

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

Farhana Mutharintavida^{1*}, Lajwanti M Jethwani²

ABSTRACT

There has been an increase in the number of students traveling abroad from India. This has become a widespread concern in the country's economic transformation and urbanization. Thus, it is important to discover the problems faced by the students. This study focuses on the relationship between or impact of acculturation stress, bicultural self-efficacy, and mental well-being among Indian students going abroad for higher education. The data was collected from 150 Indian students who are currently living abroad for their higher education. The participants were from different countries such as the United States, Canada, Australia, Qatar, Russia, Netherlands, and the United Kingdom. The tools used were the Acculturative Stress Scale for International Students (ASSIS), Warwick-Edinburgh Mental Well-being Scale (WEMWBS), and Bicultural Self-Efficacy Scale (BSES). A total of 150 students falling in the age group of 18-30 participated voluntarily in the study of which 75 were boys and 75 were girls. The study used a correlational research design and the statistical tests being done were descriptive statistics, correlation, multiple linear regression, and Independent samples t-test. Based on all the responses received and the analysis that was done, the major finding of the study was that there was a significant correlation between acculturation stress, bicultural self-efficacy, and mental well-being, it was found that acculturation stress has a significant impact on bicultural self-efficacy and bicultural self-efficacy. The results revealed that there is no significant gender difference regarding bicultural self-efficacy and mental well-being.

Keywords: *Acculturation Stress, Bicultural Self-Efficacy, Mental Well-Being, Students, Abroad, Higher Education*

In the past few years, there has been an increase in the number of students traveling abroad from India. This has become a widespread concern in the country's economic transformation and urbanization. According to the statistics from the Bureau of Immigration (BoI), more than 6.5 lakh students left India to pursue their education abroad in 2022, surpassing the quantity that had been observed before the pandemic. This has become a trend in India.

There are multiple reasons to understand why the students are opting for that. Such reasons include opportunities, attractive salary packages, high-quality education, pursuing niche

¹Department of Psychology, Kristu Jayanti College, Bengaluru, Affiliated to North Bengaluru University

²Department of Psychology, Kristu Jayanti College, Bengaluru, Affiliated to North Bengaluru University

*Corresponding Author

Received: April 24, 2023; Revision Received: August 07, 2023; Accepted: August 11, 2023

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

courses, and gaining international exposure. The most popular countries in which students are traveling from India are Canada, the United States, Australia, the United Kingdom, China, and New Zealand. There are various factors that these students go through in the process. The first issue is adjusting to the new environment and trying to rebuild their life from scratch. Both internationally and within the Indian states, higher education has become incredibly more internationalized in recent years.

Acculturation stress is the tension that results from conflicts when people have to adapt to a different culture in the host society. The psychological acculturation idea states that people's psychological health changes as a result of adjusting to a new cultural environment. Immigrants may face enormous difficulties in dynamic movement, including limited educational options, limited employment chances, discrimination, and racial and cultural disparities. These pressures connected to migration endanger the mental health of migrant communities. It is operationally defined as the stress that emerges due to culture shock, adjustment problems, homesickness, and other factors that develop when an individual migrates or travels to a new country. Acculturation stress refers to the psychological and emotional stress that occurs when individuals move to a new cultural environment. Indian students who travel abroad for higher education may experience acculturation stress due to the following reasons such as Culture shock, Homesickness, Language barrier, Lack of support, Racial discrimination.

Mental Health is a very important factor that plays a role in developing a healthy quality of life. Students' mental health is a very crucial factor that plays a major role in making their lives happier. To understand their perspectives, and problems and find solutions, learning how they are mentally is important. The mental well-being of Indian students traveling abroad can be influenced by a variety of factors, including culture shock, homesickness, language barriers, academic stress, and financial concerns.

LaFromboise et al., have defined and discussed the concept of bicultural efficacy as a crucial component of the growth of bicultural competence. The ability to successfully and happily coexist in two different cultural contexts without compromising one's sense of cultural identity is known as bicultural efficacy. Bicultural efficacy is linked to one's capacity to build bicultural competence and is regarded as a key component in learning and developing bicultural skills.

It encompasses their sense of competence in handling situations that involve their different cultural backgrounds and the ability to seamlessly switch between different cultural modes of thinking, feeling, and behaving. This includes their ability to adjust to the new cultural environment, communicate effectively with people from different cultures, and balance their Indian cultural identity with new cultural experiences. Having a high level of bicultural self-efficacy can positively impact the cultural adaptation and overall well-being of Indian students abroad.

The bicultural self-efficacy and acculturation stress of Indian students studying abroad can be influenced by several factors, including language barriers, cultural differences, and changes in daily routines and lifestyles. Indian students who have a high level of bicultural self-efficacy are more likely to effectively navigate and manage the cultural differences they encounter while abroad, and have been found to have better outcomes in terms of acculturation and mental well-being.

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

However, acculturation stress can still arise, even for students with high bicultural self-efficacy, and can have negative impacts on their mental well-being. This stress can result from challenges such as adjusting to a new cultural environment, dealing with cultural misunderstandings and conflicts, and feeling a sense of loss of their cultural identity.

Acculturation stress, mental well-being, and bicultural self-efficacy are three variables that need to be researched as they will help in understanding the students' challenges and needs. The phenomenal increase in the number of students going abroad for higher education in India is currently significant. Previous studies are mainly focused on migrants and students settled abroad, whereas this study focuses mainly on students who travel abroad for higher education purposes.

Previous studies have not focused on the importance of bicultural self-efficacy developed by the students. This study can contribute to taking effective measures to identify and improve the well-being of international students. There is a lack of research studies based on the Indian population.

REVIEW OF LITERATURE

There have been several studies that have investigated the relationship between acculturation stress, bicultural self-efficacy, and mental well-being among individuals who have moved to a new cultural environment. Research has found that acculturation stress, which is the stress that arises from adapting to a new cultural environment, can harm mental well-being and can lead to symptoms such as anxiety, depression, and psychological distress.

In 2022, Yuan Yung Jin and colleagues conducted a study on "The Mediating Effect of Bicultural Self-Efficacy on Acculturation and Career Decision-Making Self-Efficacy for International Students in South Korea." The study found that bicultural self-efficacy mediated the relationship between acculturation to mainstream culture and career decision-making. The study suggested the importance of effective educational interventions.

In 2020, Mona Hamdy and colleagues conducted a study on "Acculturative Stress, Assertiveness, and Self Efficacy among Undergraduate International Nursing Students" They found a significant positive correlation between self-efficacy and assertiveness and a negative correlation between acculturative stress and assertiveness.

Another mixed method study was conducted by Joseph A and colleagues in the year 2020, their study found that status-related characteristics (being younger and single representing lower status), discrimination experiences, and attitudinal rejection of their heritage culture (although it accords women lower status than men) had negative psychological outcomes.

In 2020, Magdalena Lorga and colleagues conducted a study on "Factors associated with Acculturative Stress among International Medical Students". The findings of the result indicated that female students are more prone to experiencing homesickness and stress due to change compared to male students. International students with Romanian origins had lower scores on perceived hate and stress due to change/culture shock compared to those with no Romanian origins. Students with relatives or friends enrolled in the same university had significantly lower levels of acculturative stress, perceived discrimination, perceived hate/rejection, and general/nonspecific concerns. The study suggested that age and year of study are associated with homesickness and stress due to change/culture shock. The study

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

suggested that the existence of factors associated with acculturative stress demand institutional, social, and psychological support for international students.

Feba Thomas & Dr. Sumathi GN conducted a study in 2018 on "Acculturative Stress and Mental Health among International Students: An Empirical Evidence". They suggested that international students faced both acculturative stress and psychological distress and found a significant positive relationship between acculturative stress and poor mental health.

A study was conducted by FJ Mena and colleagues on "Acculturative Stress and Specific Coping Strategies among Immigrant and Later Generation College Students" in 2016. The findings of this study revealed that late immigrant students experienced greater acculturation stress than early immigrants, second-generation and third-generation. The study suggested that the late immigrants coped with stress by taking a direct or planned approach whereas the second and third-generation groups used coping strategies like talking to others.

In 2014, Eunha Kim, Ingrid Hogge, and Camila Salvisberg studied the "Effects of Self-Esteem and Ethnic Identity: Acculturative Stress and Psychological Well-Being among Mexican Immigrants". The results indicated that self-esteem was negatively affected by acculturative stress, therefore, psychological well-being decreased.

Selcuk R Sirin and colleagues conducted a study on "The role of acculturative stress on mental health symptoms for immigrant adolescents: a longitudinal investigation" in 2013. The study revealed that there was a significant decrease in internalizing mental health problems during the school years. Whereas greater exposure to acculturative stress predicted more withdrawn, somatic, and anxious/depressed symptoms. The study revealed there are gender-based and status-based differences.

Jin Su Chad Yoo in the year 2013 conducted a study on "Impact of Acculturative Stress and Ethnic Identity on Korean American Young Adult Psychological Well-being". The results indicated that acculturation stress and discrimination were negatively correlated whereas bicultural self-efficacy and ethnic identity were positively associated. It was also found that ethnic identity, acculturations, and self-efficacy could predict Psychological well-being.

A study was conducted by Mohammad Ayub Lane and colleagues on "Length of Stay, Acculturative Stress, and Health among Kashmiri Students in Central India" in 2011. The findings of the study revealed that there were significant differences in acculturative stress and different domains of general health with varying lengths of stay. Students with a short length of stay reported higher acculturative stress and poor health.

A study by S Mehta in 1998 titled "Relationship between acculturation and mental health for Asian Indian immigrants in the United States". The results indicated that acceptance and cultural orientation play crucial roles in mental health, independent of various social and demographic variables. Feeling accepted by the host society and being involved with Americans and U.S. culture were related to better mental health.

The need and significance of research on acculturation stress, bicultural self-efficacy, and mental health of Indian students are crucial for several reasons. Cultural transition, Mental Health, Cultural competence, and global education. Indian students face unique challenges during their transition to a new cultural environment, which can have a significant impact on

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

their mental well-being. Research in this area can help to better understand these challenges and inform strategies to support students during this transition. Research in this area can also help to identify potential risk factors for poor mental health outcomes among Indian students and inform the development of interventions to promote positive mental health. Research on bicultural self-efficacy and acculturation stress can also inform the development of culturally competent practices and policies in institutions serving international students. With increasing globalization and the number of international students studying abroad, it is important to understand the experiences and needs of this population to support their academic and personal success.

METHOD

Aim

The study aims to find the impact of acculturation stress on mental well-being and bicultural self-efficacy among Indian students studying abroad.

Statement of the Problem

To explore the impact of acculturation stress on the mental well-being and bicultural self-efficacy among Indian students studying abroad.

Research Design

A correlational research design will be used in this study. A sample of 150 Indian students who are studying abroad for higher education (n=150, where males=75 and females=75), between the age range of 18-30 years will be taken for the study.

Operational Definitions

- **Acculturation Stress:** It is operationally defined as the stress that emerges due to culture shock, adjustment problems, homesickness, and other factors that develop when an individual migrates or travels to a new country.
- **Bi-Cultural Self Efficacy:** In this study, it is defined as the individual's ability to adapt to new changes by being in terms of both cultures and leading an effective life without losing their cultural identity.
- **Mental Well-Being:** In this study, this term is defined as a combination of life going well and effective functioning that helps us to lead a meaningful life.

Objectives

- To study the relationship between acculturation stress and mental well-being among Indian students studying abroad.
- To study the relationship between acculturation stress and bicultural self-efficacy among Indian students studying abroad.
- To study the relationship between bicultural self-efficacy and mental well-being among Indian students studying abroad.
- To estimate the impact of acculturation stress on mental well-being and bicultural self-efficacy among Indian students studying abroad.
- To find the difference in gender on acculturation stress, mental well-being, and bicultural self-efficacy among Indian students studying abroad.

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

Hypotheses

- Ho 1: There is no significant relationship between acculturation stress and mental well-being.
- Ho 2: There is no significant relationship between acculturation stress and bicultural self-efficacy.
- Ho3: There is no significant relationship between bicultural self-efficacy and mental well-being
- Ho 4: There is no significant impact of acculturation stress on mental well-being.
- Ho 5: There is no significant impact of acculturation stress on bicultural self-efficacy.
- Ho 6: There are no significant male and female differences in mental well-being.
- Ho 7: There are no significant male and female differences in bicultural self-efficacy.

Sample and techniques

- Sample: Students studying abroad.
- Sample size: 100 Students
- Sampling technique: Purposive Sampling (n=150, males=75, females=75)
- Data collection method: Online (Google Forms)

Inclusion Criteria

- Students from India who live abroad for higher education.
- Age range from 18-30.
- Minimum 6 months to 1 year abroad.
- Proficiency in the English language.

Exclusion Criteria

Students who have been born and brought up in that particular country are excluded.

Tools

The following tools will be used in the study:

1) Socio-demographic Data

This will include age, gender, occupation, educational qualification, number of years abroad for higher education, specify any presence of mental disorders, and specify if they live with their spouse/family.

2) Acculturative Stress Scale for International Students (ASSIS)

This scale was developed by Daya S Sandhu and Badiolah R Asrabadi in 1994. It is a 5-point Likert scale where the total score ranges from 36-180. The questionnaire consists of factors such as perceived discrimination, homesickness, perceived hate, fear and stress due to change/culture shock, guilt, and non-specific concerns. Cronbach's alpha of 0.94 and Guttman split-half reliability of 0.96 for all 36 items of the scale.

3) Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

The scale was developed by Ruth Tennant et. al., (2007). WEMWBS showed good content validity. A Cronbach's alpha score of 0.89 for the student sample. Test-retest reliability was high (0.83). The 14-item 5-point Likert scale appears to have good face validity, as it covers the majority of the range of concepts associated with positive mental health, including both

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

hedonic and eudaimonic aspects, positive affect, satisfying interpersonal relationships, and positive functioning.

4) Bicultural Self-Efficacy Scale (BSES)

The scale was developed by David et. al., (2009). The BSES has six dimensions such as social groundedness, communication ability, positive attitudes, knowledge, role repertoire, and bicultural beliefs. It is a 26-item scale. A score of 1 for strongly disagree, 3 for disagree, 5 for neutral, 7 for agree and 9 for strongly agree is given. Internal consistency and test-retest reliability for each factor were found. The subscales produced the following alphas: Social Groundedness .91; Communication Ability .79; Positive Attitudes Toward Both Groups .89; Knowledge of Cultural Beliefs and Values .80; Role Repertoire .69; and Bicultural Beliefs .77.

Procedure

The samples were collected from the students studying abroad via online mode. The participants were given a brief understanding of the purpose of the study and consent was taken through the same medium, along with the instructions and questionnaire were provided. The initials of the participants were asked instead of their names. The respondents were assured that the data would be kept confidential. The responses were collected and grouped in Excel. Later, the data were analyzed using the SPSS statistical software.

Data Analysis

Descriptive statistics for the data will be computed and a Kolmogorov-Smirnov test will be conducted to check the normality of the data and the following tests will be conducted.

Pearson Product Moment Correlation/Spearman Correlation

It is used to study the relationship between the variables (acculturation stress & mental well-being, acculturation stress & bicultural self-efficacy, and bicultural self-efficacy & mental well-being)

Multiple Linear Regression Analysis

This will be used to estimate the impact of acculturation stress on bicultural self-efficacy and mental well-being.

Independent t-test

A type of inferential statistics was used to determine if there is a significant difference between males and females in mental well-being and bicultural self-efficacy.

RESULTS AND DISCUSSION

Results

This chapter contains information related to the results obtained in the present study. The relationship between the variables and the impact of acculturation stress on mental well-being and bicultural self-efficacy was found. The analysis of the data was done using IBM SPSS 25.

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

Table 1: Correlation between acculturation stress on bicultural self-efficacy and mental well-being.

	N	M	SD	AS	MWB	BSE
1.AS	150	99.96	22.296	1	-.379**	-.374**
2.MWB		48.61	8.768	-.379**	1	.526**
3.BSE		161.41	25.017	-.374**	.526**	1

** Correlation is significant at the 0.01 level.

AS: Acculturation Stress, MWB: Mental Well-Being, BSE: Bicultural Self-Efficacy

Ho 1: There is no significant relationship between acculturation stress and mental well-being.

The Pearson correlation was done to find out the correlation between acculturation stress, mental well-being, and bicultural self-efficacy. The correlation coefficient r value for acculturation stress and mental well-being was found to be $-.379$, which is statistically significant at 0.01 level. The p -value was found to be $.000$, which is less than 0.05, indicating that there is a negative relationship between the variables. The null hypothesis which states that there is no significant relationship between acculturation stress and mental well-being is rejected. Therefore, it is found that when acculturation stress increases, mental well-being decreases.

Ho 2: There is no significant relationship between acculturation stress and bicultural self-efficacy.

The correlation coefficient r value for acculturation stress and bicultural self-efficacy was found to be $-.374$, which is statistically significant at 0.01 level. The p -value was found to be $.000$, which is less than 0.05, indicating that there is a negative relationship between the variables. The null hypothesis which states that there is no significant relationship between acculturation stress and bicultural self-efficacy is rejected. Therefore, it is interpreted that when acculturation stress increases, bicultural self-efficacy decreases.

Ho3: There is no significant relationship between bicultural self-efficacy and mental well-being.

The correlation coefficient r value bicultural self-efficacy and mental well-being was found to be $.526$, which is statistically significant at 0.01 level. The p -value was found to be $.000$, which is less than 0.05, indicating that there is a positive relationship between the variables. The null hypothesis which states that there is no significant relationship between bicultural self-efficacy and mental well-being is rejected.

Table 2: Impact of acculturation stress on mental well-being and bicultural self-efficacy.

IDV	DV	B	R Square	F	t	Sig.
MWB	AS	-.642	.186	16.795	-2.886	.000 ^b
BSE		-.215			-2.759	

IDV: Independent Variable, DV: Dependent Variable, AS: Acculturation Stress, MWB: Mental Well-Being, BSE: Bicultural Self-Efficacy

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

Multiple Linear regression was done to find the impact of acculturation stress on bicultural self-efficacy and mental well-being. The p-value was found to be 0.000 which is less than 0.05, this indicates that there is significance. The R square value was found to be .186 which is 0.03, which indicates a significant good strength.

Ho 4: There is no significant impact of acculturation stress on mental well-being.

The unstandardized coefficient B value for mental well-being is found to be -.642, which indicates that one unit increase in mental well-being will be associated with a .642 decrease in acculturation stress. This shows a significant impact of acculturation stress on mental well-being. Thus, the null hypothesis which states that there is no significant impact of acculturation stress on mental well-being is rejected.

Ho 5: There is no significant impact of acculturation stress on bicultural self-efficacy.

The unstandardized coefficient B value for bicultural self-efficacy is found to be -.215, which indicates that one unit increase in bicultural self-efficacy will be associated with a .215 decrease in acculturation stress. This shows a significant impact of acculturation stress on bicultural self-efficacy. Thus, the null hypothesis which states that there is no significant impact of acculturation stress on bicultural self-efficacy is rejected.

Table 3: Independent sample t-test for mental well-being based on gender.

Gender	N	M	SD	t	p
Male	80	49.24	8.465	.932	.647
Female	70	47.90	9.110	.927	

Ho 6: There are no significant male and female differences in mental well-being among Indian students studying abroad.

An Independent sample t-test was conducted to find out whether there are any significant gender differences in mental well-being among Indian students studying abroad. The p-value obtained was 0.647 which indicates that there are no significant gender differences in mental well-being since the obtained p-value is greater than 0.05. Therefore, the null hypothesis is accepted which states that there are no significant male and female differences in mental well-being among Indian students studying abroad.

Table 4: Independent sample t-test for bicultural self-efficacy based on gender.

Gender	N	M	SD	t	p
Male	80	162.60	28.211	.620	.097
Female	70	160.06	20.899	.632	

Ho 7: There are no significant male and female differences in bicultural self-efficacy among Indian students studying abroad.

An Independent sample t-test was conducted to find out whether there are any significant gender differences in bicultural self-efficacy among Indian students studying abroad. The p-

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

value obtained was 0.97 which indicates that there are no significant gender differences in mental well-being since the obtained p-value is greater than 0.05. Therefore, the null hypothesis is accepted which states that there are no significant male and female differences in bicultural self-efficacy among Indian students studying abroad.

DISCUSSION

The purpose of the study was to investigate the relationship between acculturation stress, mental well-being, and bicultural self-efficacy and also to assess the impact of acculturation stress on mental well-being and bicultural self-efficacy. Along with that, the gender difference concerning bicultural self-efficacy and mental well-being among Indian students studying abroad was also analyzed. Results showed that there was a significant relationship between acculturation stress and mental well-being, acculturation stress and bicultural self-efficacy, and bicultural self-efficacy and mental well-being. The results revealed that acculturation stress has a significant impact on bicultural self-efficacy and mental well-being. The results indicate that when acculturation stress increases, mental well-being, and bicultural self-efficacy decrease. The results also show that when bicultural self-efficacy increases, mental well-being increases. The findings were consistent with previous studies which had shown a significant correlation between acculturation stress and mental well-being (Eunha Kim et al., 2014), bicultural self-efficacy and mental well-being (Minsun Lee et al., 2021), acculturation stress and bicultural self-efficacy (Soo Mi Kim & Hyeon Ok Kim, 2022; Yolanda et al., 1994). The possible reason for this can be that when Indian students leave their homes for higher studies, they leave a great part of their lives behind which can lead to an increase in acculturation stress which leads to a decrease in bicultural self-efficacy and mental well-being. The acculturation stress will take some time to settle, thus these students may improve their quality of life in time.

Results revealed that there were no significant gender differences in both bicultural self-efficacy and mental well-being. There is supporting evidence that shows that there is no significant male and female difference in bicultural self-efficacy (Valley et al., 2019); no significant gender difference in mental well-being (Brett Rothman et al., 2003; Katsantonis et al., 2020). This might be due to the different support groups that these individuals have. The participants of the study were the ones who were abroad for at least 6 months. Thus, this can also be because Western countries treat them equally which will help the students to adapt to foreign situations easily.

CONCLUSION

The present study aimed to find the impact of acculturation stress on mental well-being and bicultural self-efficacy among Indian students studying abroad. It also aimed to find the gender difference between bicultural self-efficacy and mental well-being. The tools used were the Acculturative Stress Scale for International Students (ASSIS), Warwick-Edinburgh Mental Well-being Scale (WEMWBS), and Bicultural Self-Efficacy Scale (BSES). A total of 150 students falling in the age group of 18-30 participated voluntarily in the study of which 75 were boys and 75 were girls. Based on all the responses received and the analysis that was done, it was found that there was a significant correlation between acculturation stress, bicultural self-efficacy, and mental well-being, it was found that acculturation stress has a significant impact on bicultural self-efficacy and bicultural self-efficacy. The results revealed that there is no significant gender difference concerning bicultural self-efficacy and mental well-being.

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

Limitations

Few of the limitations of this research is listed here:

- Whereas some contribution to the existing literature has been made by this study, these findings are only limited to a particular age group and Indian students studying in some foreign countries.
- The students were sampled from the United States, Canada, Australia, Qatar, Russia, Netherlands, and the United Kingdom which restricts the generalizability to other geographic locations and since the study only covers college students, hence the results may not apply to other segments of the population.
- The study was also based on self-report questionnaires and the data collection was done in online mode, so there might be some response bias that cannot be ignored.
- Also, the sample size of the study might have been compromised because the study had to be completed in a limited timeframe.

So, further research is needed on samples other than college students and also from other geographic locations to increase the generalizability of the results. Also, a mixed approach of a quantitative and qualitative method may be employed in future research which would help to explore more possibilities in the study.

Implications

- The findings of the study can help in taking effective measures to improve the mental health of Indian international students.
- The governments can take appropriate policies to ensure a culturally sensitive and proactive environment for the students.
- The study can contribute to fostering social justice on individual and institutional levels.
- Further research can be done to implement educational interventions among international students to fit into the host country.
- The implications of this research can be significant and far-reaching and may include the following as well.

Overall, this research can have significant implications for individuals, communities, and society as a whole, and can contribute to a better understanding of the challenges and opportunities of living in a multicultural world.

REFERENCES

- Alvarez, M. J. (2016). *The Impact of Bicultural Identity on Perceptions of Self-efficacy*.
- Ayoob, M., Singh, T., & Jan, M. (2011). Length of Stay, Acculturative Stress, and Health among Kashmiri Students in Central India. *Length of Stay, Acculturative Stress, and Health Among Kashmiri Students in Central India*.
- David, E. J. R. (2009, March 31). *ERIC - EJ835017 - Bicultural Self-Efficacy among College Students: Initial Scale Development and Mental Health Correlates, Journal of Counseling Psychology, 2009-Apr*. <https://eric.ed.gov/?id=EJ835017>
- EBSCOhost | 158062900 | Effect of Acculturative Stress on Multicultural Adolescents' Life Satisfaction: Sequential Multiple Mediating Effects of Bicultural Acceptance Attitude, Self-Esteem, and Social Withdrawal -Using the 2016 Multicultural Adolescents Panel Study-*.(n.d.). <https://web.s.ebscohost.com>

**Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students
Studying Abroad**

- Iorga, M., Soponaru, C., Muraru, I. D., Socolov, S., & Petrariu, F. D. (2020). Factors Associated with Acculturative Stress among International Medical Students. *BioMed Research International*, 2020, 1–9. <https://doi.org/10.1155/2020/2564725>
- Katsantonis, I. (n.d.). *Factors Associated with Psychological Well-Being and Stress: A Cross-Cultural Perspective on Psychological Well-Being and Gender Differences in a Population of Teachers*. <https://eric.ed.gov/?id=EJ1263560>
- Kim, E., Hogge, I., & Salvisberg, C. (2014). Effects of Self-Esteem and Ethnic Identity. *Hispanic Journal of Behavioral Sciences*, 36(2), 144–163. <https://doi.org/10.1177/0739986314527733>
- Kim, E., Hogge, I., & Salvisberg, C. (2014b). Effects of Self-Esteem and Ethnic Identity. *Hispanic Journal of Behavioral Sciences*, 36(2), 144–163. <https://doi.org/10.1177/0739986314527733>
- Kirk, R. (2014). *Bicultural Self-efficacy, Student Achievement, and Persistence of Mexican American College Students*.
- Lee, H., Han, S., & Thompson, C. C. (2021b, September 21). *Bicultural Self-Efficacy, Bicultural Identity Integration, Critical Consciousness, and Psychological Well-Being of People of Color in the United States*. *The Journal of Psychology*; Taylor & Francis. <https://doi.org/10.1080/00223980.2021.1970503>
- Lee, H., Han, S., & Thompson, C. C. (2021b, September 21). *Bicultural Self-Efficacy, Bicultural Identity Integration, Critical Consciousness, and Psychological Well-Being of People of Color in the United States*. *The Journal of Psychology*; Taylor & Francis. <https://doi.org/10.1080/00223980.2021.1970503>
- Lin, C. (2006). Culture Shock and Social Support: An Investigation of a Chinese Student Organization on a US Campus. *Journal of Intercultural Communication Research*, 35(2), 117–137. <https://doi.org/10.1080/17475750600909279>
- Lu, P. (2012). *The relation of personality, bicultural self-efficacy, and acculturation among Chinese Americans*.
- Mehta, S. (1998). Relationship between acculturation and mental health for Asian Indian immigrants in the United States. *Genetic Social and General Psychology Monographs*, 124(1), 61–78.
- Mostafa, M. H., & Mohamed, S. M. (2020). Acculturative Stress, Assertiveness, and Self Efficacy among Undergraduate International Nursing Students. *Evidence-Based Nursing Research*, 2(2), 11. <https://doi.org/10.47104/ebnrojs3.v2i2.133>
- Nirmala, B., Kumar, A., & Virupaksha, H. (2014). Migration and mental health: An interface. *Journal of Natural Science, Biology and Medicine*, 5(2), 233. <https://doi.org/10.4103/0976-9668.136141>
- Sandhu, D. S., & Asrabadi, B. R. (1994). Development of an Acculturative Stress Scale for International Students: Preliminary Findings. *Psychological Reports*, 75(1), 435–448. <https://doi.org/10.2466/pr0.1994.75.1.435>
- Stewart-Brown, S. (2013). *The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS): Performance in Different Cultural and Geographical Groups*. SpringerLink. https://link.springer.com/chapter/10.1007/978-94-007-5195-8_7?error=cookies_not_supported&code=faac89fa-1190-4db9-a3fe-29f055d19b53
- Tonsing, K. N. (2017). *The Acculturation Experiences and Adaptation of Pakistanis and Nepalese in Hong Kong*. Open Dissertation Press.
- Trinh, N., Rho, Y. C., Lu, F. G., & Sanders, K. M. (2009). *Handbook of Mental Health and Acculturation in Asian American Families*. Springer Science & Business Media.
- Van Tilburg, M., & Vingerhoets, A. (2007b). *Psychological Aspects of Geographical Moves: Homesickness and Acculturation Stress*. Amsterdam University Press.

Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad

- Williams, C. L., & Berry, J. W. (1991). Primary prevention of acculturative stress among refugees: Application of psychological theory and practice. *American Psychologist*, 46(6), 632–641. <https://doi.org/10.1037/0003-066x.46.6.632>
- Wong, P. T. P., & Wong, L. C. J. (2007). *Handbook of Multicultural Perspectives on Stress and Coping*. Springer Science & Business Media.
- Xu, L., & Sabatelli, R. M. (2003). *Acculturation Stress, Social Support and Maternal Satisfaction Within Immigrant Chinese Families*.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Mutharintavida, F. & Jethwani, L.M. (2023). Acculturative Stress: Mental Well-Being and Bicultural Self Efficacy among Indian Students Studying Abroad. *International Journal of Indian Psychology*, 11(3), 2028-2040. DIP:18.01.188.20231103, DOI:10.25215/1103.188