

## **Acculturation Stress, Personality Traits as the Predictors of Psychological Wellbeing of Asian Foreign Students in Metro Manila**

**Georgekutty Kochuchakkalackal and Joy R. Tungol**

*Psychological Department  
University of Santo Tomas Espania, Manila*

### **ABSTRACT**

With the soaring trends in globalization, people ought to seek a highly competitive and world-class education to excel in the combat. The Philippines, hailed as a fast emerging educational hub in Asia - Pacific, currently records a significant increase in the number of foreign students who come to obtain an education considering its high quality yet affordable services and living costs. However, one has to consider the effects of such venture in an individual, as he is exposed to a new environment, people, culture and language. Problems on adaptation, culture shock, language barrier, homesickness, discrimination, low self-esteem may arise resulting to depression, stress and anxiety which may lead him to vices such as alcoholism, drug addiction, engaging in love affairs, and tragically suicidal schemes.

Speaking in exact terms, the relationship of acculturative stress, personality traits and psychological well-being of a foreign student must be dealt with, with utmost attention and greater importance. Managing them may either be life –enhancing or death dealing, that is, it may help the individual to cope with it, or may pose an adverse impact in his life. Notably, this study focuses on such aim, in answer to this surging issue and tremendous need, providing coping strategies and defense mechanisms, for the total well-being of foreign students, in the pursuit of their studies and career. At the onset, this research is a relevant tool and a beneficial medium, not only to the foreign students but also to counselors, parents, mentors and those handling cases related to such.

**Key words:** *Acculturation stress, Personality Traits, Psychological Wellbeing*

## **1. Introduction**

When one speaks of psychological well-being of a person, it denotes the integration of the total faculties or dimensions of human functioning in terms of physical, intellectual, emotional, social and spiritual aspects (Durkin, 2008; Valeria, 2010). It is determined by his aptitude to manage life stresses and strains or his own appraisal of balance and harmony in life (Edward, 2006).

With the impact of globalization, current trends and competitions, people aim at attaining the best quality education that is in congruence to their economic status, or more often beyond their financial capabilities. In this pursuit, they are required to leave their own homelands to go to some other localities, cities and oftentimes, to foreign lands. Notably, international students flock into highly rated and prestigious universities around the globe.

The Philippines is hailed as a fast soaring educational center in the Asia Pacific Region. Based on the recent statistics done by the Bureau of Immigration (BI), the number of foreign students studying in the country has increased by 14% or to a level of more than 47, 000. To wit, immigration officer Ricardo David, said that their office approved a total of 47, 478 applications for student visa and Special Study Permit (SSP) in 2012, which is 14% significantly higher than the recorded 41, 443 foreigners who had availed in 2011 (Philippine Bureau of Census, 2012).

Studying abroad, however, can pose a number of challenges that may create diverse or adverse effects on the psychological well-being of foreign students. The problems of adjustment, adaptability and adoptability along with homesickness, racial discrimination, language barriers and academic pressure in a different educational system with lack of social, financial and emotional support are inevitable (Jing & Patricia, 2010). The most common phenomenon is culture shock due to the diversity in beliefs, systems, language and manners. Most likely, they feel pressured, stressed and burned out and eventually, they get low marks, or even become drop-outs (Ekehammer, & Akrami, 2007). As a coping mechanism, they resort to drugs, alcoholism, sex and worst, suicidal tendencies. Putting it in simple terms, they experience acculturation stress which has a detrimental impact on their psychological well-being (Dao, Lee & Chang, 2007). Hence, it is imperative that they learn to adjust gradually to their new cultural environment. As expected, if they are not provided with ample and effective assistance during the process, they will incur difficulties handling various stressors and will be prone to developing mental or health problems, poor academic performances, and will eventually quit.

Considering these factors, the influx of foreign students who come to study in this country, the manifold effects of acculturation stress in their lives, this research serves as a relevant tool and an effective medium, a healthy coping mechanism and strategy in dealing with the psychological well-being of foreign students. Moreover, this also serves as a reference to schools and counselors handling these cases. Agency France Press (AFP) reported that the very reasons why foreign students study in the Philippine is to obtain a world class, yet affordable education which utilizes English for instructions, besides the simple lifestyle and their rich friendly cultural values of Filipinos. Furthermore, with what is said to be more than 2, 100 of state-run institutions nationwide, they offer a wide array of curriculums, with an immigration-

friendly policy to students. In fact, in the global job arena, a Philippine diploma can be just as competitive as those given by the United States universities; thus, a Philippine graduate is highly recognized abroad. Moreover, being the only Catholic country in Asia, the inculcation of moral values is greatly appreciated in the educational system. Besides, Filipinos are known to be friendly and hospitable. In her contributions to the academe, Professor Evelyn Songco, the Assistant to the Rector for Student Affairs in University of Santo Tomas (UST), surmised the high number of foreign students to the government's confident endeavor to make the Philippines an "academic Mecca", a world-class educational hub in the Asia-Pacific.

## **2.Literature Review**

This study investigated the relationship of five big personality traits such as conscientiousness, agreeableness, neuroticism, openness to experience, extraversion and of acculturation stress in relation to the psychological well-being of foreign students in Metro Manila.

### **2.1. Psychological Well-being**

Recent studies from famous social psychologists focused on the factors that influence people's judgments about well-being, which includes their frame of mind states at the time of assessment (Emmons, & Coullough, 2003; Harpman, 2004; Wood, Joseph & Maltby 2009) or in one way or the other their judgments are in accordance with the frequency or centeredness of positive feeling states (Wood et al., 2008). In simpler terms, well-being has something to do with the idea of positive thinking which greatly influences one's affective and psychomotor domains. From its inception, psychology has been acknowledged and recognized as a subject that has to concentrate more on human tragedy and misery than the primal causes and effects of positive functioning. This seemingly perceived bias in focus, in turn, resulted in the expanded scope in the study of psychological well-being (Wood, Joseph & Maltby, 2009). It indicates that there is still lack of literature and investigations done on the factors that influence it and the consequences it constitutes, as well as coping strategies and measures.

Given that the existing hallmark of subjective well-being have been evaluated comprehensively (Parkinson 2004; Maltby, Gillett, Linely, & Joseph 2008), validity and reliability of existing gauges become the massive focal point of the investigations. Hence, it was found out that single-item indicators of well-being are less dependable than multi-item scales, that social desirability is not a major confrontation in this literature. Evidently, the influence of the society, culture, environment and other external factors on the well-being of an individual is not given much credit in these studies, rather concentrating on the individual's personal circumstance and behavior. Moreover, marks of life satisfaction tend to be more dependable than affective aspects of well-being. When it comes to enunciating the basic structure of psychological well-being, the positive and its negative impact and life satisfaction are the cardinal feature of their controversy (Ryff & Keyes 1995; Keyes, Shmotkin, & Ryff 2002). Any undesirable elements and unpleasant facets in life are not main concerns but more on

the fulfillment of one's needs and expectations and the pleasures derived from it. Given that these areas are the main concerns to this literature, it is but pertinent to survey their origins. Thus this study seeks to discover the social aspects to make a link on these previous studies, arriving at a comprehensive literature on psychological well-being of a person, especially the international students, who are the main concerns here.

This encompassing literature, focusing at important positive psychological functioning, covers the following perspectives: Maslow's conception of self-actualization; Roger's outlook of the fully functioning person; Jung's and Von Franz's formulation of individuation; and, Allport's conception of maturity. Also, areas of study on the theory for defining psychological well-being follows from lifespan developmental dimensions which highlights the unlikely concerns at various stages in life. Inclusive here are Erikson's psychosocial stages model, Buhler's basic life tendencies that aims toward the satisfaction of life (Schimmack, Oishi, Furr, & Funder 2005), and Neugarten's features of personality change in adulthood and old age. A study revealed the positive criteria of mental health, devised to reinstate definitions of well-being as the absence of illness, indicated wide-ranging descriptions of what it means to be in good psychological health. Clearly, it can be gleaned from these multi-faceted studies the thorough connections of both personal and societal factors and influences as determiners of the psychological well-being of an individual. Indicatively, this is the springboard of this on-going study.

## **2.2. Challenges Experienced by International Students**

Researches have documented the issues faced by migrants, in general (Xiao-Liang, 2007), and international students in particular (Constantine et al., 2005), so as to understand and respond to the problems of adjustment that living in another country creates for them. The issues, mainly material, academic, and acculturative in nature, become stressors for the students at a time when they are away from their families and friends; thus, their living situations are characterized by the following concerns: lack of friends, loneliness, culture shock, communication difficulties, lack of understanding and the challenges of language acquisition.

Of these concerns according to Grayson and Stowe (2005), it is the interaction with local students and other members of the community which poses a major problem for international students. Other problems that they encounter are: loneliness, nostalgia, depression, confusion, self-esteem, somatic complaints, family problems or the loss of loved ones, time pressure, adjustment to food and climate, finances, and employment (Grayson & Stowe, 2005).

Mehdizadeh and Scott, (2005) listed the following concerns for international students: spouse's employment, pre arrival information about material factors such as housing, child care facilities, length of the scholarships and health and medical treatment. Lin, Gisela, Yi, and Jenny (1997) include the following concerns of international students: lack of motivation, laziness, bad study habits or attitude, inability to concentrate, loss of interest or desire to do anything, low self-esteem, irritability and anger.

In addition to the concerns mentioned, Xiao-Liang, (2007) listed that international students experience sharp changes in values and communication patterns as particularly nerve-racking, while Duong-Ohtsuka and Ohtsuka (2001) mentioned strain from academic demands, language barriers, financial concerns performance anxiety, depression, loneliness, homesickness, relationship problems, non - assertiveness, stereotyping, discrimination and paranoia.

Regardless of these serious issues encountered by international students, their attitude towards seeking psychological help for their concerns is not positive. According to Lin, Gisela, Yi, and Jenny (1997) international students preferred to seek help from medical doctors for the physical symptoms of their psychological problems. This could be so because either the students were not aware that their physical ailments had psychological origins or that they were reluctant to seek help from psychologists or counselors.

### **2.3. Concept of Acculturation**

International students have diverse adjustment problems and difficulties related to the cultural shock which they are experiencing such as confusion about role expectation, loss of social support, alienation, discrimination and language barriers. These experiences jointly are called acculturative stress (Constantine et al., 2005) i.e., stress attending the procedure of acculturation. The specific dimensions of acculturation process are a strapping predictor of acculturation (Knipscheer&Kleber, 2007). Matsudair stressed that psychological acculturation is not a primal, single-dimensional process. The course of cultural change and retention differs across the various confines of acculturation(Matsudair, 2006). It mainly depends upon the individual's experience within close cultural settings.

Acculturation is a progression of cultural change that results from repeated, straight contact between two distinct cultural groups (Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004). Acculturation has been defined as the process of incorporating values, beliefs, and attitudes of the foreign culture with that of the values, beliefs, and attitudes of the individual's own culture (Constantine, Okazaki, &Utsey, 2004).

On the other hand, Ya Liao, Rounds and Klein (2005) defined acculturation simply as a modification of attitudes and behaviors of the people from one culture to another. Acculturation primarily expresses the heterogeneity of the international group and is related with numerous mental health variables. In their view there is an intense relationship between acculturation and personal concerns such as generation status, religion, and family bounds. According to Matsudaira (2006), a wide range of acculturation routes is produced by the homogeneity/heterogeneity of the larger society, size and composition of one's group in the community, prejudice, discrimination, immigration laws, educational system, cultural divide, as well as type of group such as immigrants, guest workers, refugees or international students. Moreover, acculturation is regarded as an interactive learning experience between a person and host culture of society (Mivite and Constantine, 2006).

### **2.4.FactorsContributing to Acculturative Stress.**

Acculturation is a process of change in values, beliefs, attitudes, and behaviors

resulting from contact with another culture (Beckerman & Corbett, 2008; Jibeen 2011). Paukert, Pettit, Perez, and Walker (2006) found that geographical separation from family, limited knowledge of the host culture's language; low income level, low education level, low self-esteem, and low social support are the main factors which contribute to acculturative stress. Acculturative stress results from such factors as demographics, pressure from the majority group, and method of acculturation. Psychologically, cognition and pressure are also factors causing acculturative stress (Berry 2005). Another important factor which provokes cultural stress is lack of connectedness and feelings of belongingness in universities (Thomson, Rosenthal, & Russell, 2006; Tartakovsky, 2007). Wei, Heppner, Mallen, Ku, Liao, & Wu (2007) said that the psychological difficulties in adapting to a new culture were the sources of acculturative stress. This stress often includes factors such as academic pressures, language difficulties, feelings of inferiority, and difficulties in adjusting to new food or cultural values, lack of support, perceived discrimination, and homesickness.

According to Poyrazli et al (2004), acculturative stress brings about a significant deterioration in an individual's health physiologically, psychologically and socially relative to the acculturation process. Such acculturative stress could initially start mildly and worsen in time. Generally, individuals undergoing acculturative stress are anxious and depressed which may eventually intensify in the absence of a social support system.

Acculturative stress is the consequence of some set of emotions and behaviors, such as depression, anxiety, feelings of marginality, alienation and identity bewilderment (Williams & Berry 1991, Finch & Vega, 2003; Yoon, Lee, & Goh, 2008). It is characterized by a tendency to attribute negative life events to universal causes, related to symptoms of anxiety, and to a lesser extent, depression (Paukert, Pettit, Perez, & Walker, 2006). Moving to a new culture can pose detrimental effects on people's mental health (Constantine, Okazaki, & Utsey, 2004; Rudmin, 2009). In this context, more acculturated students tend to experience superior levels of adjustment to their host culture because of their increased familiarity with the norms of that culture.

## **2.4 Personality Traits**

The Five-Factor Model (3m-40) of personality has been shown to be true throughout different cultures and age groups (Saucier, 2002). It explains that personality can be broken down into five components: extraversion; agreeableness; conscientiousness; neuroticism, and openness. McCrae and John (1992) and Saucier (2002) describe each of the traits and the qualities that go with each trait.

People high in extraversion are outgoing, talkative, assertive, enthusiastic, active and energetic. Those classified as agreeable tend to be kind, sympathetic, generous, forgiving, appreciative and trusting. Conscientiousness is associated with being playful, thorough, organized, responsible and reliable. People high in neuroticism can be described as touchy, anxious, tense, self-pitying, worrying and unstable. Lastly, openness is associated with being artistic, original, insightful, creative, imaginative, curious, and to have wide interests.

## **2.6. Five Big Traits and Psychological Well being**

According to Ying & Han (2006), personality traits have long been recognized as strong predictors of psychological well-being conceptualized as people's levels of positive emotion versus negative emotion and their satisfaction with life. Psychological well-being is consistently associated with all Big five factors, notably low neuroticism and high conscientiousness, extraversion, agreeableness and openness. Theorists have argued that particular values are associated with psychological well-being.

Theorists Ryan & Deci (2000) have argued that particular values and personality traits are associated with psychological well-being.

Although traits and values are conceptually distinct, they are empirically related. Roccas et al. (2002) for example found association of the following traits and values:

- Extraversion with achievement, stimulation and Hedonism values
- Openness with self-direction, universalism and stimulation values
- Agreeableness with benevolence, tradition and conformity values (Emmou, & Coullough, 2003)

Although small to moderate in size, these associations imply that the trait and value domains have significant common variance ( Haslam, J Whelan, B Bastian, 2008).

## **3. Theoretical Background**

The theoretical framework for this study was drawn from the Five Big factors of McCrae & Costa (1987), Acculturation theory of JW Berry and Psychological well-being theory of Ryff.

### **3.1. Theory of Five Big factors**

Today, many researchers accept as true that they are five core personality traits. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987) (Richardson, & Ratner, 2005).

The "big five" are said to be categories of personality traits. Though there is a significant body of literature sustaining this five-factor model of personality, researchers don't all the time have the same opinion on the precise labels for each aspect. Both environment and heredity greatly affect all five factors. Studies indicate a high degree of stability in personality characteristics during adulthood. However, changes in all five traits take place at different points in the lifespan of an individual. Typically, levels of agreeableness and conscientiousness increase over time, while neuroticism, extroversion and openness have a propensity to decrease. Also, changes in the major five personality traits hinge on the individual's present stage of development. For instance, during childhood and early adolescence, the levels of agreeableness and conscientiousness show a negative trend. In the late adolescence stage and into adulthood, individual differences occur as people demonstrate unique

patterns of change in all stages of their life (Finch and Vega, 2003).

- Extraversion: This trait includes characteristics such as excitability, friendliness, talkativeness, boldness and high amounts of emotional expressiveness.
- Agreeableness: This personality dimension includes attributes such as trust, unselfishness, kindness, affection, and other pro-social behaviors.
- Conscientiousness: This trait includes thoughtfulness, self-control, goal-oriented, organized and mindful of details.
- Neuroticism: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.
- Openness: This trait features characteristics such as imagination and insight, and having broad range of interests.

Notably, each of the five personality factors represents a range between two extremes. For instance, extraversion represents a continuum between extreme extraversion and extreme introversion. It means most people lie somewhere in between the two polar ends of each dimension.

Remarkably, in a research done by McCrae and his colleagues, the big five personality traits has been adjudged as universal in scope, meaning it is also applicable or extending to all peoples at all times and all places. As a model of this finding, a study was launched involving people of 50 diverse cultures. A noteworthy finding states that the five dimensions are considered as precise standards to measure or describe one's personality (Finch & Vega, 2003). These multifaceted researches paved the idea that the big five traits are not only universal in scope but also biological in origin. Clearly, to have a wholistic view of the big five traits, one has to delve in both, the genetics and social aspects of an individual.

It is also significant to note that behavior entails an interaction between a person's underlying personality and situational variables. The circumstances where an individual is in plays a major role in his reaction. By and large, people respond in accordance with their basic personality traits.

### **3.2. Berry's Theory of Acculturation**

Berry (2005) proposed a model for explaining the acculturation process and pointed out that factors, in both the new culture and the culture of origin, are crucial. He stated that the process of acculturation varies for every individual based on the attitude and behavior towards integration of traditional culture and that of the new culture. He also explained that it can determined whether an individual is integrated, assimilated, separated, or marginalized in the new culture based on the strategies the individual utilizes.

When an individual tends to embrace both his culture and the culture of the host country, it reveals the so called, integrated strategy. He has a balanced outlook, shows interest in learning the new culture while preserving his own. Yet, if he forgets or distantiates from his own culture while becoming eager in learning and embracing the new culture, we call this assimilated strategy. The culture shock phenomenon is expected to occur since he totally detached himself from his own culture. Moreover, if



he remains closed and totally attached to his traditional culture, it shows the separated strategy. He follows religiously his traditional culture, yet frowns on the new culture. A worst strategy would be the marginalized strategy, wherein an individual becomes antagonistic to both previous and recent culture. This implies that he does not see both cultures as contributory to his well-being as an individual. Employing the better acculturation techniques, ensure less difficulty in the acculturation process. (Berry 2005).

### **3.3. Carol Ryff's Theory of Psychological Well-being**

A study done by psychologist Dr. Carol Ryff (2005) centered on psychological well-being or an individual's psychological functioning. She documented socio-demographic correlates of well-being, centered on individuals' life experiences and their interpretations that influence their well-being. Her study developed an area in which she generated a theory-driven, empirically-based approach to assessment of multiple dimensions of positive psychological functioning.

According to Ryff, self-sufficiency plays a role in an individual's psychological well-being. It refers to an individual's self-determining and independence. It also refers to the ability of an individual to resist social pressures and rather think and act in his own choosing. It is being able to regulate one's behavior from within at the same time the evaluation of self by personal standards. In general, it is the controlling of complex array of external activities based on or suitable to personal needs and values.

The above-mentioned theory of psychological well-being aims to assess the essential aspects in an individual. Among these are self-acceptance, i.e. his level of self-worth, positive qualities to others, i.e. his desirable way of dealing with others. It also includes sense of autonomy in thoughts and actions, i.e. being dependable and reliable especially in decision-making, also, environmental mastery, i.e. his capability to handle odd and unexpected issues in his surroundings, which caters to his personal needs and values. To add, his sense of purpose in life, i.e. being goal and task oriented person, setting short and long-term achievable goals. Lastly, his sense of personal growth, i.e. geared towards his continued development and self-actualization. The good interplay of these dimensions foreshadows their indispensable role in one's psychological well-being (Ryff 2005).

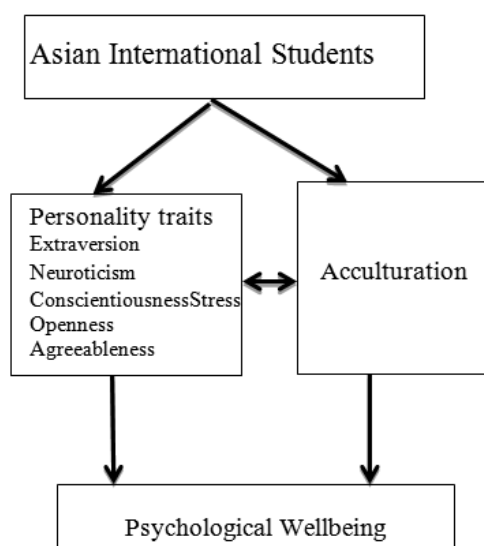
Thus, one can conclude that psychological well-being of a person refers to the wellness and stability of a person's self. With this in mind, the researcher decided to measure the psychological well-being interrelated to the personality traits and acculturative stress as the predictors of the Asian foreign students in Manila.

## **4. Conceptual Framework**

Previous studies have shown that international students often have high expectations of what their life will be like when they move to another country. When unable to meet their expectations it leads them to experience several psychological crises or social dysfunctions (Constantine, Okazaki, & Utsey, 2004). The issues and problems that they face are unique in nature and an area that needs research. Personality traits,

acculturation stress and psychological wellbeing are affected by a variety of variables. Since physical well-being is connected to the physical, intellectual, emotional, social, and spiritual dimensions of well-being, looking into these more thoroughly in relation to how acculturation impacts on psychological well-being becomes an even more difficult task. This study delved on the personality traits and acculturation among foreign students and the impact of these variables upon the individuals' psychological well-being. This paper attempted to examine the effect or influence of personality traits and acculturation stress in relation to the psychological well-being of international students in Manila.

The figure 1 indicates that information for the predictor variables and criterion variable to be used in the quantitative study will come from questionnaires answered by Asian International students. The two boxes at the middle portion indicate the predictor variables and the box at the bottom indicates the criterion variable. Among the two predictor variables acculturation stress and personality traits have one and five subscales, respectively. The arrows which lead to psychological well-being show the relationship of each predictor variable with the criterion variable.



### **Hypotheses**

- There is no significant relation among the acculturation stress, personality traits and psychological well-being.
- Acculturation stress and personality traits are not the predictors of Psychological well-being

### **Research Questions**

1. What are the Mean Score and Standard Deviation of the students in the following variables?
  - Personality Traits

- Acculturation Stress
  - Psychological Well-being
2. Is there significant relationship among acculturation stress, personality traits and psychological well-being among Asian international students?
  3. Are Personality Traits and Acculturation Stress predictors of Psychological Well-being of Asian foreign students in Metro Manila?

## 6.Method

In this study the researcher employed quantitative research designs and utilized multiple correlations. The goal of correlation research strategy was to examine and describe the associations and relationship between variables (Gravetter&Forzano, 2009). This model best suits the present study because its aim is to provide the researcher with information on how the variables are related. By using correlation design, the researcher attempted to examine the relationship between variables such as Personality Traits, Acculturation Stress and Psychological Well-being.

## 7.Subjects and Study Site

### *Research Setting*

This research study was conducted in Metro Manila, the capital city of the Philippines; the participants were students from various Asian countries who have on the average been in the Philippines for around 3.2 years with  $SD = 2.8$  and are studying in different universities in Manila. Asian countries where at least more than 5% come from are: Nepal, Indonesia, India, Myanmar, China, Vietnam, Cambodia and Sri Lanka and Korea. The universities are Emilio Aguinaldo College (EAC), University of Santo Tomas (UST), De La Salle (DLSU), Ateneo de Manila University (ADMU), Philippine Women's University (PWU), Asian Social Institute (ASI), Institute of Formation and Religious Studies (IFRS), St. Paul University Manila. The selection was based on the following criteria: a) Age: between 15-45 years; b) Years of stay in the Philippines: less than 7 years at the time of this study, because it is expected that the longer the stay in the host country, the higher would be their level of acculturation; c) Citizenship: should be citizens of other Asian countries; d) Willingness to participate in the study. The students from various Asian countries who participated in this study were enrolled in bachelor's and master's courses. A total of 230 international students filled out and returned the questionnaires. Twenty (20) questionnaires were filled by non-Asian students, ten (10) questionnaires were repetitions and three (3) questionnaires were not completely filled, e.g., they left out demographic or other information. Thus, only 197 questionnaires were considered valid.

Once entered into the computer, data were subjected to further data screening and analysis procedures. In rare cases where there are missing data, these were replaced using the group mean.

The sample included 41% male students and 59% female; their ages which ranged from 20 to 45 years averaged 29.0 years with  $SD=8.0$ .

## **8. Data Gathering Procedure**

Before the data gathering phase, the questionnaire consisted of a demographic section and other instruments containing the different metrics used for the study, was pilot-tested to determine whether the participants could understand the terms used. The demographic questionnaire was designed to profile the participants' age, gender, nationality, course being studied, university enrolled in and years of stay in the Philippines. The other instruments on the other hand, contained the different metrics needed in the study; i.e., metrics for Psychological Well-Being (the criterion variable) as well as Acculturative Stress and Personality Traits (as predictor variables).

The researcher contacted various persons and through them got in touch with those in charge of the office of international students in each target school. With their help, the researcher collected the names and addresses of the students. After getting their consent, the researcher sent a survey packet containing a fresh request for their participation, a questionnaire and an envelope addressed to the contact person in each university. These authorized contact individuals did the distribution and retrieval of the questionnaires from the students who agreed to participate in the study. After a month, almost 80% of the survey packets were completed and returned. All responses were held confidential.

## **9. Mean and Standard Deviation**

Acculturative Stress (mean = 94.7,  $SD= 30.33$ ) among the group is relatively low. Among the personality traits, the group has the highest mean on being Agreeable ( $M=33.3$ ,  $SD= 4.90$ ), followed by Conscientiousness ( $M= 30.7$ ,  $SD= 5.46$ ) and Openness ( $M= 33.7$ ,  $SD= 4.79$ ), then by Extraversion ( $M=25.2$ ,  $SD= 4.41$ ) and lastly by Neuroticism ( $M= 22.9$ ,  $SD=4.62$ ). Among the Psychological Well-Being traits ( $M=219.9$ ,  $SD= 28.80$ ), the participants as a group scores relatively higher on Positive Relations with Others ( $M=38.0$ ,  $SD=6.66$ ), Personal Growth ( $M=37.6$ ,  $SD= 6.24$ ), Purpose In Life ( $M=37.3$ ,  $SD=6.13$ ), Self-Acceptance ( $M=36.4$ ,  $SD=7.00$ ) when compared to the mean scores of Environmental Mastery ( $M=35.8$ ,  $SD=5.94$ ) and Autonomy ( $M=34.9$ ,  $SD=5.60$ ).

## **10. Result**

Since bi-variate correlations of the six Psychological Well-Being subscales are all significant, principal components analysis (PCA) is used to derive a single composite variable that will become the dependent variable of the regression model. PCA outputs a composite variable (based on the 6 PWB subscales) which accounts for 60% of total variability.

**Tables 1** presents the correlation coefficients to describe the relationship among the variables namely: Overall Psychological Well-Being, Acculturative Stress and the five personality trait subscales.

VARIABLES		VARIABLES						
		PWB	AS	AGR	CON	NEU	EXT	OPE
Psychological Well-Being (derived using overall average)	PWB	1.00	- .666**	.596**	.594**	- .338**	.263**	.261*
Acculturative Stress	AS	- .666**	1.00	- .535**	- .445**	.423**	-0.13	- .146*
Agreeableness	AGR	.596**	- .535**	1.00	.570**	- .341**	.147*	.141*
Conscientiousness	CON	.594**	- .445**	.570**	1.00	- .403**	.290**	.173*
Neuroticism	NEU	- .338**	.423**	- .341**	- .403**	1.00	- .238**	0.08
Extraversion	EXT	.263**	-0.13	.147*	.290**	- .238**	1.00	.246*
Openness	OPE	.261**	-.146*	.141*	.173*	0.08	.246**	1.00
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Looking at the column under variable table, it denotes that Psychological Well-Being (the criterion variable) vs Acculturative Stress (a predictor variable) although negative, has the highest absolute correlation ( $r = -.666^{**}$ ). This implies that Asian foreigners who have high levels of acculturative stress would have low psychological well-being; conversely, those who have low levelsof acculturative stress would have highpsychological well-being.

Next to Acculturative Stress, Agreeableness ( $r = .596^{**}$ ) and Conscientiousness ( $r = .594^{**}$ ) have the highest correlation coefficients vs Psychological Well-Being. Since these are positively correlated, high scores for Agreeableness or Conscientiousness) would also imply high scores for Psychological Well-Being; i.e., as Agreeableness or Conscientiousness increase, so does Psychological Well-Being.

Neuroticism ( $r = -.338^{**}$ ) is another personality trait with negative correlation coefficient vs Psychological Well-Being and this implies that when Neuroticism is high, Psychological Well-Being is low.

To a lesser extent, Psychological Well-Being is also positively correlated with Extraversion ( $r = .263^{**}$ ) and Openness ( $r = .261^{**}$ ). These traits have something to do with adaptation to the host country's cultural situations and nature. These positive relationships between these variables imply that those who tend to be more open and sociable would also tend to imply high Psychological Well-Being.

The column under code 2 shows Acculturative Stress has negative coefficients across all the other predictor variables except Neuroticism ( $r = .423^{**}$ ). It is because Neuroticism includes anxiety, anger, hostility (being irritable), depression, shyness, being moody and vulnerability; and these highly prompt stresses. This implies that a Neurotic person would have high Acculturative Stress.

On the other hand, when Agreeableness and Conscientiousness levels increase, Acculturative Stress decreases; and most likely, when Acculturative Stress is high the score of the Agreeableness and Conscientiousness will be low. Being Agreeable includes being more understanding and forgiving, not being demanding, being modest and sympathetic, being more adaptable to culture and yielding, leading to smoother adjustment to the host culture. Moreover, Conscientiousness leads to being efficient, organized, responsible, independent, dutiful and deliberate showing a better way of dealing with others.

The column under code 3 shows that being Agreeable is highly correlated with being Conscientious ( $r = .570^{**}$ ) as well as Extraversion ( $r = .147^*$ ) and Openness ( $r = .141^*$ ), although at a lower level. In addition, it is negatively correlated with Neuroticism ( $r = -.341^{**}$ ). Evidently, foreign students who are Agreeable and Open are more open-minded, sociable and flexible, paving easier and smoother way of adapting and adjusting to the nature and customs of the host country.

## 11. Deriving the predictor variables

Since there is a possibility of multi-collinearity among the existing predictor variables (Acculturative Stress, Agreeableness, Conscientiousness, Neuroticism, Extraversion, Openness) factor analysis is implemented to derive the needed independent predictor variables.

## 12. Implementing Regression Analysis

Using the PCA-derived Psychological Well-Being as criterion variable and the factor analysis-derived attributes as predictors, regression coefficients are as follows:

**Table 2.** Regression Results

VARIABLES	Coefficients	
	Beta	p-values
AGREEABLENESS/ CONSCIENTIOUSNESS	.594	.000
NEUROTICISM/ ACCULTURATIVE STRESS	-.385	.000
EXTRAVERSION	.089	.059
OPENNESS	.260	.000
a. Dependent Variable: PWB		
Notes: Adj R Square = .568; ANOVA p-value = .000		

This study used linear multiple regression analysis for identifying variables which affect the criterion variable. The regression model resulted to an Adj  $R^2=.568$  which is more than .5 and therefore the regression model with Agreeableness/Conscientiousness, Neuroticism/ Acculturation Stress and Openness account for around 57% of total variability and therefore can be used as predictors of Psychological Well-Being of Asian foreign students; p-value for Anova is  $<.05$  so at least one of the regression model coefficients is not equal to 0; i.e., at least one of the independent variables can be used to predict Psychological Well-Being.

Among the variables those with p-value  $< \alpha=.05$  will be the predictors of the criterion/dependent variable. Since p-value for Extraversion is  $>.05$  beta for Extraversion is 0 therefore, it is excluded from the equation. The regression equation is:

$$\text{Psychological Wellbeing} = (.594) (\text{AGREEABLENESS} / \text{CONSCIENTIOUSNESS}) + (-.385) (\text{NEUROTICISM} / \text{ACCULTURATION STRESS}) + (.260) \text{OPENNESS}$$

The equation shows that predictors Agreeableness / Conscientiousness and Openness each have positive effects on the Psychological Well-Being of Asian foreign students; i.e.; as the levels of these personality traits go up, the level of Psychological Well-Being is boosted. On the other hand, the factor composed of Neuroticism and Acculturation Stress has a negative effect on Psychological Well-Being: when Acculturation Stress and/or Neuroticism levels are high, Psychological Well-Being deteriorates. Similarly, when Neurotic personalities are unable to cope with and/or overcome certain cultural situations, they would be highly prone to stress and risks which adversely affects their Psychological Well-Being. Based on the regression equation:

- For every unit increase in AGREEABLE / CONSCIENTIOUSNESS, Psychological wellbeing increases by 0.594
- For every unit increase in NEUROTICISM / Acculturation stress, Psychological wellbeing decreases by 0.385
- For every unit increase in OPENNESS, Psychological wellbeing increases by 0.260

## Conclusion

Remarkably, among those five personality traits expounded, Agreeableness and Conscientiousness rank highest in correlation with the Psychological well-being of the Asian foreign students of Metro Manila. It shows that they highly exude trust, competence, modesty, self-discipline and attitudes showing agreeableness and conscientiousness, which conquer the Acculturation stressors they encounter, paving way for a higher level of their Psychological well-being. This clearly indicates that these Asian foreign students have successfully adjusted and adapted to the Philippine culture, educational system and environment.

Given the six components of Psychological Well-being namely autonomy, environmental mastery, self-acceptance, positive relationship with others, personal growth and purpose in life, it is noticeable that among these components, positive

relations with others is highly correlated with the personality trait of agreeableness and conscientiousness. It deeply affirms that agreeableness and conscientiousness are potent predictors of psychological well-being of Asian foreign students in Manila. This points to the fact that the more they show positivity and openness, they build better and positive relationship with others, which become their anchor in overcoming and counteracting the different facets of stressful elements that come their way as a person and student of a foreign place, eventually leading them to a wholistic and eminently favorable Psychological well-being. This conducive state boosts their morale / self-esteem and self-confidence, making them exceedingly competitive and effectively productive in their studies and endeavors, turning them into successful and efficient professionals in their chosen careers and future workplaces. Other components are ripple effects of Positive relationship with others, that is, when these Asian foreign students are able to associate well with others, they begin cultivating good personal growth, accepting themselves, their strengths and weaknesses, training them to be independent and self-reliant thereby showing and discovering their purpose in life, eventually, extending their sense of responsibility to their environment and community.

Finally, the researcher gleaned from his study that Personality traits (except Extraversion) and Acculturation stress are strong predictors of Psychological well-being among Asian foreign students in Metro Manila. To wit, obtaining an education outside of one's place of origin is both challenging (i.e. life enhancing) and threatening (i.e. death dealing): Challenging in a sense that each foreign student has to possess a strong personality, sense of optimism and a large doze of flexibility to overcome any acculturative stressors that the endeavor may pose and produce, consequently emerging victorious in life and in his endeavor. On the other hand, it becomes threatening, if one tends to be weak, pessimistic and neurotic, yielding to the difficulties and struggles within himself and his environment, ending as a failure in life and in his undertaking. And yet, the former effect (i.e. life-enhancing) must be dealt with, with full attention and utmost importance to ensure a more favorable or a higher level of Psychological well- being among these Asian foreign students.

## **Recommendations**

Based on the findings of the study, the researcher proposes the recommendations listed below:

1. International students mostly experience stress in cultural, academic, and interpersonal areas. Thereby, they need a trusted person or a support group whom they can openly confide their problems and concerns for an advice or coping strategies cope with the cultural stresses and academic changes of the host country.
2. It is important to appoint a university counselor to explore the international student's difficulties and provide them assistance to overcome the stress experienced from the new culture. To be very specific appoint a councilor from their own Country and the counselors must be aware of cultural differences and must be experts in multi- cultural counseling.



3. Asian international students should have an orientation program to get in touch with the differences in cultural and social aspects, where they are encouraged to show enthusiasm in learning and understanding the tenets and trends of the host culture by research, exposure, observance and immersion in it, so as to pave a way for smoother adaption into it.
4. It would help to set up a psycho- educational program related to the counseling service, present its importance and relevance to the students, and explain to them how counselors can help them in their daily endeavors, besides helping them to balance their activities to achieve their set goals at a specified time.
5. Finally, all possible efforts should be made to help international students establish good friendships and connections with agencies that provides them assistance in any concern they have, to ease and hasten their cultural adjustment helping them in their acculturation process, as they achieve their purpose in the host country.

## **References**

- [1] Alvan, S. L.J., Belgrave F.Z., &Zea, M.C. (1996). Stress, Social Support and College adjustment among Latino Students. *Cultural Diversity and Mental Health*, 2, 193-203.
- [2] Anderson, L.E. (1994). A new look at an old construct: Cross-cultural adaptation. *International Journal of Intercultural Relations*, 18, 292-328.
- [3] Anita S. Mak, & Catherine Tran. (2001). Big five Personality and cultural relocation factors in Vietnamese Australian Students' intercultural social self-efficacy, *International Journal of Intercultural relations* 25, 181-201.
- [4] Beckerman, N.L., & Corbett, L. (2008). Immigration and families: treating acculturative stress from a systemic framework. *Family therapy*, 35, 63-82.
- [5] Berry, J. W. (1992). Acculturation an adaption in a new society. *International Migration*, 30, 69-85.
- [6] Berry, J. W. (2005). Immigration, acculturation and adaption. *Applied Psychology: An International Review*, 46, 5-68.
- [7] Blake, A. C. (2009). The experiences and adjustment problems of Africans at a historically black institution. *College Student Journal*.
- [8] Bolger, N., Zuckerman, A., & Kessler, R.C. (2000). Invisible support and adjustment to stress. *Journal of Personality and Social Psychology*, 79, 953-961.
- [9] Bouchard, G. (2003). Cognitive appraisals, neuroticism, and openness as correlates of coping strategies: An integrative model of adaption to marital difficulties. *Canadian Journal of Behavioural Science*, 35, 1-12.
- [10] Brent R. MacNaba, & Reginald Worthleyb. (2012). Individual characteristics as predictors of cultural intelligence development: The relevance of self-efficacy. *Journal of Intercultural Relations*, 36, 62-71.

- [11] CamilleeBrisse, SabaSafdarb, J. Rees Lewisb, & Colette Sabatiera. (2009). Psychological and sociocultural adaptation of university students in France: The case of Vitenamese International Students. *Journal of Intercultural Relations*, 32, 189-198.
- [12] Cash, T. F., Begley, P.J., David, P., McCown.D., & Weise, B.C (1975).When counsellors are heard but not seen: Initial impact of physical attractiveness. *Journal of Counselling Psychology*, 22, 273-279.
- [13] Coochina, L., Faria, L. (2009). Individualism and Collectivism: What Differences between Portuguese and Romanian Adolescents? *The Spanish Journal of Psychology*, 12, 555-564.
- [14] Constantine, M, G., Andeson, G.M., Caldwell, L. D., Berkel, L.A., &Utsely, S.O. (2005).Examining the cultural adjustment experience of African International college students: A qualitative analysis.*Journal of Counselling Psychology*, 52, 57-66.
- [15] Constantine, M.G., Okazaki, S., &Utsey, S.O. (2004).Stress and Depression in African, Asian and Latin American International college students. *American Journal of Orthopsychiatry*, 74, 230-241.
- [16] Dao, T.K., Lee, D., & Chang, H.L. (2007). Acculturation level, perceived English fluency, perceived social support level and depression among Taiwanese International students. *College Student Journal*, 41, 287-295.
- [17] Duckworth, A.L., Steen, T.A., & Seligman, M.E.P. (2005).Positive Psychology in Clinical practice. *Annual Review of Clinical Psychology*, 629-651.
- [18] Durkin, K. (2008). The adaptation of East Asian masters students to western norms of critical thinking and augmentation in the UK. *International Education*, 19, 15-27.
- [19] Edward C. Chang. (2006). Perfectionism and dimensions of Psychological wellbeing in a college student sample: A test of a stress- Mediation model. *Journal of Social and Clinical Psychology*, 25, 1001-1022.
- [20] Ekehammer, B., &Akrami, N. (2007) Personality and Prejudice.From Big five personality factors to facts.*Journal of Personality*, 75, 899- 925.
- [21] Emmous, R.A., & MC Coullough, M.E. (2003) Counting blessings versus bardens; An experimental investigation of gratitude and subjective wellbeing in daily life. *Journal of Personality and social Psychology*, 89, 377-389.
- [22] Finch, B.K., & Vega, W.A. (2003). Acculturations stress, social support, and self-rated health among Latinos in California. *Journal of Immigrant Health*, 5, 109-117.
- [23] Flannery et al., (2001). Adolescent coping: Theoretical and research perspectives, London: Routedge.
- [24] Grayson, J.P., & Stowe S. (2005).Language problems of international and domestic ESL students at UBC, York, McGill and Dalholusie and academic achievement. *Journal of Higher Education*, 56, 473-492.
- [25] Graves, T.D. (1967). Psychological acculturation in tri-ethnic community. *South western Journal of Anthropology*, 23, 337-350.

- [26] Haslam, J Whelan, B Bastian (2008). Acculturative stress, depression and suicidal ideation among immigrant and second generation Latino adolescents. *Journal of Academy of Child and Adolescent Psychiatry*, 35, 1183-1192.
- [27] Haynes, N.M. (2002). Addressing students' social and emotional needs: The role of mental health teams in schools. *Journal of Health & Social Policy*, 16, 109-123.
- [28] Heiman, T. (2004). Examination of the salutogenic model, support resources, coping style and stressors among Israeli university students. *The Journal of Psychology*, 138, 505-520.
- [29] Hoboken, NJ, John Wiley & Sons. Duru, E., & Poyrazli, S. (2007). Personality dimensions, psychological-demographic variables and English language competency in predicting level of acculturative stress among Turkish international students. *International Journal of Stress Management*, 14, 99-110.
- [30] Hovey, J., & King, C. (1996). Acculturative stress, depression and suicidal ideation among immigrant and second-generation Latino adolescents. *Journal of Academy of Child and Adolescent Psychiatry*, 35, 1183-1192.
- [31] Jessica L. Burris, Eamailly H. Brechting, M; John Salsman, Charles R. Carlson. (2009). Factors Associated with the Psychological wellbeing and Distress of University Students. *Journal of American college health*, vol. 57, No.5.
- [32] Jibeen, T., & Khalid, R. (2010). Development and preliminary validation of multidimensional acculturative stress scale for Pakistan Immigrants in Toronto, Canada. *International Journal of Intercultural Relations*, 34, 233-243.
- [33] Jing Zhanga & Patricia Goodson. (2010). Predictors of international students' Psychological adjustment to life in the United States: A systematic review. *Journal of Intercultural Relations* 35, 139-162.
- [34] John W. Berrya, Colette & Sabatierb. (2011). Variations in the assessment of acculturation attitudes; their relationships with Psychological wellbeing. *Journal of Intercultural Relations*, 35, 658-669.
- [35] Kafka, G.J., Kozma, A. (2002). The construct validity of Ryff's scales of Psychological wellbeing (SPCWB) and their relationship to measures of subjective wellbeing. *Social Indicators Research*, 57, 171-179.
- [36] Keyes, C.L.M. (2003). Complete Mental Health: An Agenda for the 21th century. In C.L.M. Keyes & J. Haidt (Eds), *Flourishing. Positive Psychology and the life well-lived* (pp. 293-312). Washington DC: American Psychological Association Press.
- [37] Keyes C.L.M. Lopez, S.J (2005). Toward a science of Mental Health. Positive direction in diagnosis and intervention. In C.R. Snyder, S.J. Lopez (Ed.). *Handbook of positive Psychology* (pp. 45-59). Oxford: University Press.
- [38] King. L.A., C.K. Napa, C.K (1998). What makes a life good? *Journal of Personality and Social Psychology*, 75, 156-165.
- [39] Kline Harrison, Margaret Chad Wick, & Maria scales. (1996). The relationship between cross-cultural adjustment and the personality variables of self-efficacy and self-monitoring. *Journal of Intercultural Relations* 2, 167-188.

- [40] Kosic, A. (2004). Acculturation strategies, coping process and acculturative stress. *Scandinavian Journal of Psychology*, 45, 269-278.
- [41] Kwan, V.S.Y. Bond, M.H., & Singelis, T.M. (1997). Pancultural explanations for life satisfactions: Adding relationship harmony to self-esteem. *Journal of Personality and Social Psychology*, 73, 1038-1051.
- [42] Lahti, I.J., Liebkind, K., & Reuter, M.J.A. (2006). Perceived discrimination, Social support networks and Psychological well-being. *Journal of Cross-cultural Psychology*, 37, 239-311.
- [43] Lai, D. W. L., & Surood, S. (2008). Predictors of depression in aging south Asians. *Journal of Cross-cultural Gerontology*, 23, 57-75.
- [44] Lam, B.T. (2007). Impact of perceived racial discrimination and collective self-esteem on Psychological distress among Vietnamese-American college students: Sense of coherence as mediator. *American Journal of Orthopsychiatry*, 77, 370-376.
- [45] Lee, Koeske, & Sales (2004). Social support buffering of acculturative stress: a study of mental health symptoms among Korean International students. *International Journal of Intercultural Relations*, 28, 399-414
- [46] Linley, P.A, Maltby, J., Wood, A.M., Osborne, G., Hurling, R. (2009). Measuring happiness: The higher order factor structure of subjective and psychological wellbeing measures. *Personality and Individual Differences*, 47, 878-884.
- [47] Lyubomirsky, S., & Lepper, H.S. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research*, 46, 137-155.
- [48] Lyubomirsky, S. (2001). Why are some people happier than others? The role of cognitive and motivational processes in wellbeing, *American Psychologist*, 56, 239-249.
- [49] Magna, C.G., & Hovey, J.D. (2003). Psychological stressors associated with Mexican migrant farm workers in the Midwest United States. *Journal of Immigrant Health*, 5, 75-86.
- [50] Misra, R., McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management and leisure satisfaction. *American Journal of Health Studies*. 16, 41-51.
- [51] Miville, M.L., & Constantine, M.G. (2006). Socio-cultural predictors of psychological help-seeking attitudes and behaviour among Mexican American college students. *Cultural Diversity and Ethnic Minority Psychology*, 12, 420-432.
- [52] Noh, S., & Kaspar, V. (2003). Perceived discrimination and depression: moderating effects of coping, acculturation and ethnic support. *American Journal of Public Health*, 93, 232-238.
- [53] Pallant, J. F, & Lae, L. (2002). Sense of coherence, wellbeing, coping and personality factors: further evaluation of the sense of coherence scale. *Personality and Individual Differences*, 33, 39-48.
- [54] Parkinson, J. (2004). Indicators of mental health and wellbeing. Background NHS Health Scotland. Retrieved Jan 10, 2005, from

- <http://www.phis.orguk/doc.pl?file=pdf/Mental%20Heath%20background%20pavised2.do>.
- [55] Pavrot, W., & Diner, E. (1993). Review of the Satisfaction with Life Scale. *Psychological Assessment*, 5, 164-172.
  - [56] Philipians Bureau of Census. (2012). Current population survey. Philipians, Manila: Population Reference Bureau, [www.immigration.gov.ph](http://www.immigration.gov.ph).
  - [57] Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), 126–136. 125
  - [58] Poyrazli, S., Kavanaugh, P. R., Baker, A., & Al-Timimi, A. (2004). Social support and demographic correlates of acculturative stress in international students. *Journal of College Counseling*, 7(1), 73-83.
  - [59] Richardson, C. G., & Ratner, P. A. (2005). Sense of coherence as moderator of the effects of stressful life events on health. *Journal of Epidemiology and Community Health*, 59, 979–984.
  - [60] Rickwood, D., Deane, F. P., Wilson, C.J., & Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health*, 4 (3), 1446-7984.
  - [61] Rodriguez, N., Mira, C. B., Myers, H. E., Morris, J. K., & Cardoza, D. (2003). Family or friends: Who plays a greater supportive role for Latino college students? *Cultural Diversity & Ethnic Minority Psychology*, 9, 236–250.
  - [62] Robitschek, C. (1998). Personal growth initiative: The construct and its measure. *Measurement and Evaluation in Counselling and Development*, 30, 183-198.
  - [63] Robitschek, C., & Kashubeck, S. (1999). A structural model of parental alcoholism, family functioning, and psychological health: The mediating effects of hardiness and personal growth orientation. *Journal of Counseling Psychology*, 46, 159-172.
  - [64] Ryan R. M. Deci, and E. L. (2000), The Darker and Brighter Sides of Human Existence: Basic Psychological Needs as a Unifying Concept, *Psychological Inquiry*, Vol. 11, No. 4, 319–338.
  - [65] Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. In S. Fiske (Ed.), *Annual review of psychology*, 52, 141–166.
  - [66] Ryan, R. M., & Frederick, C. M. (1997). On energy, personality and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65, 529-565.
  - [67] Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.
  - [68] Ryff, C. D., Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69, 719–727.
  - [69] Ryff, C., Singer, B. (2005). Integrative science in pursuit of Human Health and Well-being. In Snyder, C.R., Lopez, S.J. (Eds.), *Handbook of Positive Psychology* (pp. 541 – 555). Oxford: University Press.

- [70] Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement and implications for psychotherapy research. *Psychotherapy and Psycho-somatics*, 65(1), 14–23.
- [71] Seligman, M. E. P. (2002). *Authentic happiness*. New York: Free Press.  
Seligman, M. E. P., Parks, A.C., Steen, Tracy (2005). A balanced psychology and a full life. In Huppert, A. Felicia, Baylis, N., Keverne, B. (Eds.), *The science of well-being* (pp. 275 – 284). Oxford: University Press.
- [72] Sheu Hung-Bin, Lent, R.W. (2009). A social cognitive perspective on well-being in educational and work settings: Cross-cultural considerations. *International Journal for Educational and Vocational Guidance*, 9, 45–60.
- [73] Schimmack Ulrich, OishiShigehiro, Furr Michel, & Funder David (2005). *Personality and Life Satisfaction; A Facet-Level Analysis*. *Personality and Social Psychology Bulletin*, 30, 1062-1075
- [74] Suarez-Morales, L., & Lopez, B. (2009). The impact of acculturative stress and daily hassles on pre-adolescent psychological adjustment: Examining anxiety symptoms. *The Journal of Primary Prevention*, 30(3), 335–346.
- [75] Tabachnick, B.G., Fidell, L.S. (2007). *Using multivariate statistics*. (5 thed.) Boston: Pearson Education.
- [76] Trimbilas, O., Yang Lin, Clark, D. (2007). *Arta de a curescuze in culturaromaneasca: Use of Apology in Ethnic Romanian Culture*. *Human Communication. A Publication of the Pacific and Asian Communication Association*, 10 (4), pp. 421 – 436.
- [77] Verger, P., Combes, J – B., Kovess-Masfety, V., Choquet, M., Guagliardo, V., Rouillon, F., Peretti-Wattel, P. (2009). Psychological distress in first year university students: socioeconomic and academic stressors, mastery and social support in young men and women. *Social Psychiatry and Psychiatric Epidemiology*, 44 (8), 643 – 650.
- [78] Tartakovsky, E. (2007). A longitudinal study of acculturative stress and homesickness: High-school adolescents immigrating from Russia and Ukraine to Israel without parents. *Social Psychiatry and Psychiatric Epidemiology*, 42(6), 485–494.
- [79] Tidwell, Sias, M., Patricia. (2005). *Personality and information seeking: Understanding how traits influence information-seeking behaviors*, 42(1), 51-77.
- [80] Tylor, T. R., Kamarck, T. W., &Shiffman, S. (2004). Validation of the Detroit area study discrimination scale in a community sample of older African Americanadults: The Pittsburg healthy heart project. *International Journal of Behavioral Medicine*, 11(2), 84–94.
- [81] Valeria Negovan. (2010). Dimensions of students' psychosocial well-being and their measurement: Validation of a students' Psychosocial Well Being Inventory. *Europe's Journal of Psychology* 2, 85-104.
- [82] Wei, M., Heppner, P. P., Mallen, M. J., Ku, T.Y., Liao, K.Y.H., & Wu, T. F. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling*, 54(4), 385–394.

- [83] Williams, C. L., & Berry, J. W. (1991). Primary prevention of acculturative stress among refugees. *American Psychologist*, 46(6), 632–641.
- [84] Williams, S. & Victoria, B.C. (2008). Internationalization of the curriculum: A remedy for international students' academic adjustment difficulties?. Unpublished master's thesis In Memorial University of Newfoundland, Newfoundland.
- [85] Xiao-liang, L. (2007). Case study on international students' experiences at Western Oregon University. Education Department, Western Oregon University, 5(11), 72-81.
- [86] Ya Liao, H., Rounds, J., & Klein, A.G. (2005). A test of Cramer's (1999) help-seeking model and acculturation effects with Asian and Asian American college students. *Journal of Counseling Psychology*, 52, 400-411.
- [87] Ying, M. Y. (2005). Variation in acculturative stressors over time: A study of Taiwanese students in the United States. *International Journal of Intercultural Relations*, 29, 59–71.
- [88] Young, M. Y. (2001). Moderators of stress in Salvadoran refugees: The role of personal and social resources. *International Migration Review*, 35(3), 840–869.
- [89] Yu-Wen Yinga, Meekyung&Hanb. (2006). The contribution of personality, acculturative stressors, and social affiliation to adjustment: A longitudinal study of Taiwanese students in the United States. *International Journal of Intercultural Relations*, 30, 623–635.

