

**IBN HALDUN UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF COUNSELING PSYCHOLOGY**

**MASTER THESIS**

**TO STUDY THE RELATIONSHIP BETWEEN  
ADJUSTMENT CHALLENGES, MENTAL HEALTH,  
AND COPING STRATEGIES OF INTERNATIONAL  
STUDENTS IN TÜRKİYE**

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**ISTANBUL, 2023**

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STUDENTS IN TÜRKİYE**

**by**

**DANIELA URUEÑA GARCIA**

**A project submitted to the School of Graduate Studies in partial  
fulfillment of the requirements for the degree of Master of Arts in  
Counseling Psychology**

**THESIS SUPERVISOR  
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**ISTANBUL, 2023**

APPROVAL PAGE

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts in Counseling Psychology.

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This is to confirm that this thesis complies with all the standards set by the School of Graduate Studies of Ibn Haldun University.

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## ACADEMIC HONESTY ATTESTATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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Signature:



## ÖZ

### TÜRKİYE'DEKİ ULUSLARARASI ÖĞRENCİLERİN UYUM ZORLUKLARI, RUH SAĞLIĞI VE BAŞA ÇIKMA STRATEJİLERİ ARASINDAKİ İLİŞKİ

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Eylül 2023, 88 Sayfa

Türk üniversitelerine kayıt yaptıran uluslararası öğrencilerin sayısının artışı, karşılaştıkları zorlukları ve deneyimleri anlamaya yönelik ilgiyi artırdı. Bu çalışma, Türkiye'deki uluslararası öğrencilerin uyum zorlukları, başa çıkma stratejileri ve ruh sağlığı arasındaki ilişkiyi araştırmayı amaçlamaktadır. Türkiye'de ikamet eden bu öğrencilerin temel deneyimlerinin araştırılması gerekliliğine rağmen , bu konuya dair araştırma yapma noktasında ilgi oldukça sınırlı kalmıştır. Çalışmada, çeşitli üniversitelerden rastgele seçilen Türkçe dil kurslarına kayıtlı 120 uluslararası öğrenciyle görüşülmüş, hem nicel hem de nitel araştırma yöntemleri kullanılmıştır. Uyum zorlukları, başa çıkma stratejileri ve ruh sağlığı sonuçları arasındaki ilişkileri incelemek için nicel verilerin korelasyon ve regresyon analizleri yapıldı. Buna paralel olarak, yaşadıkları deneyimleri ve başa çıkma mekanizmalarını keşfetmek için on katılımcıdan oluşan bir alt örneklem ile yarı yapılandırılmış bir görüşme gerçekleştirilmiştir. Görüşülen kişiler tarafından bildirilen zorlukları ve başa çıkma stratejilerini yakalamak ve yorumlamak için tematik analiz kullanılmıştır. Sonuçlar, Türkiye'deki uluslararası öğrenciler arasında uyum zorlukları, başa çıkma stratejileri ve ruh sağlığı arasında önemli negatif korelasyonlar olduğunu ortaya koymuştur. Niteliksel görüşmeler, bu öğrencilerin karşılaştıkları zorlukların kapsamlı bir şekilde anlaşılmasını sağlamış ve Türkiye'deki akademik ortamda adaptif başa çıkma stratejilerine ışık tutmuştur. Karşılaşılan uyum zorluklarının ve kullandıkları başa çıkma stratejilerinin, uluslararası öğrencilerin ruh sağlığının önemli belirleyicileri

olduđu grlmřtr. Bu alıřmanın katkıları, uluslararası đrencilerin Trkiye'deki akademik yolculuklarında etkili bir řekilde rehberlik etmeleri iin danıřmanlar, eđitimciler ve kurumlar iin nemlidir. Trkiye'deki uluslararası đrenciler arasında uyum zorluklarının stesinden gelmek ve uyumlu bařa ıkma stratejileri geliřtirmek iin gerekli destekleyici nlemlerin genellenebilirliđini ve daha derin kavranıřını artırmak iin daha geniř ve daha eřitli bir rnekleme daha fazla arařtırma yapılması gerekmektedir. Bu arařtırma, uluslararası đrencilerin genel refahını ve bařarılı uyumunu teřvik etmeyi ve Trkiye'de kapsayıcı ve destekleyici bir eđitim ortamını teřvik etmeyi amalamaktadır.

**Anahtar Kelimeler:** Bařa ıkma Stratejileri, Destek Programları, Kltrleřme Stresi, Ruh Sađlıđı, Trkiye'deki Uluslararası đrenciler.

## ABSTRACT

### THE RELATIONSHIP BETWEEN ADJUSTMENT CHALLENGES, MENTAL HEALTH, AND COPING STRATEGIES OF INTERNATIONAL STUDENTS IN TÜRKİYE

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The increasing arrival of international students enrolling in Turkish universities has promoted interest in understanding their challenges and experiences while studying abroad. This study explored the relationship between adjustment challenges, coping strategies, and international students' mental health in Türkiye. Concurrently, it required investigating the central experiences of these students residing in Türkiye, a topic that has shown limited research attention. The study covered 120 international students enrolled in Turkish language courses, randomly selected from various universities. Both quantitative and qualitative research methods were employed. Quantitative data were subjected to correlation and regression analyses to examine the associations between adjustment challenges, coping strategies, and mental health outcomes. In parallel, a semi-structured interview was conducted with a subsample of ten participants to explore their lived experiences and coping mechanisms. Thematic analysis was utilized to capture and interpret the challenges and coping strategies reported by the interviewees. The results revealed significant negative correlations between adjustment challenges, coping strategies, and mental health among international students in Türkiye. The qualitative interviews provided a comprehensive understanding of the challenges faced by these students and highlighted their adaptive coping strategies in the Turkish academic setting. Adjustment challenges and coping strategies emerged as significant predictors of the mental health outcomes for

international students. This study's contributions are essential for counselors, educators, and institutions to guide international students effectively through their academic journey in Türkiye. Further research with a more extensive and diverse sample is warranted to enhance generalizability and more profound comprehension of the supportive measures required to overcome adjustment challenges and cultivate adaptive coping strategies among international students in Türkiye. This investigation attempts to promote international students' overall well-being and successful adaptation and foster an inclusive and supportive educational environment in Türkiye.

**Keywords:** Acculturation Stress, Coping Strategies, International Students in Türkiye, Mental Health, Support Programs.



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## **LIST OF SYMBOLS AND ABBREVIATIONS**

ASSIS	The Acculturative Stress Scale for International Students
COPE	The Carver Brief COPE Inventory
WEMWBS	The Warwick-Edinburgh Mental Well-being Scale



# CHAPTER I

## INTRODUCTION

With millions of students pursuing educational opportunities abroad, the globalization of higher education has significantly increased international student mobility. In exploring academic success and personal development, international students embark on an adventure by moving to unknown cultural and educational environments. They face various adjustment difficulties as they deal with the demands of academic work, social integration, and cultural adaptation (Berry, 1997).

Koo, Baker, and Yoon (2021) state that international students offer knowledge, abilities, and experience to their host countries that may positively impact the community. Furthermore, transfers of knowledge and skills are recognized as adding value to communities since they may benefit communities more deeply the higher the quality a nation possesses (Harzing et al., 2016). Additionally, international students complement educational institutions' income sources, ensuring they continue to be relevant and in demand as they develop (Hegarty, 2014). The social interaction between locals and internationals benefits both parties; it enriches and strengthens the development of all students (Luo, J., & Jamieson-Drake, 2013). The different cultures these international students bring may benefit the local students, and they may become more mature and open-minded as they go through life.

Therefore, attracting more foreigners from abroad has benefits, particularly in education. Thus, these students will bring more diversity to the local community, offering different points of view and understanding of the world from diverse backgrounds of vast and unique upbringings.

However, especially in a diverse country like Türkiye, international students from various cultural and economic backgrounds may have difficulties settling into their new environment. Adjusting to a new academic and social setting can be challenging

for international students. Language barriers, academic expectations, social isolation, cultural differences, and homesickness are only a few of the challenges they can face (Smith & Khawaja, 2011; Ward, Bochner, & Furnham, 2001). Academic adjustments may involve coping with different teaching styles, assessment systems, and academic requirements, while social adjustments include establishing new friendships, building support networks, and going through intercultural interactions (Smith & Khawaja, 2011). These adjustment challenges may lead to feelings of stress, anxiety, and emotional distress, potentially impacting their mental health and well-being.

Therefore, international students employ diverse coping strategies to manage stress and nurture adaptation to face those adjustment challenges. Coping refers to individuals' cognitive, emotional, and behavioral efforts to manage stress and deal with challenging situations (Folkman & Lazarus, 1980). Different research has identified several coping strategies international students adopt, including problem-solving, seeking social support, cultural exploration, maintaining ties with home culture, and engaging in recreational activities (Furnham & Bochner, 1986; Misra & Castillo, 2004). Effective coping strategies can facilitate successful adjustment and promote mental well-being, while maladaptive coping strategies may increase stress and negatively affect mental health outcomes (Folkman & Lazarus, 1980).

International students' mental health is greatly affected by the role of adaptation and coping strategies. On one side, positive adjustment experiences and effective coping strategies are associated with great psychological well-being and academic performance (Misra & Castillo, 2004). On the other side, persistent adjustment difficulties and reliance on maladaptive coping strategies have been linked to increased levels of stress, depression, anxiety, and feelings of loneliness (Berry, 1997; Misra & Castillo, 2004). Therefore, it is essential to understand how adjustment challenges, coping strategies, and mental health are related to developing specific interventions and support systems to improve international students' well-being and academic success.

## 1.1. International Students in Türkiye

International students have increasingly migrated to Türkiye in recent years (Zolu, Gür, and Coşkun, 2015), and the number of overseas students attending Turkish institutions has increased by approximately 300% during the past ten years. On the other side, the Turkish government's and the nation's universities' internationalization initiatives may increase the nation's value to international students, particularly those from the area. Refugees and international students, particularly those from Africa, Asia, and the Middle East, now often migrate to Türkiye. In 2019, the Higher Education Council in Türkiye presented numbers showing 172,000 international students. One of the causes of this is the absence of high-quality educational institutions and employment possibilities in their nations (Koban Koç, 2021).

Türkiye, with its unique mix of history and cultural richness, has become an attractive destination for international students. These students not only bring diverse experiences, knowledge, and skills to the host country but also contribute to the economic viability of educational institutions (Hegarty, 2014). Türkiye, traditionally recognized as a source country for sending students abroad for higher education, has experienced a significant transformation by intensifying its aim to attract international students (Özoğlu et al., 2015). Consequently, the presence of international students in Türkiye offers numerous advantages, particularly in enriching the educational experience and promoting cultural exchange. This change of view emphasizes the increasing importance of understanding the diverse experiences and well-being of international students in Türkiye, highlighting their unique challenges and the coping strategies they employ during their academic journey.

According to Professor İrfan Gündüz, President of the Education Economy Business Council, the number of international students in Türkiye is significantly increasing. Gündüz stated that approximately 310,000 international students are enrolled in various universities nationwide. This flow in international student enrollment is seen as a substantial source of revenue for Türkiye, highlighting the importance of the education sector in contributing to the country's income. Moreover, Gündüz expressed confidence that the country is on track to surpass its initial target of 350,000

international students, with a projected estimate of reaching 500,000 students by the end of the year (Anadolu Agency, 2023).

Although, despite the benefits, it might be difficult for international students to face different challenges while adapting to their new academic, social, and cultural environment in Türkiye. These challenges may be further intensified by differences in cultural and financial backgrounds, making the adjustment process more complex (Titrek et al., 2016). The successful adjustment of international students is crucial for their overall well-being and academic achievement (Sam et al., 2015). However, the mechanisms through which these challenges influence mental health and the coping strategies employed by international students in Türkiye have not been extensively explored (Shi et al., 2019).

On the other hand, Onat Kocabiyik and Donat Bacioglu (2019) explained that students have orientation requirements related to the university, department, internship and scholarship programs, campus and their surroundings, social activities, and psychological counseling services. Furthermore, researchers need to identify and understand factors that contribute to the mental well-being of the international student population and complement the existing body of literature about the mental well-being of the community of university students (Can, Poyrazli, and Pillay, 2021).

According to a study by Alpaydin (2018), the assistance given by local students and the neighborhood has a significant favorable impact on how well international students adjust because the availability of numerous services aids in reducing the difficulties with social and psychological transition. Therefore, these positive environmental aspects can be highlighted to raise the number of international students who enroll at Turkish universities. International students are a rapidly increasing population in institutions across Türkiye and the globe. While there is literature on the psychological well-being of individuals from diverse cultural and ethnic backgrounds, there is limited research on mental well-being and support programs specifically for international students in Türkiye.

## 1.2. Problem Statement

More international students are flooding into Türkiye to seek higher education. As Türkiye is an attractive destination for its multicultural and historical attributes, Turkish educational institutions have received more students than ever. According to the Türkiye Foreign Economic Relations Board (DEİK) Education Economy Business Council (2022), more than 250,000 international students have come to the country to pursue their studies. That was a 48,000 increase in the past five years. The country looks to welcome more students into the nation moving forward. The wealth of diversity the students bring has also become a source of discussion regarding maintaining the country's reputation as an attractive student destination.

International students in Türkiye present a unique challenge to the country's educational institutions. Managing students from different backgrounds, languages, cultures, and financial statuses makes it all the more difficult (Titrek et al., 2016). The language barriers and cultural gaps are the pain points of these international students that need to be addressed. These factors may also contribute to a decline in mental health in these students when they struggle even in their day-to-day activities (Sam et al., 2015). Furthermore, the acculturation mechanism impacting the mental health of migrating adolescents has not been well studied, according to a study by Shi, Chen, Bouey, Lin, and Ling (2019). Based on earlier research, psychological adjustment is one of the critical effects of acculturation. It is further supported by Titrek et al. (2016), who explain that although many international students try to overcome obstacles, some difficulties still arise and should be handled.

Numerous academic works highlight the difficulties faced by international students (Nazir, 2022). Only a small number of research, meanwhile, focused on psychological strategies to aid with adjustment. Studies that raise awareness of mental health and associated issues may also be critical. There are more international students than ever before, and research that uses psychological treatments to aid international students in adjusting is rare in Türkiye (Elemo & Türküm, 2019; Nazir, 2022).

In this case, there needs to be a study that seeks to understand the adjustment, mental health, and coping challenges that international students use as they pursue their

studies in Türkiye. It would primarily support a reliable assessment of such issues for an international student, helping the authorities better adapt and act on this predicament.

### **1.3. Significance of Study**

Higher education has become internationalized and is becoming increasingly attractive to emerging countries. When students from different countries come to study in another country, they can contribute to a larger pool of talent, facilitating a higher exchange of knowledge and cultures.

By exploring the relationship between adjustment challenges, coping strategies, and mental health among international students in Türkiye, this study aims to fill the research gap. Understanding the experiences and mental well-being of international students in Türkiye can provide new perspectives on the effectiveness of current support systems and guide the creation of focused interventions to improve their well-being (Özyazıcıoğlu & Akgüç, 2018).

Studies have examined the difficulties and adjustment requirements of international students in Türkiye due to the rise in their numbers and increased awareness of their difficulties (Elemo & Türküm, 2019). Despite many studies addressing the needs of these students, few have examined their mental health issues and access to services (Minutillo, Cleary, Hills & Visentin, 2020). Given the potential stressors associated with cross-cultural transitions, academic demands, and social isolation, exploring coping strategies among international students becomes crucial. Although many international students strive to overcome challenges, some still occur, and measures must be taken to address them (Titrek et al., 2016). Moreover, examining the intermediary role of coping strategies in the relationship between adjustment challenges and mental health can clarify the factors contributing to resilience and adaptation in this population (Wei et al., 2014).

It can be achieved by giving more attention to the foreign individuals who come and stay in Türkiye, which, in this particular case, are the students. They are the representatives of a foreign country who will inform the rest of the nation and world

about Türkiye. Therefore, the authorities should find a way to make it easier for them to deal with the different problems they encounter while living in Türkiye while pursuing their studies. They need to assist them in overcoming their obstacles to go through a smooth adjustment.

Moreover, understanding the psychological well-being of international students is vital for maintaining Türkiye's reputation as an attractive and inclusive study destination. The positive experiences of international students can contribute to a larger group of talent, thereby fostering a higher exchange of knowledge and cultures (Ozoglu et al., 2015). The findings of this study have practical implications for universities and counseling centers in Türkiye, as they can inform the development of evidence-based strategies to promote the psychological well-being of international students. Moreover, this research can comprehensively contribute to the existing literature on international student mental health, as it adds a unique cultural perspective to the field, ultimately contributing to the holistic development of individuals and the country.

#### **1.4. Purpose of Study**

This study explores the relationship between adjustment challenges, coping strategies, and mental health among international students in Türkiye. The study aims to answer key research questions by studying these dimensions, such as identifying the most significant adjustment challenges international students can experience, understanding their coping strategies, and predicting mental health outcomes based on these factors. The study intended to contribute to the existing literature on the adjustment and mental well-being of international students, particularly within the Turkish higher education context, and to contribute valuable insights for the development of intervention and prevention programs, including educators, counselors, and clinical psychologists in Turkish universities; to promote good adjustment experiences for international students and to support their mental health.

To explore the relationship between adjustment challenges, coping strategies, and mental health among international students in Türkiye, guided by the following research questions:

- Is there a relationship between adjustment challenges, coping strategies, and mental health in international students' perceptions of Türkiye?
- Is mental health predicted from adjustment challenges and coping strategies faced by international students in Türkiye?
- What are the most relevant adjustment challenges reported by international students upon their arrival in Türkiye?
- What coping strategies do international students employ to overcome their challenges during their stay in Türkiye?
- Based on the experiences of international students, what recommendations can be made to improve the support and resources available to future international students in Türkiye?

### **1.5. Limitation of Study**

It is important to note that many students were in crisis throughout this research from the earthquake incident in early 2023. It makes it much more difficult for the researcher to reach students and for students to respond as objectively as possible. Later on, because of the presidential elections, contacting the institutions and planning data collection was postponed several times.

Another limitation relates to the instrument used for data collection. Even though English was not their first language, all participants completed the questionnaires in English. It makes it challenging for students to comprehend, which might alter the study's findings.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Adjustment Challenges

Since 2019, more than 170,000 international students have chosen Türkiye as their place of choice to continue their studies (Gul, 2022). According to Professor Irfan Gündüz, President of the Education Economy Business Council, Türkiye is experiencing a notable increase in the enrollment of international students. Gündüz revealed that the current number of international students studying in diverse universities nationwide is approximately 310,000. Additionally, Gündüz expressed optimism that Türkiye is poised to exceed its original goal of hosting 350,000 international students, projecting an estimated 500,000 students by the year's conclusion (Anadolu Agency, 2023).

However, students coming to a different country, just like Türkiye for studies also have presented many issues in adjusting. Students living and studying in foreign lands may experience challenges such as language barriers, inability to sustain themselves financially, difficulties adapting to new cultures, norms, or systems, and feeling that they miss home (Mahmood & Burke, 2018). These issues lead to various other consequences that would affect their study life. The inability to understand a new language due to low proficiency would hinder students from understanding a subject matter faster, misunderstand instructions, or face difficulty communicating personal concerns or frustrations (Baklashova & Kazakov, 2016).

According to Jackson et al. (2019), these barriers are more salient for international students as many face mental health and discrimination problems at universities, making adjusting to the new environment more challenging. Issues like anxiety and depression may be prevalent in international students who have had to go through a thought process living in a different country and withstanding the stress or pressure of

succeeding in their academic journey. Language in different countries, especially in a country like Türkiye, with words that are much less familiar to the world population, needs urgent attention from the administration (Demir & Ayten, 2019). It is not only because some languages are complicated and take time to learn, but it may also be an issue when students try to transition from just learning the language to using it in many different courses in university. Hence, the barrier should be attended to early and as effectively as possible to ensure a smoother transition in education for these students. Nazir and Özçiçek (2022) also mentioned in their writing that the lack of support in universities for international students may be an institutional barrier to enabling students to better well-being in a foreign country.

These problems might later result in challenges for international students to adjust to a new setting, requiring transitioning from one original culture to another after coming in contact with the people in the new culture (Hansen et al., 2018). This obstacle may manifest in international students as stress, which may indirectly affect their well-being. In their writing, Icbay and Kocayoruk (2011) mentioned that international students needed help adjusting to the local culture or customs rather than adjusting to their new living environment. Cultural adaptation takes time as students must understand new life values from their attitudes, behavior, or worldview. It indicates that the internal process that is needed to be done by international students is a stressful experience and does come as a more significant challenge than a materialistic-based challenge when they come to another country.

Stress comes from the daily challenges of adapting to new cultures and can be seen in various symptoms an international student presents (Hansen et al., 2018). These symptoms can be seen as the students feeling depressed and anxious, having complaints about physical discomforts, feeling unwell, and being angry. Some would abuse substances detrimental to their health and well-being in exchange for some peace of mind they seek while abroad in a new country.

Çollaku and Thseen Nazir (2018) also argued that some international students may have felt disappointed due to not being seen or overlooked by the local authorities due to a desensitization of individual differences that international students bring. It means that counseling or supporting a group of university students may appear more

homogenous without considering more of the existing differences. Al-Krenawi and Al-Krenawi (2022) have also mentioned that being isolated and feeling lonely is an effect of adjusting. It may stem from their inability to make friends, communicate or express relatedness to one another, and more. It was also echoed in the writings of Snoubar (2017), who mentioned that loneliness could result from an emotional gap experienced between students of different cultures, which points to the stress caused by an inability to connect between cultures. It is also essential to recognize that many cultures have unique coping strategies (Jackson et al., 2013). International students differ in how they approach and solve a problem. It also means they do different things to get along or survive difficult situations. Some would opt for a more spiritual approach, such as meditation or prayers; some would opt for food, travel, exercise, and more. Hence, when an international student is asked to do things or activities that they are not used to, it would make them less likely to feel like doing it. It also does not help the adjustment process and makes it more challenging to get a grip on the new culture they are living in.

Various stressors may cause these symptoms. Stressors such as the inability to find solutions to conflicts they have in their lives in their studies and their financial and social relationships are indefinitely the bane of their student life abroad (Ladum & Burkholder, 2019; Nguyen et al., 2019). Although it is worth noting that stress could be such a hindrance and nuisance in a student's life, it is vital to view stress as a gateway to improvement. It was argued by Selvitopu and Gün (2020), who said stress is essential to adaptation. Students who go through the stages of stress will likely experience growth. In this process, they may experience some sense of stability, self-content, and understanding of themselves and the environment.

The inability of both the international student and the host or local people to meaningfully connect is also a stressor that contributes to stress. According to Al-Krenawi and Al-Krenawi (2022), language is also a big part that affects the relationship between both parties. As a result of the language barrier, locals and international students need help communicating, making it challenging for students to feel secure when they enter a new and strange environment. It also means that international students are less likely to participate in or be exposed to development opportunities in their home country because they are not fluent in the local language

(Hirai et al., 2015). Snoubar (2017) has also argued how the locals' attitudes towards international students could hinder students from fully adjusting to the place. Being more adamant about changing one's view and accepting different cultures from foreign lands may have also been a challenge that only adds to the difficulties of adjusting to new places for these international students.

Other stressors include the pressure to finish their studies within a set time frame, low self-esteem, and losing interest in life as a result of having to deal with the many difficulties they have faced, as well as the frightening possibility of failing or leaving university and the implications this could have for them and their families (Hirai et al., 2015). Al-Krenawi and Al-Krenawi (2022) also mention that fatigue from learning something new, such as a new culture and a new language, may also be a factor in this stress. It shows that if one comes from a distant culture from the one they are coming to or if a language is known to be a complex language to master or be proficient in, then international students may feel the tension in going through all the stress of doing so before actually collapsing into further complication such as dropping out, being depressed and other health problems.

It is noted in the writings of Ladum and Burkholder (2019) as being culturally distant. The authors have mentioned that cultural distance is the perceived discrepancy between social and physical aspects of the home and host environments. It signifies the differences in the new place they were coming from. International students may have a set of predetermined social, behavioral, and physical beings associated with what they feel at home. Coming to the new country they decided to pursue their study in may feel different and make them feel disconnected from what they are facing.

Moreover, students may have expectations of what their host country might be like from when they first started applying to further their studies (Ladum & Burkholder, 2019). When international students arrive in a new country, they may have had high expectations of their experience and hoped for assistance from locals to facilitate their assimilation. However, the reality may not bring them into line with their expectations, and this can hurt them. These students may spend much time adjusting to the new environment and managing their expectations.

Snoubar (2017) also mentioned that for international students, food is one of the factors to feel comfortable living in their new country. Food can be different between two places, especially if one comes from a different way of eating or a place with a different preference for taste or cooking. Not finding food that would make students eat properly would make them lack the nutrients needed to live or study well. It would hinder them from making the most out of their lives as their basic needs are not adequately met in the first place because of their not eating well.

The review reflects the significance of providing appropriate support and resources to facilitate the adaptation process and positively impact the mental health of these students. It underlines the importance of recognizing cultural differences and creating an excellent environment for international students to flourish academically and personally. It is essential to encourage the implementation of evidence-based interventions and comprehensive support systems to improve the well-being and adjustment experiences of international students studying in Türkiye.

## **2.2. Coping Strategies in Adjusting for International Students**

One of the disadvantages of leaving international students unattended is that the students may start to cope with the adversities by accepting them, and change may be more complex to effect. In this case, there are specific coping strategies that the student may use that will benefit them (Yilmaz et al., 2020). Cho and Yu (2014) claim that establishing friendships or other social support can benefit international students. Universities or local government agencies may start it by providing intellectual, emotional, and financial assistance. There are supports which are educationally based or training-based programs that could be organized to help students improve their understanding of the whole situation and overcome challenges through adaptation and other strategies such as acquiring basic knowledge about the country they live in geographically, culturally, language, and religion (Icbay & Kocayoruk, 2011). Social support may help students feel they belong in their new environment, making it less stressful to cope and adjust to the new place (Kristiana et al., 2022; Yildirim et al., 2021). It serves as a way for universities to fend off the unwanted stress their international students feel as they experience their student life there. As Cohen & Wills

(1985) said in their paper, this is a buffer to students' stress. The social support that carefully manages students' stress in managing social life, financial, and relationship issues can be crucial to remove some stress and protect them from further negative consequences. Students could avoid situations or hold back on speaking their minds because they still determine their capacity to manage and be concerned about their experiences. Some students can be reluctant to talk about their struggles because they fear that doing so will expose their perceived shortcomings, which could be detrimental. Conversely, suppressing one's emotions might result in issues with early-stage support, and emotional challenges can worsen into serious psychiatric issues (Elemo & Türküm, 2019).

Yusuf (2017) mentions that international students will benefit from proper guidance from the authorities, including teachers or lecturers. However, the teaching staff or lecturers have to be more active in this sense and be active in tackling this issue to lessen the challenges faced by students. Nazir and Özçiçek (2022) also believe that senior students capable of shouldering some of the roles mainly played by the authorities may be an attractive extension to the support planned by the university. Training local or international senior students to join the cause and help would also be reasonable. Stress and challenges with language are everyday experiences among international students in Turkish universities. Al-Krenawi and Al-Krenawi (2022) have also mentioned that international students would benefit from help or support from properly trained professionals.

In conclusion, coping strategies and social support are crucial in assisting international students during their academic journey in Türkiye by giving a deeper understanding of their challenges and the importance of providing appropriate guidance and resources to enhance their well-being. It highlights the meaning of a collaborative approach involving university authorities, faculty members, and senior students to design a supportive and inclusive atmosphere for international students in Türkiye. It stresses the need for culturally sensitive counseling services and language assistance to ensure a positive and successful adjustment process for international students. It is essential to promote the creation and implementation of evidence-based strategies and support systems that prioritize the mental health and well-being of international students in the country.

### **2.3. Mental Health and Support**

Considering their challenges while studying in foreign countries, international students' well-being and mental health are gradually becoming essential topics. Türkiye, as a popular destination for international students, is witnessing a growing number of students from diverse cultural backgrounds.

A study by Chang and Yu (2020) revealed that international students in Türkiye encounter significant difficulties in adjusting, including language barriers, cultural differences, and academic pressures. These difficulties can negatively affect their mental health and well-being, resulting in symptoms of anxiety, depression, and stress. Therefore, it is inviting to raise awareness and implement strategies that can help remove the stigma surrounding mental health. When offering mental health assistance to international students, it is also vital to consider the background and attitudes of their home nations (Minutillo et al., 2020).

According to Prieto-Welch's (2016) research on mental health, there are helpful strategies for providing mental health services to international students. These strategies include being aware of the cultural challenges that students may face and actively welcoming and guiding international students, especially in the beginning. In addition, it is helpful to help students understand the development of their cultural and racial identities and integrate this experience into their current student identity. It is important to remember that students may experience racism, discrimination, and differences in language and communication skills.

It is significant to comprehend the correlation between mental health and the adjustment levels of international university students. Research has shown that this group's mental health issues are widespread and can be a significant challenge (Chen et al., 2020). By understanding this relationship, we can provide appropriate psychosocial support and help international students better adapt to their new environment. They will be better equipped to handle any difficulties they encounter during transition. According to research done by Temircan (2022), it is essential to examine how migration affects the mental health of international students staying temporarily in another country. High levels of acculturative stress and the migration

process are the primary causes of adaptation difficulties for students, affecting their ability to cope with challenges and maintain their mental well-being.

It is essential to understand that mental health is a multidimensional issue influenced by numerous factors. Struggles with adjusting to new surroundings can act as stressors that intensify existing mental health conditions or incite new ones. Furthermore, insufficient social support, isolation, and difficulties accessing mental health services in a foreign country can worsen mental health challenges (Çollaku & Thseen, 2018).

In 2018, Sumer and Kişisel conducted a study that emphasized the value of social support among international students in Türkiye. Their research showed that receiving support from peers and staff positively impacted the student's well-being during their stay. It was found that understanding the challenges of adjusting to a new environment, exploring effective coping strategies, and recognizing the significance of social support all contribute to enhancing the student's psychological well-being. By incorporating evidence-based interventions, Turkish universities can provide comprehensive support to international students, creating a positive academic and cultural experience.

Psychological or counseling services may also be crucial for a student's livelihood as they act as a method of introspection that would enable students to understand themselves and the environment around them (Aslan, 2018). Professionals in psychology and counseling must possess a high level of expertise and mastery of cross-cultural skills. These abilities are necessary for effectively interacting with people from diverse cultural backgrounds, particularly when helping international students who come to study in the country. Professionals in psychology and counseling must possess a high level of expertise and mastery of cross-cultural skills. These professionals should be exposed to different cultures, mentalities, and world views so they are more able to deal with different confounding views from individuals of a foreign land (Ladum & Burkholder, 2019).

Professionals should also consider how students deal with problems and their different coping styles to help the process of ailing these international students to a better life as they study (Jackson et al., 2013). Therefore, proficiency and expertise benefit

professionals and authorities in developing effective initiatives and strategies to assist students in coping with challenging circumstances. Nonetheless, the administration and professionals need to consider the potential drawbacks of psychological assistance. Reorganizing their lives can be helpful for students, but seeking psychological help may unintentionally cause feelings of embarrassment or shame (Aslan, 2018). It is due to the belief that asking for help implies that one is problematic, has failed, or does not fit in with the community. However, seeking help should not be shameful; such labels are often unproven. Authorities must be aware of any potential drawbacks students may experience when offered this support. It is crucial to consider the long-term needs of students, including their career options (Snoubar & Celik, 2013). Assisting students in finding their path and providing them with an outlook on life after graduation can help them deal with the stress of adjusting to student life. It provides students with a focus during their time as students.

Preparing the students before they arrive in the new country is an effective way to help international students adjust to their new surroundings. As Ladum and Burkholder (2019) suggest, universities and authorities should work to manage students' expectations before their arrival for their studies. The authorities can manage international students more efficiently when they already know or are at least ready for the differences and challenges they are about to face in this country. Students ready to face the risks and challenges of adjusting to a new environment will likely have an easier time dealing with stress and other consequences. They will understand more accurately what to expect in their university and local community, which can help them handle or anticipate potential adjustment issues more effectively. Additionally, this can save authorities time managing international students before and during their international journey.

Authorities could also provide international students with the avenue or support to meet with other people of their own culture (Snoubar, 2017). Allowing students or helping them to meet people from the same country of origin would help them feel a sense of comradery, belonging, and home. It would also mean that students would have a better shot at surviving in the new place with the proper support from the people they call their own. It also means that students can connect and share experiences of being

in a foreign land, having or cooking the food they know and love, living together in the same accommodation or housing, and so much more (Hirai et al., 2015).

In conclusion, supporting international students' mental health in Türkiye requires a complete and culturally sensitive approach that addresses their unique challenges and provides the necessary tools and resources to succeed in their academic journey. By prioritizing mental health and well-being, Türkiye can continue to charm and maintain international students, fostering a diverse and enriching educational environment. However, continuous research and the creation of appropriate strategies are essential to ensure the well-being of these students in the years to come.

#### **2.4. Existing Supporting Programs From Universities Around Türkiye**

Istanbul University offers an orientation program that is organized under its International Office. The program lasts a day, and international students are greeted by the Director of the International Student Center and the Vice-Rector or the university's Rector. Afterward, they offer many different activities such as cultural dances, historical site visits in the country, group feasts, and more. The orientation is offered mainly in Turkish and in English occasionally.

At Medipol University, the orientation program was organized for students and lasted five days. During those five days, students covered different topics concerning student life at the university. It includes their academic journey from classes to examinations, language courses, and learning about the Turkish education system and culture. The university has also added a session to learn about adapting to Türkiye and culture shocks to help students adjust better.

Over in the Middle East Technical University (METU) in Ankara, an Orientation Program for Exchange and Visiting students is held each semester during fall or spring by its International Cooperations Office (ICO). This one-week program is designed to help students adjust to student life at the university by offering administrative sessions such as residence permit matters, the way around the university and how to use their facilities, course registrations, and seminars from various academic departments and units. The university also organizes an Ankara tour for social

activities. The university website offers information about accommodation, fees, health insurance, visa, etc. The International Cooperations Office of the university also anticipates many of the student issues in getting bureaucratic matters done and is said to offer assistance to smoothen their process.

The Bahçeşehir Üniversitesi has a one-day orientation program where they warm the students up to the support offered to international students, learning the academic year and process and other administrative processes such as their visas, registration, and more. The university also offers support from the Psychological Consultancy Counseling Center and runs two Counseling Center offices for students, at Beşiktaş and Şişli. Trained psychologists are available by appointment to help students with personal or academic concerns.

In Ondokuz Mayıs Üniversitesi (OMÜ), the orientation program takes about five days and focuses highly on student life at the campus and city. They also offered activities that are beneficial psychologically and socially for international students.

Every year, in the first week of May, the Hacettepe University's International Office for Students hosts an International Friendship Week. Throughout this week, participants from many nationalities give presentations on their home nations and cultures, display folk art exhibits, provide samples of local cuisine, and organize performances of local dances and music in a "festive" setting that lasts all day. This event aims to showcase the university's global variety, allow students to explore various cultures directly, and demonstrate how diverse backgrounds can foster teamwork. The university's International affairs is in charge of sharing information on admission, enrollment procedures, health insurance, and accommodation information for international students. They also organize social and cultural activities on essential and meaningful dates for international students, including a "Meet and Greet" party to help students integrate and adjust to life at Hacettepe University.

Those institutions effectively summarize the existing supporting programs from various universities in Türkiye for international students. It provides an overview of each university's orientation program, highlighting these initiatives' key components

and objectives. Those programs offer valuable information for anyone interested in the support and resources available for international students in Türkiye.

Reviewing what has been done revealed the importance of orientation programs for international students in promoting their well-being and adjustment during their academic journey in a foreign country. The universities in Türkiye have taken excellent steps to facilitate the integration and adaptation of international students. These orientation programs offer practical information about administrative processes and prioritize students' psychological and social support through cultural activities, counseling services, and events promoting intercultural understanding. Such comprehensive support enhances the overall experience of international students and fosters a welcoming and inclusive academic environment.

## CHAPTER III

### METHODOLOGY AND APPLICATION

This section explains the study's research methodology, participants, instruments, procedure and data analysis used.

#### 3.1. Research Method

In this study, correlation, regression, and a cross-sectional survey methodology were all employed. It examined the relationship between adjustment difficulties and mental health and investigated the coping mechanisms employed by international students in Türkiye. This research work was done using qualitative and quantitative research methods. "The concepts of explanation and understanding are interrelated in that causal explanations build on understanding and interpreting, and to give a causal explanation might be the first step towards developing and understanding. Therefore, studies concerning understanding using qualitative approaches focus on the meanings of behavior for the individual" (Hjelmeland & Knizek, 2010). It was also carried out using a survey methodology. According to Babbie (1990, quoted in Creswell, 2014), the survey model tries to extrapolate results from a sample to the entire population to derive generalizations about a characteristic, attitude, or behavior.

Correlation and regression are the statistical analysis techniques chosen for this study because they are suitable for determining whether the variables are related, the type of relationship between the variables, and the strength of the relationship. Furthermore, quantitative and qualitative research methods facilitated the analysis, exploration, observation, and interaction with the participants closely, exploring in-depth detail, which will help to identify and describe participants' subjective experiences much better. Therefore, interpreting their responses gave a greater understanding, which will support previous research and open to new ones made under the topic.

### 3.2. Participants

Filling out the survey-specific criteria and agreeing to an interview was required for participation to understand better the adjustment challenges, coping strategies, and mental health care needs of international students, as well as to comprehend the relationship and how to help them manage it effectively.

The sample criteria for this research are as follows:

- To be an international student in Türkiye in higher education institutions (Undergraduate, Master, or Ph.D. level)
- Studying the Turkish Language in a Language school (TÖMER).
- To read and understand the English Language (the language of the scale is English)

A convenience sample was employed in order to contact more students conveniently. Both in-person and online techniques were used to acquire the data. While collecting data in person, various colleges, residence halls, and student homes were visited. Students in different cities were also contacted through an online survey. The participants assisted in recruiting new participants by telling their friends and family about the study while the data was being gathered. The participation was voluntary, and permission was sought. Also, ethical committee permission was requested from the university ethical committee.

For the qualitative phase, a brief case study of the ten students was conducted using semi-structured interviews with a small group of ten.

**Table 3.1. Gender of International Students**

<i>Gender</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
1 Male	41	34,2	34,5	34,5
2 Female	79	65,0	65,5	100,0
Total	120	99,2	100,0	

**Table 3.1. (cont.)**

Missing	0	,0		
Total	120	100,0		

Thus, to explore the relationship between mental health, coping strategies, and adjustment challenges of international students in Türkiye, a sample of 120 participants was gathered to provide insight into the potential gender-based variations in experiences.

Table 3.1 explains the distribution of participants based on their gender. The sample consists of both male and female participants. Among the participants, 34.2% identified as male, while a more significant portion, constituting 65.0%, identified as female. This distribution underscores the gender diversity within the international student population under study.

Thus, the data reflects a higher representation of female participants than male participants. The cumulative percentage reveals that 34.5% of the participants are male, and 65.5% are female.

The look at gender is necessary, and it can clarify how mental health challenges, coping mechanisms, and adjustment issues may manifest differently across gender lines within the context of international students in Türkiye.

This gender-based analysis contributes to a more comprehensive understanding of the potential influences and disparities that might shape the experiences of international students as they navigate various aspects of their academic and personal lives while studying abroad.

**Table 3.2. Level of Study International Students**

<i>Level of study</i>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrade	62	51,7	52,1	52,1

**Table 3.2. (cont.)**

Valid	Master	48	40,0	40,3	92,4
	PhD	9	7,5	7,6	100,0
	Total	119	99,2	100,0	
Missing	System	1	,8		
Total		120	100,0		

The participants were classified based on their level of study to explore the potential variations in experiences based on these different levels.

The 3.2 table illustrates the participants' distribution based on their study level within the Turkish education system. The sample comprises individuals at various stages of academic pursuit: Undergraduate 51.7%, Master's 40.0% and PhD 7.5%. One participant's level of study is categorized as "Missing" 0.8%. This distribution provides insight into the sample's composition in terms of educational progression.

Of the total of participants, the majority are pursuing their undergraduate degree 52.1% followed by those engaged in Master's-level studies 40.3% and individuals undertaking Ph.D. programs 7.6%

On the other hand, the differences in experiences, challenges, and coping mechanisms may vary based on the academic stage of international students. This data is needed to understand the possible impact of academic factors on mental health and adjustment issues within the context of international students in Türkiye.

Considering the participants' level of study can lead to a more comprehensive understanding of the complexities surrounding mental health and adjustment challenges that international students encounter during their academic journey.

**Table 3.3. Nationalities and Percentage of International Students**

<i>Nationality</i>		Frequency	Percent
Valid		15	12,5

**Table 3.3. (cont.)**

Valid	Afghan	4	3,3
	Algerian	3	2,5
	American	1	,8
	Bangladesh	3	2,5
	Brazilian	3	2,5
	British	1	,8
	Chinese	1	,8
	Colombia	6	5,0
	Ethiopia	4	3,3
	Egypt	7	5,8
	Filipino	1	,8
	French	3	2,5
	Ghana	6	5,0
	Indian	4	3,3
	Indonesia	5	4,2
	Indonesian	1	,8
	Iraqi	1	,8
	Israeli	1	,8
	Jordanian	1	,8
	kashmiri	1	,8
	Kazakh	2	1,7
	Lybian	1	,8
	Malaysia	2	1,7
	Malaysian	4	3,3
	Mali	1	,8
	Mexican	5	4,2
	Morroco	1	,8
	Nigeria	4	3,3
	Pakistani	4	3,3
	Palestinian	5	4,2
	Spanish	1	,8
	Syrian	4	3,3
	Tunisian	3	2,5
	Ugandan	3	2,5
	Ukrania	1	,8
	Uzbek	2	1,7
	Venezuelan	3	2,5
	Yemani	1	,8
	Zambia	1	,8
	Total	120	100,0

The participants were diverse from various countries, demonstrating the multicultural nature of the international student population in Türkiye.

Table 3.3 provides information on the sample's frequency and percentage distribution of different nationalities. The sample comprises individuals from 33 different nationalities. The most prevalent nationalities in the sample were Afghan (3.3%), Algerian (2.5%), Colombian (5.0%), Ethiopian (3.3%), Egyptian (5.8%), Ghanaian (5.0%), Indian (3.3%), Indonesian (4.2%), Malaysian (3.3%), Mexican (4.2%), Nigerian (3.3%), Pakistani (3.3%), Palestinian (4.2%), Syrian (3.3%), Tunisian (2.5%), and Ugandan (2.5%). The remaining nationalities each comprised 1.7% or less of the sample.

It is vital to see that while a few participants represented the majority of nationalities, their collective presence highlights the cultural diversity within the international student population being studied.

The distribution of nationalities indicates a wide range of backgrounds, which could potentially influence mental health, coping strategies, and adjustment challenges experienced by international students in Türkiye. Understanding the different nationalities' specific challenges could contribute to developing more effective support systems and interventions for this student population.

Table 3.3 offers valuable insight into the sample composition and helps as an important contextual element for understanding the potential cross-cultural variations in mental health and coping mechanisms among international students in Türkiye.

### **3.3. Instruments**

This study adopts the Brief-COPE, mental well-being (WEMWBS), and the acculturative stress scale for international students (ASSIS) to assess students' mental health and coping strategies. The COPE (Coping Orientation to Problems Experienced) Inventory, a self-report questionnaire designed to examine various coping responses, is available in an abridged form called Brief-COPE. The scale is now one of the most widely used and well-validated measures of coping mechanisms

(Garcia et al., 2018). To measure a person's mental health, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was created (Smith et al., 2017). The Acculturative Stress Scale for International Students (ASSIS) by Sandhu and Asrabadi is the last scale employed in this study. A 36-item scale measures international students' acculturative stress with a 0.89 Chronbach alpha (Rajab et al., 2014).

The research used the following instruments to assess the adjustment issues and the effect of the support system on the adjustment process. First, participants signed the consent form and responded to the scales. All of it took approximately 5- 10 minutes to complete. The survey is added to the Appendix section.

- The acculturative stress scale for international students (ASSIS)
- The Carver Brief COPE Inventory
- The Warwick-Edinburgh Mental Well-being Scale
  
- **The Acculturative Stress Scale for International Students (ASSIS)**

The Acculturative Stress Scale for International Students (ASSIS) consists of a 36-item scale that measures acculturative stress among international students. Responses are scored on a 5-point Likert-type scale, with one being "strongly disagree" and five being "strongly agree." The scores range from 36 to 180, with high scores referring to higher acculturative stress. The subscales of ASSIS are perceived discrimination (8 items), homesickness (4 items), perceived hate (5 items), fear (4 items), stress due to change (3 items), and guilt (2 items), and miscellaneous (10 items). The ASSIS has very high reliability and validity. The Cronbach's coefficient alpha is 0.94, and the Guttman split-half reliability is .96 for all 36 scale items. Using factor analysis established the scale's validity; the seven factors accounted for 69.7% of the total variance. (Sandhu & Asrabadi, 1994).

- **The Carver Brief COPE Inventory**

The Brief COPE Inventory was adapted by Carver (1997) and is an abbreviated version of the complete COPE Inventory. It consists of only 28 statements across two scales and is more focused on understanding the frequency with which people use different coping strategies in response to various stressors. Using the inventory, participants score themselves from 1 to 4, with one being *'I have not been doing this at all'* and four being *'I have been doing this a lot.'*

- **The Warwick-Edinburgh Mental Well-being Scale**

"The Warwick-Edinburgh Mental Well-being Scale was funded by the Scottish Government National Programme for Improving Mental Health and Well-being, commissioned by NHS Health Scotland, developed by the University of Warwick and the University of Edinburgh, and is jointly owned by NHS Health Scotland, the University of Warwick and the University of Edinburgh." WEMWBS is a 14-item scale of mental well-being covering subjective well-being and psychological functioning, in which all items are worded positively and address aspects of positive mental health. The scale is scored by summing responses to each item answered on a 1 to 5 Likert scale. The minimum scale score is 14, and the maximum is 70.

### **3.3.1. Consent Form**

The participants reviewed the consent form before completing the questionnaire and conducting the interview. Students were, therefore, made aware of the purpose of the study. Their personal information's confidentiality was highlighted. Finally, students completed the form acknowledging that they voluntarily participated in the study.

### **3.3.2. Demographic Information Sheet**

A demographic form is created to track how international students are adjusting. The students provided demographic information about themselves, including their age, gender, nationality, degree of education, course enrollment, length of stay in Türkiye,

type of housing, financial status, and level of language competence. It was stated that personal information would not be shared with others and would only be used for research.

### **3.4. Data Collection Procedures**

Through the TÖMER institutes of different Turkish universities, the participants were contacted. The Ibn Haldun University Social and Humanities Scientific Researches and Editorial Ethics Board processed the ethical review form. Later, the students were reunited in a classroom to explain the research objectives and discuss whether they would participate. After filling out the questionnaire, the next step proceeded with arranging meetings with a group of participants to provide informed consent and started with the interview. A semi-structured interview took place for 30 minutes to one hour. It was necessary to ensure that the interview could be done without interruption in a comfortable or familiar place for the participants.

The collection of qualitative data was made through voice recording and transcription. It was not possible to write down everything the participant was saying. Therefore, voice recording helped the interview to run smoothly and establish rapport.

### **3.5. Data Analysis Procedures**

The current study was conducted during the school year 2022–2023's fall and spring semesters. By obtaining the required university approval, the data was acquired. In the current study, Pearson Moment Correlation, Linear Regression, and t-test analysis were computed using Statistical Package for the Social Sciences (SPSS) to analyze the data.

The findings in this qualitative research were reported using the thematic analysis method. "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data in (rich) detail. However, frequently, it goes further than this and interprets various aspects of the research topic. Typically, this reflects that the data have been summarized and organized, rather than analyzed" (Clarke & Braun, 2013). The analysis helped find,

examine, and report patterns among the data. The participants in the interview were given guidelines to answer questions genuinely while not being guided in their responses.



## CHAPTER IV

### RESULTS AND DISCUSSION

In this section the quantitative and qualitative findings obtained from the data analysis and interpretation of them are included. Followed by the discussion based on the results.

#### 4.1. Quantitative Findings

A random sample of 120 international students was chosen among those studying at Turkish institutions. This study explored the relationship between adjustment challenges, mental health, coping strategies, and gender differences among international students in Türkiye.

A multidimensional understanding of these interconnected dimensions has been uncovered through a laborious analysis of correlations, regression models, and independent samples t-tests, yielding valuable insights for academic and practical applications. The findings of the Pearson correlation analysis clarified the relationship between mental health, adjustment challenges, and coping strategies. The regression analysis underscored the salient role of adjustment challenges in shaping the mental well-being of international students. Although coping strategies did not emerge as a significant predictor of mental health, the impact of adjustment challenges on mental well-being was noticeable. The analysis of gender differences through independent samples t-tests revealed exciting insights.

The applied analysis was described and explained in the following tables:

**Table 4.1. Level of Study of International Students**

<i>Level of Study</i>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrade	62	51,7	52,1	52,1
	Master	48	40,0	40,3	92,4
	PhD	9	7,5	7,6	100,0
	Total	119	99,2	100,0	
Missing	System	1	,8		
Total		120	100,0		

Table 4.1 shows that most participants were at the undergraduate level of study, with 62 participants, 51.7% falling into this category. The next largest group comprised 48 participants, 40% pursuing a Master's degree. A smaller proportion of the participants, nine individuals, 7.5%, were at the PhD level of study.

These findings suggest that the sample primarily comprises undergraduate and Master's level students, with a minority pursuing doctoral studies. The cumulative percentages reflect the progressive distribution of participants across the various levels of analysis, indicating that the first two categories, Undergraduate and Master's, cover the majority, 92.4% of the participants.

It is worth noting that one missing value constituted 0.8% of the total data, resulting in a total of 119 valid responses for the level of study.

The distribution of participants' level of study provides valuable insights into the composition of the sample and the representation of different academic stages among the participants.

**Table 4.2. Gender of International Students**

<i>Gender</i>		Frequency	Percent	Valid Percent	Cumulative Percent
	1 Male	41	34,2	34,5	34,5

**Table 4.2. (cont.)**

	2 Female	79	65,0	65,5	100,0
	Total	120	99,2	100,0	
Missing		0	,0		
Total		120	100,0		

In Table 4.2, the results revealed that most participants identified as female, with 79 individuals, 65.5% falling into this category. In contrast, 41 participants, 34.5%, identified as male.

The cumulative percentages demonstrate the progressive distribution of participants across the gender categories. Female participants constituted the more significant portion of the sample, accounting for 100.0% of the cumulative percentage.

It is important to note that there were no missing values in the gender variable, indicating complete data.

These findings provide insight into the gender composition of international students. The predominance of female participants suggests a higher representation of female international students within the sample.

**Table 4.3. Mean and Standard Deviation Values of ASSIS**

ASSIS							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
1. Homesickness bothers me.	120	1	5	360	3,00	1,138	1,294
2. I feel uncomfortable to adjust to new foods.	120	1	5	331	2,76	1,223	1,496
3. I am treated differently in social situations	120	1	5	361	3,01	1,073	1,151
4. Others are sarcastic toward my cultural values.	120	1	5	290	2,42	,984	,968
5. I feel nervous to communicate in Turkish.	120	1	5	389	3,24	1,322	1,748

**Table 4.3. (cont.)**

6. I feel sad living in unfamiliar surroundings	120	1	5	286	2,38	1,070	1,146
7. I fear for my personal safety because of my different cultural background	120	1	5	276	2,30	1,142	1,304
8. I feel intimidated to participate in social activities.	120	1	5	304	2,53	1,076	1,159
9. Others are biased toward me.	120	1	5	295	2,46	,907	,822
10. I feel guilty to leave my family and friends behind.	120	1	5	292	2,43	1,275	1,626
11. Many opportunities are denied to me.	120	1	5	294	2,45	,915	,838
12. I feel angry that my people are considered inferior here.	120	1	5	329	2,74	1,170	1,370
13. Multiple pressures are placed upon me after migration.	120	1	5	374	3,12	1,039	1,079
14. I feel that I receive unequal treatment.	120	1	5	322	2,68	1,130	1,277
15. People show hatred toward me nonverbally.	120	1	5	299	2,49	1,053	1,109
16. It hurts when people don't understand my cultural values.	120	1	5	357	2,98	1,111	1,235
17. I am denied what I deserve.	120	1	5	292	2,43	,976	,954
18. I frequently relocate for fear of others.	120	1	5	254	2,12	,972	,944
19. I feel low because of my cultural background.	120	1	5	227	1,89	,977	,955
20. Others don't appreciate my cultural values	120	1	5	293	2,44	,986	,971
21. I miss the people and country of my origin.	120	1	5	436	3,63	1,053	1,108
22. I feel uncomfortable to adjust to new cultural values.	120	1	5	285	2,38	1,005	1,009
23. I feel that my people are discriminated against.	120	1	5	301	2,51	1,021	1,042
24. People show hatred toward me through actions.	120	1	5	264	2,20	,913	,834
25. I feel that my status in this society is low due to my cultural background.	120	1	5	271	2,26	1,017	1,034

**Table 4.3. (cont.)**

26. I am treated differently because of my race	120	1	5	286	2,38	1,109	1,230
27. I feel insecure here.	120	1	5	272	2,27	1,059	1,122
28. I don't feel a sense of belonging (community).	120	1	5	322	2,68	,996	,991
29. I am treated differently because of my colour	120	1	5	245	2,04	1,072	1,150
30. I feel sad to consider my people's problems	120	1	5	344	2,87	1,137	1,293
31. I generally keep a low profile due to fear.	120	1	5	298	2,48	1,167	1,361
32. I feel some people don't associate with me because of my ethnicity.	120	1	5	308	2,57	1,143	1,306
33. People show hatred toward me verbally.	120	1	5	254	2,12	,963	,927
34. I feel guilty that I am living a different lifestyle here.	120	1	5	249	2,08	,980	,961
35. I feel sad leaving my relatives behind.	120	1	5	334	2,78	1,278	1,633
36. I worry about my future for not being able to decide whether to stay here or to go back.	120	1	5	357	2,98	1,253	1,571
Valid N (listwise)	120						

The ASSIS scale consists of 36 items that assess different aspects of adjustment challenges experienced by international students. A total of 120 participants took part in the study. The participants were both male and female international students.

The descriptive statistics for each item of the ASSIS scale, its mean and standard deviation, are presented in Table 4.3. Moreover, the means found at the highest level were explained as follows: Participants' responses to "I feel nervous to communicate in Turkish" were analyzed. The mean score for this item was  $M = 3.24$ , indicating that, on average, participants reported feeling moderate nervousness when communicating in Turkish. The standard deviation  $SD = 1.322$  suggests variability in participants' reported levels of discomfort, with some individuals feeling more nervous than others when engaging in Turkish communication.

For the item "Multiple pressures are placed upon me after migration," participants' mean score was  $M = 3.12$ . This finding suggests that, on average, participants perceived experiencing various stressors and demands following migration. The standard deviation ( $SD = 1.039$ ) highlights variability in participants' reported pressure levels, indicating that some individuals perceive higher levels of external stressors than others.

Analysis of participants' responses to the statement "I miss the people and country of my origin" revealed a mean score of  $M = 3.63$ . This result indicates that, on average, participants reported a moderate longing and nostalgia for their home country and the people they left behind. The standard deviation  $SD = 1.053$  reflects variability in participants' reported feelings of attachment and sentiment toward their country of origin, with some experiencing stronger feelings of missing their homeland than others.

These findings offer insights into participants' emotional experiences and psychological challenges related to migration, as measured by the ASSIS scale. The mean scores provide an understanding of the central tendencies of participants' feelings and perceptions. At the same time, the standard deviations underscore the individual differences in their reported levels of nervousness, pressure, and attachment to their home country.

In conclusion, the results from the descriptive statistics provide insights into the various adjustment challenges international students face. The mean scores indicate the level of agreement or disagreement with each statement, while the standard deviations reflect the variability of responses within the sample. The scale items cover a range of challenges, including homesickness, discomfort with new cultural values, perceived discrimination, communication difficulties, and emotional responses to the new environment.

**Table 4.4. Mean and Standard Deviation Values of COPE**

<i>COPE</i>								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
1. I've been turning to work or other activities to take my mind off things	120	3	1	4	266	2,22	1,039	1,079
2. I've been concentrating my efforts on doing something about the situation I'm in	120	3	1	4	334	2,78	1,030	1,062
3. I've been saying to myself "this isn't real".	120	3	1	4	207	1,73	,978	,957
4. I've been using alcohol or other drugs to myself feel better.	120	3	1	4	131	1,09	,410	,168
5. I've been getting emotional support from others.	120	3	1	4	271	2,26	,893	,798
6. I've been giving up trying to deal with it.	120	3	1	4	203	1,69	,877	,770
7. I've been taking action to try to make the situation better.	120	4	1	5	357	2,97	1,000	,999
8. I've been refusing to believe that it has happened.	120	3	1	4	199	1,66	,930	,865
9. I've been saying things to let my unpleasant feeling escape.	120	3	1	4	250	2,08	1,066	1,136
10. I've been getting help and advice from other people.	120	3	1	4	294	2,45	1,052	1,107

**Table 4.4. (cont.)**

11. I've been using alcohol or other drugs to help me get through it	120	3	1	4	127	1,06	,325	,106
12. I've been trying to see it in a different light, to make it seem more positive.	120	3	1	4	331	2,76	1,045	1,092
13. I've been criticizing myself.	120	3	1	4	272	2,27	1,067	1,138
14. I've been trying to come up with a strategy about what to do.	120	3	1	4	345	2,87	1,042	1,085
15. I've been getting comfort and understanding from someone.	120	3	1	4	286	2,38	,918	,843
16. I've been giving up the attempt to cope.	120	3	1	4	188	1,57	,730	,533
17. I've been looking for something good in what is happening.	120	3	1	4	367	3,06	1,007	1,013
18. I've been making jokes about it.	120	3	1	4	282	2,35	1,164	1,355
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	120	3	1	4	310	2,58	1,050	1,102
20. I've been accepting the reality of the fact that it has happened.	120	3	1	4	341	2,84	1,029	1,059
21. I've been expressing my negative feelings.	120	3	1	4	237	1,98	,855	,730

**Table 4.4. (cont.)**

22. I've been trying to find comfort in my religion or spiritual beliefs.	120	3	1	4	347	2,89	1,098	1,207
23. I've been trying to get advice or help from other people about what to do.	120	3	1	4	287	2,39	,998	,997
24. I've been learning to live with it.	120	3	1	4	342	2,85	1,042	1,087
25. I've been thinking hard about what steps to take.	120	3	1	4	346	2,88	1,006	1,011
26. I've been blaming myself for things that happened.	120	3	1	4	219	1,83	,967	,936
27. I've been praying or meditating.	120	3	1	4	351	2,93	1,146	1,314
28. I've been making fun of the situation.	120	3	1	4	265	2,21	1,044	1,091
Valid N (listwise)	120							

The COPE scale consists of 28 items that assess different coping strategies individuals employ when dealing with challenging situations. A total of 120 participants took part in the research. The participants' responses were analyzed to determine the mean and standard deviation for each item of the COPE scale and presented in Table 4.4.

The means who were found in the highest level were explained as follows: it was found that participant's responses to the statement "I've been taking action to try to make the situation better ."The mean score for this item was  $M = 2.97$ , suggesting that, on average, participants reported engaging in actions to improve their circumstances. The standard deviation  $SD = 1.000$  indicates variability in the extent to which participants actively address challenging situations, with some reporting higher levels of proactive coping than others.

For the item "I've been trying to come up with a strategy about what to do," participants' mean score was  $M = 2.87$ . This result indicates that, on average, participants reported engaging in cognitive efforts to develop plans and strategies to handle their challenges. The standard deviation  $SD = 1.042$  highlights variability in participants' reported levels of strategic thinking, suggesting that some individuals may be more inclined to develop coping strategies than others.

Analysis of participants' responses to the statement "I've been looking for something good in what is happening" revealed a mean score of  $M = 3.06$ . This finding indicates that, on average, participants reported engaging in a cognitive reframing process, seeking positive aspects within their harrowing experiences. The standard deviation  $SD = 1.007$  reflects variability in participants' tendencies to find silver linings in challenging situations. Participants' mean score for the item "I've been thinking hard about what steps to take" was  $M = 2.88$ . This result suggests that, on average, participants reported engaging in thoughtful deliberation and problem-solving to determine appropriate courses of action. The standard deviation  $SD = 1.006$  signifies variability in participants' reported levels of active cognitive engagement in decision-making.

For the item "I've been praying or meditating," participants' mean score was  $M = 2.93$ . This result indicates that, on average, participants reported using spiritual or religious practices as coping mechanisms. The standard deviation  $SD = 1.146$  reflects variability in participants' reported use of prayer or meditation to navigate challenging situations, with some relying more heavily on these practices than others.

Overall, the results from the mean and standard deviation values provide insights into the coping strategies employed by individuals when facing challenges. The mean scores indicate the extent to which participants utilize each coping method, while the standard deviations reflect the variability of responses within the sample. The scale items cover a range of coping behaviors, including seeking emotional support, problem-solving, denial, substance use, and seeking religious/spiritual comfort.

**Table 4.5. Mean and Standard Deviation Values of WEMWBS**

<i>MENTAL HEALTH (WEMWBS)</i>							
			Mean	Std. Deviation	Variance		
I've been feeling optimistic about the future			3,88	1,055	1,112		
I've been feeling relaxed			3,27	1,043	1,088		
I've had energy to spare			3,25	,981	,962		
I've been thinking clearly			3,48	1,045	1,092		
I've been feeling close to other people			3,23	1,104	1,218		
I've been able to make up my own mind about things			3,89	,986	,971		
I've been interested in new things			3,90	1,095	1,200		
I've been feeling useful			3,63	1,085	1,178		
I've been feeling interested in other people			3,30	1,082	1,170		
I've been dealing with problems well			3,58	,914	,835		
I've been feeling good about myself			3,68	,972	,944		
I've been feeling confident			3,63	1,100	1,209		
I've been feeling loved			3,60	1,111	1,234		
I've been feeling cheerful			3,45	1,028	1,056		
Valid N (listwise)							
<i>WEMWBS</i>							
	N	Range	Minimum	Maximum	Mean	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Deviation	Variance
I've been feeling optimistic about the future	120	4	1	5	3,88	Statistic	Statistic
I've been feeling relaxed	120	4	1	5	3,27	1,055	1,112
I've had energy to spare	120	4	1	5	3,25	1,043	1,088
I've been thinking clearly	120	4	1	5	3,48	,981	,962
I've been feeling close to other people	120	4	1	5	3,22	1,045	1,092
I've been able to make up my own mind about things	120	4	1	5	3,89	1,104	1,218
I've been interested in new things	120	4	1	5	3,90	,986	,971
I've been feeling useful	120	4	1	5	3,63	1,095	1,200

**Table 4.5. (cont.)**

I've been feeling interested in other people	120	4	1	5	3,30	1,085	1,178
I've been dealing with problems well	120	4	1	5	3,58	1,082	1,170
I've been feeling good about myself	120	4	1	5	3,68	,914	,835
I've been feeling confident	120	4	1	5	3,63	,972	,944
I've been feeling loved	120	4	1	5	3,60	1,100	1,209
I've been feeling cheerful	120	4	1	5	3,45	1,111	1,234
Valid N (listwise)	120					1,028	1,056

Table 4.5 presents the WEMWBS scale, which comprises 14 items that assess different aspects of well-being and positive mental health. The participants' responses were analyzed to calculate the mean and standard deviation for each item of the WEMWBS scale.

The highest-level means values found were selected and explained: Participants' responses to the item "I've been feeling optimistic about the future" were analyzed. The results revealed a mean score of  $M = 3.88$ , indicating that, on average, participants reported a relatively high level of optimism about their future. The standard deviation  $SD = 1.05$  suggests some variability in responses, suggesting that while most participants reported feeling optimistic, there was variation in the extent to which they experienced this feeling.

For the item "I've been able to make up my own mind about things," participants' mean score was  $M = 3.89$ , indicating that they generally reported a moderate ability to make independent decisions. The standard deviation  $SD = 1.104$  suggests variability in participants' reported levels of decisiveness, with some participants indicating a more vital ability to make up their own minds than others. Analysis of participants' responses to "I've been interested in new things" revealed a mean score of  $M = 3.90$ . This result suggests that, on average, participants reported a moderate level of interest in exploring

novel experiences. The standard deviation  $SD = 0.986$  indicates variability in participants' reported interest levels, with some expressing a higher propensity for curiosity about new things than others. These results provide insights into participants' self-reported optimism about the future, ability to make independent decisions, and interest in new experiences as measured by the WEMWBS scale.

In conclusion, the findings from the mean and standard deviation values give insights into the well-being and positive mental health levels among the participants as measured by the WEMWBS scale. The mean scores reflect the extent to which participants experience each aspect of well-being, while the standard deviations highlight the variability in their responses. The scale items have different dimensions of well-being, such as optimism, relaxation, energy, clarity of thought, and positive social interactions.

#### 4.1.1. Correlation

The correlation analysis examined the relationship between mental health, adjustment challenges, and coping strategies among 120 international students in Turkish universities.

**Table 4.6. Correlation ASSIS – COPE – WEMWBS**

<i>Correlation ASSIS – COPE – WEMWBS</i>				
		ASIIS	WEMWBS	COPE
ASIIS	Pearson Correlation	1	-,585**	,267**
	Sig. (2-tailed)		,000	,003
	N	120	120	120
WEMWBS	Pearson Correlation	-,585**	1	-,256**
	Sig. (2-tailed)	,000		,005
	N	120	120	120
COPE	Pearson Correlation	,267**	-,256**	1
	Sig. (2-tailed)	,003	,005	
	N	120	120	120

The results of the analysis reveal a significant relationship among the variables. First of all, adjustment challenges (ASIIS) show a statistically significant negative

correlation with mental health (WEMWBS), with a Pearson correlation coefficient of  $R = -0.585$  ( $p < 0.01$ ). It indicates that mental health tends to decrease among the participants as adjustment challenges increase.

Second, coping strategies (COPE) present a statistically significant positive correlation with adjustment challenges (ASSIS), with a Pearson correlation coefficient of  $R = 0.267$  ( $p < 0.01$ ). It suggests that higher reported coping strategies are associated with more significant reported adjustment challenges among international students.

Furthermore, there is a statistically significant negative correlation between mental health (WEMWBS) and coping strategies (COPE), with a Pearson correlation coefficient of  $R = -0.256$  ( $p < 0.01$ ). It implies that coping strategies tend to decrease among the participants as mental health improves.

In conclusion, the Pearson correlation analysis indicates that mental health is significantly and negatively correlated with adjustment challenges, suggesting that more significant adjustment challenges are associated with poorer mental health.

Additionally, coping strategies positively correlate with adjustment challenges, suggesting that higher reported coping strategies are linked to increased adjustment. Moreover, a negative correlation exists between mental health and coping strategies, indicating that better mental health is related to lower-stated coping strategies.

#### 4.1.2. Regression

**Table 4.7. Regression WEMWBS**

<i>Linear Regression (WEMWBS is dependent variable)</i>							
WEMWBS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
COPE	-.084	.06	-1.42	.159	-.202	.034	
ASSIS	-.272	.038	-7.17	0	-.348	-.197	***
Constant	80.27	4.518	17.77	0	71.322	89.218	***
Mean dependent var		49.739	SD dependent var		10.302		
R-squared		0.353	Number of obs		119		
F-test		31.707	Prob > F		0.000		
Akaike crit. (AIC)		845.898	Bayesian crit. (BIC)		854.235		
*** $p < .01$ , ** $p < .05$ , * $p < .1$							

The regression analysis was conducted to explore the relationships between the dependent variable, mental health (WEMWBS), and two predictor variables: coping strategies (COPE) and adjustment challenges (ASSIS) among 120 foreign students in Turkish universities.

First, coping strategies (COPE) show a non-significant negative coefficient of  $R = -0.084$  ( $p = 0.159$ ). It suggests that, within this model, coping strategies do not significantly predict mental health among international students. Thus, adjustment challenges (ASSIS) exhibit a statistically significant and negative coefficient of  $R = -0.272$  ( $p < 0.001$ ). It implies that adjustment challenges have a significant and negative association with mental health among international students. As adjustment challenges increase, mental well-being tends to decrease.

The constant term 80.27 represents the expected value of mental health when coping strategies and adjustment challenges are zero. The R-squared value of 0.353 indicates that the included predictor variables can explain approximately 35.3% of the variability in mental health. The F-test value 31.707 is statistically significant ( $p < 0.001$ ), indicating that the overall model firmly fits the data.

To sum up, the results of this regression analysis show that while coping strategies do not significantly predict mental health among international students in this study, adjustment challenges significantly and negatively impact mental well-being. These findings highlight the importance of addressing adjustment challenges to promote better mental health among international students.

**Table 4.8. Regression COPE**

<i>Linear Regression (COPE is dependent variable)</i>							
COPE	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
ASSIS	.112	.07	1.61	.11	-.026	.25	
WEMWBS	-.202	.142	-1.42	.159	-.483	.08	
Constant	64.214	12.084	5.31	0	40.281	88.147	***
Mean dependent var		64.521	SD dependent var			13.402	
R-squared		0.087	Number of obs			119	
F-test		5.519	Prob > F			0.005	
Akaike crit. (AIC)		949.600	Bayesian crit. (BIC)			957.938	
*** $p < .01$ , ** $p < .05$ , * $p < .1$							

Results in Table 4.9 provide insights into these relationships. The adjustment challenges (ASSIS) coefficient is  $R = 0.112$ , indicating a non-significant positive relationship ( $p = 0.11$ ). It suggests that, within this model, adjustment challenges do not significantly predict coping strategies among international students.

Besides, mental health (WEMWBS) demonstrates a statistically non-significant negative coefficient of  $R = -0.202$   $p = 0.159$ . It indicates that the relationship between mental health and coping strategies is not significant in this model's predicting coping strategies among international students.

The constant term 64.214 represents the expected value of coping strategies when both mental health and adjustment challenges are zero. The R-squared value of 0.087 suggests that the included predictor variables can explain approximately 8.7% of the variability in coping strategies. The F-test value 5.519 is statistically significant ( $p = 0.005$ ), indicating that the overall model reasonably fits the data.

In conclusion, the results of this regression analysis suggest that neither mental health nor adjustment challenges significantly predict coping strategies among international students in the context of this model. These findings highlight the complexity of the relationships between these variables and stress the need for further research to understand better the interplay between coping strategies, mental health, and adjustment challenges in this population.

**Table 4.9. Regression ASSIS**

<i>Linear Regression (ASSIS is dependent variable)</i>							
ASSIS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
WEMWBS	-1.128	.157	-7.17	0	-1.439	-.817	***
COPE	.194	.121	1.61	.11	-.045	.434	
Constant	135.643	12.483	10.87	0	110.918	160.368	***
Mean dependent var		92.076	SD dependent var		21.013		
R-squared		0.357	Number of obs		119		
F-test		32.149	Prob > F		0.000		
Akaike crit. (AIC)		1014.961	Bayesian crit. (BIC)		1023.298		
*** $p < .01$ , ** $p < .05$ , * $p < .1$							

The Linear Regression analysis aimed to explore the associations between the dependent variable, adjustment challenges (ASSIS), and two predictor variables: mental health (WEMWBS) and coping strategies (COPE) among foreign students.

The results of Table 4.9 provide significant findings into these relationships. First, mental health (WEMWBS) shows a statistically significant negative relationship with adjustment challenges (ASSIS). The coefficient for WEMWBS is  $R = -1.128$  ( $p < 0.001$ ), indicating that adjustment challenges tend to decrease as mental health improves. It implies that higher levels of perceived mental well-being are associated with reduced reported adaptation challenges among international students.

Secondly, coping strategies (COPE) exhibit a positive coefficient of  $R = 0.194$ , although this relationship does not reach statistical significance ( $p = 0.11$ ). It suggests that, in this model, coping strategies do not significantly predict adjustment challenges among international students.

The constant term 135.643 represents the expected value of adjustment challenges when both mental health and coping strategies are zero. The R-squared value of 0.357 indicates that the included predictor variables can explain approximately 35.7% of the variability in adjustment challenges. The F-test value 32.149 is statistically significant ( $p < 0.001$ ), indicating that the overall model fits the data well.

In conclusion, the results of this regression analysis suggest that mental health significantly influences adjustment challenges among international students. As mental well-being improves, reported adjustment challenges tend to decrease. However, the relationship between coping strategies and adjustment challenges is not statistically significant in this model. These findings highlight the importance of promoting mental well-being to relieve international students' adjustment challenges.

### 4.1.3. T-Test

**Table 4.10. T-Test Gender - WEMWBS**

Gender - WEMWBS					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
WEMWBS	1 Male	41	51,5122	11,81762	1,84560
	2 Female	78	48,9872	9,26030	1,04852

119 international students participated in this study, with 41 identified as male and 78 as female. The mean age for males was  $M = 51.51$   $SD = 11.82$ , and for females,  $M = 48.99$   $SD = 9.26$ , suggesting slightly higher mental well-being scores among male students.

**Table 4.11. T-Test WEMWBS**

Independent Samples Test WEMWBS					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
WEMWBS	Equal variances assumed	2,155	,145	1,282	117
	Equal variances not assumed			1,190	66,395
Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	
WEMWBS	Equal variances assumed	,202	2,52502	1,96893	
	Equal variances not assumed	,238	2,52502	2,12265	

Levene's Test for Equality of Variances was performed, and the results indicated that the assumption of equal variances was found, as indicated by a non-significant Levene's F test  $F(1, 117) = 2.155, p = 0.145$ . The t-test for equality of means was conducted to explore potential differences in mental health (WEMWBS) between male and female international students. When assuming equal variances, the t-test granted a non-significant result  $t(117) = 1.282, p > 0.05$ , suggesting no statistically significant

difference in mental well-being scores between male and female students  $M = 0.202$   $SD = 2.525$ , 95% When not assuming equal variances, the t-test also produced a non-significant outcome  $t(66.395) = 1.190$ ,  $p > 0.05$ , further supporting the conclusion that there is no statistically significant difference in mental well-being scores between male and female international students  $M = 0.238$ ,  $SD = 2.525$ , 95%

To sum up, the independent samples t-test results indicate no statistically significant differences in mental health (WEMWBS) between male and female international students. It suggests that, in this sample, gender does not play an essential role in shaping mental well-being scores among the studied group of international students.

**Table 4.12. T-Test ASSIS I**

<i>GENDER- ASSIS</i>					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
ASSIS	1 Male	41	93,0732	23,98269	3,74547
	2 Female	78	91,3462	19,30401	2,18575

119 international students participated in this study, with 41 identified as male and 78 as female. The mean age for males was  $M = 93.07$   $SD = 23.98$ , and for females,  $M = 91.35$   $SD = 19.30$ , indicating slightly higher reported adjustment challenges among male students.

**Table 4.13. T-Test ASSIS II**

<b>Independent Samples Test ASSIS</b>					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
ASSIS	Equal variances assumed	1,150	,286	,426	117
	Equal variances not assumed			,398	67,799

**Table 4.13. (cont.)**

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
ASSIS	Equal variances assumed	,671	1,72702	4,05498	-6,30365
	Equal variances not assumed	,692	1,72702	4,33659	-6,92698

Levene's Test for Equality of Variances was performed. The results indicated that the assumption of equal variances was found, as indicated by a non-significant Levene's F test  $F(1, 117) = 1.150, p = 0.286$ . The t-test for equality of means was conducted to explore potential differences in adjustment challenges (ASSIS) between male and female international students. When assuming equal variances, the t-test showed a non-significant result  $t(117) = 0.426, p > 0.05$  suggesting no statistically significant difference in reported adjustment challenges between male and female students  $M = 0.671, SD = 1.727, 95\%$ . When not assuming equal variances, the t-test also produced a non-significant outcome  $t(67.799) = 0.398, p > 0.05$ , further supporting the conclusion that there is no statistically significant difference in reported adjustment challenges between male and female international students  $M = 0.692, SD = 1.727, 95\%$ .

Overall, the independent samples t-test findings show no statistically significant differences in reported adjustment challenges (ASSIS) between male and female international students. It implies that, in this sample, gender does not play a significant role in shaping reported adjustment challenges among the studied group of international students.

**Table 4.14. T-Test COPE I**

<i>GENDER- COPE</i>					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
COPE	1 Male	41	65,3415	14,56470	2,27462
	2 Female	78	64,3462	12,82836	1,45253

119 international students participated in this study, with 41 identified as male and 78 as female. The mean age for males was  $M = 65.34$   $SD = 14.56$ , and for females,  $M = 64.35$   $SD = 12.83$ , indicating relatively similar reported coping strategy scores between male and female students.

**Table 4.15. T-Test COPE II**

<b>Independent Samples Test</b>					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
COPE	Equal variances assumed	,190	,664	,384	117
	Equal variances not assumed			,369	72,971
<b>Independent Samples Test</b>					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
COPE	Equal variances assumed	,702	,99531	2,59398	-4,14194
	Equal variances not assumed	,713	,99531	2,69884	-4,38351

Levene's Test for Equality of Variances was performed to assess whether the assumption of equal variances was met. The results indicated that the assumption of equal variances was found, as indicated by a non-significant Levene's F test  $F(1, 117) = 0.190, p = 0.664$ . The t-test for equality of means was conducted to explore potential differences in coping strategies (COPE) between male and female international students. When assuming equal variances, the t-test yielded a non-significant result  $t$

(117) = 0.384,  $p > 0.05$ , suggesting no statistically significant difference in reported coping strategies between male and female students  $M = 0.702$   $SD = 0.995$ , 95%

When not assuming equal variances, the t-test also produced a non-significant outcome  $t(72.971) = 0.369$ ,  $p > 0.05$ , further supporting the conclusion that there is no statistically significant difference in reported coping strategies between male and female international students  $M = 0.713$ ,  $SE = 0.995$ , 95%

In conclusion, the independent samples t-test results indicate no statistically significant differences in reported coping strategies (COPE) between male and female international students. It suggests that, in this sample, gender does not play a significant role in shaping reported coping strategy scores among the studied group of international students.

After analyzing and explaining the results, a multidimensional understanding of the findings has been uncovered, giving valuable visions for future application.

The findings of the Pearson correlation analysis clarified the relationship between mental health, adjustment challenges, and coping strategies. It became evident that mental health and adjustment challenges share a significant and inverse relationship, emphasizing that heightened challenges in adapting to a foreign environment are associated with compromised mental well-being. Furthermore, the positive correlation between coping strategies and adjustment challenges underscored the interplay between these constructs, where increased employment of coping mechanisms indicates intensified adjustment challenges.

The negative correlation between mental health and coping strategies emphasized the reciprocal nature of this relationship, as better mental health is linked to a decreased dependence on coping strategies.

The regression analysis underscored the salient role of adjustment challenges in shaping the mental well-being of international students. Whereas coping strategies did not appear as a significant predictor of mental health, the influence of adjustment challenges on mental well-being was evident. These findings highlight the crucial role

of addressing adjustment challenges in promoting optimal mental health outcomes among international students.

Moreover, analyzing gender differences through independent samples t-tests revealed exciting insights. The absence of statistically significant differences in mental health, adjustment challenges, and coping strategies between male and female international students underlines the idea that gender may not matter on these psychological dimensions within this particular context.

In conclusion, this study not only enriches our understanding of how mental health, coping strategies, adjustment challenges, and gender differences among international students are related, but it also emphasizes the need for support strategies designed to meet the unique needs of this group. As the internationalization of education continues to evolve, these findings can inform the development of interventions to foster successful adjustment and enhance mental well-being among international students in Türkiye.

#### **4.2. Qualitative Findings**

The qualitative findings of this research yielded several themes, which serve as the basis for understanding the overall matter in question, which was understanding the experiences of International students living in Türkiye, their challenges, and coping strategies to help their mental health and well-being in a good state.

These themes describe the attitudes and suggestions of international students towards challenges and coping strategies after coming to Türkiye and during the language preparation course.

Socratic questions may have led the participant to ponder and reflect on their ideas on the coping mechanisms they had been employing. During the interview, they were also encouraged to mention their concerns, consider whether or not some of their views were useful, and determine whether or not they had any influence over their adjustment challenges.

#### 4.2.1. Challenges Faced as an International Student in Türkiye

International students in Türkiye face various challenges, such as language barriers, contempt, disparity, apathy, and tension. These challenges refer to the difficulties, hardships, and feelings of distress experienced while pursuing their language course.

- **Language barrier**

It is understood as complex for international students to communicate because they speak different languages. For some, categories such as frustration, fear, intimidation, and pressure were found. While living in Türkiye, the international students felt intimidated. "***When you have a poor Turkish, they get so upset.***" For example, when they wanted to talk to a Turkish and ask something, they did not feel like doing it and felt pressured. "***I got nervous, and once a man told me if you do not Turkish, do not go out.***" Also, when they have to do an errand, they feel anxious and frustrated, wanting to drop a task because "***I have to go to the bank or deal with something I do not understand.***" They also complain because, as foreigners, they expect some support or understanding from locals "***about language, I do not understand why they are not supportive.***" On the other hand, the Turkish language becomes something unlikeable, and they feel relieved when they can speak the language that they know: "***The language is very stressful alhamdulillah, my master course will be in English.***"

- **Contempt**

In this study, contempt was found to be a feeling of disliking and having no respect for someone; categories such as rejection, indifference, and irrationality were highlighted. After coming to Türkiye, the international students faced different challenges at university and society. They felt rejected "***I was alone and I cried a lot because I felt that he was tough with me***" and "***They are not that patient. The way to communicate for me sometimes seemed a bit rude or tough.***" they felt alone and without place, they do not feel welcomed "***but I cannot interact with Turkish people they are not open at all***". They felt judged by the language barrier: "***he got very upset and frustrated and started to curse at me.***"

- **Disparity**

Disparity is based on the category of diversity, where a lack of similarity or equality is expressed by the International Students living in Türkiye. They found few differences that affected them. *"I was uncomfortable. It was hard for me to see girls wearing hijab and smoking or kissing with their couple. They are Muslims without meaning they do not practice."* *"I can see the Turkish boys do not sit down with another culture ."* Thus, it is found that culture made an impact on how Turkish behave, and different language gives a barrier to communication: *"I have a hard time understanding their temper; they are not that patient"* and *"People get angry so easily, and they try to take advantage because you are a foreigner."*

- **Apathy**

Apathy is noticed by actions that show no interest, especially in something meaningful. International students felt lonely by living in a new country and finding that their expectation of finding some support and guidance which make things easier was not found. *"it was his attitude. It is not easy to treat these people."* They felt alone and unsupported. *"We did not get much support from the international office before,"* and *"I cannot understand Turkish culture. We had tried to include them, but they do not want to. I gave up on it."*

- **Tension**

This study found tension based on the mental or emotional pressure the international students felt; it became a hardship and made them feel rejected. They highlighted that it was easy to live in Türkiye, but the Turkish had big expectations of them, creating discomfort or feeling judged *"so much pressure to learn a language"* and *"I cannot interact with Turkish they are not open at all ."* Also, international students should care to be empathic and mingle with the culture and people, and they felt excluded *"same I felt racism they were asked if I was Syrian and I did not understand it."* Also, when they try to interact, they feel rejected. *"When you wanted to practice Turkish with people, it was difficult. They are not friendly,"* where Turkish people left the understanding that international students are trying to interiorize and behave in an excellent way to be able to suit the environment. *"Their own culture and traditions are quite different; you have different expectations that they will treat you differently and better because you are a tourist, but they do not."*

#### **4.2.2. Coping with Challenges in Türkiye**

International students in Türkiye developed coping strategies based on spirituality and relationships. These themes helped them deal with their experiences, emotions, and understanding while living in Türkiye.

- **Spirituality**

Spirituality is emphasized with categories such as tranquility, guidance, and self-compassion. It is highlighted when the international students mention feelings: "*I usually get close to Allah. I like to pray*". Self-compassion involves feelings of kindness, care, and understanding for those in pain or trouble, where the desire to remove suffering emerges naturally. "*I prayed a lot as well. I prayed to Allah and asked for His company.*" By connecting with the spiritual side instead of the physical ones, they felt comfort.

- **Relationship**

The relationship theme emphasizes empathy, support, and companionship as coping strategies. The international students highlighted the fact that by having friends and company, they felt better: "I tried to talk to people older than me to feel more supported" and "*I feel kind of down, I go outside, and I tried to socialize with friend and talk*" also, by having an open mind and heart to help to understand the difference of culture and traditions over Islam "*I contact a Turkish friend and I was practicing with her for 3 hours every day so I got motivated in that way I looked for support*" "*teachers here are very helpful they guide me a lot and if a need anything they are open to help.*"

#### **4.2.3. Recommended Coping Strategies for Future International Students and Institutions.**

To provide better support for international students studying in Türkiye, we should focus on four key themes: Understanding, Direction, Selflessness, and Distinction. By emphasizing these themes, we can help students cope with any challenges they may face while studying abroad. These strategies are vital for helping students prepare for future difficulties that may arise.

- **Understanding**

This theme refers to a positive response to the commitment, persistence, and awareness the international students have had during their journey. Where the attention that knowledge is fundamental to be able to battle any trouble, "*the staff should try to learn a bit of English to be able to communicate in the beginning. Also, that they do kind or program to introduce how things work here*" and especially be patience and supportive "*they do not have to learn English, but at least when we talk in English, they should be patient* ."Also, remember that they should be welcoming, inviting, and helping to help them adapt. "*They should be more friendly with the foreign people.*"

- **Direction**

Direction is related to the life purpose, identity, inclination, or guidance by motivation. The international students found that it was their decision and their chance to be in Türkiye. "*Allah wanted me to be here.*" At the same time, having a clear purpose or goal and why they are doing things keeps them going and increases their motivation: "*I used to go back to my room and just sleep after that. But I did not give up, I kept going*" the found self-motivation "*I wanted so bad to study Islamic civilization that I handle the pain to learning the language. I feel proud about it. I am happier with my Master; the teachers were wonderful, and I was able to win many good things.*"

- **Selflessness**

In this study, selflessness was found in the compassion, empathy, and social side of the international students while dealing with challenges where they understood that it is not just about them but also giving priority to others will help them to release their burden by respect, tolerance, acceptance, being in a community, and understanding society. "*Having tolerance, accepting others and the situations, having an open mind and heart,*" and having a social group were also supportive and motivating. "*Having a lot of friends and company, you can learn from them about their traditions or to see their views.*"

- **Distinction**

Distinction is found when there is a difference between two similar things; in this case, the mix of culture, language, and traditions will always bring diversity. Therefore, it

is recommended to remember that "*They should not treat me well just because I am Palestinian but because I am a person*" and "*To understand the difference between people and culture.*"

In conclusion, the qualitative findings of this research offer a perspective into the experiences of international students residing in Türkiye, focusing on their challenges, coping strategies, and their impact on mental health and adjustment. The study clarifies several vital themes from participants' narratives, offering a comprehensive understanding of the complex relationship between mental well-being, coping mechanisms, and the adjustment process.

The challenges international students face in Türkiye have a range of difficulties, including language barriers, contempt, disparity, apathy, and tension. Language barriers were a prominent source of stress, leading to frustration, fear, and pressure in communication. The sense of being misunderstood and unsupported due to language limitations affected participants' interactions and well-being. Experiences of contempt were evident in feelings of rejection, indifference, and judgment from university and societal contexts. Cultural disparities contributed to alienation and discomfort among international students, intensifying the challenge of adjusting to a new environment. Additionally, apathy and a lack of support further increased feelings of loneliness and isolation.

Coping strategies emerged as crucial mechanisms for addressing these challenges and promoting mental health among international students. Spirituality played a significant role, offering a source of tranquility, guidance, and self-compassion. Participants turned to prayer and connection with their spiritual beliefs to find solace and resilience in adversity. Relationships also emerged as a vital coping mechanism, highlighting the importance of empathy, companionship, and support from friends, peers, and teachers. Building connections and engaging in open-minded interactions helped participants navigate cultural differences and alleviate the sense of isolation.

These findings' effects are significant for future international students and institutions in Türkiye. A holistic approach is recommended to support international students' mental well-being and successful adjustment. First, promoting understanding among

the students and the local community is essential. Providing language support and cultural orientation programs can facilitate smoother integration and increase mutual respect. Second, emphasizing a sense of direction and purpose can promote motivation and perseverance, enabling students to overcome challenges and stay committed to their goals. Encouraging self-motivation and clarifying the value of their educational journey can contribute to a favorable adjustment experience.

Furthermore, the cultivation of selflessness and social engagement should be promoted. Encouraging empathy, tolerance, and open-mindedness within the students' environment and the wider community can create a more inclusive and supportive atmosphere. Building social connections and friendships, especially with local peers, can provide valuable insights into the host culture and contribute to a sense of belonging.

Lastly, recognizing and celebrating the distinctiveness of each individual, regardless of their cultural background, is vital. Promoting an atmosphere where all students are treated fairly and respected based on their values furthers a sense of inclusivity and acceptance.

Ultimately, this study explained the relationship between mental health, coping strategies, and adjustment challenges among international students in Türkiye. By understanding these themes and implementing the recommended coping strategies, future international students and institutions can collaborate to create a more supportive, complete, and helpful environment for cross-cultural learning and growth.

### **4.3. Discussion**

This study explored the challenges international students face leaving their home countries to pursue education in other countries. These challenges include confronting and struggling with obstacles that prove their abilities or access to something (Titrek et al., 2016). Stressors include academic expectations, financial worries, relationship problems, loneliness, and worry about the future and new experiences at the university. Due to these demands, students may have mental health issues (Prieto-Welch, 2016).

International students experience adjustment challenges; thus, coping mechanisms are essential for their mental health. The effects of adaptive coping techniques, such as asking for social assistance, overcoming problems, and taking part in leisure activities, can be beneficial. However, harmful behaviors and maladaptive coping mechanisms like avoidance can worsen mental health problems. It is crucial to remember that every international student goes through acculturation processes, as detailed in Elemo and Türküm's (2019) study. Differences in how individuals cope with the strain of assimilating into a new culture can impact their mental health.

Research has shown that social support can be highly beneficial in helping international students navigate the challenges of transition to a new environment. Access to support from peers, friends, family, and university services can help these students cope with adjustment difficulties and maintain good mental health. Temircan (2022) affirms that social support plays a crucial role in improving cultural self-awareness and expediting the process of cultural assimilation. A resilient support system can act as a protective barrier against stressors while providing emotional support during difficult times.

It is crucial to understand the relationship between adjustment challenges, coping strategies, and mental health to protect the welfare of international students in Türkiye. Many students still face significant challenges regardless of their best efforts, and we must take the proper steps to address them, as the literature recommends (Titrek et al., 2016).

The primary purpose of this study was to assess how international students adapted to Turkish culture and to identify any challenges or difficulties they experienced along the process. According to the study results, there is a notable negative correlation between the level of acculturative stress, coping mechanisms, and mental well-being. The findings align with a previous study by Cura and Işık (2016), which found that the sub-scales of acculturative stress, specifically hate and perceived discrimination, were negatively correlated with academic adjustment. Based on standardized regression coefficients, the results suggest that acculturative stress has a more significant impact on academic adjustment than social support.

The Pearson correlation analysis findings supported and expanded upon prior research by revealing significant associations between mental health, adjustment challenges, and coping strategies among international students. Consistent with previous studies (Johnson & Sandhu, 2010; Misra & Castillo, 2004), the current study found a negative relationship between mental health and adjustment challenges, indicating that high adjustment challenges correlated with poorer mental health. This result emphasizes the critical role of practical adjustment support for international students to improve their mental well-being. The current study findings align with those of Misra and Castillo (2004), who also emphasized the importance of a supportive environment to reduce the negative impact of adjustment challenges on mental health.

Additionally, the positive correlation between coping strategies and adjustment challenges clarified the dynamic interaction between these constructs. This finding aligns with research by Yusuf and Leong (2019), who proposed that international students often rely on coping mechanisms to navigate the complexities of their new environment. The present study extends this understanding by highlighting that an increased confidence in coping strategies may suggest heightened adjustment challenges. This finding emphasizes the need for creating interventions that address adjustment difficulties and the development of adaptive coping skills.

Moreover, the negative correlation between mental health and coping strategies adds depth to our understanding of the reciprocal nature of this relationship. The current results support the argument of Hamaideh (2011) that better mental health may lead to a reduced dependence on coping mechanisms. This finding highlights the possibility for interventions targeting mental health improvement to contribute to more effective coping strategies among international students.

The regression analysis provided further clarity regarding the impact of adjustment challenges on mental health outcomes. Whereas coping strategies did not arise as a significant predictor of mental health, the robust influence of adjustment challenges on mental well-being is in line with the work of Sherry et al. (2010). It stresses the need for comprehensive support mechanisms that focus on assisting international students in adapting to their new academic and cultural environment.

Furthermore, the assessment of gender differences through independent samples t-tests yielded exciting results that are worth attention. The absence of statistically significant differences in mental health, adjustment challenges, and coping strategies between male and female international students suggests that within the context of Türkiye, gender may not play a substantial role in influencing these psychological dimensions. This finding is consistent with the research conducted by Wu and Garza (2014), who similarly reported minimal gender differences in adjustment challenges and coping strategies among international students.

On the other hand, the current study explored how international students in Türkiye cope with the difficulties of adjusting to a novel social and academic setting and how these coping mechanisms affect their mental health. The adjustment process can be difficult and stressful, increasing the risk of depression, anxiety, loneliness, and other mental health problems. A previous study by Temircan (2022) found that higher levels of stress and a less adaptive attitude toward the host culture can negatively impact academic performance, creating obstacles for students in reaching their future goals.

The findings of this study reveal that international students are more likely to experience negative impacts on their mental health if they encounter various stressors and challenges while adjusting to their new environment. In other words, there is a negative correlation between the problem of adjustment challenges and mental health.

Many educational institutions worldwide are recognizing the link between adjustment challenges and mental well-being among international students. As a result, they are now providing specific support services such as orientation programs, counseling services, cultural integration initiatives, and promoting peer support networks. According to Temircan's (2022) study, taking a holistic approach and implementing psychoeducational interventions can help students improve their academic behavior and personal attitude during the adaptation process. International students are more vulnerable to mental health problems caused by acculturation stress and the loss of social support (Titrek et al., 2016). It is crucial to consider a range of educational and psychosocial interventions to reduce acculturative stress personal and social difficulties. Moreover, recent studies have highlighted a lack of psychological support for international students as they adjust to life in Türkiye (Elemo & Türküm, 2019).

Universities aim to improve international students' overall experience and academic success by tackling challenges and promoting mental well-being. People attempt to adapt and accept new norms, values, and institutions when they migrate to a new host culture. This process of cultural modification can lead to changes in behavior, resulting in acculturative stress that affects both psychological and physical well-being (Temircan, 2022).

During the thematic analysis of the transcriptions of semi-structured interviews, 12 themes were identified and divided into three groups. These groups include challenges covering issues such as language barriers, contempt, disparity, apathy, and tension. Coping strategies included spirituality and relationships. Lastly, recommended coping strategies were identified, including understanding, direction, selflessness, and distinction.

Coping is a well-known concept in psychology that has been extensively studied to understand how people face and overcome challenges and stressors in their lives. According to Young-An Ra & Trusty (2015), coping is a combination of cognitive and behavioral responses to stressful life events that ultimately help individuals control the stress caused by their environment.

Managing and adapting to life's challenges, stressors, or demands in a way that reduces hostile feelings and promotes well-being requires effort. Failure to adequately address these stressors can negatively impact mental well-being, as stated by Prieto-Welch (2016). It is particularly relevant for domestic and international students, as these pressures can contribute to developing mental health concerns.

Individuals can use different coping strategies depending on their personality, the situation they are in, and their available resources. Problem-focused coping and emotion-focused coping are the two primary categories under which strategies for coping fall. Lazarus and Folkman (1984) divided coping into two groups. Trying to control or modify the stress-producing environment outside of oneself is known as problem-focused coping. In contrast, emotion-focused coping is employed when an individual controls their internal emotional response to a stressful situation (Young-An Ra & Trusty, 2015).

In the current study, the key topics discussed were the obstacles faced by international students. The most prominent theme was the language barrier, which caused frustration, fear, intimidation, and pressure for many participants. Titrek, Hashimi, and Nguluma (2016) conducted a related study and argued that learning Turkish, both formal and slang, is the most crucial skill for a lifetime. International students often need help in acquiring the language.

The current study focused on the coping and strengths developed by international students during their journey and their thoughts and feelings. Despite facing challenges such as apathy, exclusion, disparity, spirituality, empathy, companionship, and self-compassion, it helped them navigate these problems and turn the experience positive. This aligns with a prior study by Shi et al. (2019), which claims there may be a complex relationship between psychological adjustment and international students' mental health due to adaptation.

Challenges such as contempt, disparity, apathy, and tension were identified in the ASSIS categories. Contempt was found to stem from perceived discrimination and hate, and it is crucial to address and tackle it. As Prieto-Welch (2016) stated, we must be aware of and prevent prejudice, discrimination, and microaggressions on campuses and understand our role in promoting positive effects. The theme "disparity" refers to a lack of similarity or equality, often leading to feelings of guilt. "Apathy" can be observed through actions or perceived discrimination and may be caused by the stress of adapting to change. The theme of "tension" is based on the mental and emotional pressure experienced by international students, often resulting in hardships and feelings of stress, fear, and homesickness. These findings are consistent with those of Icbay and Kocayoruk (2011), who noted that moving to a new culture and establishing new relationships can be a very stressful experience.

After examining the coping strategies of international students who faced difficulties, it was discovered that spirituality played a significant role. This coping mechanism included feelings of tranquility, guidance, and self-compassion and was focused on emotional support, acceptance, and religion. Relationships founded on empathy, support, and companionship also featured problem-focused and emotion-focused coping mechanisms, such as planning, informational support, and positive reframing.

Icbay and Kocayoruk (2011) also support this finding. They highlight how this process helps international students learn to tolerate uncertainty better, strive to adjust to new situations, and work to incorporate cultural norms from another country into their core values.

It is essential to know that coping strategies are only fitting some, and the effectiveness of a coping strategy can vary depending on the individual and the specific situation. According to several researches, the difficulties faced by international students may differ from country to country depending on where they are pursuing their education (Titrek et al., 2016).

Concurring with the results, people may use problem-focused or emotion-focused coping mechanisms, or sometimes both, to deal with stressors or challenges. The effectiveness of such strategies depends on the complexity of the situation. Therefore, a holistic approach and psychoeducational intervention are necessary for students. Various educational and psychosocial interventions can be considered to reduce acculturative stress and personal and social difficulties. (Temircan, 2022)

However, this study showed that themes of challenge and coping strategies are essential for future recommendations for international students. The increasing number of international students worldwide requires evaluating their requirements and having measures to ease their transition, as indicated in Elemo and Türküm's (2019) study. If an individual experiences exclusion and apathy, they can construct a proper response to understand their values and direction better, resulting in reduced distress and improved levels of coping self-efficacy and adjustment.

During the entire process of adapting to a new environment, four main themes emerged for new international students: understanding, direction, selflessness, and distinction. Selflessness can be connected to the development of self-compassion that occurs through experiences. This means that individuals who can understand and empathize with others are more likely to gain a better understanding of themselves and adapt more quickly. Elemo and Türküm (2019) found that studying abroad can improve students' knowledge and perception of learning experiences and contribute to developing intercultural competence, such as openness to change.

It is crucial to consider how acculturation may affect students' mental health from different cultural backgrounds. In Türkiye, educational institutions must provide international students with appropriate mental health support services due to the significant importance of adjustment challenges on mental health. Counseling, workshops, and peer support networks can be highly beneficial for students in developing effective coping mechanisms and addressing their mental health concerns. However, there is a need for practical studies to examine the effects of interventional programs that are meant to help the adjustment and improve mental health.



## CHAPTER V

### CONCLUSIONS

International students greatly support the globalization of higher education institutions. It is essential to prioritize their mental health. Research and activities that promote friendship and school support can be highly beneficial. Creating international student offices and clubs within universities can contribute to a positive academic adjustment for international students.

The current study has investigated the difficulties faced by international students who go on a journey seeking higher education in foreign lands, particularly in Türkiye. The variety of these challenges, which range from academic expectations to socio-cultural adjustments, emphasizes the relationship between adjustment difficulties, coping strategies, and the resultant mental health effects.

As international students attempt to explore a new academic and cultural environment, they encounter a collection of stressors that may promote mental health concerns. The combination of academic pressures, economic problems, interpersonal relations, and worries about the future generate an environment favorable to mental health challenges. The pressure to adapt and assimilate into a new culture further increases the psychological burden, emphasizing the need for effective coping mechanisms to battle against adversity.

The current study shows how efficiently assisting in coping mechanisms support might improve international students' mental health in Türkiye. It was assumed that giving psychoeducational services to tackle their psychosocial challenges would enhance their social skills, and later on, they could gain original problem-solving methods.

Also, promoting coping strategies will ease the impact of adjustment challenges on mental well-being. The study highlights the duality of coping mechanisms, where

adaptive strategies such as seeking social support, active problem-solving, and engagement in leisure pursuits contribute positively to mental health resilience. On the other hand, maladaptive responses, exemplified by avoidance and harmful behaviors, can amplify mental health struggles. Moreover, the interrelation between acculturation processes and coping strategies accentuates the importance of understanding how individuals negotiate cultural assimilation, thus influencing their psychological adjustment.

Social support is key in facilitating the successful transition and maintaining mental health among international students. The availability of a strong network, including peers, friends, family, and institutional services, serves as a protective barrier, mitigating the adverse effects of adjustment challenges and fostering emotional well-being. The study emphasizes the salience of social support in enhancing cultural self-awareness and expediting the process of cultural integration, affirming its role as an incentive for emotional resilience.

Furthermore, this study reinforces the importance for educational institutions in Türkiye to acknowledge and address the relationship between adjustment challenges, coping strategies, and mental health effects. The findings emphasize the need for comprehensive support mechanisms, including orientation programs, counseling services, and psychoeducational interventions. By cultivating an inclusive and supportive environment, educational institutions can empower international students to navigate challenges, develop adaptive coping skills, and foster mental well-being.

This research significantly contributes to the current understanding of how international students manage and adjust to mental health challenges while studying in Türkiye. Moreover, the development of support programs for these students must cater to their success and extend to their families and educational institutions' assistance.

It has also concluded that the relationship between acculturation stress and psychological adaptation has been the topic of several researches. The literature does not cover the assessment of acculturation stress, coping strategies, mental health, and future expectations among international students in Türkiye.

On the other hand, to help students transition more easily, educational institutions should expand their academic programs to include a variety of learning opportunities. It can help overcome social and cultural challenges that students may encounter. Additionally, encouraging students to explore the host culture's many offerings can be very valuable.

Research has shown that healthy relationships with individuals from diverse cultures can lead to personal empowerment, improved self-efficacy, and better health status (Temircan, 2022). To promote this, universities should consider offering tailored programs and resources that help international students understand the adaptation process and overcome related challenges through various strategies. Ultimately, this can aid students in achieving their goals.

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# APPENDIXES

## APPENDIX A

### Informed Consent

You are invited to participate in this program **the study the relationship between adjustment challenges, mental health, and coping strategies of international university students in the preparatory language course program.**

This program would explore the challenges and coping strategies of International students taking preparatory language course in Türkiye. This study will combine different questionnaires and an interview.

Your participation is voluntary, **refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You are free to withdraw from the study at any time without penalty. The results of this research study may be presented at meetings or in publications. Your identity will not be disclosed in those presentations. All participants will be identified based only on their unique identifying number. Only the researchers involved in the research will have access to these identifying numbers.**

#### Participant's Declaration

I have read the information, or it has been read to me. I have had the opportunity to ask questions about it and my questions have been answered to my satisfaction. I consent voluntarily to participate in this experiment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

If you have any questions, please feel free to email or contact me  
Daniela Urueña Garcia  
Phone number

APPENDIX B

International Students Questionnaire

<b>Demographic Information</b>				
<b>Age</b>				
<b>Gender</b>	Male	Female		
<b>Nationality</b>				
<b>How many languages do you know?</b>				
<b>Level of study</b>	Undergraduate	Master	PhD	
<b>Course or department</b>				
<b>Living time in Türkiye</b>				
<b>Which other countries have you lived?</b>				
<b>Are you living first time in Türkiye?</b>	Yes	No		
<b>How many years/months you lived in Türkiye before joining Tömer?</b>				
<b>Before Tömer what was the purpose to come and stay in Türkiye?</b>	Academic	Other (Touristic, Business, Family visit etc.)		
<b>If you studied in Türkiye at which school?</b>				
<b>Accommodation</b>				
<b>Where are you staying?</b>	University dorm Vakif dorm Shared apartment	Private dorm Alone in apartment With family		
<b>Do you have any relatives in Türkiye?</b>	Yes	NO		
<b>Finance</b>				
<b>If you have scholarship? What kind?</b>	University	Vakif	Government	
<b>Where does your monthly allowance come from?</b>	Scholarship	Job	Family	
<b>How much is your monthly allowance?</b>	Less than 1500TL 2500 – 3500TL	1500 – 2500 TL 3500 TL – more		
<b>Language proficiency</b>				
	<b>Native</b>	<b>Basic</b>	<b>Intermediate</b>	<b>Advance</b>
<b>English</b>				
<b>Arabic</b>				
<b>Turkish</b>				

Email \_\_\_\_\_

## ASSIS

The acculturative stress scale for international students

Please read the following statements and indicate how much you agree with them :

1. Homesickness bothers me.	strongly agree	agree	not sure	disagree	strongly disagree
2. I feel uncomfortable to adjust to new foods.	strongly agree	agree	not sure	disagree	strongly disagree
3. I am treated differently in social situations.	strongly agree	agree	not sure	disagree	strongly disagree
4. Others are sarcastic toward my cultural values.	strongly agree	agree	not sure	disagree	strongly disagree
5. I feel nervous to communicate in Turkish.	strongly agree	agree	not sure	disagree	strongly disagree
6. I feel sad living in unfamiliar surroundings.	strongly agree	agree	not sure	disagree	strongly disagree
7. I fear for my personal safety because of my different cultural background.	strongly agree	agree	not sure	disagree	strongly disagree
8. I feel intimidated to participate in social activities.	strongly agree	agree	not sure	disagree	strongly disagree
9. Others are biased toward me.	strongly agree	agree	not sure	disagree	strongly disagree
10. I feel guilty to leave my family and friends behind.	strongly agree	agree	not sure	disagree	strongly disagree
11. Many opportunities are denied to me.	strongly agree	agree	not sure	disagree	strongly disagree
12. I feel angry that my people are considered inferior here.	strongly agree	agree	not sure	disagree	strongly disagree
13. Multiple pressures are placed upon me after migration.	strongly agree	agree	not sure	disagree	strongly disagree
14. I feel that I receive unequal treatment.	strongly agree	agree	not sure	disagree	strongly disagree
15. People show hatred toward me nonverbally.	strongly agree	agree	not sure	disagree	strongly disagree
16. It hurts when people don't understand my cultural values.	strongly agree	agree	not sure	disagree	strongly disagree
17. I am denied what I deserve.	strongly agree	agree	not sure	disagree	strongly disagree
18. I frequently relocate for fear of others.	strongly agree	agree	not sure	disagree	strongly disagree
19. I feel low because of my cultural background.	strongly agree	agree	not sure	disagree	strongly disagree
20. Others don't appreciate my cultural values.	strongly agree	agree	not sure	disagree	strongly disagree
21. I miss the people and country of my origin.	strongly agree	agree	not sure	disagree	strongly disagree

22. I feel uncomfortable to adjust to new cultural values.	strongly agree	agree	not sure	disagree	strongly disagree
23. I feel that my people are discriminated against.	strongly agree	agree	not sure	disagree	strongly disagree
24. People show hatred toward me through actions.	strongly agree	agree	not sure	disagree	strongly disagree
25. I feel that my status in this society is low due to my cultural background.	strongly agree	agree	not sure	disagree	strongly disagree
26. I am treated differently because of my race.	strongly agree	agree	not sure	disagree	strongly disagree
27. I feel insecure here.	strongly agree	agree	not sure	disagree	strongly disagree
28. I don't feel a sense of belonging (community).	strongly agree	agree	not sure	disagree	strongly disagree
29. I am treated differently because of my colour.	strongly agree	agree	not sure	disagree	strongly disagree
30. I feel sad to consider my people's problems.	strongly agree	agree	not sure	disagree	strongly disagree
31. I generally keep a low profile due to fear.	strongly agree	agree	not sure	disagree	strongly disagree
32. I feel some people don't associate with me because of my ethnicity.	strongly agree	agree	not sure	disagree	strongly disagree
33. People show hatred toward me verbally.	strongly agree	agree	not sure	disagree	strongly disagree
34. I feel guilty that I am living a different lifestyle here.	strongly agree	agree	not sure	disagree	strongly disagree
35. I feel sad leaving my relatives behind.	strongly agree	agree	not sure	disagree	strongly disagree
36. I worry about my future for not being able to decide whether to stay here or to go back.	strongly agree	agree	not sure	disagree	strongly disagree

## Brief COPE

The Carver Brief COPE inventory

**Below are some statements about feelings and thoughts.**

**Please choose that best describes your experience**

1. I've been turning to work or other activities to take my mind off things	<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
2. I've been concentrating my efforts on doing something about the situation I'm in	<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
3. I've been saying to myself "this isn't real".	<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
4. I've been using alcohol or other drugs to myself feel better.	<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>

<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
5. I've been getting emotional support from others.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
6. I've been giving up trying to deal with it.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
7. I've been taking action to try to make the situation better.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
8. I've been refusing to believe that it has happened.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
9. I've been saying things to let my unpleasant feeling escape.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
10. I've been getting help and advice from other people.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
11. I've been using alcohol or other drugs to help me get through it			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
12. I've been trying to see it in a different light, to make it seem more positive.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
13. I've been criticizing myself.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
14. I've been trying to come up with a strategy about what to do.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
15. I've been getting comfort and understanding from someone.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
16. I've been giving up the attempt to cope.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
17. I've been looking for something good in what is happening.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
18. I've been making jokes about it.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
20. I've been accepting the reality of the fact that it has happened.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
21. I've been expressing my negative feelings.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
22. I've been trying to find comfort in my religion or spiritual beliefs.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
23. I've been trying to get advice or help from other people about what to do.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
24. I've been learning to live with it.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
25. I've been thinking hard about what steps to take.			

<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
26. I've been blaming myself for things that happened.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
27. I've been praying or meditating.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>
28. I've been making fun of the situation.			
<b>NOT at all</b>	<b>A Little</b>	<b>Medium amount</b>	<b>A Lot</b>

## WEMWBS

### The Warwick-Edinburgh Mental Well-being Scale

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

I've been feeling optimistic about the future				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling relaxed				
None of the time	Rarely	Some of the time	Often	All of the time
I've had energy to spare				
None of the time	Rarely	Some of the time	Often	All of the time
I've been thinking clearly				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling close to other people				
None of the time	Rarely	Some of the time	Often	All of the time
I've been able to make up my own mind about things				
None of the time	Rarely	Some of the time	Often	All of the time
I've been interested in new things				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling useful				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling interested in other people				
None of the time	Rarely	Some of the time	Often	All of the time
I've been dealing with problems well				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling good about myself				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling confident				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling loved				
None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling cheerful				
None of the time	Rarely	Some of the time	Often	All of the time

## **Interview Questions**

What are your challenges that you are facing living in Türkiye?

What do you do to cope to help yourself to go through your challenges during your stay in Türkiye?

What will you recommend to improve the support and resources available to future international students in Türkiye?



## APPENDIX C

In this study, correlation analyses were conducted to explore the associations between adjustment challenges, mental health and coping strategies. The correlations were examined separately for three distinct levels of study: Undergraduate, Masters, and PhD, focusing on male and female participants.

**Tables Correlation Variables and Level of Study Males**

### *Undergraduate Male*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	-0.245 (0.259)	1.000	
(3) assis	-0.640* (0.001)	0.276 (0.203)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

### *Masters Male*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	-0.668* (0.025)	1.000	
(3) assis	-0.555 (0.076)	0.885* (0.000)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

### *PhD Male*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	-0.953* (0.012)	1.000	
(3) assis	-0.960* (0.010)	0.829 (0.082)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

The tables present the correlation coefficients between mental health (wemwbs), coping strategies (cope), and adjustment challenges (assis) for each level of study among male international students.

At the undergraduate level, mental health (wemwbs) shows a significant negative correlation with coping strategies (cope) ( $r = -0.245$ ,  $p < 0.05$ ), and a stronger negative correlation with adjustment challenges (assis) ( $r = -0.640^*$ ,  $p < 0.01$ ).

Among master male students, there is a significant negative correlation between mental health (wemwbs) and coping strategies (cope) ( $r = -0.668^*$ ,  $p < 0.05$ ), and a strong positive correlation between coping strategies (cope) and adjustment challenges (assis) ( $r = 0.885^*$ ,  $p < 0.01$ ).

Among PhD male students, mental health (wemwbs) demonstrates a very strong negative correlation with coping strategies (cope) ( $r = -0.953^*$ ,  $p < 0.01$ ), and a moderate negative correlation with adjustment challenges (assis) ( $r = -0.960^*$ ,  $p < 0.01$ ).

### Tables Correlation Variables and Level of Study Females

#### *Undergraduate Female*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	0.014 (0.935)	1.000	
(3) assis	-0.578* (0.000)	0.002 (0.989)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

#### *Masters Female*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	-0.252 (0.133)	1.000	
(3) assis	-0.492* (0.002)	-0.069 (0.684)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

#### *PhD Female*

Variables	(1)	(2)	(3)
(1) wemwbs	1.000		
(2) cope	-0.725 (0.275)	1.000	
(3) assis	-0.929 (0.071)	0.734 (0.266)	1.000

\*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$

The tables present the correlation coefficients between mental health (wemwbs), coping strategies (cope), and adjustment challenges (assis) for each level of study among female international students.

Among undergraduate female students, mental health (wemwbs) exhibits a significant negative correlation with adjustment challenges (assis) ( $r = -0.578^*$ ,  $p < 0.01$ ).

For masters female students, there is a moderate negative correlation between mental health (wemwbs) and adjustment challenges (assis) ( $r = -0.492^*$ ,  $p < 0.01$ ).

Among PhD female students, both mental health (wemwbs) and coping strategies (cope) display strong negative correlations ( $r = -0.725$  and  $r = -0.929$ , respectively, both  $p < 0.1$ ) with adjustment challenges (assis).

At the undergraduate level, a significant negative correlation between mental health and coping strategies underscores the potential vulnerability of this subgroup. This is accompanied by a highest negative correlation between mental health and adjustment challenges, suggesting that the challenges faced by these students might have a particularly evident impact on their overall well-being.

For male masters students, the significant negative correlation between mental health and coping strategies shows the balance these individuals strive to achieve. Importantly, the positive correlation between coping strategies and adjustment challenges among this cohort introduces an interesting dimension, potentially denoting a proactive effort to navigate these challenges through adaptive strategies.

Among male PhD students, the significant negative correlation between mental health and coping strategies suggests that individuals may be resorting to these strategies as a response to more pronounced mental health concerns. Additionally, the observed moderate negative correlation between mental health and adjustment challenges serves as a cautionary signal, underlining the importance to comprehend support for this academic level.

Among female undergraduate students, the significant negative correlation between mental health and adjustment challenges shows a parallel description to their male counterparts, reiterating the impact of challenges on mental well-being.

Similarly, for female masters students, the moderate negative correlation between mental health and adjustment challenges indicates the interrelation between academic advancement and the emotional landscape, potentially accentuating the significance of appropriate interventions.

Among female PhD students, the significant negative correlations between mental health, coping strategies, and adjustment challenges present a complex triad that demands attention. The strength of these correlations suggests a relation between these factors, possibly indicating that coping strategies could be a focal point of intervention. In conclusion, this result provides a view of the relationships among mental health, coping strategies, and adjustment challenges within the diverse scenery of

international students in Türkiye. The findings on gender and level of study, offers valuable insights for the creation of targeted support mechanisms.



## APPENDIX D

Evrak Tarih ve Sayısı: 14.09.2023-30552



T.C.  
İBN HALDUN ÜNİVERSİTESİ  
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği  
Kurulu Başkanlığı

Sayı : E-71395021-050.06.04-30552  
Konu : Etik Kurulu Kararı - Daniela Urueña

14.09.2023

### İLGİLİ MAKAMA

Kurulumuza başvuran Daniela Urueña'nın "To study the relationship between adjustment challenges, mental health and coping strategies of international students in Türkiye" isimli projesi; amaç, araştırma türü, veri toplama araçları, süreç ve işlemler, veri analizleri dikkate alınmak suretiyle 07.08.2023 tarihinde değerlendirilerek 2023/06-03 karar numarası ile etik açıdan uygun bulunmuştur.

Bilgilerinizi arz/rica ederim.

Prof. Dr. Alev ERKİLET  
Başkan

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