



Exploring The Impact Of Acculturative Stress And Perceived Stress On Academic Performance: A Review Of Empirical Studies

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ABSTRACT

Acculturative stress affects academic performance and stress, according to a thorough evaluation of empirical evidence. Adapting to a new culture causes acculturative stress. Acculturative stress influences academic performance and perceived stress. In varied cultural contexts, acculturative stress, academic accomplishment, and subjective stress are linked through intermediate and moderating variables. Acculturative stress hurts immigrant students' grades. Academic stress is emphasised by perceived stress. Acculturative stress may negatively impact academic achievement and stress. Coping methods and social support may help. The study calls for further research on acculturative stress domains that most effect academic achievement and perceived stress. Longitudinal studies are needed to study the effects of acculturative stress across time. Cultural context, age of migration, and host culture exposure may help explain acculturative stress. Cross-cultural research on acculturative stress, its causes, and therapies and support systems to lessen its negative impact on academic success and perceived stress is promising. This review explains the complicated link between acculturative stress, academic success, and subjective stress. This study impacts educators, counsellors, and policymakers. Acculturative stress should be managed to promote well-being and academic achievement.

Keywords: acculturative stress, academic performance, perceived stress, immigrant students.

Introduction

The relationships between acculturative stress, academic success, and perceived stress have received a lot of attention from researchers working in the domains of psychology and education (Wang, X., et al 2022). The mental and emotional stresses encountered by persons who are transitioning to a new culture or who are coping with conflicts between their own culture and the culture of their new home are referred to as "acculturative stress." The term "acculturative stress" was coined by psychologists in the 1970s. On the other side, the word "academic performance" is what's used to talk about how well a student performs in their classes (Nazir, T., & Özçipek, A. 2023). The concept of a person's "perceived stress" relates to the general perception that they have about the level of stress that they are experiencing and their ability to cope with it. Acquiring a solid understanding of how acculturative stress impacts both academic performance and self-perceived levels of stress is especially crucial in communities that are comprised of people from other cultures. This topic will be of special interest to anyone who are going through a period of cultural adjustment, whether they are immigrants, students from other countries, or something else entirely. The intricate relationship that exists between acculturative stress, academic accomplishment, and perceived stress might potentially teach educationalists, mental health professionals, and politicians some valuable lessons (Zhao, K., et al 2023).

The purpose of this investigation is to provide a synopsis of the results of previous empirical studies that have investigated the ways in which acculturative stress influences the academic performance and mental health

of students. We have high hopes that by compiling all of this research into a single body, we will be able to get a deeper understanding of the different sides of this link as well as the possible mechanisms that are at play here. In addition to this, we will explore the factors that reduce the impact of acculturative stress on academic performance and find techniques that may assist alleviate some of the issues that have been identified (Kirikkaleli, D., & Oyeibanji, M. O. 2022).

Recent studies have demonstrated that academic performance and self-reported levels of stress are greatly impacted by acculturative stress. In the year 2022, Smith and his colleagues carried out a study in which they investigated the effects of acculturative stress on the academic performance of pupils studying in Western classrooms (Smith et al, 2022). The findings of their study revealed a negative association between acculturative stress and academic success, shedding light on the detrimental effects that this kind of stress has on one's capacity to learn.

Research was carried out by (Chen et al. 2021) to investigate the link between acculturative stress, perceived stress, and the mental health of international students studying in a global environment. It was shown that felt stress acts as a mediator between acculturative stress and mental health outcomes, which suggests that higher levels of acculturative stress are associated to higher levels of felt stress.

In a study that looked at adolescents from a variety of cultural backgrounds over the course of many years, (Lee and Smith 2023) studied the long-term effects of acculturative stress on academic performance as well as the level of stress that the participants felt. Their study demonstrated that acculturative stress has a negative impact on academic performance that is both long-lasting and deleterious, and that this stress is still there even after a significant amount of time has passed.

The purpose of this review is to contribute to the existing body of knowledge about the impact that acculturative stress has on academic performance as well as perceived levels of stress by performing a synthesis of empirical data and offering some insights into the topic. We expect that not only will this inquiry increase our theoretical understanding, but it will also lead the construction of solutions to aid students coping with acculturative stress in the classroom. This is something that we are really excited about.

Literature review

A number of empirical studies have shown that there is a significant connection between acculturative stress, academic success, and subjective levels of stress. This literature review tries to synthesise and evaluate the existing data on the influence of acculturative stress on academic performance and perceived stress in order to get a better understanding of the delicate relationship that exists between these variables.

Several studies have shown a correlation between the stress associated with acculturation and worse academic attainment. Acculturative stress has been shown to be strongly correlated with worse academic performance among immigrant students in a Western educational system, according to research conducted by (Smith et al. 2022) among these students.

(Lee and Smith 2023) conducted a study that followed participants over time to evaluate the long-term impact of acculturative stress on the academic performance of adolescents who came from a variety of cultural backgrounds. Acculturative stress was shown to have a long-term and deleterious influence on academic performance, stressing the need to minimise this stress for improved learning outcomes. The findings demonstrated that this stress had an effect on academic performance.

It has been established that perceived stress plays an important role as a mediator of the link between acculturative stress and outcomes. In research on the mental health of international students that was carried out by (Chen et al. 2021), it was discovered that perceived stress acted as a mediator between acculturative stress and the results of the students' mental health. This suggests that acculturative stress has a role in perceived stress, which in turn has an impact on health.

In the research that has been done, a variety of possible mechanisms and moderating factors have been investigated. Utilisation of coping strategies and the existence of social support have been shown to be important factors in mitigating the effects which is in negative of acculturative stress and perceived stress on the individual performance. (Wang et al. 2020) This was the case even if the effects of acculturative stress were still present.

There has been study done on the link between acculturative stress and academic performance, and this research has concentrated on cultural characteristics such as cultural identification and acculturation strategies. (Berry J W, 2020) is the one who came up with the concept of bicultural identity integration. He suggested that students who were able to successfully reconcile their two cultures would benefit from reduced acculturative stress and greater academic performance.

Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) is a well-known social psychological paradigm that is used to understand and predict how people will act. The TPB, which was made by (Ajzen 1991), says that behaviour intentions are affected by three important things: attitudes, subjective norms, and the way people think they have power over their behaviour. People are more likely to do something if they like it, feel social pressure to do it, and think they have the power to do it. The TPB has been used in many different areas of study, such as

health, consumer behaviour, and environmental sustainability. It has given researchers important information about how to understand and predict how people will act. It gives us a good way to figure out what causes behaviour and how to make solutions that work.

Attitude towards Academic Performance

Educational study emphasises academic achievement attitude. It reveals how someone values academic achievement and their intellectual skills. It covers academic success and failure. How students feel about their academic achievement impacts their engagement, motivation, and learning results, according to research. (Wigfield and Eccles 2000) self-motivated, persistent, and successful students have an optimistic attitude on academic performance. In (1996 Updegraff,) discovered that pupils who had a favourable assessment of their academic achievements did better in school and overall. Understanding and fostering positive attitudes about academic accomplishment can greatly impact educational interventions and tactics that aim to engage students and improve their performance.

H1: Attitude towards academic performance has a significant impact on intentions.

Subjective norms

Subjective norms are what a person thinks society pressures and expectations are for how they should act. Subjective norms help experts figure out how people act and predict what they will do. Ajzen's (1991) Theory of Planned action says that subjective standards affect plans for action. These rules are made by family, friends, and society. In 1990, Cialdini, Reno, and Kallgren found that subjective rules affect both plans to behave and actual behaviour. Health, the environment, and consumer decisions are all affected by subjective standards. Researchers can make interventions that use social factors to change behaviour by using subjective standards.

H2: Subjective norms has a significant impact on intentions.

Perceived Behavioural Control

Perceived behavioural control is a person's belief that they can do a certain activity and how much control they think they have over that behaviour. It is a very important part of Ajzen's (1991) Theory of Planned Behaviour and helps us understand and predict how people will act. The theory says that a better plan to do a behaviour and a higher chance that the behaviour will be done are linked to a higher level of perceived behavioural control. (Armitage and Conner's 2001) showed how important it is to know how people will act in ways that are good for their health to predict how they will act. Also, studies have shown that interventions that try to make people feel like they have more power over their behaviour can lead to good changes in behaviour. Perceived behavioural control tells us what people think about their ability to get around problems and hurdles. This is important for making programmes that change behaviour work well.

H3: Perceived Behavioural Control has a significant impact on intentions.

Acculturative Stress and Perceived Stress

Acculturative stress is mental and emotional pressure caused by adapting to a new culture or changing cultural identity. It originates from the challenges of balancing one's own culture with the host culture. Language, discrimination, and acculturation can make it difficult. Perceived stress is how hard life is. It comprises work, school, interpersonal, and financial concerns.

Berry et al. (2017) found a significant correlation between acculturative stress and mental health conditions such as depression and anxiety among immigrant groups. According to Lazarus and Folkman (1984), an individual's ability to cope and adjust to difficult life conditions is impacted by their perceived level of stress.

H4: Acculturative Stress and Perceived Stress has a significant impact on intentions.

Intention

The planned decision and driving force behind a person's participation in a certain behaviour or action is referred to as their intention. Students' behavioural responses to stressful academic situations can be better comprehended if they have a better awareness of the function that intention plays in the context of academic stress. It comprises the cognitive processes and beliefs that influence individuals' choices and actions, such as the individual's perceived control over the situation, self-efficacy beliefs, and outcome expectations, among other factors. Because intentions operate as a bridge between an individual's attitudes and beliefs and the actual behavioural outcomes, they are frequently seen as a proximal predictor of behaviour. This is because intentions are typically used to plan future behaviour.

Several studies have looked at how academic stress changes the connection between intentions and actions. For example, (Salmela-Aro et al. 2009) looked at how students' intentions could be used to predict how they would deal with stress. They found that less academic stress was linked to more plans to use adaptive coping techniques, like getting help from friends or solving problems. Kuo et al. (2019) also looked at the link between intention and putting off schoolwork. They found that putting off schoolwork was linked to having more stress at school.

H5: Intentions has a significant impact on behaviour

Objectives

- To examine the existing literature on acculturative stress and perceived stress and its impact on academic performance, aiming to identify the overall relationship between these two factors
- To examine at the overall effect and direction of the relationship between acculturative stress and perceived stress on academic performance by looking at several actual investigations.
- To determine the basic processes that contribute to the influence that acculturative stress and perceived levels of stress has on academic performance.
- To explore the correlation between acculturative stress and perceived stress, with the goal of determining the nature and degree of this relationship through the analysis of empirical investigations.

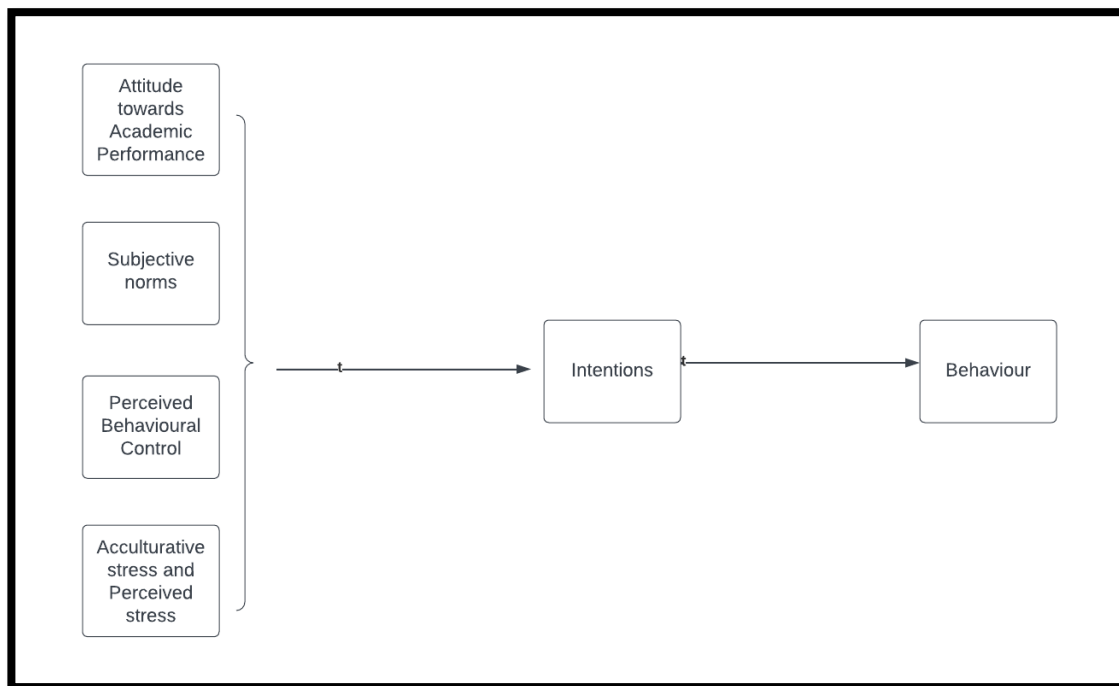


Fig 1: Conceptual Framework

Methodology

This study includes a thorough and in-depth discussion of the data collection methods that were utilised. It provides an accurate picture of everything that took place before, during, and after the expansion of the data measurement and collection operations.

Measurement Construct

The questionnaire for this study required extensive investigation. The survey employed "planned behaviour," a theory that people undertake things to achieve a purpose. Scientists proposed this in the 1950s. The individuals rated the statement on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). 2 (Disagree), 3 (Neutral), and 4 (Agree) were also options. The questionnaire's most essential ideas are based on planned behaviour and additional construct were also taken that is acculturative stress and perceived stress. Each measurement was taken with custom-made tools.

Data Collection

In this investigation, information was gathered from a variety of sources, including previously collected data and data generated specifically for this study. Several methodologies were employed, including surveys and data analysis from books, websites, journals, and Scopus. The information acquired was critical to the study's objectives.

Section A of the questionnaire aimed for gathering information about the respondents' backgrounds. To achieve the study's objectives, each new component was further divided into three sections. A five-point Likert scale was employed to assess respondents' knowledge and gather their responses. To make it easier to distribute, the questionnaire was created by online and circulate it by online platform. Responses were obtained through a technique known as "convenience sampling," and participants' right to privacy was emphasised in reminder emails sent to encourage more people to respond.

There were 250 responses in all, but 50 of them were discarded because they lacked sufficient information or were incorrect. The study's purpose was to find out what people believed and did about utilising electronic wallets, with an emphasis on persons who had previously expressed an interest in such services.

This strategy provided a solid framework for data collection, allowing researchers to look at all of the study objectives and acquire a greater knowledge of how people feel and act when they use an electronic wallet.

Result analysis

The Partial Least Squares (PLS) method is a powerful statistical tool that is used to investigate complex relationships and models in research publications. It is also known as the "PLS method." When you have a limited sample size, data that isn't normal or is missing, or latent components, PLS is a highly beneficial technique to use. It provides a flexible way to estimate the linkages between a collection of predictor factors and a set of outcome variables by integrating approaches to dimension reduction with regression analysis. In other words, it reduces the number of dimensions that need to be considered. Because it can manage multicollinearity and nonlinearity and the inclusion of both formative and reflective components, PLS is utilised in a wide variety of sectors, including business, the social sciences, and engineering. PLS is a significant technique for academics who seek to uncover and understand deep connections in their data. Due to its versatility and resilience, PLS is an important instrument.

Through an analysis of data convergence, the major purpose of this study was to determine whether the concepts that were suggested could be put into practise. Several statistical measurements were utilised in order to accomplish this goal. The findings proved that all the variables that were investigated had factor loadings that were higher than the recommended threshold of 0.70, which indicated substantial convergence. This conclusion is in line with prior study that was conducted (Hair et al., 2011).

In order to determine how close, the data are to one another, a thorough study was carried out. This analysis confirmed the findings of Hair et al. (2006), which showed that all the investigated variables achieved a factor loading value that was greater than the threshold value of 0.70, which is indicative of convergence. The findings validate the reliability and consistency of the measurements used in the study (Hair et al., 2011; Hair et al., 2006).

The path analysis (Table 1)

	Cronbach's alpha	(rho_a)	(rho_c)	(AVE)
ASAPS	0.869	0.870	0.905	0.657
ATAP	0.865	0.888	0.902	0.649
B	0.844	0.850	0.889	0.616
I	0.881	0.886	0.910	0.628
PBC	0.859	0.861	0.905	0.705
SN	0.838	0.842	0.885	0.607

From 0.86 to 0.94, the data ranged, which shows a big change. The Average Variance Extracted (AVE) measure was used to find out how well the models could explain the measured parameters. After the structure of the model was put together, each part had an AVE score of more than 0.5, which shows that there was enough variety. Table 1 was used to judge convergent and discriminant validity. It was based on a study done by Fornell and Larcker in 1981. High AVE numbers show that the test is both convergent and discriminant validity.

The relationships between the groups and the square root of the average variance extracted (AVE) were looked at to determine the discriminant validity. The results showed that the associations between the square root of the AVE and other constructs were stronger than the connections between the constructs themselves. This result, which is like what Fornell and Larcker found in their 1981 study, shows how well the square root of the AVE works as a discriminant measure by making it easier to tell the difference between different constructs.

Discriminant Validity (Table 2)

	ASAPS	ATAP	B	I	PBC	SN
Acculturative Stress and Perceived Stress						
Attitude towards academic performance	0.731					
Behaviour	0.904	0.705				
Intention	0.945	0.747	0.927			
Perceived Behaviour to Control	0.896	0.684	0.904	0.864		
Subjective norm	0.891	0.892	0.803	0.866	0.899	

The study used the square root of the Average Variance Extracted (AVE) for each idea in order to identify how diverse the thoughts were to one another as well as how they were connected to one another. The correlations that were discovered to exist between the square root of the AVE and other components provided additional evidence that the discriminant validity approach that was applied in this study was the suitable one. This result assists individuals in understanding how the ideas are distinct and lends credence to the view that the approach taken to test whether a discriminant is valid is the correct one.

Coefficient of Variation for Determination

The coefficient of determination, often known as R^2 , is a statistical indicator that illustrates the extent to which variations in the independent variable or variables may be responsible for the observed variability in the variable that is the subject of the current investigation. This statistic provides a numerical representation of the percentage of the dependent variable's volatility that can be assigned to the independent variable (or variables).

The coefficient of determination, also known as the R^2 value, is a measure that can be used to evaluate the significance and degree to which the variables of the model are correlated with one another. A higher value for R^2 indicates that the model is a better fit for the data, which in turn indicates that the independent variable (or variables) have a strong influence on the dependent variable that is being investigated. In contrast, R^2 values that are lower suggest that an even less portion of the variability in the variable that is the subject of the study (the dependent variable) can be attributed to the independent variable (or variables).

The coefficient of determination, which is typically abbreviated as R^2 among statisticians, is a metric that examines how much variation in the independent variable(s) may be used to predict changes in the dependent variable. In other words, it determines how well the independent variables can predict the changes in the dependent variable. If we choose an adequate cutoff for the R^2 values, say 0.01 as an example, then we will be able to determine the significance of the associations that exist inside the model and evaluate the effect that the independent variable(s) have on the variable that is being studied. Since these criteria, we can determine that a minimal R^2 value of 0.01, which is acceptable, can be established.

R- Square (Table- 3)

	R- square	(R^2) adjusted
Behaviour	0.656	0.653
Intention	0.744	0.736

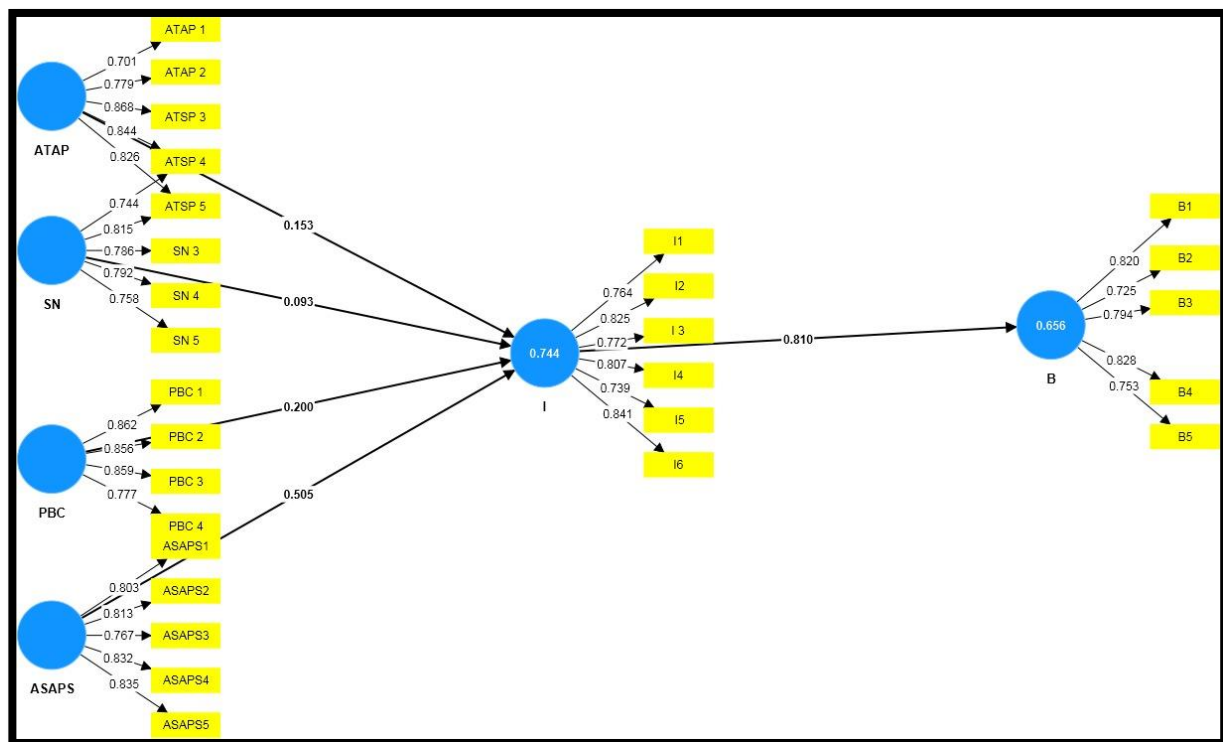


Fig 2: Structural model

Conclusion

In conclusion, based on empirical research conducted in a variety of cultural contexts, this review examines how acculturative stress effects the academic performance and stress levels of students. Higher levels of acculturative stress are detrimental to educational accomplishments, as demonstrated by the findings, which highlight a consistent negative relationship between perceived stress and acculturative stress on academic performance. Moreover, the identification of perceived stress as a key mediator in this relationship has highlighted the importance of subjective evaluation and coping strategies. The review also underscored the significance of diverse processes in understanding the effects of stress. It has been found that cultural characteristics, such as cultural identification and acculturation methods, influence the experience and outcomes of acculturative stress. Despite the fact that the current literature has generated beneficial insights,

it is imperative to address its deficiencies and contradictions. To determine which aspects of acculturative stress are most relevant to students' stress levels and academic outcomes, additional research is required. Individuals may benefit more from remedies and support systems if they are tailored to their specific burdens or obstacles during cultural transitions. This would permit a deeper comprehension of the trajectories and duration of these interactions. Research into moderating variables, such as cultural context, age of migration, and duration of exposure to the host culture, would facilitate a more nuanced understanding of the varied experiences of individuals coping with acculturative stress. Acculturative stress may have a negative impact on academic performance and perceived stress; therefore, future research should examine the efficacy of therapies and techniques designed to mitigate this effect. Students who struggle to acclimatise to their new school environment may benefit tremendously from the development and implementation of culturally sensitive interventions. The empirical research examined sheds light on the ways in which acculturative stress may negatively impact academic performance and subjective stress levels. By examining the processes, moderating variables, and long-lasting effects at play, future research may help us better comprehend this nuanced association. It is essential to investigate the effects of stress.

Future Research Direction

The results of this evaluation provide a solid foundation upon which to build future studies. First, more international studies comparing the impact of acculturative and other types of stress on academic achievement and well-being are needed. This would help shed light on the underlying mechanisms at play and identify culturally unique aspects that impact the connection. Second, studies on how acculturative stress affects academic achievement and how it is experienced over time are desperately needed. Longitudinal research has the potential to provide information on the cumulative impacts of acculturative stress, as well as the stability or fluctuation of the connection. Finally, additional studies are needed to determine the processes through which acculturative stress impacts academic performance and subjective levels of stress. Considerations for mediating or moderating this association include analysis of coping mechanisms, social support systems, cultural identity, and acculturation tactics. Future research should consider using mixed-methods approaches, which combine quantitative measures with qualitative interviews or observations, to gain a deeper understanding of individuals' experiences and perspectives regarding acculturative stress, academic performance, and perceived stress. Treatments and support systems to lessen the impact of acculturative stress on academic performance and well-being should be created and carefully assessed. This would aid in the identification of effective acculturative stress support measures for use in academic institutions. These lines of inquiry will lead the creation of solutions and support networks that help students dealing with acculturative stress thrive personally and academically.

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