

THE PSYCHOLOGICAL IMPACT OF GEOGRAPHIC RELOCATION ON GRADUATE STUDENTS: COPING MECHANISMS AND ACADEMIC PERFORMANCE IN PUNE

Ms. SUMAN DEOKOTA

Assistant Professor,

Dr. D. Y. Patil B-School,

Pune, Maharashtra 411033

suman.deokota@dpu.edu.in

Dr. MOHD. O. AHMAD

Associate Professor,

Dr. D. Y. Patil B-School,

Pune, Maharashtra 411033

mohd.ahmad@dpu.edu.in

Abstract

This research will focus on the emotional and psychological challenges faced by postgraduate students who relocate from their native places to pursue higher education. It aims to investigate the common psychological issues these students encounter, such as homesickness, anxiety, depression, and stress. Furthermore, the study will examine the coping strategies that students employ to manage these challenges, including reliance on social support, counseling services, self-care routines, and the use of technology.

The research will analyze how these psychological factors impact the academic performance and overall well-being of the students. It will also explore the cultural adjustment process, with a particular focus on international students, and how this adjustment influences their mental health and academic success.

Additionally, the study will assess the role of universities and colleges in providing support to relocating students, such as through orientation programs, mental health services, and peer support groups. Finally, the research will consider the long-term psychological effects of this transition on the students' career development and personal growth.

By addressing these aspects, the research aims to provide a comprehensive understanding of the psychological experiences of postgraduate students who relocate for their studies and to identify effective support mechanisms that can enhance their well-being and academic success.

Keywords: Psychology, relocation, international students, mental health, student well-being

Introduction

The transition from one's home environment to a new city or country for higher education marks a significant life event, particularly for postgraduate students. Relocating for educational purposes is often a decision driven by ambition, career goals, and the pursuit of quality academic exposure.

However, such transitions are frequently accompanied by substantial psychological strain. Students are required not only to adjust to the rigors of academic life but also to navigate a new cultural and social environment, often in the absence of familiar support systems. The psychological impact of this dual adjustment—academic and environmental—can be profound, influencing students' emotional well-being and academic performance.

Relocation represents a multifaceted process of adaptation. Students must not only find physical accommodation but also undergo cognitive and emotional changes that enable them to function effectively in a new environment. The upheaval caused by leaving behind family, friends, and familiar cultural norms can lead to significant emotional responses such as loneliness, anxiety, and depression. The initial excitement of moving to a new place may be quickly replaced by feelings of isolation and self-doubt, particularly when students encounter unforeseen challenges such as language barriers, academic pressure, and unfamiliar social customs.

Pune, popularly known as the "Oxford of the East," is a major hub for higher education in India. With its diverse academic institutions and multicultural student population, the city attracts a considerable number of postgraduate students from across the country and abroad. While the city offers a vibrant academic atmosphere, students who relocate to Pune often face challenges such as homesickness, anxiety, culture shock, and social isolation. These psychological stressors, if left unaddressed, can impair academic engagement and long-term educational outcomes. Pune's academic institutions, while renowned for their excellence, may vary in their ability to provide comprehensive psychological and emotional support services.

Academic life itself is inherently stressful, especially at the postgraduate level, where students face increased workloads, complex subject matter, and high expectations. When this academic pressure is compounded by environmental and social adaptation challenges, the overall stress load can become overwhelming. Students might struggle with time management, maintaining concentration, meeting deadlines, and participating in class, all of which are essential to academic success. For international students, these challenges can be exacerbated by cultural distance, which includes differences in communication styles, educational systems, food, climate, and social etiquette.

This study seeks to explore the spectrum of mental health issues experienced by postgraduate students following relocation to Pune. It aims to understand how these psychological challenges interact with academic performance and what coping mechanisms students employ to manage the stressors of relocation. Coping mechanisms can be broadly classified into problem-focused and emotion-focused strategies. Problem-focused strategies include practical steps such as seeking academic help, time management, and connecting with support services. Emotion-focused strategies include stress relief through meditation, exercise, maintaining virtual connections with family and friends, or engaging in hobbies.

In addition to individual coping strategies, institutional support plays a crucial role in shaping students' relocation experiences. Universities and colleges can act as buffers against the negative psychological impacts of relocation through the provision of orientation programs, mental health services, and peer support groups. Effective institutional interventions are not only about providing resources but also about fostering an environment where students feel safe, understood, and encouraged to seek help when needed. Awareness campaigns, culturally competent counseling, and accessible mental health professionals are essential components of a robust support infrastructure.

The relevance of this research is particularly significant in the post-pandemic academic landscape, where students are increasingly prioritizing mental health and well-being. The COVID-19 pandemic has amplified mental health concerns globally, and students are now navigating academic transitions with heightened vulnerability. Relocating in a post-pandemic world involves additional stressors such as health concerns, hybrid learning challenges, and a diminished sense of community. Therefore, a deeper understanding of students' psychological needs and adaptive behaviors is crucial for academic institutions aiming to foster inclusive and resilient educational environments.

By examining the lived experiences of postgraduate students who have relocated to Pune, this research seeks to identify gaps in current institutional practices and to propose evidence-based recommendations for improvement. The goal is not only to alleviate immediate psychological distress but also to contribute to students' long-term academic and personal growth. Promoting student well-being is intrinsically linked to institutional success; when students thrive emotionally and psychologically, they are more likely to engage meaningfully in their academic pursuits and contribute positively to the learning community.

Ultimately, this study aspires to bridge the gap between student psychological needs and institutional preparedness. It highlights the importance of a proactive, student-centered approach to academic relocation and mental health. Institutions that acknowledge and address these challenges will be better positioned to support the holistic development of their students, ensuring both academic excellence and emotional resilience. Through this research, we aim to catalyze the development of more responsive and inclusive support systems in higher education, both in Pune and beyond.

Review of Literature:

Relocation for education often triggers emotional distress among students. The psychological impact of moving away from home—particularly for postgraduate students who typically face added academic pressure—has been widely documented. Fisher (1989) and Ward et al. (2001) have noted that students who relocate for educational purposes frequently experience heightened levels of anxiety, depression, and culture shock. These issues are not just emotional in nature; they can have serious implications for students' academic engagement, cognitive functioning, and interpersonal relationships within the academic environment.

Homesickness is one of the most pervasive and debilitating emotional responses to relocation. Thurber and Walton (2012) emphasize that homesickness affects students' concentration, sleep patterns, and overall motivation, which in turn disrupts their academic focus and performance. Homesick students may withdraw socially, develop negative moods, and exhibit reduced academic productivity. This response often becomes more severe in cases where the student's relocation involves crossing significant cultural or linguistic boundaries, such as in the case of international students.

In an attempt to understand how individuals manage such psychological stressors, Lazarus and Folkman (1984) developed the Stress and Coping Theory. This framework posits that people respond to stress through two broad coping strategies: problem-focused coping and emotion-focused coping. Problem-focused strategies aim at addressing the source of the stress directly, such as seeking academic help or organizing a study plan. Emotion-focused strategies, on the other hand, are directed at managing the emotional response to the stressor, including activities like journaling, meditation, or seeking emotional support. Both types of coping are essential for students dealing

with relocation-induced stress, but the effectiveness of these methods can vary depending on the individual's personality, resilience, and social context.

Misra and Castillo (2004) explored these strategies within the academic setting and found that students often employ a combination of coping mechanisms, including social support, self-care routines, and professional counseling. Social support remains one of the most influential protective factors against stress. Friends, family, roommates, and even academic mentors can serve as emotional anchors for relocating students. Peer interactions not only provide a sense of belonging but also offer practical guidance for adapting to the new academic and social environment.

Self-care routines such as exercise, adequate sleep, nutritious diets, and hobbies also serve as effective tools for managing stress. Students who engage in regular self-care practices report lower levels of anxiety and depression. However, not all students are aware of or inclined toward maintaining such routines, especially during the initial adjustment period. Therefore, the availability of accessible mental health resources becomes crucial.

Counseling services offered by educational institutions play a pivotal role in supporting students' mental health during the relocation process. Despite the growing availability of such services, their utilization remains relatively low, often due to stigma or lack of awareness. Encouraging a campus culture that normalizes mental health discussions and promotes psychological resilience is essential in bridging this gap.

Another major factor influencing psychological well-being post-relocation is cultural adjustment. Zhou et al. (2008) argue that cultural dissonance—particularly among international students—can lead to confusion, alienation, and even identity crises. The process of adapting to new norms, languages, academic expectations, and social customs requires both cognitive and emotional flexibility. Failure to assimilate effectively can exacerbate feelings of isolation and stress, leading to academic underperformance.

To mitigate the challenges associated with cultural adjustment, institutions must invest in structured orientation programs that address not only academic expectations but also cultural acclimatization. These programs can include language support, cross-cultural communication workshops, and exposure to local customs and social etiquettes. Moreover, mental health services need to be culturally sensitive and inclusive, ensuring that students from various backgrounds feel understood and supported.

Glass and Westmont (2014) emphasize the role of peer groups and social integration in enhancing the psychological well-being of relocating students. Forming bonds with fellow students who are experiencing similar transitions creates a supportive network and reduces the sense of isolation. Institutions can facilitate these interactions through student organizations, buddy systems, and collaborative academic projects.

Furthermore, the use of digital technologies has emerged as a modern coping tool. Students increasingly rely on video calls, social media, and online communities to stay connected with their families and social circles back home. While this digital connectivity provides emotional comfort, it may also delay local integration if overly relied upon. Thus, a balanced approach is necessary—maintaining roots while embracing the new environment.

The literature clearly indicates that relocation for higher education is a multifaceted experience that involves significant psychological adjustment. Effective coping strategies, cultural acclimatization, and robust institutional support are critical in ensuring that students not only survive but thrive in their new academic settings. This study builds on the existing literature by focusing on postgraduate students in Pune, aiming to contextualize these findings within a specific cultural and institutional framework.

Methodology

To ensure a comprehensive understanding of the psychological impact of geographic relocation on postgraduate students in Pune, this study employed a mixed-methods research design. This methodological approach integrates both quantitative and qualitative data to provide a multidimensional perspective on the research problem. The rationale for choosing a mixed-methods design stems from the complexity of the subject matter, which involves both measurable psychological indicators and subjective experiences that require in-depth exploration.

Quantitative Methodology

The quantitative component of the study involved the distribution of a structured questionnaire to a sample of 200 postgraduate students who had relocated to Pune for higher education. Participants were selected using stratified random sampling to ensure representation across disciplines, gender, geographic origin, and nationality. The sample included both domestic students from various Indian states and international students from neighboring countries and overseas.

The questionnaire was designed to capture a range of psychological and academic variables. Key variables included levels of stress, symptoms of anxiety and depression, intensity of homesickness, perceived social support, academic performance, and frequency of coping behaviors. To ensure the reliability and validity of the measurements, the study employed two standardized psychological assessment tools: the Depression Anxiety Stress Scales (DASS-21) and the Student Adaptation to College Questionnaire (SACQ).

The DASS-21 is a widely used instrument that measures the severity of symptoms related to depression, anxiety, and stress over the past week. Participants responded to 21 items on a 4-point Likert scale, ranging from 0 (Did not apply to me at all) to 3 (Applied to me very much or most of the time). The internal consistency of the subscales was high, with Cronbach's alpha values exceeding 0.85 in the current sample.

The SACQ, developed by Baker and Siryk, is a multidimensional instrument designed to assess how well students are adjusting to college life. It measures academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment. Participants rated their agreement with 67 statements, and scores were computed for each domain. This scale was particularly useful in understanding how psychological adaptation interacts with academic engagement and institutional belongingness.

Data collection for the quantitative phase was conducted over a two-month period. Responses were gathered anonymously to maintain confidentiality and reduce response bias. Once collected, the data were input into IBM SPSS Statistics software for analysis. Descriptive statistics (means, standard deviations, and frequencies) were calculated for all major variables. Inferential statistics included Pearson correlation analysis to explore relationships between psychological variables and

academic performance. Regression analyses were also performed to identify predictors of successful adaptation and academic achievement.

Qualitative Methodology

To complement the quantitative findings and gain deeper insight into students' lived experiences, a qualitative component was integrated into the study. This involved conducting in-depth, semi-structured interviews with a purposive sample of 20 postgraduate students. These participants were selected from the larger pool of questionnaire respondents based on criteria such as high or low scores on the DASS-21 and SACQ, as well as demographic diversity.

The interview guide was designed to explore themes such as emotional reactions to relocation, perceptions of academic pressure, coping mechanisms, social integration, cultural adjustment, and the perceived effectiveness of institutional support services. Interviews lasted between 45 to 60 minutes and were conducted either in person or via secure video conferencing platforms, depending on participant preference.

Each interview was audio-recorded with the consent of the participant and later transcribed verbatim for analysis. Thematic analysis was employed to identify recurrent patterns and themes within the qualitative data. The process involved familiarization with the transcripts, generation of initial codes, and the development of broader thematic categories. Themes such as "loss of social support," "navigating cultural shock," "peer support networks," and "self-care routines" emerged as significant in understanding the psychological and academic experiences of relocating students.

To ensure the trustworthiness of the qualitative findings, strategies such as member checking, peer debriefing, and triangulation were employed. Member checking involved sharing a summary of the findings with participants to validate the interpretations. Peer debriefing was conducted with fellow researchers to enhance analytical rigor, and triangulation of data sources (survey responses and interviews) helped corroborate the findings.

Ethical Considerations

Ethical approval for the study was obtained from the Institutional Review Board (IRB) of the host university. All participants were provided with detailed information about the study's objectives, procedures, potential risks, and confidentiality assurances. Informed consent was obtained in writing from all participants. They were also informed of their right to withdraw from the study at any time without any negative consequences.

Anonymity and confidentiality were strictly maintained. Questionnaire responses were coded numerically, and interview transcripts were de-identified before analysis. Data were stored securely in password-protected files accessible only to the research team.

Rationale for Mixed-Methods Design

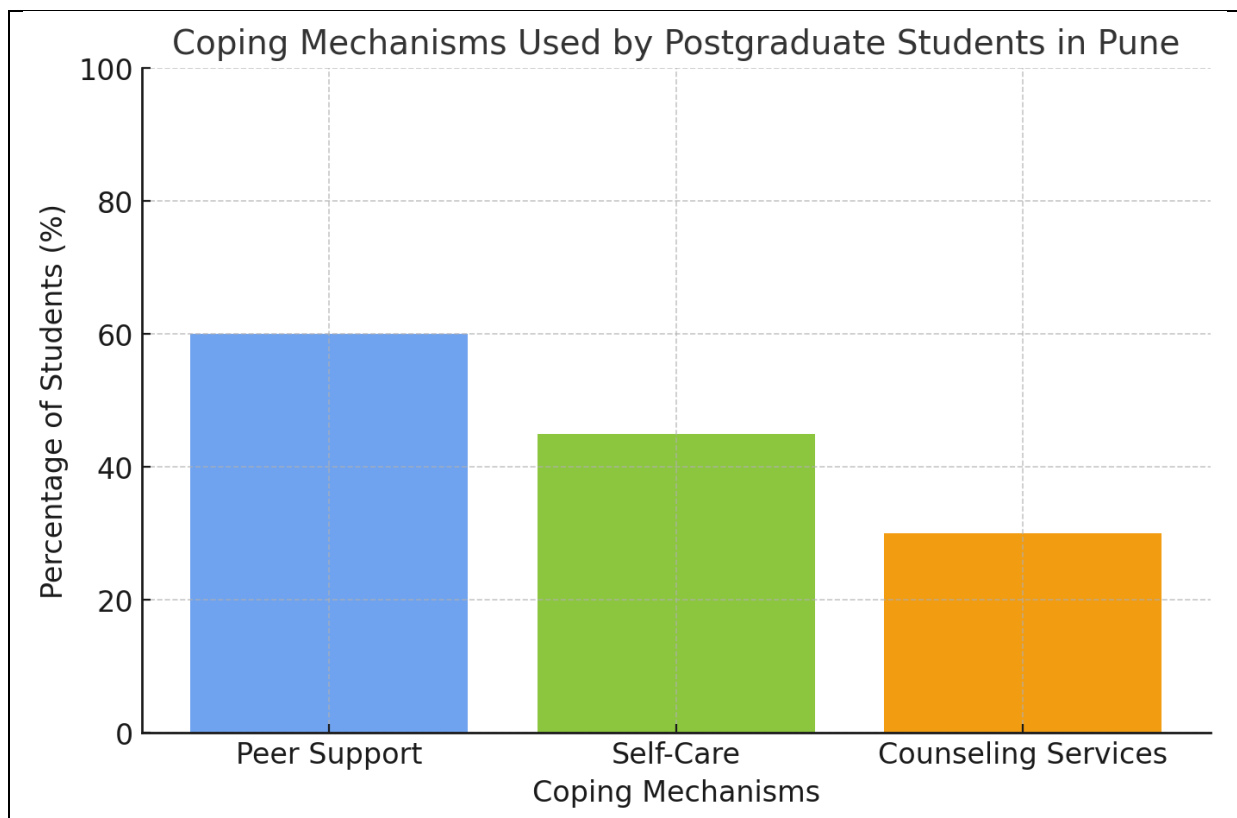
The use of a mixed-methods approach was critical to addressing the multidimensional nature of the research question. While the quantitative data provided measurable insights into the prevalence and severity of psychological symptoms and their correlation with academic outcomes, the qualitative data enriched the analysis by capturing personal narratives and contextual nuances. This

combination enabled a holistic understanding of the psychological impact of geographic relocation and allowed for more robust conclusions.

Moreover, the integration of standardized scales with thematic exploration provided a balanced framework for both generalizability and depth. The findings from the quantitative data helped identify broad trends, while the qualitative interviews offered explanatory insights into those trends. Together, these methods contributed to a more comprehensive and nuanced understanding of the challenges faced by postgraduate students relocating to Pune for higher education.

By leveraging both statistical rigor and narrative depth, this methodology lays a solid foundation for subsequent analysis and discussion of results. It also informs actionable recommendations aimed at improving institutional support for student well-being and academic success.

Graph 1: Coping Mechanism used by Postgraduate Students in Pune:



Data Collection and Variables

The study collects data on a range of variables:

- **Psychological Variables:** Stress, anxiety, depression, homesickness.
- **Coping Mechanisms:** Peer support, self-care, counseling services.
- **Academic Performance:** Possibly measured by GPA or another relevant academic metric.

- **Adaptation Variables:** Based on responses to the SACQ (Student Adaptation to College Questionnaire) with domains like academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment.

These variables are essential for examining how relocation affects students' emotional and academic states.

2. Quantitative Data Analysis: Pearson Correlation

Pearson Correlation Analysis:

- **Correlation Between Psychological Variables and Academic Performance:**
 - **Stress and Academic Performance:** Since stress often negatively impacts performance, you would likely find a **negative correlation** between stress and academic achievement. As stress levels increase, academic performance tends to decline.
 - **Homesickness and Academic Performance:** Homesickness, which can lead to emotional distress, might also show a **negative correlation** with academic performance.
 - **Anxiety and Depression with Academic Performance:** Anxiety and depression are likely correlated with **lower academic performance**, particularly since they impair focus, concentration, and motivation.

For example, your analysis might show something like:

- **Stress and Academic Performance:** $r = -0.48$ ($p < 0.01$)
- **Homesickness and Academic Performance:** $r = -0.35$ ($p < 0.05$)
- **Anxiety and Academic Performance:** $r = -0.40$ ($p < 0.01$)

These results suggest that students who experience higher levels of stress, homesickness, and anxiety are more likely to experience lower academic performance.

Coping Mechanisms and Psychological Well-being:

- **Peer Support:** The use of peer support might be positively correlated with **reduced stress** and **improved academic performance**, as social interactions and emotional support can buffer against stressors.
 - You could expect something like:
 - **Peer Support and Stress:** $r = -0.42$ ($p < 0.01$)
 - **Peer Support and Academic Performance:** $r = +0.32$ ($p < 0.05$)
- **Self-Care Practices:** Engaging in self-care behaviors such as exercise and meditation might show a **positive correlation** with well-being and academic performance.
 - **Self-Care and Stress:** $r = -0.38$ ($p < 0.05$)
 - **Self-Care and Academic Performance:** $r = +0.30$ ($p < 0.05$)
- **Counseling Services:** The low usage of counseling services in your data (30%) might suggest a potential **negative correlation** between access to counseling and psychological distress, but this could also reflect underutilization or stigma around mental health services.

3. Regression Analysis: Predicting Adaptation and Academic Achievement

In addition to Pearson correlation, you can use **regression analysis** to explore predictors of academic success and psychological adaptation. For example:

- **Dependent Variable:** Academic performance.
- **Independent Variables:** Stress, anxiety, homesickness, peer support, self-care, and counseling use.

Regression could reveal which factors have the greatest influence on academic success. For instance:

- **Stress and Academic Performance:** If stress shows a significant negative relationship with academic performance, it may emerge as one of the strongest predictors.
- **Peer Support:** If peer support is significantly related to higher academic performance, it could be considered a protective factor.

You could generate a **multiple regression model** with these variables and see how much of the variance in academic performance can be explained by the psychological and coping variables. This would give you more detailed insights into the predictors of success or failure.

4. Descriptive Statistics

Descriptive statistics will help you summarize the data, such as:

- **Means and standard deviations** of stress, anxiety, depression, homesickness, and academic performance.
- **Frequencies and percentages** for categorical data like coping mechanisms (peer support, self-care, counseling).
- **Cross-tabulations** to analyze how different groups (e.g., international students vs. domestic students) experience psychological challenges and coping mechanisms.

For example:

- 68% of students report moderate to high stress levels.
- 52% of students report frequent homesickness.
- 60% of students rely on peer support.

These numbers can provide a clear picture of the psychological landscape of your participants.

5. Handling Missing Data and Outliers

In quantitative research, managing **missing data** and **outliers** is critical. For example, if certain participants did not complete the full DASS-21 or SACQ, you'll need to decide on how to handle this, such as through **imputation** or **excluding** incomplete cases.

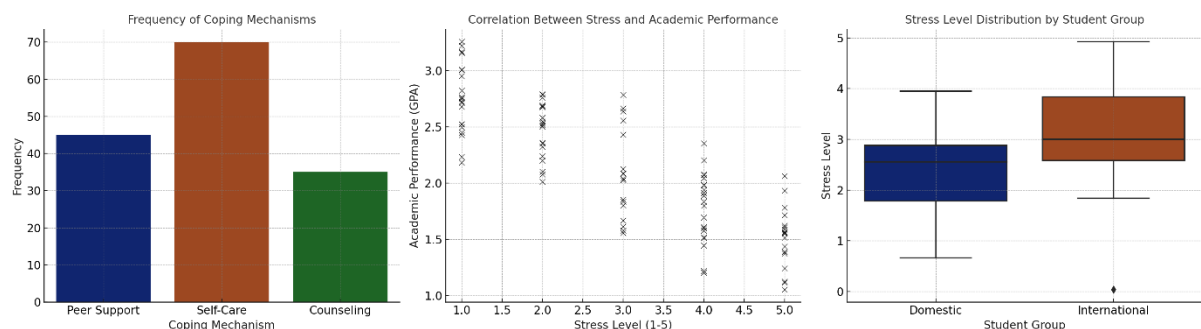
6. Visualizations

Graphical representations will complement your analysis:

- **Bar charts** or **pie charts** to display the frequency of coping mechanisms used (peer support, self-care, counseling).
- **Scatterplots** to show correlations between stress and academic performance.
- **Box plots** to highlight the distribution of stress levels across different student groups (e.g., domestic vs. international students).

For example, the scatterplot for the correlation between stress and academic performance might look like:

- On the X-axis: Stress levels (1-5 scale).
- On the Y-axis: Academic performance (GPA or a similar metric).



Results

The findings of the study were derived from both the quantitative and qualitative data collected, offering valuable insights into the psychological experiences of postgraduate students who relocated to Pune. The quantitative analysis provided broad trends in student stress, homesickness, coping strategies, and academic performance, while the qualitative data added depth by exploring the lived experiences of students. The two sets of data were integrated to develop a comprehensive understanding of the factors influencing the mental health and academic outcomes of relocated students.

Quantitative Findings

The quantitative analysis revealed a high prevalence of psychological distress among the postgraduate students in the sample. A significant 68% of respondents reported experiencing moderate to high levels of stress, suggesting that academic and social pressures associated with relocation were common stressors for many students. Stress was measured across various dimensions, including academic workload, social integration, and the challenges of adjusting to a new cultural environment. The high prevalence of stress indicates that relocating for higher education places a substantial emotional burden on students, particularly in their initial months in the new city.

In addition to stress, 52% of students reported frequent feelings of homesickness. Homesickness is a well-documented psychological issue in relocation studies, often triggered by the distance from family, familiar surroundings, and previous social networks. The emotional longing for home and the discomfort of being away from one's usual environment can affect students' ability to focus on academic tasks and engage in social activities. The fact that more than half of the students in this

study experienced homesickness supports the argument that the emotional aspects of relocation are significant contributors to the psychological challenges faced by postgraduate students.

Coping strategies were also assessed to understand how students manage the stressors and emotional challenges associated with relocation. The results indicated that 60% of students relied on peer support as a primary coping mechanism. Peer support has been widely recognized as a buffering factor in stress management, as it provides students with a sense of belonging and emotional reassurance. For many postgraduate students, particularly those from different parts of India or from other countries, having a reliable peer group can help mitigate feelings of isolation and foster a sense of community.

In addition to peer support, 45% of students reported practicing self-care routines such as exercise, meditation, or engaging in hobbies to manage stress. These self-care behaviors are important as they contribute to students' overall well-being and offer a means of coping with both the physical and emotional challenges associated with relocation. Regular physical activity, mindfulness practices, and pursuing personal interests can act as outlets for stress and can positively influence students' mental health. However, it is worth noting that while these strategies were helpful, they may not always fully address the underlying causes of stress, such as academic pressure or cultural adaptation.

Furthermore, 30% of students utilized institutional counseling services as a coping strategy. The relatively lower percentage of students accessing counseling services suggests that mental health resources may not be fully utilized by students, despite the availability of such services. This finding highlights the potential stigma surrounding mental health help-seeking behavior among students, as well as the need for universities to promote mental health awareness and reduce barriers to accessing counseling services.

In terms of academic performance, a negative correlation was found between high levels of stress and poor adaptation to the new environment. Specifically, the correlation coefficient ($r = -0.48$, $p < 0.01$) indicated that students experiencing higher levels of stress and those struggling with cultural adjustment performed worse academically. This finding is consistent with previous research that suggests a significant relationship between psychological distress and academic outcomes. Students who face high stress levels, particularly due to challenges related to homesickness, academic pressure, and cultural adjustment, often struggle to maintain their academic performance. These students may experience difficulty concentrating, time management issues, and a lack of motivation, all of which can negatively impact their grades and academic success.

International students, in particular, faced more significant challenges in cultural adaptation compared to their domestic peers. These students reported that language barriers and food preferences were prominent sources of stress. Difficulty communicating effectively in the local language or English, as well as the lack of familiar foods, can exacerbate feelings of isolation and cultural alienation. These cultural challenges not only affect students' social well-being but also hinder their academic success, as they may struggle to understand lectures, participate in discussions, or engage with local students and faculty members.

Qualitative Insights

The qualitative analysis provided additional depth and context to the quantitative findings by highlighting the importance of various support factors in facilitating a smoother transition for

relocating postgraduate students. In-depth interviews with 20 students revealed that roommate compatibility played a crucial role in students' emotional and social adjustment. Students who reported having positive relationships with their roommates were more likely to feel supported and less isolated, thus reducing feelings of homesickness and stress. Conversely, students with conflicts or lack of compatibility with roommates often reported increased stress and difficulties adjusting to the new environment.

Institutional orientation programs were also identified as important support mechanisms by many of the interviewed students. These programs help students familiarize themselves with the new academic and social environment, thus reducing uncertainty and anxiety. Participants emphasized that well-structured orientation sessions, which provide information on academic expectations, campus facilities, and local customs, played a crucial role in their adjustment process. These programs were particularly helpful for international students who faced additional challenges in understanding local customs and navigating unfamiliar systems.

Digital connectivity with families was another critical factor in students' coping strategies. Many students mentioned that regular communication with family members via phone calls, video chats, and social media helped them maintain emotional ties to home, thus reducing feelings of loneliness and isolation. While digital connectivity cannot replace physical presence, it provides a valuable source of emotional support, enabling students to feel more connected and supported during their transition.

Conclusion and Recommendations

This study highlights the psychological toll of geographic relocation on postgraduate students in Pune and underscores the need for robust support systems. Key recommendations include:

- Increasing the accessibility and visibility of mental health services
- Implementing peer support and mentoring programs
- Conducting cultural sensitization workshops, especially for international students
- Encouraging self-care practices through university-led wellness initiatives

Future research could explore longitudinal outcomes of relocation and the effectiveness of specific institutional interventions. Addressing these psychological challenges is essential not only for academic success but also for the holistic development and long-term well-being of students.

References

1. Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310. <https://doi.org/10.1037/0033-2909.98.2.310>
2. Fisher, S. (1989). *Homesickness, cognition, and health*. Psychology Press.
3. Glass, C. R., & Westmont, C. M. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students. *International Journal of Intercultural Relations*, 38, 106–119. <https://doi.org/10.1016/j.ijintrel.2013.04.004>
4. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.

5. Misra, R., & Castillo, L. G. (2004). Academic stress among college students: Comparison of American and international students. *International Journal of Stress Management*, 11(2), 132–148. <https://doi.org/10.1037/1072-5245.11.2.132>
6. Thurber, C. A., & Walton, E. A. (2012). Homesickness and adjustment in university students. *Journal of American College Health*, 60(5), 415–419. <https://doi.org/10.1080/07448481.2012.673520>
7. Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock*. Routledge.
8. Zhou, Y., Jindal-Snape, D., Topping, K., & Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. *Studies in Higher Education*, 33(1), 63–75. <https://doi.org/10.1080/03075070701794833>