bicultural self-efficacy fully moderated the association between acculturation to mainstream culture and career decision-making self-efficacy, but not heritage culture.

By use of the Multicultural Personality Questionnaire (MPQ), A study done by Gonzales, H. (2017) sought to investigate university students' intercultural effectiveness. To this end, 493 University of Notre Dame (ND), Sydney students took part in an MPQ poll. For a number of demographic factors, including gender, religious affiliation, bicultural status, degree of study, and traditional (24 years old) university students, this study determined variances in MPQ dimensions. This study validated noteworthy variations in gender, non-traditional students, and bicultural studies as well as intercultural effectiveness across different countries. Furthermore emphasized was the need of curriculum modifications at institutions to improve intercultural effectiveness.

Werde et. al (2020) aimed to identify the effects of prior travel experience, self-efficacy, and self-esteem on sociocultural adaptation. Sample was taken from three Chinese universities, 328 international undergraduate and graduate students enrolled in this study. Participants responded to demographic questionnaires and took a battery of tests assessing their self-efficacy, self-esteem, and sociocultural adaption. Data was analyzed using a PROCESS macro and hierarchical multiple regression. Results showed that self-efficacy, self-esteem, and past travel experience all strongly predicted sociocultural adaption. Particularly, the link between self-efficacy and sociocultural adaptability was largely mediated by self-esteem.

In terms of academic achievement and integration, the intercultural status of university students occupies a unique position among the extensive and varied discussions and research on international students. Avicular (2021) conducted a study to evaluate the intercultural efficacy of domestic and foreign students in connection with various background characteristics, and to compare their intercultural effectiveness. The data were obtained through the administration of the Intercultural Effectiveness Scale, which was devised by Portalla and Chen (2010), at a public university in Turkey. The study's findings indicate that international students exhibit a greater degree of intercultural effectiveness in comparison to their domestic counterparts. Furthermore, the intercultural efficacy of university students can be significantly predicted by the following background characteristics: academic standing, the nationality of one's parents, residency in a foreign country, and The amount of close friends one has from a distinct cultural background.

2.3 Social Appearance Anxiety

Kirbir (2022) found the social appearance anxiety of the students studying at Karadeniz Technical University was investigated according to some variables. In this direction, a total of 176 students, 73 females and 103 males, from Karadeniz Technical University participated in the study. The Social Appearance Anxiety scale developed by Doğan (2010) was applied to the students participating in the study. According to the results of the findings obtained in the research, it was determined that the participants had a low level of social appearance anxiety. Besides, It was found that the distinction between gender and class were significant.

A study conducted by Jin, W., Zhan, T., Geng, Y. et al. (2024) examined the impact of personality traits like narcissism, Machiavellianism, psychopathy, and sadism on social appearance anxiety among 1186 Chinese students. Results showed that psychopathy, Machiavellianism, sadism, and self-concealment positively predicted social appearance anxiety, while narcissism negatively predicted it. These findings offer insight into the complex nature of the Dark Tetrad.

The study examines the levels of anxiety reported by students studying social work from both the United States and Israel prior to their field placement Gelman (2010) Although American students possessed greater previous knowledge, they exhibited a considerably higher level of anxiety. Although there was a significantly greater feeling of readiness, there were common worries regarding the quality of field education and academic responsibilities. However, the groups exhibited distinct concerns regarding field agencies, clients, and teaching social work, which can be attributed to their individual social, cultural, historical, and educational backgrounds.

A study (Brown, 2008) conducted at a university in southern England focused on overseas postgraduate students and revealed that their anxiety regarding their proficiency in the English

language was a prominent topic of concern. Although possessing a minimum IELTS 6 proficiency, most individuals experienced a sense of disadvantage due to their inadequate spoken English skills, resulting in emotions of fear, shame, and inferiority. Their lack of self-assurance impeded their capacity to participate in classroom discussions and social encounters utilizing the English language. A significant quantity of students resorted to engaging in communication exclusively among their respective ethnic groupings, that caused the influence of impeding their progress in language acquisition. Despite the fact that some advancement, it is critical to recognize the significant initial concern and take methods for constructing support systems that can help lessen distress.

Furthermore, Kawamoto (2018) performed research to investigate the variations in Concerns of a psychological nature among international students, both within and across different groups. The findings revealed that Asian and African students reported when compared to other populations in terms of social anxiety. This study examines symptomatology observed at the time of intake by international students at 47 university counseling centers in the United States. The data includes 14,421 clientele from diverse ethnic backgrounds and five continents. Results show significant differences Regarding the topic of social anxiety and academic hardship, this study focuses specifically on international students. Asian American students expressed higher levels of apprehension in several areas. In the second study, Asian and African foreign students expressed more significant stresses compared to their European, North American, and South American counterparts. The results corroborate the idea that international students encounter different degrees of symptomatology.

CHAPTER 3

RESEARCH GAP

3.1 Research Gap

Despite the increasing mix of student populations, from backgrounds and regions there is still absence of understanding when it gets down to the unique experiences of various student groups regarding the challenges they face related to cultural adjustment, confidence in navigating multiple cultures and concerns about social image. Previous studies have mostly concentrated on either student studying abroad or local students in their home country often overlooking the obstacles encountered by students moving between states within India and international students enrolled in Indian institutions. The comparative examination of these three categories—Indian students studying abroad, foreign students in colleges and Indian students moving between states—remains a field that has not gotten much attention in the current literature. Exploring how acculturative stress, bicultural self-efficacy, and social appearance anxiety, among these diverse student communities, can provide important insights about the factors influencing their mental well-being and adjustment processes.

3.2 Theoretical Framework

Acculturation model given by Berry (Berry, 1997, 2005), classifies adaptation techniques into four strategies: assimilation, separation, integration, and marginalization. These strategies reflect how individuals preserve or abandon their original culture and accept or reject the host culture. Research shows a positive link between acculturation and the ability to become used to a new culture, particularly for individuals who adopt an integration acculturation profile.

3.3 Objectives

1. To gain a comprehensive understanding of the acculturation experiences of Indian international students in English-speaking universities.
2. To gain a comprehensive understanding of the acculturation experiences of international students studying in Indian universities.
3. To Investigate the variations in Acculturative stress among Indian international students studying abroad, international students studying in India and Indian interstate students.
4. To Investigate the variations in Bicultural Self-efficacy among Indian international students studying abroad, international students studying in India and Indian interstate students.
5. To Investigate the variations in Social Appearance Anxiety among Indian international students studying abroad, international students studying in India and Indian interstate students.

3.4 Rationale & Hypothesis

This research aims to address the identified gap by conducting a comprehensive comparative study that examines the interplay of acculturative stress, bicultural self-efficacy, and social appearance anxiety among Indian international students abroad, international students in Indian universities, and Indian inter-state students. The study seeks to unravel the complex dynamics of cultural adaptation and psychological adjustment within different socio-cultural contexts by including these three distinct groups. Understanding the unique experiences and challenges faced by each group can inform targeted interventions and support mechanisms to enhance their well-being and academic success. Furthermore, The results of this study can support the growth and progress of culturally sensitive strategies for fostering positive cross-cultural

interactions and promoting inclusivity within educational settings. Overall, this study is essential for advancing our understanding of the diverse experiences of students navigating multiple cultural identities and environments, ultimately contributing to the development of more inclusive and supportive educational policies and practices. Thus, the following hypotheses have been formulated.

H₁ There will be a significant correlation between acculturative stress, bicultural efficacy and social appearance anxiety among international students studying in Indian universities; Indian International students studying; and Indian inter-state students.

H₂ Indian international students studying abroad and International students studying in India will exhibit significantly different levels of acculturative stress compared to Indian inter-state students.

H₃ Indian international students studying abroad and International students studying in India will exhibit significantly different levels of bicultural self-efficacy compared to Indian inter-state students.

H₄ Indian international students studying abroad and International students studying in India will exhibit significantly different levels of social appearance anxiety compared to Indian inter-state students.

H₅ Bicultural self-efficacy and social appearance anxiety will predict acculturative stress among Indian International students, International students in India and Indian interstate students.

H₆ There will be a significant difference in acculturative stress levels among Indian international students studying abroad, international students studying in Indian universities, and Indian students studying in India

H₇ There will be a significant difference in social appearance anxiety levels among Indian international students studying abroad, international students studying in Indian universities, and Indian students studying in Indian universities.

H₈ There will be a significant difference in bicultural self-efficacy levels among Indian international students studying abroad, international students studying in Indian universities, and Indian students studying in Indian universities.

CHAPTER 4

METHODOLOGY

The study utilises an exploratory sequential mixed-method approach comprising two phases: Qualitative and Quantitative. An exploratory sequential mixed-method approach in psychological research involves a systematic and phased strategy to gain comprehensive insights into a particular phenomenon. Initially, qualitative methods are employed to explore and generate theories, typically through interviews, observations, or focus groups. This qualitative phase allows researchers in order to grasp the complexity and background of the topic. Following this, quantitative methods are used to test and generalise these findings on a larger scale, often through surveys or experiments. By integrating both approaches sequentially, researchers can leverage the strengths of each method, deepening understanding through qualitative exploration and validating results with quantitative rigour. This approach fosters a more holistic comprehension of psychological phenomena, offering nuanced insights that might not be achievable with a single method alone, thereby enhancing the robustness and validity of the research outcomes.

4.1 Inclusion Criteria

For both phases, participants must be aged between 18 and 25 years old and to have resided in their respective host countries or states for at least 6 months. Proficiency in English, evidenced by its use as the primary language of instruction in their educational systems.

4.2 Exclusion Criteria

Students who were born and raised in a specific country or in the same city/state are not included.

4.3 Phase 1 Qualitative phase

4.3.1 Sample

Phase 1 (Qualitative) involves two parts, in the first part: 13 Indian students studying abroad were taken, these students were enrolled in English-speaking universities situated in various countries including Canada, Australia and the United Kingdom.

And in the second part 10 foreign students studying in Indian Universities were taken. these students were enrolled in English-speaking universities situated in various cities of Punjab.

4.3.2 Design

The qualitative study adopts Braun and Clark's (2006) Thematic Analysis approach, which includes a systematic process with several key stages. The initial step is "Familiarising oneself with the data," encompassing activities like transcription and thorough reading of the data. Following this, the second stage is "Generating initial codes," wherein codes are developed based on noteworthy elements within the data. The subsequent step, "Searching for themes," involves reviewing each code and assembling relevant codes to establish overarching themes.

Moving on to the fourth stage, "Reviewing the themes," researchers revisit both the codes and the entire dataset to ensure the alignment of codes with the identified themes. The fifth step, "Defining and naming themes," underscores the need to elucidate and label the emerging themes distinctly, preparing them for comprehensive analysis. The final phase encompasses "Producing the report," which includes the conclusive thematic analysis and the subsequent writing of the research report.

In summary, the thematic analysis process involves familiarisation with the data, generating initial codes, searching for themes, reviewing, and refining themes, defining and naming themes, and ultimately producing a comprehensive research report.

4.3.3 Tools

A comprehensive in-depth interview schedule was constructed, gaining knowledge from previously published works that investigated the acculturation experiences of Indian international students. The interview schedule encompassed several questions, strategically crafted to explore and gain a more thorough comprehension of the acculturation process among Indian international students. The interview was conducted virtually through digital platforms such as Google Meet to connect with the participants remotely. This method offers flexibility and convenience, allowing the interviewer and the participants to engage without geographical constraints.

4.3.4 Procedure

Before conducting the remote interview, a set of open-ended questions was meticulously crafted by the interviewer and a stable internet connection, audio testing and video equipment were ensured and familiarised participants with the chosen platform. Following that, participants received a thorough rundown of the interview procedure. During this briefing, explicit assurances regarding privacy, anonymity, and confidentiality were conveyed to instil confidence among participants. Additional details about the interview were also provided, including an estimate of the time required, which was communicated to be approximately 30 to 40 minutes.

The initiation of the interview process involved an introductory phase where participants were familiarised with the virtual environment, and any uncertainties or queries were addressed to ensure a comfortable atmosphere. The interviewer is mindful of potential technical issues. To aid participants in their preparation, they were furnished with a set of instructions.

Upon the completion of the interviews, the gathered remote data was subjected to thorough analysis. This involved extracting meaningful insights and patterns from the responses

provided by the participants. An intricate comprehension of the study objectives was made possible by the outcomes that were obtained from the analytical phase.

4.4. Phase 2 Quantitative Analysis

4.4.1. Sample

Phase 2 (Quantitative) includes a total sample of 210 students: 70 international students studying in Indian Universities, 70 Indian International students studying abroad, and 70 interstate students.

4.4.2. Design

A correlational Design was used for collecting data for the present study.

Predictor/ Independent Variable are Bicultural Self-Efficacy

Criterion/Dependant Variable is Acculturative Stress

4.4.3. Tools

Participants were received three standardised scales to gather the required data, administered manually and via Google Forms for their convenience. The scales utilised were as follows:

Acculturative Stress Scale for International Students (ASSIS): Sandhu and Asrabadi developed ASSIS in 1994 to assess the stress related to acculturation experienced by international students. This scale aims to quantify the challenges associated with adapting to a new culture, including dealing with prejudice, homesickness, fear, guilt, and other related issues. It has a total of 36 items in which participants rate on the 5-point Likert scale to rate their level of acculturative stress scale. Increased total scores on the ASSIS reflect higher levels

of acculturative stress, whereas lower total scores indicate lower levels of acculturative stress. The scale has a reliability of .950.

Bicultural Self-Efficacy Scale (BSES): A psychometric scale which is designed to gauge individuals' perceived capacity to adeptly manage interactions across two cultural settings. This scale was developed by E. J. R. David, Sumie Okazaki, and Anne Saw (2009) to assess bicultural competence, or the capability of individuals to thrive effectively in two separate cultural contexts. The BSES consists of 26 items that people rate on a 9-point Likert scale to express the degree to which they are in agreement or disagreement with each statement. Based on their responses to the BSES items, the total score reflects an individual's overall level of Bicultural self-efficacy. Higher total scores indicate greater bicultural self-efficacy, while lower total scores shows less bicultural self-efficacy. This scale's obtained reliability is .951.

The **Social Appearance Anxiety Scale (SAAS)** is a questionnaire comprised of 16 items that aims to evaluate individuals' anxiety in circumstances where their physical appearance is closely examined. The SAAS, developed by Hart, Wearing, and Newlove in 1999, assesses social anxiety that is primarily associated with situations involving a judgment of one's appearance. Participants assess their degrees of anxiety in various situations using a 5-point Likert scale, which ranges from 1 (not at all) to 5 (extremely). The SAAS provides a total score between 16 and 80, with higher scores indicating more significant social appearance anxiety. The obtained reliability of this scale is .939.

4.4.4. Procedure

Data was acquired from college students. aged 18-25, split up into three groups: international students studying in Indian universities. Questionnaires were given out to them using snowball and convenience sampling methods. International students within India and Indian students from different states received physical forms, while Indian students studying abroad were provided with online Google Forms to overcome geographical barriers. Before starting the questionnaire, clear instructions were given to each group. These instructions were:

For Acculturative Stress Scale for International Students (ASSIS): “Please read each statement carefully and indicate the extent to which you agree or disagree with it based on your experiences. There are no right or wrong answers, so please respond truthfully.”;

For the Bicultural Self-Efficacy Scale (BSES): “Please answer each statement as carefully as possible. Please circle ONE of the numbers to the right of each statement to indicate your degree of agreement or disagreement.”

And lastly for the Social Appearance Scale (SAAS): “Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale. Fill in a bubble to indicate how characteristic the statement is of you. 1 = Not at all characteristic or true of me; 2 = Slightly characteristic or true of me; 3 = Moderately characteristic or true of me; 4 = Very characteristic or true of me; 5 = Extremely characteristic or true of me.”

4.5. Statistical Analysis

Statistical Package for Social Science (SPSS) version 20 and Microsoft Excel were used to analyse the data Descriptive Statistics were computed to find the mean and standard deviation. Regression and correlation and independent t-test was performed to calculate the results of the obtained data.

CHAPTER 5

RESULTS

5.1 Phase 1 Qualitative Analysis

Table 1 shows the themes and codes of the qualitative analysis of an Indian International Students studying abroad.

THEMES	CODES
CULTURAL ADJUSTMENTS AND DIFFERENCES	Cultural shock
	Differences
	Accepting
COPING WITH STEREOTYPES	Patience
	Avoidance
SUPPORT SYSTEMS	Family
	Indian Friends
	Resources
ACADEMICS & PERSONAL GROWTH	Shaping
	Managing Studies & jobs
	Cross-cultural teaching methods
CONNECTION WITH CULTURAL ROOTS	Ethnic social networks
	Indian cuisine
	Cultural events
SOCIAL MEDIA & TECHNOLOGY	Virtual Family support
	Academic support
LANGUAGE AND COMMUNICATION	Language proficiency challenges
	Bilingualism
KNOWLEDGE OF DIVERSITY	Cross-cultural awareness
	Adaptability
MENTAL HEALTH IMPACTS	Loneliness
	Homesickness
	Overthinking

Table 2 shows the Extracts of each code from the Indian International Students studying abroad.

EXTRACTS	CODES AND EXPLANATION
“I came from Punjab you know so the culture shock for me is like couple can kiss on the roads you know, and you can wear anything, no one gonna bother you and it is safe for girls as well” “Well, there was one specific place popular place in Canada I saw Canadian wedding over there new experience for me to saw that wedding over there because there was a when the ceremony is going on over there so I feel like okay is really going on” “what I experience like in India, the churches open overnight but here, it was like the specific time like it was opened for 4-5 hours but after that the church was closed, they said like Jesus wants like a rest day so it’s closed early so that’s like a weird thing for me”	Cultural shock
“if the thing has to be done in this way it should be done in this way only it this is the thing in India and people happy doing in that way okay, but it’s not like that, here people have their own opinions, if you wanna do things if you wanna do this if you want to do that you just do it you know people doesn’t have a second thought about it so there is a cultural difference here” “So, the neighbourhood culture here is very different from India, there was a one incident like in the evening me and my friend we were you know having a walk outside and just passing by our neighbours we saw that they were sitting outside and we just said hello or hi you know we’re neighbours we should have some friendship with them but gave such a weird reaction, I think in Canada most people don’t like to interact with others”	Differences
“I have come to their country I need to accept how they are they don’t have a bad culture it’s not a bad culture it’s really good culture here as well” “I accept their culture like I am not adapting it I am not utilising it, it’s like okay just accept it the way it is”	Accepting

“You just have to be patient while facing discrimination because you know you need money; you have to work for your survival.” “I think being patience is one you can live here with; you just have to stay clam in every situation no matter how bad it is because you don’t know what action they can take that might harm you”	Patience
“All you can do is just ignore you cannot question the management over that that why do you do this they will have thousands of explanations for that and they might even fire you, we just ignore everything that’s the solution” “I have faced biasness many times at my workplace but the only thing is you just have to shut your mouth because at the end you need money for paying rents, your college fee, grocery, stuff and stuff.”	Avoidance
“So basically, in the starting I used to live with my relatives, they provided me with all the basic necessities so they were my support system.” “I already have my family members my brother was already present here to pick me up for me, and he helped me with all the settlements”	Family in host country
“I have my friends here those are also from India so whenever I feel a little low, I go to them and its fine here” “I have friends like we are like 4 or 5 and they are also from India but you know that we don’t have our family here so my friends are my family right now so every time we go outside so we are like family here”	Indian Friends
“So before coming to Canada, I had watched many YouTube videos regarding the Canadian culture” “When I came here so I met Indian people here those who are living from past years, you know to prepare myself to adapt easily to their environment”	Resources
“Um, so basically when I moved here for studies, it did not just change how I learned in school but you know it also made me grow as a person. Facing the challenges of being a student in a different place taught me more than just the subjects in my classes. It helped me become stronger, more adaptable, and gave me a better understanding of who I am.”	Shaping

“What I feel is here I am Multitasking like studying along with doing a job they are asking you to multitask but you have your own multitasking as well you have to study you have to get time for your studying as well you have to prepare for your exams as side by side you have to perform well in your job” After coming here, you just study, you do jobs as well, like to survive, its like bit difficult for me to manage initially, but eventually I became good at balancing both”	Managing Studies & Jobs
“There is a lot of difference in education facilities like there in India, we have a memory test like we read it, we revise it, we give a test, but here it is more like practical it’s not theoretical here” “What I felt here is that the lectures are not every day and that’s a big shift for me because back in India we have lectures every day and then for like 5 hours or so we had a scheduled pack but then when I came here, I got to know that lectures are not even like throughout the week you can go to the university for like 3-4 days that’s it”	Cross-cultural teaching method
“I usually go to gurudwaras over here that can help me to connect to my cultural roots and yeah may be there are Bollywood movies are also released over here for us to keep connection with India and I usually listens to Punjabi or Hindi songs.”	Ethnic social networks
“To connect myself with my culture what I do is just simply make my favourite food which my Mumma used to make for me back in India” “Mostly we eat Indian food like I visit Indian restaurants with my friends to have the taste of our India.”	Indian cuisines
“There was a Navaratri programme that was held in our university so we danced there my friend and I we did an introductory performance for everyone that’s it” “we have taken the picture of goddess from the google and we get it printed it out from our library and we went to the grocery shop there we brought the stuffs for worshipping the goddess”	Cultural events
“Social media is the best way to interact with my family as I haven’t met them like for last 3 years, haven’t been to India for last 3 years so basically I just give them give them a ring or do them a video call that’s the only way interact with them”	Virtual Family support

“I think that social media is the only way for me now to be connected with my family and friend there are many apps which are like WhatsApp Snapchat there are many ways to talk to my family and friends”	
“So, basically it’s like our whole education system is shifted in online mode like all the assignments we have to make them on our laptops and we submit it online and if we don’t want to attend the college, we just go for the recorded session which was already posted online by our professors”	Academic Support
“When I started attending my university, I find it very hard sometimes of language barriers or because Australian accent is very different sometimes it is difficult to understand what people say”	Language proficiency challenges
“As a student from India studying in a new place, knowing two languages has been really helpful, you know it’s like It makes learning easier, helps me to talk to different people, and its lie enhances my communication skills.”	Bilingualism
“So, here there is diverse populations you know, like the people from different countries, different cultures even from India too. I have friends those who are from south India, Mumbai or so I got to know more about my home country as well as about other countries too.”	Cross-cultural awareness
“I am still observing and learning their way of living style but it hasn’t impacted me in negative way but in a positive way when I meet them someone who has a different background from me, I greet them nicely, I try my best adapt to their environment” “Initially it was hard for me to adapt their culture but eventually, I have adapted myself into this atmosphere”	Adaptability
"Sometimes I really miss my home and friends, you know like the familiar places where I used to go with family and friends and the things I used to do. Even though I am making new memories here but you know there are times when I wish I could be back home." “Homesickness is the biggest thing everyone here can feel I was been given a disclaimer from my brother every 2 to 3 months you will feel like so much like you wanted to go back to India”	Homesickness

" Being far away from family and friends, especially in a new and unfamiliar place, can sometimes make me feel like I am on my own. Sometimes I feel left out while in the group of friends here."	Loneliness
"I sometimes overthink a lot about part time jobs like what if they fire me, and my studies too whether I be able pass this semester or not, and like you know how much time will to get PR over here so that I can my parents proud. But I am trying to take things step by step, do my best in my studies, and hope that everything will work out in the end."	Overthinking

Table 3 shows the themes and codes of the qualitative analysis of an International Students studying in India.

Codes	Themes
Different food culture	Initial cultural shocks and adjustments
Different Climate Change	
Discrimination	
Cultural Learning and Exchange	Cultural Exploration and Engagement
Celebrating festivals	
Cultural Perseveration through Cuisine	
Cross-cultural friendships	Social Integration
Peers support networks	
Establishing a Sense of belongingness	
Keeping in touch with family rituals	Transnational Identity: Maintenance of Home Culture
Celebrating home cultural festivals	
Use of Technology	
Language Barriers in daily life	

Language Barriers in Academics	Language and Communication
Overcoming language barriers	
Pressure and Stress Management	Adapting to Change
Coping with homesickness	
Academic challenges	

Table 4 shows the Extracts of each code from the International Students studying in India

Extracts	Codes
"The food was so different; I couldn't even manage to eat the whole plate." "On the arrival, i had a samosa on the very first day here, it was very spicy, to be honest, i think indian food is way too spicy but it also flavourful too, i managed to eat slowly by slowly" "It really shocked me to see that some these people don't eat meat. It was actually my first time coming to see that"	Different food culture
"There was definitely some shock after arriving, especially after considering the climate." "When i came here, i found the weather to be very hot as compared to Kenya"	Different Climate Change
"I feel like I've experienced being overcharged more than others, even when going to get groceries. They overcharge people for no reason." "In class, I feel like the teachers give more priority to Indian students then they really do to us"	Discrimination
"I found it fascinating to learn about Indian culture and share aspects of my own culture with others." "I tried to teach them some little bit of Kiswahili, which is our language".	Cultural Learning and Exchange

“Whenever there are Indian celebrations, it’s amazing, We observe culture as a group because alone, it’s very hard to maintain that rhythm”	Celebrating festivals
“I’ve realised what I can eat and what I cannot. I’ve adjusted to some of their dishes that I love, which I’ll try when I go back home”. “I’ve started adjusting to Indian food slowly by slowly”.	Cultural Perseveration through Cuisine
“When you’re like chatting with them in the group, then they would like to teach you the language. They just tell you say this, say this, then you just say it. You just, you don’t know what you’re saying.” “Here Indian students love to teach you there culture. I have some friendly Indians in my class”.	Cross-cultural friendships
“Basically, when I came here in 2021, I found some of my African brothers and from other countries in the hostel”.	Peers support networks
“Building social connections with Indian and African students helped me a lot”. “Here I would say, I have second family around me”	Establishing a Sense of belongingness
“Keeping my spiritual connection through visiting place of worship”. “I go home every year”	Keeping in touch with family rituals
“here we as an African gathered together in the uni and we celebrate our festivals together”. “I just like an African doing cultural festivals in India. It’s like having a house with home.”	Celebrating home cultural festivals
“I call them, my family, almost every day. That’s how I am trying to stay connected”	Use of Technology
“ It was very hard actually with the people here at the airport because most of them spoke in Hindi”	Language Barriers in daily life
“In class most of the teachers used Hindi or Punjabi. It was very to hard to understand” “Most of the lectures actually they’re just taken in Punjabi Language. So you can just imagine you’re sitting somewhere just hearing like someone is speaking Chinese, you don’t understand anything.”	Language Barriers in Academics

“Getting to learn some few words of Punjabi and Hindi that could really push me up”	Overcoming language barriers
“Keeping myself busy by engaging in other activities like playing football and meeting up with friends”. “It’s important to spend time outdoors both physically and mentally”.	Pressure and Stress Management
“Trying to minimise to time indoors, spending with friends”	Coping with homesickness
“Back Home, you just have to give quality not quantity. But when you come here, you find that when teachers ask you a question, even if the answer is one, you have to write plenty”	Academic challenges

5.2 Phase 2 Quantitative Analysis

Table 5 *Descriptive Statistics*

Variables	N	Mean	Std. Deviation
Acculturative stress	210	91.00	26.35
Bicultural self-efficacy	210	180.64	31.95
Social Appearance Anxiety	210	33.07	13.55

Table 5, provides descriptive statistics for different variables. Each variable lists the number of observations (N), mean, and standard deviation (Std. Deviation). The variables included are Acculturative stress with a mean of 91.00 and a standard deviation of 26.35, Bicultural Self-Efficacy with a mean of 180.64 and a standard deviation of 31.95, Social Appearance Anxiety with a mean of 33.07 and a standard deviation of 13.55.

Table 6 *Stepwise Regression*

		Unstandardized		Standardized		Adjusted	
		Coefficients		Coefficients		R Square	
Model		Std.				t	Sig.
		B	Error	Beta			
1	(Constant)	122.27	10.25		11.92	0.00	0.04
	BSE	-0.17	0.06	-0.21	-3.10	0.00	0.12
2	(Constant)	90.76	12.16		7.46	0.00	
	BSE	-0.10	0.06	-0.13	-1.87	0.06	
	SAA	0.58	0.13	0.30	4.40	0.00	

Dependent Variable: Acculturative stress

The table presents the results of a stepwise regression analysis examining the relationship between several variables. In Model 1, the constant term (intercept) is 122.27, with a standard error of 10.25, and this is statistically significant ($t = 11.92$, $p < 0.001$). The adjusted R-square value for this model is 0.04. The predictor variable BSE has a negative unstandardized coefficient (-0.17) and a standardized coefficient (Beta) of -0.21. This coefficient is statistically significant ($t = -3.10$, $p < 0.001$), indicating that BSE is associated with the dependent variable. In Model 2, which includes an additional predictor (SAA), the intercept is 90.76 ($SE = 12.16$, $t = 7.46$, $p < 0.001$). The predictor BSES retains a negative relationship with the dependent variable (-0.10, $SE = 0.06$, $Beta = -0.13$), but this relationship is marginally significant ($t = -1.87$, $p = 0.06$). The new predictor SAA has a positive relationship (0.58, $SE = 0.13$, $Beta = 0.30$) that is statistically significant ($t = 4.40$, $p < 0.001$). The adjusted R-square for Model 2 increases to 0.12, suggesting that the addition of SAA improves the model's explanatory power.

Table 7 show the correlation between Acculturative stress, Bicultural self-efficacy & Social appearance Anxiety

	Accstress	PD	HS	PH	Fear	CS	Guilt	MIS	BSE	SG	CA	PA.	Knowl.	RR	BB	SAA
AccStrss	1															
PD	.915**	1														
HS	.706**	.552**	1													
PH	.884**	.830**	.530**	1												
Fear	.864**	.722**	.538**	.734**	1											
CS	.757**	.667**	.623**	.583**	.594**	1										
Guilt	.667**	.555**	.446**	.511**	.554**	.439**	1									
MIS	.934**	.796**	.591**	.784**	.822**	.638**	.623**	1								
BSE	-.210**	-.181**	-.155*	-.165*	-.195**	-.148*	-.012	-.218**	1							
SG	-0.06	-0.05	-0.12	-0.05	-0.06	-0.03	-0.03	-0.01	.594**	1						
CA	0.03	0.02	-0.06	0.00	0.01	0.04	0.00	0.08	.257**	.907**	1					
PA	-.218**	-.223**	-0.08	-.204**	-.217**	-0.13	-0.13	-.211**	.875**	.453**	.178**	1				
Knowl.	-0.13	-0.09	-0.12	-0.07	-0.10	-0.13	-0.05	-.152*	.863**	.520**	.237**	.648**	1			
RR	-.146*	-0.12	-.156*	-0.11	-.137*	-0.12	-0.09	-0.12	.812**	.444**	.200**	.765**	.585**	1		
BB	-.211**	-.214**	-.177**	-.190**	-.182**	-0.09	-0.12	-.194**	.878**	.509**	.245**	.773**	.723**	.703**	1	
SAA	.333**	.273**	.176*	.274**	.329**	.177*	.331**	.357**	-.279**	-.223**	-.156*	-.257**	-.153*	-.206**	-.231**	1

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

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

Table 7 shows The correlation analysis which reveals several significant relationships among key study variables. Acculturative Stress (AccStrss) exhibits positive correlations with Social Appearance Anxiety (SAA) ($r = .333$, $p < .01$). Bicultural Self-Efficacy (BSE), on the other hand, is negatively correlated with AccStrss ($r = -.210$, $p < .01$), PD (Perceived discrimination) ($r = -.181$, $p < .01$), HS (Homesickness) ($r = -.155$, $p < .05$), PH (Perceived Hate) ($r = -.165$, $p < .05$), Fear ($r = -.195$, $p < .01$), CS (Cultural Shock) ($r = -.148$, $p < .05$), and SAA ($r = -.279$, $p < .01$). Additionally, Positive Attitude (PA) is negatively correlated with AccStrss ($r = -.218$,

$p < .01$), PD ($r = -.223$, $p < .01$), HS ($r = -.204$, $p < .01$), PH ($r = -.217$, $p < .01$), and Fear ($r = -.211$, $p < .01$). Role Repertoire (RR) shows a strong positive correlation with SAA ($r = .723$, $p < .01$), while Bicultural Beliefs (BB) is negatively correlated with AccStrss ($r = -.211$, $p < .01$), PD ($r = -.214$, $p < .01$), HS ($r = -.177$, $p < .05$), PH ($r = -.190$, $p < .01$), and Fear ($r = -.182$, $p < .01$), but positively correlated with SAA ($r = .703$, $p < .01$).

Table 8 *Independent t-test among International students and Indian International Students,*

GROUPS		N	Mean	Std. Deviation	t	df	Sig. Level
Acculturative	Ind Intl Stdnt	70	93.10	24.32	-2.38	138.00	.019
Stress	Intl Stdnt	70	102.97	24.78	-2.38	137.95	.019
Bicultural Self-	Ind Intl Stdnt	70	185.56	30.40	2.50	138.00	.014
Efficacy	Intl Stdnt	70	172.76	30.27	2.50	138.99	.014
Social	Ind Intl Stdnt	70	31.31	12.15	-1.18	138.00	.241
Appearance	Intl Stdnt	70	33.96	14.30	-1.18	134.48	.241
Anxiety							

The table shows that significant differences were found in acculturative stress and bicultural self-efficacy. Independent international students exhibited lower mean acculturative stress ($M = 93.10$, $SD = 24.32$) compared to international students ($M = 102.97$, $SD = 24.78$), $t(138) = -2.38$, $p = .019$. Additionally, independent international students demonstrated higher bicultural self-efficacy ($M = 185.56$, $SD = 30.40$) than international students ($M = 172.76$, $SD = 30.27$), $t(138) = 2.50$, $p = .014$. However, no significant difference was observed in social appearance anxiety between the two groups ($p = .241$).

Table 9 *Independent t-test among international students and Indian Interstate Students,*

GROUPS		N	Mean	Std. Deviation	t	df	Sig. Level
Acculturative	Intl Stdnt	70	102.97	24.78	6.40	138.00	.000
Stress	Ind interstate	70	76.93	23.38	6.40	137.53	.000
Bicultural Self-	Intl Stdnt	70	172.76	30.27	-1.99	138.00	.048
Efficacy	Ind interstate	70	183.60	34.00	-1.99	136.18	.048
Social	Intl Stdnt	70	33.96	14.30	0.01	138.00	.991
Appearance	Ind interstate	70	33.93	14.13	0.01	137.98	.991
Anxiety							

The table shows International students reported higher mean acculturative stress ($M = 102.97$, $SD = 24.78$) compared to interstate students ($M = 76.93$, $SD = 23.38$), $t(138) = 6.40$, $p = .000$. Conversely, interstate students exhibited greater bicultural self-efficacy ($M = 183.60$, $SD = 34.00$) compared to international students ($M = 172.76$, $SD = 30.27$), $t(136.18) = -1.99$, $p = .048$. No significant difference was found in social appearance anxiety between international students ($M = 33.96$, $SD = 14.30$) and interstate students ($M = 33.93$, $SD = 14.13$), $t(137.98) = 0.01$, $p = .991$.

Table 10 *Independent t-test among Indian International students and Indian Interstate Students,*

GROUPS		N	Mean	Std. Deviation	t	df	Sig. Level
Acculturative	Ind Intl Stdnt	70	93.10	24.32	4.01	138.00	.000
Stress	Ind interstate	70	76.93	23.38	4.01	137.79	.000
Bicultural	Ind Intl Stdnt	70	185.56	30.40	0.36	138.00	.720
Self-Efficacy	Ind interstate	70	183.60	34.00	0.36	136.30	.720
Social	Ind Intl Stdnt	70	31.31	12.15	-1.17	138.00	.242
Appearance Anxiety	Ind interstate	70	33.93	14.13	-1.17	134.96	.242

The table shows that there is significant differences were found in acculturative stress, with international students reporting higher levels ($M = 102.97$, $SD = 24.78$) compared to interstate students ($M = 76.93$, $SD = 23.38$), $t(138) = 4.01$, $p = .000$. However, there were no significant differences in bicultural self-efficacy (international: $M = 185.56$, $SD = 30.40$; interstate: $M = 183.60$, $SD = 34.00$; $t(138) = 0.36$, $p = .720$) or social appearance anxiety (international: $M = 31.31$, $SD = 12.15$; interstate: $M = 33.93$, $SD = 14.13$; $t(138) = -1.17$, $p = .242$) between the two groups.

CHAPTER 6

DISCUSSION

6.1 Phase 1 Qualitative Discussion

The qualitative phase involved 13 Indian students pursuing their studies overseas and 10 foreign students studying in Indian universities. The study adopted Braun and Clark's (2006) Thematic Analysis approach, which involved a systematic process with several key stages. A comprehensive in-depth interview schedule was constructed, with interviews conducted virtually through digital platforms like Google Meet.

6.1.1 Analysis of the themes and codes from Indian International Students studying abroad.

The Qualitative Phase of the study is divided into parts, first was the interview was conducted with 13 Indian International Students to gain full comprehension of the acculturation experiences of Indian international students in English-speaking universities. Braun and Clark's Thematic Analysis Approach was employed in this study for the Qualitative Analysis. After the transcribing the collected interview data, we have generated several initial codes and club together into several themes which is shown in table no.1. Analysis of the collected themes reflecting a participant's experiences as an Indian international graduate student were categorized into: *Cultural Adjustments and differences, Coping with stereotypes, support systems, Academic and personal growth, Connection with cultural roots, social media and technology, Language and Communication, Knowledge of Diversity, and Mental health impacts*. Let discuss them in detail.

Theme 1: Cultural Adjustment and Differences

Cultural adjustments and differences constitute a complex and dynamic aspect of human interaction, particularly in a globalized society in which people from different backgrounds often come into contact. (Laar. et.al, 2019). This theme encompasses the experiences, challenges, and processes involved in adapting to a new culture, moreover, understanding and appreciating the variances between various cultural groups. Cultural adjustments and differences play a crucial role in the acculturation process, especially for international students. This paper aims to delve into the experiences of Indian students undergoing acculturation, focusing on cultural shock, differences, and acceptance.

Cultural shock is a common phenomenon experienced by individuals when they encounter a new culture different from their own. The seminal work of Oberg (1960) defined cultural shock as "a state of emotional disturbance caused by the transition between a familiar environment and an unfamiliar one." Few Participants commented on the cultural shock as one participant stated "I came from Punjab you know, so the cultural shock for me is like couple can kiss on the roads you know, and you can wear anything, no one gonna bother you and it is safe for girls as well" While another Participant commented "Well, there was one specific place popular place in Canada I saw Canadian wedding over there new experience for me to saw that wedding over there because there was a when the ceremony is going on over there so I feel like okay is really going on" another example given by participant was "what I experience like in India, the churches open overnight but here, it was like the specific time like it was opened for 4-5 hours but after that the church was closed, they said like Jesus wants like a rest day so it's closed early so that's like a weird thing for me". These are the experiences experienced by International Indian students.

Differences here means cultural differences faced by Indian immigrants' students. Cultural Differences include a range of factors, including communication styles, values, and social norms. Understanding and navigating these differences are important for the successful integration of Indian students into a foreign academic and social environment. Berry's (1997) framework of acculturation strategies, including assimilation, integration, separation, and marginalization, provides a lens to analyse how individuals manage cultural differences. One participant shared her experience as she said "if the thing has to be done in this way it should be done in this way only it this is the thing in India and people happy doing in that way okay, but it's not like that, here people have their own opinions, if you wanna do things if you wanna do this if you want to do that you just do it you know people doesn't have a second thought about it so there is a cultural difference here". Another participant shared that how the neighbourhood culture is different between India and abroad "So, the neighbourhood culture here is very different from India, there was a one incident like in the evening me and my friend we were you know having a walk outside and just passing by our neighbours we saw that they were sitting outside and we just said hello or hi you know we're neighbours we should have some friendship with them but gave such a weird reaction, I think in Canada most people don't like to interact with others".

Acceptance involves the willingness of individuals to embrace and integrate aspects of the host culture while keeping some aspects of their own. The acculturation process is considered successful when individuals achieve a level of acceptance, contributing to their overall well-being and satisfaction. Here participants shared that how they accepted their host culture differences and shocks and how they adjust to their host culture environment. One participant shared "I have come to their country I need to accept how they are they don't have a bad culture it's not a bad culture it's really good culture here as well" While another participant stated "I

accept their culture like I am not adapting it I am not utilising it, it's like okay just accept it the way it is.”

Theme 2: Coping with Stereotypes

Coping with Stereotypes is a significant challenge faced by Indian immigrant students as they navigate educational, social, and cultural landscapes in a new country. Stereotypes have the potential to influence the dynamics of a workplace, resulting in discrimination and unequal distribution of power (Steele & Aronson, 1995). The present study aims to provide a comprehensive exploration of the various dimensions of stereotype coping strategies employed by Indian immigrant students, considering the impact on their identity, mental health, and overall adjustment. Stereotypes are oversimplified and generalized beliefs about a particular group. Indian immigrant students often encounter stereotypes related to their cultural practices, language proficiency, and academic abilities. Understanding the nature and sources of these stereotypes is crucial for developing effective coping mechanisms. Participants who participated in this study shared that they cope with such biasness either by Avoiding the situation or while being patient in those situations to deal with various stereotypes.

Avoidance refers to the behavioural or cognitive efforts made by individuals to steer clear of situations, people, or thoughts that are perceived as threatening, anxiety-inducing, or distressing. In coping with stereotypes, an individual might choose to avoid situations where they anticipate encountering stereotypical attitudes or discriminatory behaviors. This can involve steering clear of certain social groups, places, or activities to reduce exposure to potentially harmful situations. Few participants commented “All you can do is just ignore you cannot question the management over that that why do you do this they will have thousands of explanations for that and they might even fire you, we just ignore everything that’s the solution” ; “I have faced biasness many times at my workplace but the only thing is you just have to shut

your mouth because at the end you need money for paying rents, your college fee, grocery, stuff and stuff.” While avoidance may provide immediate relief from stress, it often prevents individuals from addressing the root causes of their difficulties. Over time, it can limit personal growth and resilience, reinforcing the perceived threat.

Patience, in the context of coping, refers to the ability to endure difficulties or challenges with a calm and composed demeanour. It involves accepting that change or resolution may take time and having the perseverance to wait for positive outcomes. An individual using patience as a coping strategy in the face of stereotypes might choose not to react impulsively or defensively. Instead, they may patiently engage in dialogue, education, or advocacy efforts, trusting that understanding and acceptance will evolve over time. Participant stated “You just have to be patient while facing discrimination because you know you need money; you have to work for your survival.”

Another statement given by participants “I think being patience is one you can live here with; you just have to stay clam in every situation no matter how bad it is because you don’t know what action they can take that might harm you.” Patience can foster understanding and bridge cultural gaps. However, it requires a significant emotional investment and may not always result in immediate positive outcomes. There is a risk of enduring undue stress if the situation persists without improvement.

Theme 3: Support Systems

A support system refers to a network of individuals, resources, and structures that provide assistance, encouragement, and help to individuals facing challenges, stressors, or difficult situations. Support systems play a crucial role in fostering well-being, resilience, and the ability to cope with various life circumstances. (Zhang et.al., 2022). In the context of support systems for Indian immigrant students coping with stereotypes or acculturation challenges, the specific

elements of family, Indian friends, and resources can be crucial. When exploring the support system for Indian immigrant students dealing with cultural adjustments and stereotypes in a host country, the involvement of family in the host country, Indian friends, and available resources becomes essential.

Family in the host country refers to the involvement and assistance provided by family members who are also residing in the same country. This support can encompass emotional, instrumental, and informational aspects. For example: Family members may offer guidance on navigating the local culture, provide a sense of familiarity, and offer practical assistance in daily life. Few participants states that that their relatives in their host country so its easy for them to adjust easily to their new environment.

Indian Friends represent a peer support network of individuals who share a similar cultural background. These friendships can offer understanding, empathy, and shared experiences, contributing to a sense of belonging. Indian friends may provide a safe space for discussing challenges related to stereotypes, cultural adjustments, and homesickness. They can also share coping strategies and insights based on their own experiences.

Resources here refers to the use of digital platform where people share their experiences as international student residing abroad, the participants strategically engaged with informational resources, such as YouTube videos, to gather knowledge about Canadian culture before arriving. Subsequently, they leveraged social resources, specifically connecting with Indian people already living in Canada, to further enhance their preparation and adaptation process. This proactive approach to accessing and utilizing diverse resources showcases a thoughtful strategy to navigate the cultural transition and build a support network in the new environment.

Theme 4: Academic & Personal Growth

Academics & Personal Growth involves the intersection of educational pursuits and individual development. The codes—shaping, managing job and studies, and cross-cultural teaching methods—play a crucial role in understanding how academic experiences contribute to personal growth. The interplay between shaping, managing job and studies, and cross-cultural teaching methods creates a dynamic educational environment. This environment not only facilitates academic achievement but also promotes personal growth by fostering adaptability, cultural awareness, and the development of practical skills for navigating both academic and professional spheres (Birman and Simon, 2014).

Shaping refers to the transformative impact of academic experiences on an individual's beliefs, skills, and worldview. It involves the educational process molding and influencing personal development. Academic courses, exposure to diverse perspectives, and critical thinking within the educational environment contribute to shaping an individual's intellectual, social, and cultural outlook. Engaging in courses that challenge preconceived notions, participating in research projects, and exposure to interdisciplinary studies can be shaping experiences.

Managing job and studies involves the simultaneous pursuit of academic goals and employment. It reflects the balancing act of integrating work responsibilities with educational commitments. Many individuals, particularly in higher education or professional programs, juggle part-time or full-time jobs while pursuing their studies. This requires effective time management, organizational skills, and the ability to navigate the demands of both spheres. A student working part-time to support their education while maintaining a rigorous academic schedule demonstrates the challenge and achievement of managing both job and studies.

Cross-cultural teaching methods involve instructional approaches that recognize and incorporate diverse cultural perspectives, ensuring an inclusive and effective learning

environment for students from various backgrounds. In an increasingly globalized educational landscape, instructors employ methods that consider the cultural diversity of the student body. This approach enhances the learning experience for individuals from different cultural backgrounds. Using diverse examples, incorporating culturally relevant case studies, and encouraging interactive discussions that embrace different cultural viewpoints are examples of cross-cultural teaching methods.

Theme 5: Connection with Cultural Roots

The theme involves the maintenance and strengthening of ties with one's cultural heritage, particularly in the context of Indian immigrant experiences. The codes—Indian cuisine, cultural events, and ethnic social networks—serve as key elements in fostering and expressing this connection. The interplay between these codes contributes to a multifaceted and meaningful connection with cultural roots. Engaging with Indian cuisine, participating in cultural events, and being part of ethnic social networks collectively create a sense of continuity, identity, and community for individuals navigating the challenges of living in a different cultural context (Birman, Dina & Salo, Corrina.,2013). This connection becomes a source of strength, resilience, and cultural pride, fostering a balanced and enriched immigrant experience.

Indian Cuisines represents the traditional and diverse food practices of India. In the context of connection with cultural roots, it symbolizes a tangible and sensory link to one's cultural heritage. Preparing, sharing, and enjoying Indian meals or visiting Indian restaurants can be a way for individuals to connect with their cultural roots, as food is a powerful medium for expressing identity and maintaining a sense of belonging. Cooking traditional dishes, participating in family recipes, or attending Indian food festivals are activities that facilitate a connection with Indian cuisine.

Cultural Events encompass festivals, celebrations, and rituals that are significant in Indian culture. Participation in these events provides a direct engagement with cultural practices and traditions. Attending or actively participating in cultural events allows individuals to celebrate festivals, rituals, and other occasions that hold cultural significance, fostering a sense of continuity with their heritage. Celebrating Diwali, Holi, or other cultural festivals, attending religious ceremonies, or participating in cultural performances are ways of engaging with cultural events.

Ethnic Social Networks consist of individuals who share a common cultural background. These networks provide a community where individuals can connect with others who understand and appreciate their cultural identity. Joining or forming ethnic social networks allows individuals to interact with like-minded people, share experiences, and collectively engage in activities that reinforce a connection with cultural roots. Participating in cultural clubs, religious groups, or community organizations that focus on Indian heritage provides opportunities for building and sustaining ethnic social networks.

Theme 6: Social Media & Technology

The theme of social media & Technology explores the impact of digital platforms and technological tools on various aspects of life. The codes—Virtual Family Support and Academic Support—shed light on how social media and technology contribute to support systems in both personal and academic domains. In the context of immigrant experiences or individuals studying abroad, the use of social media and technology becomes particularly significant. It serves as a bridge between cultures, allows for the maintenance of familial ties, and provides essential tools for academic success, creating a comprehensive support system that is both personal and educational.

Virtual Family Support refers to the use of social media and technology to maintain connections, seek advice, and receive emotional support from family members, especially when physical distance separates them. Platforms like video calls, messaging apps, and social networking sites enable individuals to stay connected with family members in real-time, fostering a sense of closeness despite geographical distances. A student studying abroad can use video calls to stay in touch with their family, share experiences, seek advice, and receive emotional support, creating a virtual extension of their familial network.

Academic Support involves the use of technology to access educational resources, collaborate with peers, and engage with academic content, enhancing the overall learning experience. Online platforms, educational apps, and virtual collaboration tools offer avenues for accessing study materials, participating in virtual classrooms, and collaborating with classmates and instructors. Students can use online forums, educational websites, and collaborative platforms to supplement their learning, seek clarification on academic concepts, and engage in group projects, fostering academic success.

Theme 7 Language and Communication

This revolves around the challenges and dynamics related to language proficiency in multicultural contexts. The codes—Language Proficiency Challenges and Bilingualism—offer insights into how individuals navigate linguistic diversity and the impact on their experiences. For immigrants and international students, language proficiency is a key factor influencing their ability to connect with others, access academic resources, and fully participate in their new communities. In his 2003 publication, Lakey emphasized the importance of communication in the process of acculturation. He highlighted that communication serves as a crucial instrument for immigrants to fulfil their fundamental personal and social requirements in the unfamiliar host culture (Lakey, 2003). The theme reflects the dynamic nature of language

use in multicultural contexts and the transformative journey individuals undergo as they navigate linguistic challenges and opportunities for growth.

Language Proficiency Challenges refer to difficulties individuals may face in effectively using a language that is not their first language. These challenges can encompass comprehension, expression, and overall communication barriers. Immigrants or individuals studying in a new country may encounter challenges in expressing themselves, understanding others, and fully participating in various social and academic settings due to differences in language proficiency. An international student may find it challenging to convey complex ideas in academic discussions or understand nuanced cultural expressions due to language proficiency challenges.

Bilingualism refers to the ability to fluently communicate in two languages. In the context of this theme, it signifies the positive aspect of being proficient in both the native and host country languages. Individuals who are bilingual can effectively navigate between their cultural and host country contexts, utilizing language skills to enhance communication, bridge cultural gaps, and fully engage in diverse environments. An immigrant who is bilingual may switch between their native language and the host country's language effortlessly, facilitating communication in different social and academic settings. For immigrants and international students, language proficiency is a key factor influencing their ability to connect with others, access academic resources, and fully participate in their new communities. The theme reflects the dynamic nature of language use in multicultural contexts and the transformative journey individuals undergo as they navigate linguistic challenges and opportunities for growth.

Theme 8: Knowledge of Diversity

The theme of "Knowledge of Diversity" encompasses an individual's understanding and engagement with diverse cultures, emphasizing cross-cultural awareness and adaptability. The codes—Cross-cultural Awareness and Adaptability—provide insights into how individuals

navigate and thrive in multicultural environments. For immigrants, international students, or individuals working in diverse settings, the knowledge of diversity becomes a valuable asset. It fosters inclusive practices, minimizes cultural misunderstandings, and contributes to positive interpersonal relationships. In one study, Ulbricht J et. al. examined whether teachers' acculturation attitudes towards their students act as a mediator for the impact of the perceived cultural diversity atmosphere at school on teachers' intercultural self-efficacy in classrooms with different cultures (Ulbricht J. et al.,2022).

Ultimately, individuals with a strong knowledge of diversity are better positioned to contribute positively to multicultural communities and leverage the richness that diversity brings.

Cross-cultural awareness refers to an individual's recognition, understanding, and appreciation of cultural differences. It involves being mindful of diverse cultural norms, values, and perspectives. Individuals with cross-cultural awareness are attuned to the nuances of different cultures, enabling effective communication, fostering empathy, and reducing the likelihood of misunderstandings in intercultural interactions. A person with cross-cultural awareness may understand the significance of various cultural customs, greetings, and communication styles, adapting their behavior accordingly in different cultural contexts.

Adaptability is the ability to adjust one's attitudes, behaviors, and approaches in response to changing circumstances or diverse environments. In the context of knowledge of diversity, adaptability involves being flexible and open to embracing different cultural practices, norms, and ways of thinking. It allows individuals to navigate multicultural environments successfully. An adaptable individual may readily adjust their communication style, work practices, or social behaviors to align with the cultural norms of a diverse community or workplace.

Theme 9 Mental Health Impacts

This explores the emotional and psychological effects that certain experiences can have on individuals. The codes—Loneliness, Homesickness, and Overthinking—shed light on specific aspects of mental health that individuals, particularly immigrants or those in new environments, may grapple with.

Loneliness is a subjective feeling of isolation or disconnection from others. It can occur when individuals perceive a gap between their desired and actual social interactions. Immigrants or individuals in new environments may experience loneliness due to a lack of familiar social connections, cultural differences, or challenges in forming new relationships. An international student may feel lonely during the initial phase of their academic journey, especially if they have not yet established a social support network in the host country. Studies shows that International students exhibited higher levels of loneliness compared to native-born students (Neto et. al., 2021)

Homesickness is an emotional state characterized by a longing for one's home or familiar surroundings. It often involves feelings of nostalgia and a desire for the comfort of familiar people and places. Individuals who have recently moved to a new country or cultural context may experience homesickness as they miss the familiarity, support, and cultural environment of their home country. An immigrant worker might experience homesickness as they navigate a new job and cultural setting, missing the support structures and routine of their home country.

Overthinking refers to the excessive and repetitive dwelling on thoughts, often leading to heightened stress and anxiety. It can be triggered by uncertainties, cultural adjustments, or challenges in the new environment. Overthinking may manifest when individuals constantly ruminate on their experiences, worry about fitting in, or anticipate negative outcomes related to cultural adaptation. A newcomer in a foreign country might overthink social interactions,

interpreting every interaction through a lens of uncertainty and concern about cultural norms and expectations.

6.1.2 Analysis of the themes and codes from International Students studying in India.

The second part involved conducting interviews with 10 International Students who are currently studying in India. The purpose of these interviews was to obtain a thorough grasp of the acculturation experiences of these students in India. The study employed Braun and Clark's Thematic Analysis Approach for doing qualitative analysis. Upon transcribing the obtained interview material, we have derived multiple initial codes and organized them into distinct themes, as presented in table no.2. The themes derived from the analysis of the participant's experiences as an International graduate student were classified into the following categories: Let us delve into them extensively.

Theme 1: Initial Cultural Shocks and Adjustments

On arrival in India, foreign students reported culture shocks in food, climate, and discrimination. Participants in the interview expressed surprise and first difficulty adapting to Indian food's spiciness and unexpected flavours. Some participants noted gradual delight and adaption. Some students noted significant temperature variations from their native country, such as hotter weather that made transition difficult. This theme also included cultural and racial discrimination. Participants felt left out or disadvantaged, especially in commercial or academic settings, which affected their initial social integration experiences.

Different food culture: This code highlights the difficulties and unexpected experiences that overseas students confront when they first come across Indian cuisine. The quotes such as “The food was so different; I couldn't even manage to eat the whole plate”; “On the arrival, i had a samosa on the very first day here, it was very spicy, to be honest, i think indian food is way too spicy but it also flavourful too, i managed to eat slowly by slowly” expose the initial challenges

encountered with unusual taste profiles and dining rituals. This adaptation to new dietary choices exemplifies a crucial element of cultural assimilation, in which food acts as a conduit for comprehending and assimilating into a new society (Alakaam et al. 2015)

Different Climate Change: Most of the participants saw substantial changes in the climate upon their arrival in India, including encountering higher temperatures in comparison to their home countries. This code demonstrates the influence of environmental variations on individuals' daily experiences and levels of comfort. Getting used to a different climate need both bodily modifications and psychological adaption to foreign weather patterns. (Poyrazli abd Lopez, 2007) Quotes: "There was definitely some shock after arriving, especially after considering the climate."; "When I came here, I found the weather to be very hot as compared to Kenya" depicts how they are facing with climate changes.

Discrimination: Almost of the participants faced discrimination based on their cultural background. The quotes: "I feel like I've experienced being overcharged more than others, even when going to get groceries. They overcharge people for no reason."; "In class, I feel like the teachers give more priority to Indian students then they really do to us" suggest feelings of isolation or unfair treatment in various contexts, such as commercial transactions or academic settings. Understanding experiences of discrimination is crucial for addressing social integration challenges faced by international students in a new cultural environment (Lee & Rice, 2007)

Theme 2: Cultural Exploration and Engagement

This theme involves actively participating in and exploring the customs, traditions, and festivals of the host country. Throughout the study, Participants reported a transition towards actively engaging in Indian culture and traditions. This engagement was marked by a mutual exchange of cultural information, as participants shared aspects of their own background while simultaneously gaining an understanding of and accepting Indian norms.

Festivals became a fundamental aspect of cultural immersion, offering chances for collective experiences and group festivities that promoted a feeling of community among varied student communities. The emphasis was placed on attempts to safeguard cultural identity using cuisine, demonstrating a deliberate effort to uphold ties with one's nation of origin through recognizable culinary traditions. This adaptive method not only provided personal comfort, but also enabled social contact and cultural exchange within the wider Indian context.

Cultural Learning and Exchange: This code focuses on the process of learning about and exchanging cultural knowledge with local communities (Glass, 2015). It includes the active learning about the Indian Culture and exchanging the aspects of their own nation with the locals. Many of participants claimed that they feel accepted when their local friends try to know more about their culture Quotes- “I tried to teach them some little bit of Kiswahili, which is our language” Participants also share that they are also interested in knowing more of Indian culture as one of them stated “I found it fascinating to learn about Indian culture and share aspects of my own culture with others”.

Celebrating festivals: involves taking part fully in and appreciating the host country's customs and festivities. Taking part in Indian festivals turned out to be a big part of absorbing culture. Quotes such as “Whenever there are Indian celebrations, it’s amazing, We observe culture as a group because alone, it’s very hard to maintain that rhythm” shows that participants senses a feeling of connection and community by reflecting enjoyment and group celebration of customary occasions. Festivals provide forums for cross-cultural interaction where attendees learn about and value regional traditions and customs (Ward et al).

Cultural perseverance through Cuisine: reflects participant’s attempt to preserve cultural identity and relationships via food-related movies and cooking techniques. It stresses the need of using culinary customs to preserve cultural identity. Keeping links to their own culinary

customs, participants learn to love and adapt to Indian food. In a new cultural setting, food turns into a means of both personal comfort and cultural continuity (Brown et al).

Quotes- “I’ve realised what I can eat and when I cannot. I’ve adjusted to some of their dishes that I love, which I will try when I go back home”, “I have starting to Indian food slowly slowly”

Theme 3 Social Integration

Social Integration involves building relationships, forming friendships, and feeling accepted within the local community. This theme highlights how international students interact with others to feel accepted and engaged. Creating peer support networks and cross-cultural connections was essential to promoting social integration and a feeling of community. The need of making friends with both domestic and foreign peers was underlined by the participants, who also pointed out that these ties are helpful when navigating new settings. Stories of friendship and help from one another furthered the sense of belonging; students described their peer networks as a surrogate family away from home.

Cross-cultural friendships: demonstrates the forming of connections with people from several different cultures. Social integration requires making relationships with people from different cultural backgrounds. A study by Gareis (2012) emphasize the advantages of building connections with people from different origins is that students experience low level of loneliness. Between international students, cross-cultural friendships promote understanding, support, and a feeling of community. Several participants reported that most of the locals’ desire to befriend them due to their diverse backgrounds. Participants also express that most Indians expect them to acquire knowledge about their culture, which they find satisfying. Quotes-“When you’re like chatting with them in the group, then they would like to teach you the language. They just tell you say this, say this, then you just say it. You just, you don’t know

what you're saying.”; “Here Indian students love to teach you, their culture. I have some friendly Indians in my class.”

Peers Support Network: Refers to the social networks and support systems formed between international students and local classmates. Developing social connections with both local and foreign peers is essential for adapting and maintaining a sense of well-being (Glass et al). Participants highlighted the importance of peer relationships in helping them overcome difficulties and creating a feeling of inclusion. Peer networks offer tangible aid and psychological encouragement in unfamiliar surroundings. Quotes- “Basically, when I came here in 2021, I found some of my African brothers and from other countries in the hostel”. Several Participants indicated that they have connections with students who are from the same nation as them and they are more comfortable around them rather than Indian students and some reported that have a good friendship with the Indians too.

Establishing a sense a belongingness: This code involves developing a sense of belonging within the community of the host country, including a sense of acceptance, value, and integration. Developing social relationships is one of the factors that adds to a feeling of belonging (Strayhorn, 2012). The participants discussed the significance of developing meaningful relationships with one's peers to achieve integration and well-being on an emotional level. Quotes- “Building social connections with Indian and African students helped me a lot”; “Here I would say, I have second family around me”.

Theme 4: Maintenance of Home culture

This theme talks about the maintaining our own culture while living in different culture. Participants shared some factors of they maintain their cultural identity while living in India. Participants reported that they keep their culture alive while being distanced by keeping in touch with family rituals, celebrating home cultural festivals and by using social media platforms.

Keeping in touch with family rituals: Many of participants reported that they do preserve their own cultural identity while in India. They stated that they follow their own cultural rituals as they used to do in their home culture. by this, they feel a sense of cultural belongingness. Quotes- “Keeping my spiritual connection through visiting place of worship” ; “I go home every year”. A study by Kim (2011) found that international students who stay connected with their cultural practices experience a stronger sense of identity and belonging, which aids in their overall adjustment and mental health.

Celebrating home cultural festivals: Attending and taking part in events and occasions that hold significance in one's native nation, even when living in a culturally distinct environment (Yeh & Inose, 2003). Nearly all the participants mentioned that, to have a feeling of community, they organize a group with people from their own community and enjoy their cultural festival together.

Quotes- “here we as an African gathered together in the uni and we celebrate our festivals together” ; “I just like an African doing cultural festivals in India. It’s like having a house with home.”

Use of Technology: Technology plays a crucial role in maintaining connections with family and cultural traditions. Individuals utilize communication technology to overcome geographical barriers and engage in significant rituals and celebrations from a remote location (Li & Chan, 2014). This code emphasizes the significance of technology in enabling cross-border connections and preserving cultural bonds. Participants mentioned that they connect with their close ones through digital platforms such as WhatsApp, Instagram, etc.

Quotes- “I call them, my family, almost every day. That’s how I am trying to stay connected” ; “When I miss them, I just simple make a video call to my family, and talk about how my day was”

Theme 5: Language and Communication

Participants had significant difficulties due to language hurdles, especially in academic settings where instruction was mainly conducted in Hindi or Punjabi. This barrier has an impact on understanding, involvement, and academic achievement, emphasizing the necessity for specific language acquisition tactics. Despite these challenges, individuals reported taking proactive measures to overcome language hurdles through self-directed learning and informal language exchanges.

Language Barriers in daily life: Language barriers present difficulties in the interactions that occur in everyday life. As a result of their low ability in the local languages, most participants experienced problems in communicating with one another. There is a negative influence on social relations and the capacity to navigate daily chores in a new cultural context when language hurdles impede communication (Smith & Khawaja, 2011). Quotes- “It was very hard actually with the people here at the airport because most of them spoke in Hindi”

Language Barriers in Academics: Andrade's (2006) research indicates that international students frequently encounter difficulties comprehending lectures and academic materials delivered in a foreign language, leading to negative consequences for their academic achievements and self-assurance. Many Participants faced language barriers in their institutions because most of the participants reported that the professors used to teach in local language and their Indian classmates are comfortable in their own language. Quotes- “In class most of the teachers used Hindi or Punjabi. It was very to hard to understand”

“Most of the lectures actually they’re just taken in Punjabi Language. So you can just imagine you’re sitting somewhere just hearing like someone is speaking Chinese, you don’t understand anything.”

Overcoming language barriers: Participants utilize several ways to overcome language barriers, including engaging in self-directed study and informal learning of languages. This

rating demonstrates proactive measures taken to improve language proficiency and adjust to the academic and social requirements of a new language setting (Trice, 2004). Quotes- “Getting to learn some few words of Punjabi and Hindi that could really push me up” ; “I study by myself, or with the help of my friends.”

Theme 6: Adapting to Change

The theme shed light on the participants' approaches to dealing with academic stress and homesickness, highlighting the significance of social involvement and leisure activities in preserving emotional well-being. The presence of academic hurdles, such as disparities in educational systems and expectations, necessitated the utilization of adaptable methods for studying and learning. In general, the stories of resilience and adaptation highlighted the participants' ability to successfully navigate unexpected situations and excel in their academic endeavors while studying abroad.

Pressure and Stress Management: Dealing with academic stress requires the execution of efficient stress management techniques (Misra et al, 2003). Participants engage in leisure activities and interpersonal engagements to mitigate stress and uphold their overall state of health. This theme emphasizes the significance of resilience in adjusting to unfamiliar academic and cultural surroundings. Quotes-“Keeping myself busy by engaging in other activities like playing football and meeting up with friends” ; “It’s important to spend time outdoors both physically and mentally”.

Coping with homesickness: Homesickness is a common emotional challenge for international students. Quotations emphasize tactics for managing emotions of yearning and seclusion, such as engaging in outdoor activities and seeking companionship. Gaining a comprehensive understanding of homesickness is crucial for fostering emotional well-being and facilitating a smooth process of readjustment Poyrazli and Lopez (2007) found that engaging in social

activities and seeking support from peers can effectively mitigate emotions of loneliness and homesickness.. Quotes- “Trying to minimise to time indoors, spending with friends”

Academic challenges: Adaptive strategies are required to overcome academic challenges such as differences in educational systems and language limitations (Russell et al., 2010). Many participants talked about the difficulties they have in reaching academic goals and adjusting to new conditions for learning. Quotes- “Back Home, you just have to give quality not quantity. But when you come here, you find that when teachers ask you a question, even if the answer is one, you have to write plenty”

In Summary, Both Indian international students and international students studying in India face considerable acculturative stress upon arrival in a foreign country. Upon their arrival in their various host nations, they encounter cultural shock pertaining to diet, climate, and discrimination. Both groups face challenges when it comes to adjusting to different communication styles, values, and social standards. Dealing with prejudices and discrimination is a significant source of stress, with some individuals choosing to avoid confrontation while others patiently tolerate it. The process of acculturation has a negative impact on mental health, resulting in feelings of homesickness, loneliness, and excessive rumination in both groups.

Bicultural self-efficacy arises from international students' confidence in their capacity to adeptly navigate both their native culture and host culture. Both groups demonstrate the development of bicultural self-efficacy by actively participating in their own cultural customs while also gaining knowledge and appreciation for host culture traditions despite the challenges they may encounter. Their deliberate effort to maintain their culinary heritage as a connection to their homeland displays their confidence in their ability to navigate both cultures. Students employ diverse techniques to surmount language challenges, such as engaging in independent study and seeking assistance from others.

However, the Social Appearance Anxiety was clearly addressed by students, the closest related point is that some participants felt discriminated against or treated unfairly in their academics and commercial settings due to their cultural background

6.2 Phase 2 Quantitative Discussion

The present study aims to investigate the relationship between acculturative stress, bicultural self-efficacy and social appearance anxiety among three different groups of university students (Indian International students studying abroad, international students studying in Indian Universities and those students who are migrated to different Indian universities within Indian States). The study uses the exploratory sequential mixed method design i.e. the first phase includes the qualitative phase followed by the second phase which is quantitative.

The quantitative phase involved 210 students, with a correlational design used for data collection. The study used three standardized scales: the Acculturative Stress Scale for International Students (ASSIS), Bicultural Self-Efficacy Scale (BSES), and the Social Appearance Anxiety Scale (SAAS). The ASSIS measures the stress related to acculturation, while the BSES measures bicultural competence. The SAAS evaluates social anxiety in situations involving judgment of one's appearance. Data was gathered from university students aged 18-25, divided into three groups: international students studying in Indian universities. Questionnaires were given out using snowball and convenience sampling methods, with instructions given to each group. Statistical analysis was performed using SPSS version 20 and Microsoft Excel, with descriptive statistics computed to find mean and standard deviation, regression and correlation, and independent t-test was computed to calculate the results.

The first hypothesis of this study posited that there would be a notable correlation between acculturative stress, bicultural efficacy, and social appearance anxiety among international students studying in Indian universities, Indian international students, and Indian inter-state students. The idea has been confirmed as the correlation analysis (Table 3) has shown significant connections. The Bombay Stock Exchange (BSE) exhibited a negative link with academic stress (AS) and social adjustment anxiety (SAA), but social support availability (SSA) demonstrated a positive correlation with stress associated to adapting to a new culture (acculturative stress). Previous research has repeatedly demonstrated that increased levels of bicultural self-efficacy are linked to reduced acculturative stress in international students (Ward & Kennedy, 1999; Benet-Martínez & Haritatos, 2005). Moreover, studies have demonstrated that social appearance anxiety can exacerbate general stress levels and limit adaptation in cross-cultural environments (Wang et al., 2019).

The second hypothesis, which states that Indian international students studying abroad and international students studying in India will experience considerably distinct degrees of acculturative stress in comparison to Indian inter-state students, is similarly affirmed. There exist notable disparities in academic stress (AS) between International students and Indian interstate students, with the former group typically encountering elevated levels of stress. A study conducted by Sandhu (1994) revealed that overseas students encounter distinct stressors associated with cultural assimilation, linguistic obstacles, and feelings of homesickness. Our research supports the notion that studying abroad is linked to increased levels of acculturative stress in comparison to studying in one's own country.

The third hypothesis, which states that Indian international students studying abroad and international students studying in India will have significantly different levels of bicultural self-efficacy compared to Indian inter-state students, is partially accepted. The results showed

variations in bicultural self-efficacy between international students and Indian interstate students in specific comparisons, thus providing support for this hypothesis. Studies have demonstrated that being exposed to a variety of cultural environments and experiences can have an impact on the level of confidence and effectiveness that international students have in navigating between two cultures (e.g., Chen et al., 2008). This data confirms that the study situation, whether foreign or domestic, can influence students' bicultural self-efficacy.

Although there were notable variations in bicultural self-efficacy among some student groups, the hypothesis was only partially confirmed due to the absence of a substantial distinction between Indian foreign students and Indian interstate students in this study. The variation in bicultural self-efficacy among different student groups may be influenced by factors such as exposure to multicultural experiences, language competency, or the level of intercultural contacts, which can differ within each group.

The fourth hypothesis, which suggests that there will be significant differences in social appearance anxiety between Indian international students studying abroad and international students studying in India compared to Indian inter-state students, is rejected. The results indicate that there are no significant differences in social appearance anxiety between international students and Indian interstate students. Although there is a lack of particular study on social appearance anxiety among various student groups, studies on social anxiety in cross-cultural situations indicate that cultural influences and social norms might impact individuals' feelings of social anxiety (e.g., Hofmann et al., 2010).

The students' international or domestic study status alone may not have a substantial impact on social appearance concern. Additional variables, such as personal characteristics, cultural influences, or particular social situations within the educational environment, may have a greater impact on the degrees of social appearance anxiety. Moreover, the metric employed to

assess social appearance anxiety in this study may not comprehensively reflect the subtle distinctions that could potentially exist among these student cohorts.

The fifth hypothesis states that bicultural self-efficacy and social appearance anxiety will be predictors of acculturative stress among Indian international students, international students in India, and Indian interstate students. Table 2 regression analysis confirms that both bicultural self-efficacy and social appearance anxiety predict acculturative stress among all three groups of students. Prior studies have emphasized the predictive function of self-efficacy and anxiety-related characteristics in the processes of acculturation and adjustment among international students (Mori, 2000; Sam & Berry, 2010).

Differences in Acculturative Stress, Social Appearance Anxiety, and Bicultural Self-Efficacy

The results indicate considerable variations in AS, BSE, and SAA among Indian international students, foreign students, and Indian interstate students, which is accepted among different student groups. Research comparing the experiences of international students in different study environments, such as studying abroad versus studying domestically, has revealed differences in stress levels, coping mechanisms, and psychological well-being. These variances have been documented in studies conducted by Ward and Kennedy (1994), as well as Ryder et al. (2000). The results of our study align with the existing research, emphasizing the impact of the learning environment on students' adjustment and psychological well-being.

CHAPTER 7

CONCLUSIONS, LIMITATIONS, IMPLICATIONS & SCOPE FOR FUTURE RESEARCH

7.1 Conclusion

In conclusion, the present study explores the acculturation experiences of Indian international students studying abroad, Indian students studying in India, and Indian interstate students. Using a mixed-methods approach, the study reveals common themes such as cultural adjustments, coping with stereotypes, the function of support systems, academic and personal growth, and mental health impacts. Both groups faced significant cultural shocks and challenges in adapting to the host country's food, climate, and social norms. Language barriers and communication styles also posed difficulties, especially in academic settings. To overcome these obstacles, participants employed strategies like avoidance or patience. Strong support systems, such as family, Indian friends, and access to informational resources, played a crucial role in facilitating the acculturation process. The study context (studying abroad vs. studying in India) influenced the specific experiences and outcomes of the participants, with variations observed in stress levels, coping strategies, and psychological well-being.

The quantitative findings corroborated the qualitative insights, highlighting the complex interplay between acculturative stress, bicultural self-efficacy, and social appearance anxiety. The study highlights the importance of considering contextual factors that shape the acculturation experiences of international and interstate students. The insights can inform the development of targeted support systems and interventions to enhance the well-being and successful integration of these diverse student populations.

7.2 Implications

The results can guide the creation of focused support systems and interventions to improve the well-being and successful integration of foreign and interstate students in educational institutions. The acquired insights can assist policymakers and university administrators in comprehending the distinct issues encountered by these varied student populations and in implementing policies and programs to effectively address their needs. The study emphasizes the significance of promoting cross-cultural knowledge and flexibility among students, instructors, and staff to establish inclusive and supportive learning environments. The results can enhance the overall comprehension of acculturation processes and the significance of bicultural self-efficacy in managing cultural disparities.

7.3 Limitations & Scope for Future Research

Despite my best efforts to create a reliable research study that was theoretically based, this study has certain unavoidable limitations that researchers in the future can concentrate on when doing additional research. The first was related to the sample. Thirteen Indian international students and Ten International Students studying in India participated in this study. Most of the students belong to the north-western part of India (for Indian students) and they are studying in diverse English-speaking universities from distinct countries such as the United Kingdom, Canada, and Australia. For International Students, the sample was collected only from the northwestern part of India such as from Punjab. This would limit the impact of diversity on the participant's worldview since the sample's geographic distribution did not accurately represent the diverse culture. The scope of this limitation would be that the sample could be taken from

students from diverse Indian cultures and International Students studying in other parts of India to explore more about the acculturation process.

Secondly, the breadth and depth of knowledge gained through qualitative investigation of the thirteen distinct experiences from the Indian International Students and Ten International Students does not permit generalizability. However, the knowledge gained through this study can be partially applied to better understand the phenomenon experienced by similar students. In addition, the information gathered from this study may serve as a helpful foundation for additional research in this field.

Another limitation was related to the data collection. In this study, the information was collected through an online mode with the interviewees to prevent geographical barriers. This would limit to facilitating rapport between the researcher and the participants. This is because online interviews cannot convey the subtleties of eye contact or body language, which limits a more multi-faceted and nuanced understanding of the interviewee's words. Future researchers use face-to-face methods.

Furthermore, the study specifically targeted graduate-level students, implying that the results may not accurately reflect the experiences of undergraduates or other groups of students. In addition, the study failed to consider the potential impact of characteristics such as gender, socioeconomic background, or academic area on participants' experiences of acculturation. Future study could enhance its reach by integrating a more heterogeneous and comprehensive sample, including both undergraduate students and students from other academic specialties. The study should also explore the influence of individual characteristics, including as gender, socioeconomic level, and prior cross-cultural exposure, on the process of acculturation and the psychological well-being of foreign and interstate students. Conducting longitudinal research would be advantageous in comprehending the changing characteristics of acculturation

experiences and their long-lasting impacts on personal and academic development. Moreover, it is crucial to investigate the beneficial impact of institutional programs such as mentorship initiatives, cultural events, and counseling services on promoting acculturation and enhancing student outcomes. Future research should also evaluate the efficiency of targeted therapies designed to enhance bicultural self-confidence and reduce the negative effects of acculturative stress and social appearance anxiety among foreign and interstate students.

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APPENDIX-A

Participant's consent form for Indian international students studying abroad

Participant's Consent Form

My name is Vannya Pabmay, and I am a master's student of Psychology department at Thapar Institute of Engineering and Technology, Patiala, Punjab, 147004. I am conducting the research under the supervision of Dr. Blessy Elizabeth David, on the lived experiences of international students

This study is being conducted as partial fulfillment of the requirements for my master's degree. Specifically, I am seeking to explore the lived experiences of international graduate students of Indian origin who have chosen to attend a foreign university. If you have further questions, feel free to contact me on: vpabmay_ma22@thapar.edu.

* Indicates required question

1. Email *

2. Name *

3. Age *

4. Name of country you're staying and studying in *

5. How long have you been staying abroad? *

Voluntary Consent

6. This study is being conducted as partial fulfilment of the requirements for the master's degree in psychology at Thapar Institute of technology and engineering. This qualitative study will require each of the participants to engage in an online interview with the researcher through google meet. These interviews should last approximately half an hour to one hour. The purpose of these interviews is to gain an understanding of the everyday experiences of international students, as well as how they make meaning of these experiences. All information gathered during the research process will be kept confidential. No information that would directly identify the participants, their family, friends or colleagues or institutions they attend will be disclosed. Pseudonyms will be used in place of any potentially identifying information. Each interview will be audio recorded and transcribed for analysis. The audio recordings will be destroyed once the transcriptions are completed. All collected data, transcribed notes, and consent forms will be destroyed after completion of the research. Participation in this research is voluntary and participants are free to withdraw from the study at any time. Any data collected from a participant who has withdrawn consent will be destroyed immediately. *

Tick all that apply.

- ☐ I have read the above statements and understand what is being requested of me.
☐ On these terms, I certify that I am willing to participate in this research project.

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APPENDIX-B

Participant's consent form for international students in India

Participant's consent form

My name is Vannya Pabmay, and I am a master's student of Psychology department at Thapar Institute of Engineering and Technology, Patiala, Punjab, 147004. I am conducting the research under the supervision of Dr. Blessy Elizabeth David, on the lived experiences of international students attending Indian Universities.

This research is being conducted as partial fulfillment of the requirements for my master's degree. Specifically, I am seeking to explore the lived experiences of international graduate students from any country other than India who have chosen to attend an Indian University. If you have further questions, feel free to contact me on: vpabmay_ma22@thapar.edu.

* Indicates required question

1. Email *

2. Name *

3. Age *

4. Name of origin country (Eg: California, US) *

5. Name of your Institution and course program (Eg. Bachelor's in psychology in Delhi University) *

6. In India, where have you been staying and for how long? *

Voluntary Consent

7. This study is being conducted as partial fulfilment of the requirements for the master's degree in psychology at Thapar Institute of technology and engineering. This qualitative study will require each of the participants to engage in an either offline interview or online interview with the researcher through google meet in which you will be asked some questions, and you have to answer it on basis of your experiences. These interviews should last approximately half an hour to one hour. The purpose of these interviews is to gain an understanding of the everyday experiences of international students who are studying in India, as well as how they make meaning of these experiences. All information gathered during the research process will be kept confidential. No information that would directly identify the participants, their family, friends or colleagues or institutions they attend will be disclosed. Pseudonyms will be used in place of any potentially identifying information. Each interview will be audio recorded and transcribed for analysis. The audio recordings will be destroyed once the transcriptions are completed. All collected data, transcribed notes, and consent forms will be destroyed after completion of the research. Participation in this research is voluntary and participants are free to withdraw from the study at any time. Any data collected from a participant who has withdrawn consent will be destroyed immediately. *

Tick all that apply.

☐ I have read the above statements and understand what is being requested of me. On these terms, I certify that I am willing to participate in this research project.

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APPENDIX-C

Qualitative Interview Questions

1. Can you describe your journey as an international student in India? What causes your decision to here for your education?
2. How did you feel when you first arrived in India? What were your initial emotion and impressions?
3. What are the cultural differences that you have noticed between your country and India?
4. Can you share any specific example where you experience cultural shock or felt out of place in India?
5. What support system have you sort out to help you to adapt to your new environment?
6. How has your experience as an international student affected your academic performances and goals?
7. Have you encountered any biasness in India? How have you handled these situations?
8. What method have you used to keep your sense of your home culture and identity while living in India?
9. How do you balance the expectation and value of your family in your country with the cultural norms and values in India?
10. Are you involved in any community organization department day your home country diaspora? If so, how that involvement influences your experience?
11. Have you ever experienced any discrimination or racism in India? How do you cook with such experiences question
12. What role does social media and technology plays role in keeping you in touch with your family and friends in your country?
13. How do you manage the stress and pressure of being an international student both in college life and in personal life?
14. Tell me your experience with building friendship and relationships in India?
15. Have you ever participated in any intercultural programme in your institutions?
16. How do you handle the expectation placed on you by family in your country while posting your education in India?
17. Have you experience homesickness? How do you manage it?

*

18. Have you any encountered mental health issues? How did you manage it?
19. How do you stay connected to your cultural roots through food, festivals, or other traditions?
20. How do you define success in the context if international experience/ has your definition of success evolved over time?
21. How has your knowledge of diversity evolved since moving in India?
22. Have you ever felt left out while being the group of Indian students?
23. Can you highlight the challenges and achievements of your international journey?

Additional Questions for International Students studying in India:

24. Do you feel like you are a part of everyday in India now? Are there any specific tradition you have started following?
25. How do you mix your home culture with Indian culture? Can you share any specific activities that shows you are blending both together?
26. Do you spend more time with international student or Indian student? What causes you to decide this?
27. Can you share example of when you purposefully stuck at your home culture and avoided getting too into Indian customs?

APPENDIX-D

Participant's consent form for Survey

Participant's consent form

My name is Vannya Pabmay, and I am a second-year MA student. I am conducting the research on Acculturation among university students under the supervision of Dr Blessy Elizabeth David. This research is being conducted as partial fulfilment of the requirements for my master's degree.

Your participation in this study is voluntary and highly appreciated. If you choose to participate, you will be asked to complete a survey that will take approximately 15 minutes.

There are no right or wrong answers to the questions. Therefore, please avoid choosing middle options.

To participate, you must meet the following criteria:

- Be between 18 and 26 years old
- Be fluent in English
- Be an Indian Student studying abroad/ International student studying in India/ Indian inter-state student.

Your participation in this study is completely confidential. All your responses will be kept anonymous, and your data will only be used for research purposes and you are free to withdraw at any point without any cost.

If you have an interest in obtaining information regarding your performance, please feel free to contact me at this email address: vpabmay_ma22@thapar.edu.

Name-

Age-

Gender

Who are you?

- ☐ Indian Student studying abroad
- ☐ International Student studying in India
- ☐ Indian Inter-state Student

Where are you from? (mention your home country)

Name of your Institution and course program?

For how have you been staying?

I have read the information provided above, and I voluntarily agree to participate in this survey. I understand that I can withdraw from the study at any time without consequences.

- ☐ Yes, I agree

APPENDIX-E

Please read each statement carefully and indicate the extent to which you agree or disagree with it based on your experiences. There are no right or wrong answers, so please respond truthfully.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Homesickness bothers me.	1	2	3	4	5
2. I feel uncomfortable to adjust to new foods.	1	2	3	4	5
3. I am treated differently in social situations.	1	2	3	4	5
4. Others are sarcastic toward my cultural values.	1	2	3	4	5
5. I feel nervous to communicate in English.	1	2	3	4	5
6. I feel sad living in unfamiliar surroundings.	1	2	3	4	5
7. I fear for my personal safety because of my different cultural background.	1	2	3	4	5
8. I feel intimidated to participate in social activities.	1	2	3	4	5
9. Others are biased toward me.	1	2	3	4	5
10. I feel guilty to leave my family and friends behind.	1	2	3	4	5
11. Many opportunities are denied to me.	1	2	3	4	5
12. I feel angry that my people are considered inferior here.	1	2	3	4	5
13. Multiple pressures are placed upon me after migration.	1	2	3	4	5
14. I feel that I receive unequal treatment.	1	2	3	4	5

15. People show hatred toward me nonverbally.	1	2	3	4	5
16. It hurts when people don't understand my cultural values.	1	2	3	4	5
17. I am denied what I deserve.	1	2	3	4	5
18. I frequently relocate for fear of others.	1	2	3	4	5
19. I feel low because of my cultural background.	1	2	3	4	5
20. Others don't appreciate my cultural values.	1	2	3	4	5
21. I miss the people and country of my origin.	1	2	3	4	5
22. I feel uncomfortable to adjust to new cultural values.	1	2	3	4	5
23. I feel that my people are discriminated against.	1	2	3	4	5
24. People show hatred toward me through actions.	1	2	3	4	5
25. I feel that my status in this society is low due to my cultural background.	1	2	3	4	5
26. I am treated differently because of my race.	1	2	3	4	5
27. I feel insecure here.	1	2	3	4	5
28. I don't feel a sense of belonging (community) here.	1	2	3	4	5
29. I am treated differently because of my color.	1	2	3	4	5
30. I feel sad to consider my people's problem.	1	2	3	4	5
31. I generally keep a low profile due to fear.	1	2	3	4	5
32. I feel some people don't associate with	1	2	3	4	5

me because of my ethnicity.					
33. People show hatred toward me verbally.	1	2	3	4	5
34. I feel guilty that I am living a different life-style here.	1	2	3	4	5
35. I feel sad leaving my relatives behind.	1	2	3	4	5
36. I worry about my future for not being able to decide whether to stay here or to go back.	1	2	3	4	5

APPENDIX-F

The BSES

INSTRUCTIONS:

Please answer each statement as carefully as possible. Please circle ONE of the numbers to the right of each statement to indicate your degree of agreement or disagreement.

1. I can count on both mainstream Americans and people from the same heritage culture as myself.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9
2. I can communicate my ideas effectively to both mainstream Americans and the same heritage culture as myself.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9
3. I have generally positive feelings about both my heritage culture and mainstream American culture.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9
4. I am knowledgeable about the history of both mainstream America and my cultural group.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9
5. I can develop new relationships with both mainstream Americans as well as people from the same heritage culture as myself.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9
6. It is acceptable for an individual from my heritage culture to participate in two different cultures.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	1	2	3	4	5	6	7	8	9

7. I can communicate my feelings effectively to both mainstream Americans and people from the same heritage culture as myself.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
8. I am knowledgeable about the values important to mainstream American as well as to my cultural group.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
9. I feel comfortable attending a gathering of mostly mainstream Americans as well as a gathering of mostly people from the same heritage culture as myself.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
10. An individual can alter his or her behavior to fit a particular social context.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
11. I have a generally positive attitude toward both mainstream Americans and my cultural group.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
12. It is acceptable for a mainstream American individual to participate in two different cultures.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9
13. I have strong ties with mainstream Americans as well as people from the same heritage culture as myself.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9

14. I am proficient in both standard English and the language of my heritage culture (e.g., urban street talk, Spanish, etc.).	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
15. I can choose the degree and manner by which I affiliate with each culture.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
16. I am knowledgeable about the gender roles and expectations of both mainstream Americans and my cultural group.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
17. I feel at ease around both mainstream Americans and people from the same heritage culture as myself.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
18. I have respect for both mainstream American culture and my heritage culture.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
19. Being bicultural does not mean I have to compromise my sense of cultural identity.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
20. I can switch easily between standard English and the language of my heritage culture.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9
21. I have an extensive network of mainstream Americans as well as an extensive network of people from the same heritage culture as myself.	Strongly Disagree 1	2	Disagree 3	4	Neutral 5	6	Agree 7	8	Strongly Agree 9

22. I take pride in both the mainstream American culture and my heritage culture.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9								
23. I am confident that I can learn new aspects of both the mainstream American culture and my heritage culture.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9								
24. It is possible for an individual to have a sense of belonging in two cultures without compromising his or her sense of cultural identity.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9								
25. I am knowledgeable about the holidays celebrated both by mainstream Americans and by my cultural group.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9								
26. I feel like I fit in when I am with mainstream Americans as well as people from the same heritage culture as myself.	Strongly Disagree Disagree Neutral Agree Strongly Agree 1 2 3 4 5 6 7 8 9								

SCORING INSTRUCTIONS

Social Groundedness = ADD responses to items 1, 5, 9, 13, 17, 21, and 26 THEN DIVIDE BY SEVEN

Communication Ability = ADD responses to items 2, 7, 14, and 20 THEN DIVIDE BY FOUR

Positive Attitudes = ADD responses to items 3, 11, 18, and 22 THEN DIVIDE BY FOUR

Knowledge = ADD responses to items 4, 8, 16, and 25 THEN DIVIDE BY FOUR

Role Repertoire = ADD responses to items 10, 15, and 23 THEN DIVIDE BY THREE

Bicultural Beliefs = ADD responses to items 6, 12, 19, and 24 THEN DIVIDE BY FOUR

APPENDIX-G

Social Appearance Anxiety Scale (SAAS)

SAAS

Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale. Fill in a bubble to indicate how characteristic the statement is of you.

1 = Not at all characteristic or true of me

2 = Slightly characteristic or true of me

3 = Moderately characteristic or true of me

4 = Very characteristic or true of me

5 = Extremely characteristic or true of me

	Not at All	Slightly	Moderately	Very	Extremely
1. I feel comfortable with the way I appear to others.	①	②	③	④	⑤
2. I feel nervous when having my picture taken.	①	②	③	④	⑤
3. I get tense when it is obvious people are looking at me.	①	②	③	④	⑤
4. I am concerned people won't like me because of the way I look.	①	②	③	④	⑤
5. I worry that others talk about flaws in my appearance when I'm not around.	①	②	③	④	⑤
6. I am concerned people will find me unappealing because of my appearance.	①	②	③	④	⑤
7. I am afraid people find me unattractive.	①	②	③	④	⑤
8. I worry that my appearance will make life more difficult for me.	①	②	③	④	⑤

9. I am concerned that I have missed out on opportunities because of my appearance	①	②	③	④	⑤
10. I get nervous when talking to people because of the way I look.	①	②	③	④	⑤
11. I feel anxious when other people say something about my appearance.	①	②	③	④	⑤
12. I am frequently afraid that I won't meet others' standards of how I should look.	①	②	③	④	⑤
13. I worry people will judge the way I look negatively.	①	②	③	④	⑤
14. I am uncomfortable when I think others are noticing flaws in my appearance.	①	②	③	④	⑤
15. I worry that a romantic partner will/would leave me because of my appearance	①	②	③	④	⑤
16. I am concerned that people think I am not good looking.	①	②	③	④	⑤

Note:

***Item #1 is reverse coded.**