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PERSONALITY, RESILIENCE AND GROWTH INITIATIVE: BUFFER AGAINST ACCULTURATION STRESS

Mandeep Kaur and Amanpreet Kaur*

Punjabi University

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ABSTRACT

Acculturation process brings challenges (discrimination, language barriers, academics etc.) in a migrant student's life. These challenges lead to acculturation stress, not favourable for their smooth functioning. Previous researches have well documented acculturation across international borders but possibility of negative effects of acculturation stress within national borders, however, have found little or no attention in the psychological literature. Therefore, the present piece of research attempts to assess the level of acculturation stress and address personality constructs that may act as buffer against acculturation stress within national borders. In this study, 200 migrant students (females=118; males=82) participated, age ranged from 20 -25 years. Participants were basically from Southern India (N=84) and North East India (N=116) shifted to Northern region of India for the purpose of higher studies. Results demonstrated more acculturation stress among North East Indians than South Indians. Neuroticism, extraversion, agreeableness, conscientiousness, resilience and universal diverse orientation were significantly related to acculturation stress. Moreover, neuroticism, universal diverse orientation, openness to experience and personal growth initiative significantly predict the possibility of having acculturation stress among migrant students. This research may help psychologists to be informed about possibility of acculturation stress within the country. This study enhances our understanding of personality constructs to buffer against acculturation stress within national borders. It was suggested to adopt effective strategies, introduce psycho-educational programmes and counselling sessions by psychologists/counsellors for smooth functioning of migrant students.

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INTRODUCTION

Cross cultural visits are unexceptional and inevitable because of various reasons such as work, study, migration and so on. Keeping one of the common reasons in mind, this body of research is emphasising on students who shift culturally for higher studies. This cultural shift eventually leads to the acculturation. Acculturation is the process of culture change that occurs when individuals from different cultures come together (Gibson, 2001) and it is also considered as the process of psychological and sociological change that follows intercultural contact (Berry, 2005). Acculturation is often confused with enculturation as both are culture related adaptive processes but in actual they are different from each other. *Acculturation* has to deal with another culture he is not born in. Whereas, *Enculturation* is about acquiring one's own culture in which one is born. Whenever one gets shifted to another culture he/she invariably goes under the process of acculturation. In another case, as soon as an individual is born

he/she first gets familiarized to the process called enculturation. In other words enculturation can be identified as first socialization process and acculturation as second or third socialization process for an individual. However, cultural change is possible only in the case of acculturation.

Cultural shift has a great impact on every aspect of human lives. It plays even more crucial role in students' lives as they have to deal with consequences of acculturation along with their educational engagements (Pederson, 1991; Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002). Under the effect of globalization, having an international education becomes an important part of higher education. Students are migrating to other countries which is a well-known fact and acculturation process, they go through is also well documented (Berry, John, 1997; Dona, G., & Berry, J. W, 1994; Furnham, A. 2004; Kagan, H., & Cohen, J. 1990; Nilsson, J. E., Butler, J. B., Shouse, S., & Joshi, C, 2008). But somewhere, due to paucity of literature on acculturation stress within one's own country we fail to acknowledge that Indian students too undergo the

*Corresponding author: Amanpreet Kaur
Punjabi University

process of acculturation while migrating to other states within their own country. Indian students migrating within the country constitutes 13.8 percent of the total population of India (Census 2011).

India is the best example of Unity in Diversity. Despite of unity, diverse Indian culture has its own consequences experienced by students shifting from one culture to another. Diversity requires a student to adapt to new environment and during the process of adaptation, students face difficulties which gives rise to their stressful reactions. These stress reactions that result from having to adapt to new host culture are referred to as acculturation stress (Berry, 2006; Berry & Kim, 1998; Lin & Yi, 1997; Mills & Henretta, 2001). Acculturation stress is the consequence of adaptation to new culture. According to Berry *et al.* (1987), the acculturation experiences may sometimes put a significant demand on the individual, leading to what they call "acculturation stress". Students may experience number of stressors while employing acculturation strategies and trying to adapt to new culture. According to a study by Sandhu and Asrabadi in 1994, it was reported that there are seven sub factors that contribute to acculturation stress involves perceived discrimination and alienation, homesickness, perceived hate, fear, culture shock, guilt and miscellaneous categories that includes some additional experiences. These stressors bring psychological and physical discomfort in an individual's life (Lee, Koeske & Sales, 2004). It is a result of number of stressors that occur together during the acculturation process that happen to lower mental health among acculturating beings (Berry *et al.*, 1987). Acculturation stress may reduce motivation and lowers academic performance (Desa *et al.*, 2011).

There is a need to combat the negative effects of acculturation stress among students with in national borders as ample literature prevails on international acculturation. But there is a major dearth of literature on migrated students with in India. We came across very few studies focusing on acculturation with in India, which involves a case study of acculturation within diverse culture of Kerala (Longhinos, 2007) and one additional study that is inclined towards Kashmiri students migrating to Bhopal, central India (Ayoob & Singh, 2011). None of them actually determine acculturation and buffering agents of acculturation stress among students migrating from Southern and Eastern region of India to Northern region of India. Therefore, the present study is seeking some strengthening variables that may buffer against acculturation stress among Indian students. Positive personality traits, resiliency and higher growth initiatives (personal and universal) may appear as a promising construct in student's intellectual growth and may prove conducive for their survival in new environment.

Personality plays a significant role in cross- cultural adjustment (Swagner and Jome, 2005). As per the existing researches, the psychological traits of conscientiousness, extraversion, agreeableness, and neuroticism are related to psychological adjustment and it was also revealed that low neuroticism and high extraversion are related to socio-cultural adjustment (Ward *et al.*, 2004). Psychological and socio- cultural adjustment in turn, leads to acculturation stress. Another study by Duru and Poyrazli in 2007 came up with the kind of relation

personality traits have with acculturation stress. They discovered high levels of neuroticism was negatively related to acculturation stress and openness to experience was positively related to acculturation stress. On the contrary, Swagner and Jome (2005) found that openness to experience is positively related to cross-cultural adjustment. And Mangold *et al.*, (2007) demonstrated neuroticism as a predictor of subjective acculturation stress in 122 Mexican American college students. Moreover, Gershuny and Sher, 1998 concluded in their longitudinal studies that high levels of neuroticism and low levels of extroversion contribute to anxiety and predict homesickness (Van Tilburg *et al.*, 1999). Whereas, high levels of extraversion are positively related to cross-cultural friendships (Ying, 2002) and it was found that the more cross-cultural socialization leads to lower levels of acculturation stress (Poyrazli *et al.*, 2002). Based on the above piece of literature, it is observed that findings are not in conformity with each other. The present research is expecting to have a clarity over the role of personality traits in buffering against the acculturation stress.

Student's adaptation to a host culture is substantially influenced by other important factor such as resilience. Resilience is defined as the dynamic process of successfully dealing with risks and avoiding adverse effects using internal assets and external resources during stressful situations (Fergus & Zimmerman, 2005; Hjemdal, Friborg, Martinussen, & Rosenvinge, 2006). Resiliency has been depicting positive impact on adjustment to stressful life situations (Ong *et al.*, 2006). In the intercultural context, resilience was proved to be an essential element of positive adaptation that helps students deal positively with psychological and behavioural changes (Sa *et al.*, 2013). A study conducted by Yoo and colleagues (2014) demonstrated that resilience partially mediated the effect of acculturation stress on negative mental health. Researches gave evidence that resilience had a positive role in decreasing the negative effect of acculturation stress on mental health among international students (YounKyoung/Lily Kim, 2016). In a variety of refugee and immigrant settings, a study has proven an adaptive value of resilience (Ehrensaft & Tousignant, 2006). Majorly the crux of all the cited researches are aligned as they hold the same findings regarding resilience having a positive value for fighting against acculturation stress. Considering these results among international students, there is a need to explore resilience specifically within national borders.

In the present study, growth initiative is being used as an umbrella term for personal growth initiative and universal diverse orientation. They both presumed to reduce acculturation stress and promote adjustment. Personality growth initiative (Robitschek, 1998) refers to a person's active engagement in self-improvement across multiple life domains. Studies have emphasised that people with higher personal growth initiative are more capable of taking challenges as growth opportunities, leads to lesser stress and better adjustment. Other studies support that lower levels of personal growth initiative is linked to adaptation difficulties and higher levels of stress and less satisfaction in new surroundings (Stevic & Ward, 2008; Weigold & Robitschek, 2011). A study done on international students shifted to U.S by Weigold & Robitschek, (2011), posited personal growth

initiative as not buffering against acculturation stress as a whole rather its sub components such as using resources and planfulness appear to be playing protective role against acculturation stress. Extrapolating from the above findings, it can be said that Personal growth initiative is important buffer for students having acculturation stress. Universal diverse orientation refers to an attitude towards diversity, involving appreciation for other's similarities and differences (Miville *et al.*, 1999). Besides personal growth initiative, universal diverse orientation too seem to contribute in acculturation experience of students. For instance, Yakunina *et al.*, (2013), conducted an empirical study that demonstrated higher universal diverse orientation levels were related to less acculturation stress and eventually higher levels of adjustment. It was proposed by the same researcher that having higher universal diverse orientation might enable students to better deal with fundamental differences between their home and host cultures. In the similar vein, a research done on New Zealander students studying abroad by Ward and Kennedy (1993) resulted in positive relation between favourable attitudes of students toward host nationals with student's level of socio-cultural adjustment. A review of research on international students gives more reason to believe that universal diverse orientation might be linked to better coping with acculturation stress with in national borders.

The overview of literature suggests that need for detailed understanding of acculturation stress and its buffering agents among Indian students is imperative and timely and it has prodigious potential to contribute in wellbeing of migrated students and cross cultural psychology. Therefore, the objectives of the present study are presented below.

Objectives

The present study comprised of sample migrated from eastern and Southern region of India to study in institutes of Northern region of India.

- To assess the level of acculturation stress among migrant students.
- To explore various facets of personality in relation to acculturation stress among migrant students
- To ferret out the relationship of resilience with acculturation stress among migrant students.
- To assess the level of growth initiative (personal) with acculturation stress among migrant students.
- To assess the level of growth initiative (universal) with acculturation stress among migrant students.
- To explore the significant predictors of acculturation stress among migrant students.

Hypotheses

- There would be more acculturation stress among students migrated from eastern region of India than students migrated from Southern region of India.
- Openness to experience, agreeableness, extraversion and consciousness would be negatively correlated with acculturation stress among migrant students.
- Neuroticism would be positively correlated with acculturation stress among migrant students.
- Resilience would be negatively correlated with acculturation stress among migrant students.

- Personal growth initiative would be negatively correlated with acculturation stress among migrant students.
- Universal diverse orientation would be negatively correlated with acculturation stress among migrant students.
- Personality, resilience and growth initiative would be significant predictors of acculturation stress among migrant students.

METHOD

Participants and Procedure: The present study utilizes the stratified random sampling technique. Data were collected from two samples comprising of students from North East region of India (N=116) and Southern region (N=84) of India. Consequently, the head of the departments of the concerned departments were contacted in order to gain information to collect data. Five institutions (PGIMER, IISER, NLU, MRIU, PU) agreed to give their consents. Participants who voluntarily agreed to participate in the study were contacted based on their availability for data collection. The mean age of these participants (M=21.82age), (SD=1.655 years). 200 participants were screened in on the basis of set criteria; Age range (20-25 years); Duration of stay in the particular institute (2 -5 years) and native region (North India & South India). Participants were administered set of questionnaires: Social, Attitudinal, Familial and Environmental- Revised (SAFE- R) scale (Hovey, 2011), NEO-PI-R-FFI (Costa and McCrae, 1991), Connor - Davidson Resilience Scale (Kathryn *et al.*, 2003), Personal Growth Initiative Scale (PGIS-II) (Robitschek *et al.*, 2012), Universal Diverse Orientation Scale (UDO) (Fuertes *et al.*,2000). Ethical considerations laid down by APA (2010) were kept in mind throughout data collection. Participants had taken their time out from busy schedules, reading and responding to number of statements. So, they were thanked for their participation and cooperation with few refreshments in the end.

Measures

Followed by a demographic profile, a set of questionnaires were presented comprised of measures discussed below.

1. **SAFE-R Scale:** Acculturation stress is measured with the Social, Attitudinal, Familial and Environmental-Revised (SAFE- R) scale. The SAFE scale was originally developed by Amado M. Padilla in 1987 and was revised by Joseph Hovey in 2011. It is a 30 items self-report inventory, having a Likert scale of 0-5 point ranging from "have not experienced" to "extremely stressful". Scoring of the scale is straightforward: minimum score is 0 and maximum is 150. In a multicultural group of students, this scale was found to produce a Cronbach Alpha coefficient of .89 which makes it appropriate measure for the present study.
2. **NEO-PI-R-FFI (Costa and McCrae, 1991):** This is a shorter version of form S of the NEO PI-R. This scale has 60 items. There are five subscales of NEO-FFI, each containing 12 items measuring, openness, conscientiousness, extraversion, agreeableness and neuroticism respectively. It is a self-report inventory, having a 5 point likert scale ranging from "strongly disagree" to "strongly agree" The test-retest reliability

coefficients for subscales of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness has been found to be .79, .79, .80, .75 and .83.

3. **Connor -Davidson Resilience Scale:** It was developed by Kathryn M. Connor and Jonathan R.T. Davidson as a means of assessing resilience in 2003. It has 25 items and 5 point likert type scale ranging from 0 (not true at all) to 4 (true nearly all the time). Cronbach alpha coefficient for the full scale was 0.89.
4. **Growth Initiative:** This term has been used as an umbrella term for personal growth initiative and universal diverse orientation in the present study as they both have the growth oriented approach. These two variables are considered as strength based variables to reduce acculturation stress (Yakunina, Elena S,2013).
 - a. **Personal Growth Initiative Scale (PGIS-II):** This scale was developed by Robitschek and colleagues in 2012. This scale is used to assess personal growth initiative having 16 items in total and comprised of four sub scales: Planfulness (5 items), Readiness for change (4 items), Using resources (3 items) and intentional behaviour (4 items). It is a six point likert type scale ranging from strongly disagree to strongly agree. This scale is internally consistent, reliable and valid (Robitschek *et al.*, 2012). It had obtained a coefficient alpha of .95 for the total scale.
 - b. **Universal Diverse Orientation Scale(UDO):** Miville-Guzman Universality-Diversity Scale (M-GUDS), introduced in 1999 by Miville *et al.*, and operationalized the Universal diverse orientation as a short version of the scale in 2000 by Fuertes *et al.* It has 15 items in total containing three subscales: Diversity of Contact, Relativistic Appreciation and Comfort with differences. Items are scored on a 6 point likert type scale ranging from 1 (strongly disagree) to 6 (strongly agree) having reverse scoring for item no 11,12,13,14 and 15. Higher scores denote stronger universal diverse orientation. The coefficient alpha found to be .84.

Table no 1 Shows mean difference between North East and southern migrant students on acculturation stress and related variables.

Variables	Mean North East-Indian	Mean South-Indian	SD East Indian	SD South Indian	t-value	Df	P
ACC STRESS	55.34	50.03	27.57	26.88	1.18	158	0.24

*p<0.05; **p<0.01

RESULTS

IBM SPSS Statistics 20 was used to do theanalyse. Table no. 1 presented t-ratio to assess the level of acculturation stress among students migrated from North East region and from Southern region of India to study in Northern region of India. There was no significant difference found between the two groups on acculturation stress. Table no. 2 demonstrated correlation analysis, conducted to examine the relationship of personality dimensions and acculturation stress; resilience and acculturation stress; growth initiative (personal and universal

and acculturation stress. It was found that neuroticism was significantly correlated with acculturation stress ($r=.271, p<.01$). Moreover, there was significant correlations between extraversion, agreeableness and conscientiousness with acculturation stress ($r= -.229, p<.01, r= -.286, p< .01, r= -.180, p< 0.05$ respectively). There was no significant relationship found between openness to experience and acculturation stress($r=.041, p>.05$). Resilience came out to be negatively and significantly correlated with acculturation stress ($r= -.180, p<.05$). Growth initiative: personal growth initiative($r= -0.015, p>.05$) and its sub scales : planfulness ($r= -0.084, p>.05$), readiness for change ($r= -0.034, p>.05$), Using resources($r= 0.044, p>.05$) and intentional behaviour ($r= 0.037, p>.05$) found to have no significance level with acculturation stress; universal diverse orientation resulted in negative significant relationship with acculturation stress($r= -.287, p<.01$) and its subscales: Diversity of Contact and Relativistic Appreciation both have insignificant relationship with acculturation stress($r=-0.089, p>.05$ and $r= -0.104, p>.05$ respectively). Whereas, there is negative and significant relationship found between Comfort with differences and acculturation stress($r= -.446, p<.01$).

Furthermore, Table no.3.shown the regression analysis which was performed to see the predictive values of personality dimensions, resilience, growth initiative (personal and universal) on acculturation stress. A combination of the predictor variables jointly predicted acculturation stress ($R=.905; F=108.303; p<.01$) by accounting for about 81.9% of the variance in acculturation stress. Independently, neuroticism maximally and significantly predict the acculturation stress ($\beta=.611, p<.01$). Similarly, universal diverse orientation influences acculturation stress to a large extent ($\beta= -.536, p<.05$). Openness to experience too play significant role in acculturation stress($\beta= .432, p<.05$). Personal growth initiative seem to predict acculturation stress ($\beta= .330, p<.05$). On the other hand, conscientiousness, agreeableness, resilience score and extraversion do not significantly predict acculturation stress ($\beta = .247, p >.05; \beta = -.151, >.05; \beta = -.069, >.05; \beta = .057, >.05$ respectively).Plot no.1 presented the normal probability plot of the regression standardised residuals, it has depicted all points lie in a reasonably straight diagonal line, suggesting no major deviations from normality. Plot no.2 shown the scatter plot of the standardised residuals, displayed most of the scores concentrated in the centre (along the 0 point).

DISCUSSION

The findings imply that acculturation stress is not just experienced across international borders but also within the national borders. Hypothesis 1of the present study was that *there would be more acculturation stress among students migrated from North East region of India than students migrated from Southern region of India*. But present results did not support the hypothesis. The mean values of the participants from North East were found to be high (M=55.34) on acculturation stress as compared to participants from southern region (M=50.03) of India.

Table no 2 depicts inter -correlation of personality dimensions, resilience, personal growth initiative, universal diverse orientation and acculturation stress.

	RC	PLF	UR	IB	PGI	RS	ASTRS	DC	RA	CD	TSUDO	N	E	O	AG	C
RC	1															
PLF	0.672**	1														
UR	0.332**	0.290**	1													
IB	0.555**	0.534**	0.502**	1												
PGI	0.815**	0.818**	0.664**	0.827**	1											
RS	0.356**	0.379**	0.137	0.349**	0.395**	1										
Acc stress	-0.034	-0.084	0.044	0.037	-0.015	-0.180*	1									
DC	0.383**	0.348**	0.141*	0.302**	0.378**	0.430**	-0.089	1								
RA	0.309**	0.340**	0.181*	0.284**	0.359**	0.431**	-0.104	0.526**	1							
CD	.202**	.151*	-.010	.122	.150*	.330**	-.446**	-0.288**	-0.283**	1						
UDO	0.394**	0.368**	.136	0.311**	0.389**	0.525**	-0.287**	0.800**	0.775**	0.690**	1					
N	-0.048	0.002	0.046	-0.007	-0.002	-0.151*	0.271**	-0.074	-0.063	-.264**	-.180*	1				
E	0.164*	0.114	0.123	0.124	0.166*	0.265**	-.229**	0.178*	0.217**	0.218**	.271**	-0.508*	1			
O	0.01	-0.001	0.028	0.011	0.015	0.149*	0.041	0.176*	0.152*	2.59**	.261**	-0.279**	0.255**	1		
AG	0.098	0.08	0.122	0.039	0.108	0.200**	-0.286**	0.245**	0.265**	0.309**	.363**	-0.502**	0.456**	0.365**	1	
C	0.146	0.134	0.160*	0.127	0.180*	0.229**	-0.180*	0.168*	0.152*	0.302**	.277**	-0.607**	0.531**	0.415**	.480**	1

*p<0.05; **p<0.01

Note. RC-Readiness for change , PLF- Planfulness , UR- Using resources , IB- Intentional behaviour, PGI-Personal growth initiative, RS-Resilience score, Acc stress- Acculturation stress, DC- Diversity of Contact, RA- Relativistic Appreciation ,CD- Comfort with differences, UDO-Universal diverse orientation, N-Neuroticism, E-Extroversion, O-Openness to experience, AG-Agreeableness, C-Conscientiousness

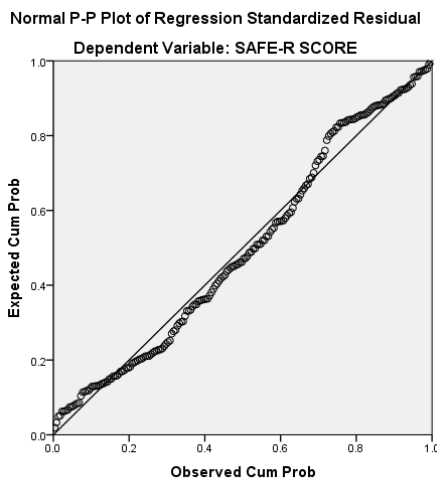
Table no 3 Multiple regression of facets of personality, resilience, personal growth initiative and universal diverse orientation on acculturation stress.

Predictors (Constant)	B	t	R	R Square	F
PGI	.330*	1.973*	.905**	.819	108.303**
RS	-.069	-.422			
UDO	-.536*	-2.415*			
N	.611**	6.350**			
E	.057	.320			
O	.432*	2.556*			
AG	-.151	-.881			
C	.247	1.370			

Dependent variable: acc stress

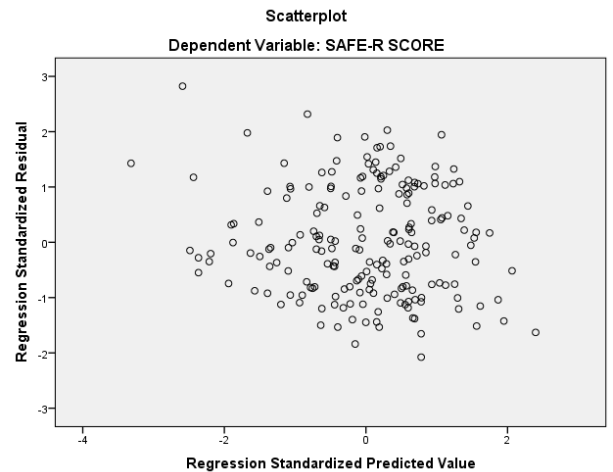
*p<.05level; **p<.01

Note. PGI-Personal growth initiative, RS-Resilience score, UDO-Universal diverse orientation, N-Neuroticism, E-Extroversion, O-Openness to experience, AG-Agreeableness, C-Conscientiousness.



Plot no 1 showing normal probability plot of the regression standardised residual.

This mean trend shows that the participants had more acculturation stress from North East region and acculturation stress among them, could not be neglected completely as geographically, this region of North East India is somewhat isolated from rest of the subcontinent.



Plot no 2 showing the scatter plot of standardised residuals.

Number of students coming from such states are being treated as foreigners in their own Nation. Students from North East India are mostly commented as "chinkies" because of their physical features, they are asked to confirm their identities whether they are from China, Japan, or Korea. They often have to convince people that they belong to the same nation. Therefore, these could be reasons which make them more vulnerable to acculturation stress than other group. Consistent researches have been reporting that students are more vulnerable to stress that is derived from cross cultural adjustment (Sandhu & Asrabadi, 1994).

Hypothesis 2 states that *Openness to experience, agreeableness, extraversion and conscientiousness would be negatively correlated with acculturation stress among migrant students.* Results are significantly aligned with this hypothesis except openness to experience which depicts non-significant relation with acculturation stress. Moreover, there was negative and significant correlations between extraversion, agreeableness and conscientiousness with acculturation stress. Similar research evidences have suggested that extraversion, agreeableness, conscientiousness, and low neuroticism are

related to psychological and socio-cultural adjustment (Ward *et al.*, 2004). However, these researches adduce possible reasons why neuroticism is positively and agreeableness, extraversion and conscientiousness are negatively related to acculturation stress. Though there was positive but no significant relationship found between openness to experience and acculturation stress yet reports by Duru and Poyrazli (2007) supports the positive relation of openness to experience with acculturation stress. Hypothesis 3 was formulated, that *neuroticism would be positively correlated with acculturation stress among migrant students* is clearly proven by the results. Neuroticism was positively and significantly correlated with acculturation stress.

Neurotic students may be more vulnerable to acculturation stress in the present study. These findings raise the possibility that neuroticism may be a risk factor that significantly increases susceptibility to the adverse effects of stressors associated with acculturation (Yoo *et al.*, 2014).

Further, Hypothesis 4 suggested that *resilience would be negatively correlated with acculturation stress among migrant students*. Results indicated that this hypothesis is in compliance with the findings. This study clearly demonstrated that resilience acted as a mediator and protective factor in the relationship between acculturation stress and mental health, implying that depression among migrant students, resulting from acculturation stress, can be decreased by reinforcing their resilience levels (Yoo *et al.*, 2014). Hypothesis 5 posits that *Personal growth initiative would be negatively correlated with acculturation stress among migrant students* was not confirmed as there was no significant difference found but values came out to be negative. Results may come significant with larger sample size (Weigold & Robitschek, 2011). Hypothesis 6 formulated as *Universal diverse orientation would be negatively correlated with acculturation stress among migrant students* was in line with the findings. In agreement with the hypothesis, universal diverse orientation came out to be significantly and negatively correlated with acculturation stress Yakunina *et al.* (2013b) that could be because of its sub dimension. Diversity of contact (behavioural component) and relativistic appreciation (cognitive component) had insignificant negative scores but comfort with differences (affective component) had the significant negative score that may have contributed in negative significant relationship of the total universal diverse orientation with acculturation stress. The third component of universal diverse orientation reflects affective components that can tap two distinct but related emotional dimensions: a sense of connection with others who are different from oneself and an ambivalence and potential discomfort regarding such contact. Therefore, the participants in the present study may have approached others from different culture with feelings of connectedness, openness and curiosity and they may have feeling of comfort regarding aspects that are perceived as truly different, emotionally and intellectually unknown. This interpretation is in consensus with the work by Ertmer *et al.*, (2011) who reported that interactions with people from different cultures boost universal diverse orientation scores.

The last hypothesis 7 stated as *Personality, resilience and growth initiative would be significant predictors of acculturation stress among migrant students*. As far as

personality is concerned, neuroticism makes the strongest and positive contribution in explaining acculturation stress in the present study. Because neurotic people are more vulnerable to negative affect associated with lot of exposure to stressful events (Bolger and Zuckerman, 1995; Felsten, 2004, 2002). After that, Openness to experience has positively and significantly shown its contribution in acculturation stress. It could be because of the reasons that the targeted population may willing to seek new experience, new culture but taken aback with the anticipation of potential discomfort associated with it (Ramdhonee & Uma Bhowon, 2012; Van Tilburg *et al.*, 1999; Duru and Poyrazli (2007). Conscientiousness and extraversion both have insignificant but positive influence over acculturation stress. Number of students may have perceived these dimensions differently in new cultural context. Conscientiousness, a tendency to show self-discipline and goal directed behaviour may have different role to play in this cross cultural context. Participants may have feeling of burden in adhering to new rules and regulation offered by new culture. A participant who is otherwise high on this personality dimension contributes to cope with stress (Besser & Shackelford, 2007) but on shifting to other culture, the same person may face pressure in complying with new settings in order to be organized, dependable and self-disciplined. In a same manner, extroversion generally positively contributes to adjustment (Ward *et al.*2004). Here, in the present study, extraversion having insignificant contribution in acculturation stress can be justified by the capacity to think that the more a participant seeks stimulation in the company of others, indulge in talkativeness the more he/she is bound to face the backwash of new culture. In the present study, agreeableness has not significantly predicted acculturation stress but if it had that could be negative predictor of acculturation stress (van der Zee & Van Oudenhoven, 2000; Ward, Leong, & Low, 2004). It may lead to significant contribution in acculturation stress with larger sample size. Surprisingly, personal growth initiative shows positive and significant contribution in acculturation stress as explained by a notion that higher personal growth initiative leads to approach cross cultural shifting more as an opportunity for growth but there is no evidence to prove that personal growth initiative is particularly buffer against acculturation stress (Yakunina, Weigold, & Weigold, 2013a).

In the case of resilience, it has negative but not significant impact as buffering agent against acculturation stress in the present study. Resilience may have not reached at significant level due to requirement of a larger sample but resilience must have a negative contribution as it decreases the negative effect of acculturation stress on mental health among migrant students (Lee & Park, 2014). Universal diverse orientation has the second highest predictive value in acculturation stress in the present study because it encompasses an ability to being comfortable with diverse social connections, cognitively appreciate and seek diverse experiences (Fuertes *et al.*, 2000; Miville *et al.*, 1999). This is in congruence with our hypothesis and supported by Yakunina *et al.*,2012.

From the findings, it is conceivable that there are certain personality factors that are linked with and predict acculturation stress among migrant students within national borders. Therefore, it is recommended to be informed about

acculturation stress within national borders. Psycho-education programmes and counselling sessions, focussing specially upon universal diverse orientation must be inculcated at the level of universities in order to enhance coping abilities or to overcome behavioural problems faced by migrant students within the nation. Although these findings are noteworthy, the study can be replicated with larger sample and intervention programmes can be introduced.

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