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Acculturative Stress in International Students

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Article History	Abstract
<p>Article Submission 21 January 2022</p> <p>Revised Submission 30 March 2022</p> <p>Article Accepted 15 June 2022</p>	<p>Studying in a university is more challenging for international students as compared to local students. They are required to cope with the differences between their cultural values, norms, and customs and those of the host country. Many are likely to experience stress related to the acculturation process – termed acculturative stress. There was evidence of the direct effect of acculturative stress on students' academic satisfaction and well-being. Also, past studies have confirmed the significant relationship between social support and acculturative stress, but these studies have predominantly focused on social support from family members and friends. The fact that international students live apart from their family members and friends means that they are heavily dependent on the support of the host university. This study investigated the effect of acculturative stress on students' academic satisfaction and well-being, with university support as the moderating factor. The data is collected using questionnaires through various online mediums. A total of 119 responses were used in the analysis. By employing the Smart PLS software, we tested four hypotheses. From the findings, students from the African region reported the highest acculturative stress level, while students from the SEA region reported the lowest. Also, evidence of the direct effect of acculturative stress on students' satisfaction and well-being was discovered, however the moderation effects of university support on both relations were not substantiated. We attributed this finding to the characteristics of the respondents who participated in this study.</p> <p>Keywords: Acculturative stress, Academic satisfaction, Wellbeing, International students.</p>

Introduction

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International students find it more difficult to study at a university than domestic students. These international students must adjust to their new surroundings, learn a new language, and overcome feelings of loneliness and acculturation stress (Nasirudeen, Josephine, Adeline, Seng, & Ling, 2014). They must adjust to differences in cultural beliefs, traditions, and practises between themselves and the host country (Ang & Liamputtong, 2008). Even though the majority of international students adapt quite well to the demands of the host culture as well as the academic institution, many are likely to endure acculturative stress (Sherry, Thomas, & Chui, 2010).

Acculturative stress is a type of stress caused by a person's personal, social, and environmental changes as a result of the adaptation or acculturation process as a result of a shift in their cultural context (Jang & Chiriboga, 2010). Based on the review of literature, many of the past studies on acculturative stress among international students had focused on understanding its antecedents (Nasirudeen, et al., 2014; Mohd Nadzir, 2011; Ye, 2006; Yeh & Inose, 2003). Factors such as gender, marital status, English fluency, and the length of stay, were among the individual factors that were commonly studied.

Understanding the consequence of acculturative stress is as important as understanding its antecedents. Undoubtedly, acculturative stress relates to students' academic satisfaction and wellbeing. Past studies found evidence that affects students' psychological functioning, academic and psychological adjustment, as well as the mental health system (Lashari, Kaur, & Awang-Hashim, 2018; Crockett et al., 2007; Lee, Koeske, & Sales, 2004). Higher stress leads to a decrease in the mental health system, higher anxiety and depression, and difficulty in academic and psychological adjustment.

Despite evidence towards the risk of acculturative stress that foreign students may face, the link between acculturative stress and students' academic satisfaction and well-being in the Universiti Utara Malaysia (UUM) population has not been established, except for the unpublished work of Mohd Nadzir (2011) who examined sources of acculturative stress among UUM's Middle Eastern students. UUM is a public university established in 1984 with its core specialisation focused on management education. Most programmes are taught in English, and thus English proficiency is important. According to the Centre of International Affairs and Cooperation (CIAC) UUM, as of October 2020, there were over 2,000 active international students in UUM. The majority of them were students from Indonesia, China and Pakistan that made up 56% of the population.

Going beyond the antecedence of acculturative stress, scholars have then looked into the resource factors – i.e., the social support received by the students. Indeed, in dealing with stress, social support is one of the most important considerations. Past studies have confirmed the significant relationship between social support and acculturative stress, but these studies have predominantly focused on social support from family members and friends (e.g., Crockett et al., 2007; Lee, Koeske, & Sales, 2004; Yeh & Inose, 2003). International students are largely reliant on the assistance of their host university because they live away from their families and friends. International students' life at the host institution and community are greatly improved by university support services (Cho & Yu, 2014). It is one of the most important aspects in international students' decision to study in a particular country. As a result, it is necessary to investigate foreign students' perceptions of university support, particularly in terms of instrumental and information support. By assessing their perceptions, UUM will be able to improve the level of support provided and launch services that these students require. This will eventually help to mitigate the negative experience or consequence of acculturative stress faced by international students.

In line with the above, this study inspected how UUM international students experienced acculturative stress - its effect on students' academic satisfaction and well-being, also whether the effect was influenced by the students' perception of university support.

Literature Review

Acculturation is a process of cultural transformation that occurs as a result of repeated, direct contact between two cultural groups (Berry, Kim, Minde & Mok, 1987). It is a process that includes both cultural and psychological changes as a result of cross-cultural interactions. The appearance of acculturative stress is a possible side effect of the acculturation process.

Acculturative stress is a phenomenon that occurs when people or groups adjust to a new culture (Berry et al. 1987). The similarities or differences between the host culture and that of the new entrants play a big role in the level of this stress.

Students from other countries who opt to study in a foreign country must overcome the challenges that come with their adjustment periods. They must contend with cultural differences in beliefs, customs, and practises between themselves and their hosts (Ang & Liamputtong, 2008).

When international students arrive in the host country, they are likely to have low personal resources and will have a far more difficult time acculturating (Hayes & Lin 1994). This is partly owing to the fact that, in addition to coping with basic acculturation issues, overseas students must also deal with academic expectations while lacking the resources available to local students (Sandhu & Asrabadi 1998). International students are particularly vulnerable to the negative effects of acculturative stress due to the combination of these stresses, as well as the lack of supports available to assist international students in their adjustment to the host community.

2.1 Acculturative stress and academic satisfaction

Academic satisfaction is a subjective assessment of the educational experience, encompassing the learning environment, courses, and administration. It relates to the degree to which students believe their learning expectations have been fulfilled. Academic satisfaction, according to Atay and Yildirim (2010), is a psychological state that occurs when students' expectations about their academic realities are confirmed or not. It describes students' feelings of fulfilment with their university experiences, as well as the amount to which they believe their learning expectations are realised at the academic institution.

Several past studies have observed the link between the acculturation state of non-local students with academic happiness and performance. Atteraya (2020) investigated the relationship between acculturation stresses and academic adjustment among Nepalese overseas students studying in South Korean colleges. Acculturation stressors and academic adjustment have a negative association, according to the data. Perceived discrimination ($r = -.23, p < 0.01$), perceived hate/rejection ($r = -.18, p < 0.05$), perceived fear ($r = -.24, p < 0.01$), and perceived cultural shock ($r = -.17, p < 0.05$) all had negative effects on academic adjustment. Similar findings were found in a study by Fang, Sun, and Yuen (2014), in which children's perception of hope – an element of acculturation – was positively correlated with happiness and academic achievement, particularly among Chinese migrant students who had fully adjusted (acculturated) and had the optimal psychological states, which are linked to better school well-being – i.e., felt happier in school and had better acculturation. Higher levels of satisfaction with colleagues, teachers, and administrative staff were linked to lower levels of acculturative stress in a study conducted by Lorga, Sopenaru, Muraru, Socolov, and Petrariu (2020) on 265 international students enrolled in a public medical institution in Romania. When compared to international students without Romanian ancestors, international students with Romanian ancestors scored lower on acculturation factors such as perceived hate and stress due to change/culture shock.

2.2 Acculturative stress and wellbeing

The World Health Organization (WHO) defines well-being as a state of complete physical, mental, and social well-being, rather than only the absence of disease or impairment. Well-being is a broad concept with many elements that can be divided into two groups: objective and subjective well-being. As a result, a number of scales and indices for gauging both domains have been created.

Academic success is dependent on one's health and well-being. To protect the wellbeing of international students, the institution should take the initiative to help students who are experiencing acculturation stress by offering social assistance and a high-quality healthcare system. Maintaining a positive state of mind among overseas students has indirect benefits for the host country, such as cultural adaptability, experienced knowledge, and so on. These are seen as added value in the educational industry, and they frequently benefit both the institutions and the students.

In the literature on international students, it is unclear which factors are helpful in maintaining good well-being and limiting negative sensations. Nonetheless, stress is one of the characteristics that has been connected to international students' well-being. According to previous research, university students around the world are suffering from high rates of psychological discomfort, particularly despair and anxiety. International students must acclimate to their new environment in terms of culture, climate, and care. These include cultural familiarity and similarity, linguistic proficiency, and the institution's efficient services (Zuria et al., 2010). International students face issues adjusting to food, weather, financial arrangements, health care, housing, and the local language, according to studies, and financial and language barriers exacerbate the difficulties for newcomers. All of these challenges may contribute to a high level of stress, referred to as acculturative stress. Previous research has shown that acculturative stress has a negative impact on foreign students' well-being (e.g., Iturbide et al., 2016; Hamamura & Laird, 2014; Rogers-Sirin et al., 2014; Mubeen Akhtar, 2012; Rice et al., 2012).

Several literatures have linked the association of acculturative stress with the wellbeing of international students. Most of the studies revealed the positive relation of acculturative stress on the well-being of international students (e.g., Iturbide et al., 2016; Hamamura & Laird, 2014; Rogers-Sirin et al., 2014; Mubeen Akhtar, 2012; Rice et al., 2012; Zhang, 2012). These studies utilised a negative perspective of the wellbeing concept which indicated that the higher the acculturation stress, the higher the level of their depression, anxiety, distress and mental health problems.

Thus, consistent with the reviewed literature on academic satisfaction and wellbeing, the current study hypothesised the following:

H1: Acculturation stress relates to (i) academic satisfaction, and (ii) wellbeing of international students

2.3 The Moderation of Social Support

Although there is a plethora of evidence showing the positive impacts of social support on the psychological well-being of international students (Yang & Clum, 1994; Ye, 2006), previous research has primarily focused on interpersonal support, particularly from family, friends, and instructors (Yang & Clum, 1994; Ye, 2006; Yusoff, 2012). Another essential source of psychological support is the organisation to which a person is affiliated (Eisenberger, Huntington, Hutchison, & Sowa, 1986) - in this example, the host university. Organizational support is an important factor that influences many aspects of members' cognitive and emotional outcomes (Ohana, 2012). Members, understandably, are happier and less nervous when they feel better supported by their organisation.

Based on past studies, it implies that having more resources leads to effective relief of stress. Here, social support needs to be considered as an increase of such resources for coping with stress. In other words, it is notably, when a person feels he or she is supported by personal networks or an organisation (e.g., university), the individual considers such support as a potential help to ease their struggle. Based on this premise, it is proposed that support given by the university would mitigate the effect of acculturative stress on international students' psychological experience – in this case, academic satisfaction and well-being. As such, the following hypotheses are proposed:

H2: University support moderates the effect of acculturative stress on (i) academic satisfaction, and (ii) wellbeing.

Methodology

The data was collected using a self-administered questionnaire from respondents. The nature of the survey was cross-sectional. As the researchers could not have access to the sampling frame of this population, thus the convenient sampling technique was opted in the recruitment of the respondents. The G*power program version 3 was employed to estimate the minimum sample size for testing the research model- a priori power analysis based on specific statistical parameters (Faul, Erdfelder, Lang, & Buchner, 2007). The result gave the minimal sample size of 77, which is required to meet the statistical power of 0.80, using three predictors, a medium effect size convention of 0.15, and a significance threshold of 5%.

The data was collected during the movement control order (mco) period, where most students were not on campus. As such, the questionnaire was sent to students through online mediums i.e., the Facebook and WhatsApp application.

This study used the Acculturative Stress Scale for International Students (ASSIS) developed by Sandhu and Asrabadi (1998) to assess the acculturative stress level. Radloff's (1977) Center for Epidemiological Studies Depression (CESD) is the most widely used scale for assessing students' well-being. In this study the short form of the CESD scale (Cole, Rabin, Smith, & Kaufman, 2004; Radloff, 1977) had been adapted which contains 6 self-report items. Academic satisfaction is conceptualised as academic experiences and good adjustment to the academic life on campus. The Academic Life Satisfaction Scale (ALSS) by Nogueira, Antunes and Sequeira (2019) was employed to tap into this concept. Lastly, the university support in this study is conceptualised as the instrumental and informational support given by the university to international students. The Index of Sojourner Social Support (ISSS) Scale by Ong and Ward (2005) instrument was employed together with 8 items on instrumental support. In addition, 3 informational support items of Chuah and Singh (2016) were also taken in.

As for analysing the data, both the SPSS and Smart-PLS were used. The SPSS was used to describe the data distribution while the Smart-PLS was employed to test the proposed hypotheses.

Findings

This study involved 119 respondents of which 58.8 percent were male and 41.2 percent were female, and most of the respondents were 2nd year students comprising 32.8 %, while the 1st year students made up 26.9%, 3rd year students consisted of 23.5%, 5th year and above students made up only 9.2 % and the smallest group were 4th year students at 7.6 %.

In terms of country of origin, most of the respondents were from the SEA- Indonesia and Thailand (45.4%), followed by the East Asia- China (24.4%), Middle East- Yemen, Algeria, Palestine and Iraq (14.3%), South Asia- India, Pakistan and Bangladesh (9.2%) and the least number were from the African regions- Zimbabwe, Nigeria and Somalia (6.7%).

Concerning the length of stay in Malaysia, most of them reported that they had been in Malaysia for about 1 to 2 years, while 25.2 % fell in under the category of less than 1 year- which is considered as new students to UUM's campus life. The remaining are those who have stayed in Malaysia for 3 to 5 years (32.8 %) and the group of more than 5 years (6.7%).

The data collection period took place during the Covid-19 pandemic whereby most of the respondents (63.9%) were in their home country. Only 18.5% of them were on campus and the remaining 17.6 % were with their family or relatives in Malaysia.

4.1 Descriptive Analysis

Table 1 below presents the mean score and standard deviations of all latent variables in this study – acculturative stress, academic satisfaction, well-being, and university support. As shown in the table, academic satisfaction reported the highest mean value of 3.992 followed by university support (3.618) and acculturative stress (2.664). Respondents reported the lowest score on the wellbeing factor (2.036).

Table 1. Descriptive statistics of the main variables

	N	Mean	Std. Deviation
University Support	119	3.618	.691
Acculturative Stress	119	2.664	.894
Academic Satisfaction	119	3.992	.623
Wellbeing	119	2.036	.604

Because the data came from a single source, the issue of Common Method Bias was investigated by following the advice of Kock and Lynn (2012) and Kock (2015), who recommended analysing full collinearity. In this procedure, all variables were regressed on a common variable, and if the VIF was less than 3.3, the single source data was not biased. The VIF was less than 3.3 in this study, showing that single-source bias was not a serious issue with the data (see Table 2).

Table 2. Full Collinearity Testing

Acculturative Stress	Academic Satisfaction	Wellbeing	University Support
1.133	1.561	1.177	1.449

4.2 Measurement Model

The loadings, average variance extracted (AVE), and composite reliability (CR) were evaluated for the measurement model. The loadings should have a value of ≥ 0.5 , the AVE should be ≥ 0.5 , and the CR should be ≥ 0.7 . The AVEs were all greater than 0.5, and the CRs were all greater than 0.7, as indicated in Table 3. Only one or two loadings were less than 0.708, which was likewise acceptable (Hair et al., 2019).

In step 2, the discriminant validity was assessed using the Henseler et al. (2015) HTMT criterion, which was updated by Franke and Sarstedt (2019). The more stringent criterion for HTMT readings should be ≤ 0.85 , while the more lenient should be ≤ 0.90 . The HTMT values were all lower than the tighter threshold of ≤ 0.85 , as shown in Table 4, implying that the respondents recognised the four concepts as distinct. The measurement items were found to be both valid and reliable in both validity tests.

Table 3. Measurement Model

Construct	Item	Loading	CR	AVE
Academic Sat	af1	0.665	0.828	0.547
	af2	0.744		
	af3	0.773		
	af4	0.772		
Acculturative Stress	as1	0.633	0.815	0.526
	as2	0.806		
	as3	0.792		
	as5	0.654		
	as4	0.772		
University Support	ss1	0.788	0.925	0.531
	ss10	0.630		
	ss11	0.676		
	ss2	0.793		
	ss3	0.767		
	ss4	0.786		
	ss5	0.514		
	ss6	0.804		
	ss7	0.784		
	ss8	0.769		

	ss9	0.644		
Wellbeing	wb2	0.790	0.791	0.560
	wb3	0.638		
	wb6	0.806		

Note: as7, as6, as4, wb4, w, b1, and wb5 were deleted due to low loadings

Table 4. Discriminant Validity

	1	2	3	4
1. Academic sat.				
2. Acc Stress	0.308			
3. Uni Support	0.653	0.254		
4. Wellbeing	0.454	0.421	0.204	

4.3 Structural Model

As suggested by Hair et al. (2017) and Cain et al. (2017) the multivariate skewness and kurtosis were determined. The results revealed that the data collected was not multivariate normal, as evidenced by Mardia's multivariate skewness ($\beta = 1.344$, $p < 0.01$) and Mardia's multivariate kurtosis ($\beta = 24.268$, $p < 0.01$), so the path coefficients, standard errors, t-values, and p-values for the structural model were reported using a 5,000-sample re-sample bootstra (Ramayah et al. 2018). It was also suggested to employ a combination of criteria such as p-values, confidence intervals, and effect sizes, based on the critique by Hahn and Ang (2017) that p-values were not a good criterion for testing the significance of the hypothesis. Table 5 summarises the criteria used to test the hypotheses that were generated. First, the effect of the acculturative stress on academic satisfaction was tested, the R^2 was 0.328, ($\beta = -0.173$, $p < 0.01$), indicating a negative relationship between these two variables. Then acculturative stress was regressed on the wellbeing construct, yielding R^2 of 0.109 ($\beta = 0.297$, $p < 0.01$), which is positively related to wellbeing, thus H1(i) and (ii) were supported. Next, the moderation effect of university support on these two relationships was tested. Both moderation effects were not supported. University support did not moderate the relationship between acculturative stress and academic satisfaction ($\beta = 0.077$, $p = 0.168$), similarly, university support did not moderate the relationship between acculturative stress and wellbeing ($\beta = 0.010$, $p = 0.463$). As such hypotheses, H2 was not supported.

Table 5. Hypotheses Testing

Hypo		Std Beta	Std Error	tvalue	pvalue	BCI LL	BCI UL	f2
H1(i)	Acc Stress -> Academic	-0.173	0.100	1.736	0.041	-0.322	0.007	0.037
H1(ii)	Acc Stress -> Wellbeing	0.297	0.100	2.982	0.001	0.043	0.411	0.081
H2(i)	AccStress*UniSupport1-> Academic	0.077	0.080	0.962	0.168	-0.070	0.196	0.008
H2(ii)	AccStress*UniSupport2-> Wellbeing	0.010	0.107	0.093	0.463	-0.147	0.206	0.000

Discussion

5.1 Direct Effect of Acculturative Stress on Academic Satisfaction and Wellbeing

The first hypothesis (H1) was designed to examine the effect of acculturative stress on (i) academic satisfaction, and (ii) wellbeing of international students in UUM.

The result showed that there was a negative effect on academic satisfaction- indicating that higher acculturative stress level leads to a low level of academic satisfaction. Accordingly, the result implied that the more international students experienced acculturative stress, the least satisfied they become with (i) their relations with the lecturers and colleagues, (ii) their academic performance, (iii) their commitment to their study and (iv) the academic environment of the university.

This prediction had been supported by previous researches confirming that acculturative stress can negatively impact academic performance and cognitive function among various intercultural migrant groups (e.g., Benita & Supriya, 2016; Lee, 2016). In light of this previous guiding research, the current study also showed the negative effects of acculturative stress on academic satisfaction among UUM international students. This is because international students in UUM faced various challenges in handling and adapting various intercultural issues which may lead to difficulty in performing in their academic life.

Next, the result of the study found that there was a positive effect of acculturative stress on students' wellbeing- indicating that higher acculturative stress level leads to a higher level of wellbeing. As this study conceptualised the wellbeing concept in negative outcomes, accordingly, the result implied that the more the international students of UUM experienced acculturative stress, the more likely they are not in a good of wellbeing.

Although the results of past studies linking acculturative stress and well-being seem to vary, the findings of the current study are in line with the studies that measure the well-being concept in the negative perspective (e.g., Iturbide et al., 2016; Hamamura & Laird, 2014; L. Rogers-Sirin et al., 2014; Mubeen Akhtar, 2012; Rice et al., 2012; Zhang, 2012). In these particular studies, the findings disclosed that students are more likely to get depressed when they experience acculturative stress. Researches that have been conducted in the United States on foreign students also revealed that acculturative stress has caused many students from various countries to experience depression such as among Taiwanese international students (Ying & Han, 2006), Korean international students (Lee et al., 2004) and other Asian international students (Sandhu & Asrabadi, 1998; Yang & Clum, 1995).

As a result, the current findings revealed that international students with more acculturative stress would be more depressed. Andrews and Wilding (2004) found that students who reported high levels of stress had considerably more mental health problems than students who reported low levels of stress. The majority of international students in the current study (88.3%) expressed moderate to severe levels of acculturative stress (see Table 4.c). According to Berry et al. (1987), if acculturative stress continues to build and becomes overwhelming, the negative consequences will have an impact on an individual's psychological well-being and lead to depression. International students at UUM may experience depression as a result of difficulties adjusting to the cultural and academic environment. In social situations, some of them may face discrimination. They may be less pleasant and calm because they are far away from their nation and miss their family and friends. Having scholastic challenges is linked to symptoms of anxiety, sadness, and somatisation, which can lead to sleeping and eating disorders in students (Mubeen Akhtar, 2012). Students who lack energy and peace of mind feel overwhelmed by the responsibilities of student life, which has an impact on their overall well-being.

5.2 The Moderating Effect of University Support

The second hypothesis (H2) investigated the moderating effect of university support on the relationship between acculturative stress and (i) academic satisfaction, and (ii) wellbeing. In contrast with the predictions, these two hypotheses were not supported. This finding contradicted the study by Zhang (2012) as the study reported a positive association between acculturative stress and depression when there are low levels of social support. In other words, students who reported

a low level of perceived social support in the acculturation process were likely to experience higher acculturative stress, and consequently, higher depression.

Several reasons might explain the insignificant results. First, the unvarying responses from one respondent to another obtained in the current study as indicated by low standard deviation values for the university support construct (see Table 4.b). Although a majority of the respondents (98.3%) mostly agreed that social support was provided by the university, similar views concerning the construct might cause significant differences between low and high agreement that could not be attained. Secondly, most of the students (83.2%) involved in the study were undergraduates' students (see Table 4.a). As compared to postgraduates' students, the welfare of undergraduate students is better as they are provided with accommodation and their academic programmes are more structured. Hence, university support may not be a critical issue for them. Unlike postgraduate students, social support from the university is a major concern as they have to be more independent in handling their academic life and also to take care of their family at the same time. Thirdly, due to the COVID-19 pandemic, most of the students (81.5%) were not staying at the campus, or they were at their home country due to the Movement Control Order (MCO) (see Table 4.a). This might affect their response on the importance of social support from the university as the survey was conducted during the MCO period.

Implications

The results of this study support the fundamental assumptions of acculturation theory; that is intercultural movement causes individuals to adopt an acculturation strategy that reflects the interplay between their desire to maintain the cultural practices and attitudes of their culture of origin, and their interest in adopting those of the new host culture (Berry, 1997). It also confirms the predictions of acculturation theory, confirming stresses associated with the acculturative process, amplified by the degree of cultural distance between the culture of origin and the culture of settlement, which can influence individuals' cognitive appraisal—in this case, perceived academic satisfaction. The findings also backed up the integrative communication theory of cross-cultural adaptation's claim that intercultural processes can harm people's mental health as they try to maintain aspects of their old culture while also attempting to integrate into the new one, leading to internal conflict and a state of disequilibrium marked by emotional "lows" of uncertainty, confusion, and fear (termed as well-being in this study).

The findings also were believed to have numerous practical consequences, notably in the context of institutional practices in higher education institutions in general. Practically, management of higher education institutions may formulate strategies for handling acculturative stress issues, as it is critical in determining academic satisfaction and the level of depression (wellbeing) among international students in UUM. The university management could address the issues of acculturative stress among international students by providing an effective communication platform where the students feel free to express their thoughts, opinions, and potential solutions to problems. Communication is a fundamental part of effectively dealing with conflicts. Since there are many tasks and activities for international students to perform especially during the acculturation process, the institutional leaders should provide adequate information and promptly guide students by giving clear instructions in order to assist the students to accomplish their academic goals. In addition to this, the academic staff also can play a role by paying more attention to students' problems especially in the first couple of semesters of their programmes as they need more help with their studies. They also can help students in giving advice and moral support to boost the morale and motivation of international students.

Conclusion

This study investigated the effect of acculturative stress on academic satisfaction and well-being of UUM international students. Besides, the role of institutional support was also examined in the study to moderate the effect of acculturative stress on academic satisfaction and well-being. Generally, the research findings supported the major theoretical propositions, that answered the research questions and objectives with several limitations. Overall, these research findings offer

insight into the influencing factors related to international students' behaviour in higher education institutions.

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