RELATIONSHIP BETWEEN PERSONAL GROWTH INITIATIVE AND ACCULTURATIVE STRESS LEVEL AMONG IMMIGRANTS

A Dissertation Submitted to the Domain of Psychology

In partial fulfillment of the requirements for the award of degree of

MASTER OF ARTS in PSYCHOLOGY

Submitted by

Manisha Jain
Reg. No. 11502951

Under the Supervision of

Dr. Hariom Sharma

Associate Professor of Psychology

U.I.D. 19739

Department of Psychology

Lovely Professional University

Phagwara, Punjab

2017

Declaration

I do hereby declare that the dissertation entitled **"Relationship between personal growth initiative and acculturative stress level among immigrants"** submitted in partial fulfillment of the requirement for the award of the degree of M.A. Psychology is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

ManishaJain

Regd. No.11502951

Certificate

This is to certify that **Miss. Manisha** Jain has completed his dissertation entitle **"Relationship between personal growth initiative and acculturative stress level among immigrants"** under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.A. psychology degree.

Dr. Hariom Sharma

(19739)Associate Professor

Lovely School of Arts & Languages

Acknowledgement

I take this privilege to thank all those who have been directly or indirectly involved in the entire process of my research work. This work is outcome of collective efforts of individuals, to whom I would like to express my deepest gratitude.

I acknowledge my heartfelt gratitude to my guide and advisor Dr. Hariom Sharma, Associate Professor, Lovely School of Arts & Languages, who has been source of inspiration and encouragement. His valuable guidance, valuable suggestion, constructive criticism and constant encouragement at each step throughout my dissertation work enable me to complete this work smoothly and timely.

I am deeply concerned and indebted to HOS. Lovely Faculty of Education and Humanities, Lovely Professional University for providing necessary facilities in the departments to work and allowing me to pursue this piece of work.

My heartfelt gratitude goes to all staff, faculty members, and liberation of Lovely School of Education, Lovely Professional University, Phagwara, for their kind and sympathetic attitude and cooperation.

I would express my word of thanks for the library and research lab staff of Lovely School of Education for permitting me to consult the Library and research lab during the conduction of this research work

Words fall short to express my feelings for my parents; they taught me the biggest lesson of life that is hard work, honesty and self confidence. I cannot repay their silent patience and constant encouragement. They stood by me whenever I felt down, peeped me up when my spirit dampened. Finally I would like to thank the almighty the most reserved one, for showering me strength and courage in attachment of this task.

Date: Manisha Jain.

ABSTRACT

The present study was conducted on Relationship between personal growth initiative and acculturative stress level among immigrants. Descriptive Survey method was used in the present study to obtain the pertinent and precise information. The sample of the study consisted of 120 Asian and South African immigrant students of Lovely Professional University. The sample was chosen by the investigator following convenient sampling technique. One of the objectives of the study was to examine the levels of personal growth initiative and acculturative stress among immigrants. Male and female participants were compared with regard to personal growth initiative and acculturative stress. Immigrants from different continents were also compared for their personal growth initiative and acculturative stress. The findings of the study reveal that majority of the immigrants have personal growth initiative and acculturative stress either at moderate or high level. Interestingly male immigrant possesses high personal growth initiative than to the female immigrants, specifically in using resources. Differences were found between acculturative stress levels of immigrants coming from different continents. The study found positive significant relationship (0.163, p<.05) between PGI with ACS. The trends on other dimensions of the two scales and possible related factors were examined in connection to the immigrants from Asian and South African countries.

Key words: Personal Growth Initiative, acculturative stress, immigrants.

TABLE OF CONTENTS

DECLARATION		I
CERTIFICATE		II
ACKNOWLEDGEMENT		III
ABSTRACT		IV
TABLE OF CONTENT		V
LIST OF ABBREVIATIONS		VI

ABBREVIATION	**FULL FORM**	
LPU	Lovely Professional University	
PGI	Personal Growth Initiative	
ACS	Acculturative Stress	

CHAPTER-I

INTRODUCTION

Personal Growth Initiative

In this escalating word of ours, everyone isn't interested in understanding factors which contributes and boosts personal growth and development of individuals. In recent times, personal growth initiative (PGI) has appeared as a promising construct in more human development and individual's personal fulfillment. A person who has ability to change and adapt the every situation has the characteristic of healthy personality and continuous growth (Allport, 1955, 1961).

For the development and construction of career and for gaining prominence it is important to have these abilities in the domains of life (Savickas, 1997; Super and Knasel, 1981). To deal with challenges and stressors and to master over new athletic skills in the whole life it is necessary to have sound association with the personal growth (Hendrick, 1995). This concept of personal growth is worldwide important for the lifelong intentional personal growth and it is captured in the construct of personal growth initiative (Robitschek, 1998). Personal growth initiative is importantly different from other theoretical point of growth and it occurs purposefully rather than incidentally (Robitstchek, 1998, 1999). Ryff (1989) depicted that if people have feeling of continued development, gaining new experiences, finding him/her self expanding and growing, easily realize their potential, sees improvement in themselves and in their behaviour over a period of time have high level of personal growth initiative.

Personal growth initiative is composed of transferable skills which can generally be used in the variety of growth opportunities in the domains of life. (Robitschek, 1999; Robitschek & Kashubeck, 1999). Personal Growth Initiative is defined as "active intentional engagement in the process of personal growth and self-change", Robitschek (1998), according to this definition, individuals who can change themselves in the same directions which they want to desire or achieve are high in personal growth initiative. Advanced levels of hope and appreciation in students have predicts lower Personal Growth, and gambling desires (Jasmine et al., 2014), on the other hand PGI and hope are

associated to a preferred set of results measures (optimism, psychological distress and well-being) but for predicting these outcomes only hope accounted for a significant proportion of the variance (Shorey et al., 2007). Personal Growth Initiative is a characteristic which helps in determining students and their lives in all its domains for progress (Robitschek, 1998).

There is a relationship between intellectual development of college student and alumni perceptions of their personal growth (Erwin, 2012). Students must work intentionally to enhance their abilities and talents with the help of planning, available resources and must be ready to change according to situations. With the help of these qualities an individual achieves better psychological adjustment in multiple social settings and is able to reduce stress, as he/she can reframe challenges. Hardin et al., (2007) suggest that the persons who are higher in Personal Growth Initiatives experience low social pressure by preserving lower self-inconsistencies. An individual is linked with higher positive and lower negative effects of growth if he/she possesses higher level of personal growth initiative. Robitschek (1998) stated PGI as an orientation toward change and growth across life domains and is considered as a construct of metacognition, awareness and planned commitment in conditions of growth enhancement.

Soul searching phase for any individual is the time when he is receiving education in the college and passionately try to struggle for the ideas to answer personal questions regarding self, carrier and their roles in life. Personal growth initiative predicted environmental exploration and vocational identity and was explored that paths between professional identity and individuality is achieved by the outcomes and exploration of career (Hardin et al., 2007).

In the field of progress characteristically change occurs without an individual's consciousness or awareness, such as without being aware of occurring any change a child develops complex form of moral reasoning. Personal growth can occur with awareness if it is provoked by factors of environment despite his/her resistance to this growth. Personal growth initiative refers to a construct that reflects an individual's generic awareness and deliberate appointment in enhancement of growth, behaviour and cognition in various aspects of one's life. High personal growth initiative is linked to an

array of positive outcomes (Bhattacharya et.al 2013). The level of PGI interacts with the life satisfaction and greater life satisfaction means having high personal growth initiative (Sood et al., 2012). Finally, when personal growth is due to well planned activity, an individual is completely aware of the occurring changes and involves him/herself actively in that process. Such as individuals unsatisfied with their professional preferences engages actively themselves in self exploration for something suitable for them.

Ryff (1989) explained that people whose growth process is unintentional probably have lower level of independence, self- acceptance and they have very less positive relations with others and purpose in life than as compare to those people who are conscious about their growth process. Many of times when people don't aware about their personal growth or when their growth is unintentional, they do not know how to maintain the changes they made mostly when encountering any stress.

Acculturative stress

The term Acculturative stress was termed by Chicago's "institution of international education" which means culture shock. People who are suffering from acculturative stress considered that place makes them feel bad where they are living.

History defined that acculturative stress as decrease in the health status of the people. When an individual moves from one place to another he/she used to struggle to adapt and adjust in new circumstances on every aspect of life (culture, socially and psychologically). While adjusting in the new situation an individual has to face some stress which comes from many differences in norms, values, social customs, politics and education standards between original and host culture.

Culture shock is another term for acculturative stress. In starting days of adjustment immigrants do not find it easy to live in a new country. Sometimes they also not feel secure or uncomfortable also. But once they started living in new circumstances they find it simple to survive again.

A progression of investigations of acculturative anxiety is accounted for, including settlers, evacuees, Native people groups, sojourners and ethnic gatherings in

Canada. Acculturative anxiety is characterized as a lessening in wellbeing status (counting mental, physical and social perspectives) of people who are experiencing cultural assimilation, and for which there is proof that these wellbeing wonders are connected efficiently to cultural assimilation marvels. A hypothetical model and a near structure are displayed inside which the exact reviews were directed.

Sums of 1,197 people were examined in the most recent decade and a half, utilizing a typical marker of acculturative worry, for which unwavering quality and legitimacy lists are introduced. Comes about show generous variety in stress marvels crosswise over sorts of acculturating gatherings, and over various individual distinction factors, (for example, sex, age, instruction, demeanors and intellectual style), and over various social factors, (for example, contact, social support and status). A requirement for further near reviews is recognized so that cultural assimilation marvels might be comprehended as far as their starting points in varieties crosswise over host social orders, crosswise over acculturating gatherings and their cooperations (J.W.Berry, K.Uichol, M.Thomas, and M. Doris, 1988).

Atkinson, Sue and Sue, (2003, 2004), uncovered that social gathering reflects huge assorted qualities. A critical part of these differing qualities is spoken to in the mode that numerous Asian Americans are descendents of Asians who relocated to the United States in the mid-1800s to mid 1900s, though others are later workers who entered the United States after the death of the 1965 Immigration Act (Chan, 1991). Two develops that are identified with this inside gathering changeability are cultural assimilation and enculturation. Redfield, Linton, and Herskovits (1936) first portrayed cultural assimilation as "those marvels which result when gatherings of people sharing diverse societies come into ceaseless direct contact, with consequent changes in the first culture examples of either or both gatherings".

Herskovits (1948) depicted enculturation as the procedure of socialization to the standards of one's indigenous culture, including the qualities, thoughts, and ideas that are notable for the way of life. Kim B. S. K. and Abreu, (2001) uncovered cultural assimilation as a technique for changing in accordance with the standards of the

overwhelming gathering and enculturation as the methodology of holding the benchmarks of the local land.

Cultural assimilation is a complex, psychosocial marvel that includes individual and gathering level changes in social examples for ethnic minorities as an outcome of contact with the ethnic larger part (Chun, Organista, and Marin, 2003). Acculturative anxiety is the anxiety that is related with social adjustment, which may happen at the danger of certain mental results. Hovey, (1998, 2000a, 2000b), finished up acculturative anxiety has been connected to indications of suicide and despondency in Latino populaces discouragement in African, Asian, and Latin American global undergrads (Constantine, Okazaki, and Utsey, 2004) and bulimic side effects in African American and Hispanic understudies (Perez, Voelz, Pettit, and Joiner, 2002).

Despite the fact that reviews have investigated the importance of acculturative worry for African Americans both adroitly (Anderson, 1991) and exactly (Joiner and Walker, 2002), exploratory examinations of the mental and passionate effect of cultural assimilation and acculturative anxiety once in a while incorporate African Americans. Pope-Davis, Liu, Ledesma-Jones, and Nevitt (2000) connected acculturative worry to racial personality characterized as "a measure of the significance that individuals from an ethnic gathering place on their social legacy". They commented that applied ambiguities have thwarted the advancement of studies that explore racial and ethnic character since hypotheses regularly neglect to clarify the procedure by which recognizable proof (with one's social gathering) happens. By and by, Pope-Davis and associates declared that, when concentrated together, cultural assimilation and ethnic character may make a more total picture of African American psychosocial improvement.

The Group for the Advancement of Psychiatry (GAP, 1989) and others (Davis, 1980; Gibbs, 1984, 1997; Gibbs and Hines, 1989; Walker, Utsey, Bolden, and Williams, 2005) placed that social changes might be identified with African American suicide passings. These progressions have possibly happened through cultural assimilation that feasible realizes a disintegration of religious, profound, and social defensive elements and additionally social convictions (e.g., suicide as unsatisfactory). Many reviews in African American suicide have concentrated on the religiosity-most profound sense of being

12

range as a defensive figure African American suicide passings, refering to religious prosperity and otherworldly existence as social cradles (Marion and Range, 2003), adapting assets (Kaslow et al., 2002), or obstacles (Early and Akers, 1993). Different reviews have accentuated the significance of social support as a defensive calculate self-destructive ideation (Compton, Thompson, and Kaslow, 2005; Nisbet, 1996). In spite of the fact that religiosity, otherworldly existence, and social support have uncovered vital buffering conditions, the impacts of other sociocultural factors have remained gravely understudied.

Another option term for acculturative anxiety is culture stun. There are times that migrants are not certain or OK with the nation. Simply following two months do they think that its simple to inhale and live once more. There are not any more tragic contemplations or more tears in the following couple of months when contrasted with the main earlier months. They will probably encounter depressive side effects that ascribe to this higher level of stress, brought by the procedure and status of migration. Most likely today's time is of innovation and everything can be gained from web about the nation where you are going live yet at the same time a man needs to face some issue while he/she adjusting in the new culture as far as traditions, social qualities, societies which is totally change by and by.

One more component which builds the anxiety level of the foreigners is dialect issue. Like in today's situation English is universal dialect and still a few people are stunned on account of the dialect of different nations. Being conversant in English is not an affirmation that migrant individuals can serenely speak with others. Others are notwithstanding battling in conveying a decent and smooth discourse. The communicated in English is a ton distinctive with what one has gained from other nation as far as speed, word decision and complement.

Life of an individual is totally influenced by personal growth initiative. (PsycINFO Database record, 2016) concluded that PGI buffer the effect of acculturative stress in all areas of adjustment.

Acculturation is complex phenomena in which when an individual belongs to ethnic minority came in contact with other culture that have ethnic majority need to adapt some changes from ethnic majority group for their survival. When they try to adapt these changes they tend to face some stresses which affect their psychological functioning due to change in language, culture other social values etc. This process known as acculturative stress. This may cause some psychological problems like symptoms of suicide, depression, feeling of detachment and many more. Anderson (1991) and Joiner and Walker (2002) investigated that acculturative anxiety seldom incorporate African Americans. They groups less mental and enthusiastic effect of cultural assimilation and acculturative anxiety.

Pope-Davis, Liu, Ledesma-Jones, and Nevitt (2000) connected acculturative worry to racial personality characterized as "a measure of the significance that individuals from an ethnic gathering place on their social legacy" They commented that theoretical unclearness have frustrated the improvement of studies that examine racial and ethnic personality since speculations commonly neglect to clarify the procedure by which distinguishing proof (with one's social gathering) happens. By and by, Pope-Davis and partners affirmed that, when concentrated together, cultural assimilation and ethnic identity may make a more outright picture of African American psychosocial improvement.

The bunch for the Advancement of Psychiatry and others (Davis, 1980; Gibbs, 1984, 1997; Gibbs and Hines, 1989; Walker, Utsey, Bolden, and Williams, 2005) set that social changes might be identified with African American suicide passings. These progressions have conceivably happened by means of cultural assimilation that probable done a disintegration of religious, profound, and social defensive elements and additionally social convictions (e.g., suicide as inadmissible). Many reviews in African American suicide have focusing on the religiosity-deep sense of being field as a cautious component in African American suicide passings, refering to religious prosperity and most profound sense of being as social cushions (Marion and Range, 2003), adapting assets (Kaslow et al., 2002), or impediments (Early and Akers, 1993). Different reviews have underscored the significance of social support as a defensive figure self-destructive

ideation (Compton, Thompson, and Kaslow, 2005; Nisbet, 1996). In spite of the fact that religiosity, most profound sense of being, and social support has uncovered critical buffering conditions, the impacts of other socio social factors have remained gravely understudied.

Ethnic Identity the U.S. General Health Service (2001) report referred to ethnic personality and cultural assimilation alongside other aspects in understanding the fierceness of psychological well-being difficulties for ethnically extraordinary gatherings. As indicated by Phinney (1992), ethnic character is a solid build for understanding adherence to qualities and convictions that are reflected by a social gathering. In understudy populaces, personality determination might be especially striking as understudies separate from groups of starting point and wander autonomously into another phase of life. Despite the fact that both European American and African American youth encounter bunch regard, ethnic ID has been watched all the more remarkably for African American teenagers (French, Seidman, Allen, and Aber, 2006).

Considers have found that ethnic character cradles possibly negative psychological wellness results. Ethnic recognizable proof has been connected to positive confidence in Black undergrads (Phelps, Taylor, and Gerard, 2001) and is proposed for fuse in medication anticipation programs for youthful African American grown-ups (Brook, Balka, Brook, Win, and Gursen, 1998). Ethnic character or other socio-cultural variables may, in any event to a limited extent, represent contrasts in discouraged understudies who could possibly be self-destructive.

As far as anyone is concerned, diverse examinations in suicide and character are nonexistent however challenges with personality determination are possibly suicidogenic crosswise over social gatherings. With one special case, examinations of African American grown-up suicide have to a great extent disregarded the potential relationship of character and suicide chance. Kaslow et al. (2004) found that African American suicide attempters scored bring down on the Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992) than non attempters.

At the point when workers are occupied with the way toward adjusting the standards and traditions of the new culture around then they are encountering the acculturative anxiety. Aycan et al. (2005), reasoned that in Canada Immigrants' accomplished offensive in work life, for example, status misfortune, segregation, unemployment and underemployment for the most part have negative effect on both mental prosperity and adjustment to Canada

The acculturative stressors have been reliably found to hinder alteration and prosperity (Ying, 1996). Various observational reviews have approved the supposition that acculturative anxiety might be a basic predecessor for a foreigners' reduced mental prosperity in different Asian worker bunches including Japanese (Baron and Matsuyama, 1988), and Korean (Noh and Kaspar, 2003). Mental prosperity is a wide idea reflecting both positive segments (positive prosperity or positive effect) and negative segments (psychological wellness issues, emotional instability or mental misery) (Parkinson, 2004). As such, a man high in mental prosperity not just conveys larger amounts of positive sentiments and states of mind; additionally oversees strains, negative considerations, thoughts and emotions all the more proficiently (Bhogle and Prakash, 1995).

At the point when workers are occupied with the way toward adjusting the standards and traditions of the new culture around then they are encountering the acculturative anxiety. Aycan et al. (2005), reasoned that in Canada Immigrants' accomplished offensive in work life, for example, status misfortune, segregation, unemployment and underemployment for the most part have negative effect on both mental prosperity and adjustment to Canada The acculturative stressors have been reliably found to hinder alteration and prosperity (Ying, 1996).

Various observational reviews have approved the supposition that acculturative anxiety might be a basic predecessor for a foreigners' reduced mental prosperity in different Asian worker bunches including Japanese (Baron and Matsuyama, 1988), and Korean (Noh and Kaspar, 2003). Mental prosperity is a wide idea reflecting both positive segments (positive prosperity or positive effect) and negative segments (psychological wellness issues, emotional instability or mental misery) (Parkinson, 2004). As such, a man high in mental prosperity not just conveys larger amounts of positive sentiments and

states of mind; additionally oversees strains, negative considerations, thoughts and emotions all the more proficiently (Bhogle and Prakash, 1995).

The mental challenges in adjusting to another culture may bring about some negative feelings or sentiments, for example, dread or push or even blame. Some universal understudies may feel desolate, underestimated and disengaged in light of the fact that they think the amicable and the friendly identities of understudies in the host culture are shallow. Likewise, if worldwide understudies remain in their individual host regions for a drawn out stretch of time and are separated from their families for the greater part of that time, then they may have sentiments of blame as they don't satisfy their duties of dealing with their folks and families (Constantine, et al., 2005). Finally, negative psychosocial outcomes coming about because of newness to new traditions and social standards additionally reflect acculturative anxiety (Lin and Yi, 1997). Sandhu and Asrabadi (1994) specified that universal understudies may have a feeling of not having a place or saw estrangement and separation due to being new to social standards. In this manner, the present review additionally incorporates saw loathe/separation as a pointer to quantify Chinese universal understudies' acculturative anxiety level.

The group and continuous acculturative anxiety that outsiders have encountered may bring about brought down mental prosperity and even melancholy. Gloom is generally characterized as a typical mental issue that presents with a discouraged inclination, lost intrigue or powerlessness to feel joy, sentiments of blame or low self-esteem, exasperates rest designs or an absence of craving, low vitality, and a failure to think (WHO, 2012).

In outsiders, mental calamities are not more often than not clarified in a powerfully sense (the spirit moving descending), however are translated by others through the physical indications displayed or detailed by an individual enduring them Thus, when discussing sorrow in workers, individuals have a tendency to deny it or express it substantially, for example, cerebral pains, acid reflux or a sleeping disorder (Leung, Cheung and Tsui, 2012). Then again, socially, articulations of pain and negative emotions, for example, sorrow are both customarily and socially unsuitable in Chinese culture under the solid impact of collectivistic qualities (Chung, 2003).

The discoveries showed that when these understudies experienced acculturative anxiety, they tended to utilize their internal assets and passionate restraint to determine their anxiety (Wei, et al., 2007). As per Cronkite and Moos (1995), social bolster alludes to social assets that people seem to be accessible or that are truly open to them. Social support can work both by giving people the assets accessible to adapt to the anxiety and by giving them compassion and care (Barrera, Sandler, and Ramsay, 1981). Seen social support is a man's impression of the accessibility of social assets. These assets originated from the external situations encompassing people, for example, companions, family and significant others that could make accessible support and care.

An individual's knowledge toward their social encouraging group of people mirrors the capacity of social support or the nature of such support, yet now and then it likewise implies a man's judgment of whether the support is sufficient or not (Turner and Marino, 1994). Universal understudies' apparent social support mirrors their accessible assets to adapt to push. Worldwide understudies seek after reviews in a remote nation, and their unique bolster assets from their loved ones may wind up noticeably frail or restricted when they land in the new condition. College dependably make accessibly of administrations, for example, directing focuses and medicinal services focuses to understudies in need. Worldwide understudy associations built up by understudies from a similar nation likewise give chances to get understudies from their own particular nation together as a wellspring of help University bolster, for example, giving understudies cross-culture living counsel and introduction projects could lessen understudies' acculturative anxiety.

Yeh and Inose (2003) trusted that more elevated amounts of social bolster fulfillment and social connectedness anticipated lower levels of acculturative anxiety. As Apker and Ray (2003) expressed, when people were encountering an upsetting occasion amid cultural assimilation, strong correspondence as a measurement of social support could help them to diminish their view of vulnerability and help them to build up a feeling of control over distressing circumstances.

Inquire about looking at the relationship between social support and despondency can be ordered into two models, i.e., the fundamental impact and the anxiety buffering

speculations (Cohen and Wills, 1985). The primary impact speculation expresses that the more social bolster an individual has, the better the personal satisfaction and the less indications of despondency an individual may have, paying little heed to the individual level of stress (Helgeson, 2003). In this way, there is an immediate relationship between social support and sorrow.

For instance, Atri, Sharma and Cottrell (2007) inspected the principle impact part of social support, and also cultural assimilation and toughness on psychological wellness in Asian Indian universal understudies. They demonstrated that social support, basically the having a place part of social support, which was likewise alluded to as friendship support, was emphatically connected with the emotional well-being of people relocating to various nations. They inferred that for this populace, encountering compassion, mindful, trust and consolation is critical to an individual's mental prosperity (Atri, Sharma, and Cottrell, 2007).

Other research (Cheng, 1997; Crocket et al., 2007; Lee et al., 2004) connected an anxiety buffering speculation. The anxiety buffering theory expresses that the connection of social support to the personal satisfaction relies on an individual's level of stress (Cohen and Wills, 1985). For this situation, social support lightens the undesirable impacts of unpleasant occasions on wretchedness just in times of high anxiety (Cohen and Wills, 1985).

For instance, Cheng (1997) concentrated the buffering part of social support in Chinese teenagers and found that social bolster moderated push related melancholy in times of high anxiety levels. Crocket et al (2007) led a review among Mexican American college understudies, showing that the anxiety cushion theory showed itself through parental support. It proposed that social support from guardians moderated the relations between acculturative anxiety and sadness so that more elevated amounts of stress did not bring about higher side effect means understudies who detailed abnormal amounts of social support. They expressed the conceivable reason was that "amid times of high anxiety, understudies do profit by the accessibility of parent support however cozy connections include shared commitments for help and support.

In this manner, when understudies are not encountering much acculturative anxiety, their relatives may envision passionate and instrumental support from them; expanding understudies' negative influence Lee et al. (2004) led their reviews among Korean global understudies, which likewise demonstrated that understudies who had more elevated amount of social support explained less mental pain indications than other people who had less social bolster when the acculturative anxiety level was high among Korean universal understudies.

As per Berry et al. (1987), it is now and again unavoidable that people experience acculturative worry amid his or her cultural assimilation prepare. It has been theorized that acculturative anxiety is an individual's anxiety response to his or her cultural assimilation encounter; it additionally contended that some statistic qualities would affect a universal understudy's acculturative anxiety level as the individual entered the cultural assimilation handle. These statistic qualities are age, sexual orientation, conjugal status, length of stay and furthermore utilization of English dialect as elements affect global understudies acculturative anxiety level.

Investigate demonstrates that one's age affects one's acculturative anxiety level. Sumer, Poyrazli and Grahame (2008) chose members among universal understudies; most were from India and China. The discoveries recommended that the more youthful people experienced less acculturative worry than the more seasoned ones. They expressed the conceivable reason was that the more youthful understudies in their review were more receptive and adaptable when it went to another culture, and in addition more socially required than more established understudies. Be that as it may, Msengi's (2003) explore introduced a conflicting conclusion. More youthful universal understudies, in Msengi's review, had a more elevated amount of acculturative anxiety and experienced more troubles and difficulties because of an absence of development and an absence of adapting methodologies when managing manage push.

A review by Rajapaksa and Dundes (2002) demonstrated that there may be a sex distinction in acculturative anxiety responses among universal understudies and presumed that female understudies will probably feel achy to go home and desolate in

contrast with male understudies. Unexpectedly, as indicated by Yan and Berliner's discoveries (2009), Chinese male understudies were all the more effortlessly worried by the vulnerability of future professional achievement and movement issues.

Migration is a procedure or worldwide development of individuals in which they move starting with one nation then onto the next nation keeping in mind the end goal to show signs of improvement open doors for quality life. Immigrants are not the locals of the nation where they go for their living. They need to has visa from that specific nation where they needed to settle down. They don't have any citizenship or changeless privately of assigned nation. They use to work or study as a worker or briefly as non natives.

Migration is particularly helpful for both the sending and accepting nations with respect to financial reason. Inquire about, with couple of special cases, finds that movement overall has positive financial impacts on the local populace, yet is blended regarding whether low-gifted migration unfavorably influences low-talented locals.

CHAPTER-2

2.1 REVIEW OF LITERATURE

H. Toshitaka. and G. L. Philip (2014), examined relationships among acculturative stress, grade point average satisfaction, maladaptive perfectionism, and depression in 52 East Asian international students and 126 North American students. The finding shows that the effect of perfectionism and acculturative stress responsible for more than 30% of the variance related to depression. Also both play an important role in improving the overall wellbeing of the individual.

Richard. et al. (2013) studied the stress associated with acculturation and minority status among youth earlier which was not studied. The study was conducted on 1,263 Hispanic adolescents using survey method. Finding of the study revealed that an acculturation paradox was found with greater exposure and stress appraisal in the first-generation youth but with lower mental health.

Yakunina. et al. (2013), Obtained results showed that personal growth initiative helps an individual in the growth and development process across the multiple domains of the life. Regression analysis indicated that plan fullness dimension of personal growth initiative responsible for noticeable difference in adjustment and also high level of using resources dimension of personal growth initiative effect the acculturative stress on adjustment.

N. G. Anisa. et al. (2014) found that acculturation, acculturative stress , religiosity were associated with psychological adjustment. Moreover acculturation and acculturative stress plays important role in many of the psychological problems but not overall competence.

Bhattacharya et al. (2013) Personal growth can occur with awareness if it is provoked by factors of environment despite his/her resistance to this growth. Personal growth initiative refers to a construct that reflects an individual's generic awareness and deliberate appointment in enhancement of growth, behaviour and cognition in various

aspects of one's life. High personal growth initiative is linked to an array of positive outcomes.

Sirin and colleagues (2013) reveled that most of the psychological problems are appeared due to contribution of the acculturative stress. Likewise, Ahmed, Kia-Keating, and Tsai (2011) examined socio-cultural adversities (including acculturative stress), cultural resources, and psychological distress and found a strong association between perceived discrimination, acculturative stress, and mental health. They disagreed that the pervasiveness of "anti-Arabism" in the current sociopolitical environment is an important consideration in understanding acculturative stress in this population.

Erwin, (2012) there is a relationship between intellectual development of college student and alumni perceptions of their personal growth. Students must work intentionally to enhance their abilities and talents with the help of planning, available resources and must be ready to change according to situations. With the help of these qualities an individual achieves better psychological adjustment in multiple social settings and is able to reduce stress, as he/she can reframe challenges.

2.2 SCOPE OF THE STUDY

The present study focused on acculturative stress and personal growth initiative, particularly amongst the immigrated members of the society. The gender differences are highlighted among the participants. The age range of the participants was 20-30 years. People migrate from one country to another due to several reasons and have to face many problems in their daily life to adjust with the new environment. In context of ever increasing globalization immigration has become a common phenomenon. Every place and people has their own culture, language, a way of life hence it is very much essential for immigrants to adjust into the new environment. This adjustment takes some time for the immigrants.

The current research work attempts to investigate the immigrants in connection with their personal growth initiatives and acculturative stress behaviors. Both types of behavior are measured by standardized psychological tools and in-depth study is ensured by covering all the dimension of these behaviors. The information derived from the

present study enables us to understand the degree of acculturative stress and to observe it's associations with personal growth initiative. The findings of the study develop an insight about immigrants that how they adjust and do better when they need to migrate from one country to another.

2.3 OBJECTIVES:

- To examine the level of personal growth initiative and acculturative stress among immigrants.
- To compare the male and female participants with regard to personal growth initiative and acculturative stress.
- To investigate difference among immigrants from different continents for their personal growth initiative and acculturative stress.
- To study the relationship between personal growth initiative and acculturative stress of immigrants.

2.4 HYPOTHESES:

- Personal growth initiatives and acculturative stress do not exist among immigrants.
- Immigrants from different continents are equal on their personal growth initiatives and acculturative stress scores.
- There are no statistical gender differences in personal growth initiatives and acculturative stress of immigrants from different continents.
- There is no significant relationship between personal growth initiatives and acculturative stress of the immigrants

CHAPTER-3

RESEARCH METHODOLOGY AND PROCEDURE

Research methodology is a systematic way to explore the research problem by using various steps. With the help of research methodology researcher can get qualitative as well as quantitative results from obtained data. With the help of research methodology researcher can get a plan of action in which it become easy to decide that how a person can select, collect and analyze the data economically and efficiently It is important to take up a systematic method for the collection of relevant data. Relevant data should be sufficient in quality and quantity and the essentials thing is to be able to select the methods that are most likely to achieve the objectives of the research.

3.1 RESEARCH DESIGN

Present study is descriptive in nature. Descriptive study illustrates the current trends which are going on. Therefore descriptive survey method was used in the present study to explore the concerned conditions, ongoing process, effects and trends that are developing. In order to collect the data from immigrants from the different department of the Lovely Professional University.

3.2 SAMPLING

Sampling is the process of selecting units from a population of interest so that studying the sample fairly generalizes our results back to the population from which they were chosen. A sample is a small proportion of population which represents the entire population and is opted for inspection and analysis. By observing the sample, research makes certain conclusions about characteristics of a population from which it is drawn. It provides generalizations on the basis of a relatively small proportion of population. For the current study a sample of 120 immigrants ranging from age 20 to 30 years was selected from different departments of the university. The sample of 120 participants was further distributed among 60 males and 60 females. The participants were included in the sample following the convenient random sampling method.

Figure 3.1 SAMPLING FRAME
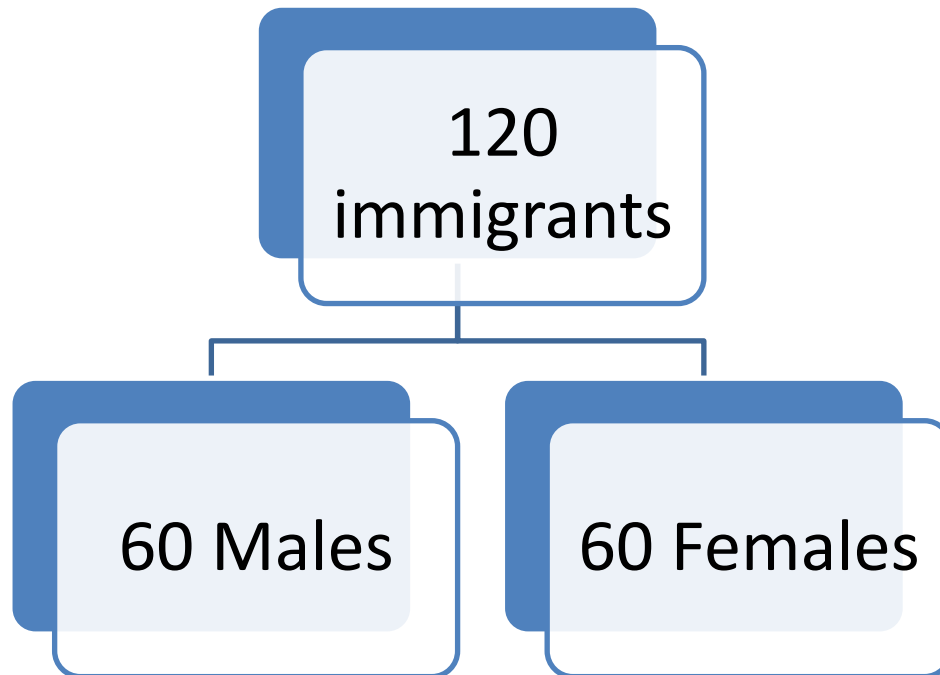
3.3 TYPE OF DATA

Primary and secondary data are two major types of data. Primary data are fresh and first-hand data to be collected by the researcher. Secondary data are already recorded and available from the earlier studies, Govt. sources, statistical data sets, and websites for further processing.

In the present study the collected data was primary in nature. The fresh data was collected by administering the following tools (questionnaires) related to personal growth initiative and acculturative stress.

3.4 DESCRIPTION OF THE TOOLS

To collect the information for research purpose tools are the best way; they are used for gathering views and belief of the people, their attitude and suggestions. Each tool is appropriate for collection of certain type of evidence or information. The researcher has to select the tool by which he will collect the data for his study. In order to collect data following tools were used in the said study:

1. Personal Growth Initiative scale-II by Robitschek (2012).

2. Acculturative stress scale by D. S. Sandhu & B. R. Asrabadi (1994).

3.4.1. PERSONAL GROWTH INITIAVE SCALE-II

Personal Growth initiatives scale was developed by Robitschek (2012). The scale consists of 16 items having four dimensions intentional behaviour, using resources, readiness for change and Planfulness.

Intentional behaviour means actual follow through, or doing of self change plans and behaviour.

Using resources means person have ability to identify and access resources external to the life such as other people and materials.

Readiness for change means ability to assess one's psychological preparedness to involve in the personal growth process.

Planfulness means ability to be deliberate and organize in self-change efforts.

3.4.1.1 Reliability

The reliability coefficient of the scale with Test-Retest method of reliability ranges from 0.61 to 0.77. The scale was administered on the sample of 243 European American students enrolled in introductory and upper level psychology course. The investigator has done Indian adaptation of the scale by taking the sample of 300 undergraduate students. The reliability coefficient of the scale under Indian conditions is 0.845.

3.4.1.2. Validity

Correlations of PGIS-II subscale and total scores measured at Time 1 with validity variables, separated for men and women. The estimated internal consistency to valid the scale is .91. The scale has high content validity.

3.4.1.3 Scoring

All items are positive in nature and given a score of '0', '1', '2', '3', '4', and '5' for Disagree Strongly, Disagree Somewhat, Disagree a little, Agree a little, Agree Somewhat and Agree strongly. A total score ranges from 0 to 80 showing low personal growth initiative, moderate and high personal growth initiative. The sum of the marks was obtained for the entire scale. The higher the score more was the Personal Growth Initiative.

3.4.1.4 Administration

There is no time limit was given for completing the scale; however most of the respondent has given the responses within 20 minutes. It was emphasized that there are no right and no wrong answers. The statements were designed to have differences in individual reactions to various situations. It was duly emphasized that all the statements have to be answered.

3.4.2. ACCULTURATIVE STRESS SCALE FOR INTERNATIONAL STUDENTS (ASSIS)

Acculturative stress scale was developed by Sandhu and Asrabadi in 1994. This scale consist of 36 items on 5-point likert scale including perceived discrimination, homesickness, perceived hate/rejection, fear, stress due to change/culture shock, guilt and non-specific concerns identified as major contributing factors.

Perceived discrimination means a behavioral manifestation of negative attitude, judgment or unfair treatment towards member of a group.

Homesickness means the feeling of sad or depressed due to longer away from family or home for a longer period of time.

Perceived hate/rejection means a deep and extreme emotional dislike which is directed against individual groups, entities, objects, behaviors or ideas. Hatred is often associated with feeling of anger, disgust and a disposition towards hostility.

Fear refers to feeling induced by some danger or threat that occurs in certain type of situations.

Culture shock is an experience a person may have when one moves to a cultural environment which is different from one's own. It is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration.

Guilt is the fact or state of having committed an offense, crime, violation or wrong especially against moral or moral law.

Non-specific concerns refer to other factors as language, social values, inferiority complex which contributed to acculturative stress.

3.4.2.1 Reliability & Validity

The reliability coefficient internal consistency of 36 items scale with Cronbach's alpha ranged from .92 to .94. The scale consists of high face validity.

3.4.2.2 Scoring

All items are positive in nature and given a score is '1', '2', '3', '4', and '5' for Disagree Strongly, Disagree, neutral, Agree and strongly Agree. A total score ranges from 36 to 180 showing low acculturative stress, moderate and acculturative stress. The sum of the marks was obtained for the entire scale. The higher the score more was the acculturative stress.

3.4.2.3 Administration

The scale has no time limits to complete them still most of the respondent finished their responses within 30 minutes. Respondent were told to give the true responses according to them. The statements were designed to have differences in

individuals' reaction to various situations. It was duly emphasized that all the statements have to be answered.

3.5 Procedure of data collection

After establishing the rapport with immigrants from the LPU the investigator personally collected the data by giving scales to them. The respondents were told that the information given by them would be kept private and would be used for research purpose only. The responses were recorded and scoring was done. The scores were then subjected to statistical analysis.

3.6 Data analysis techniques

A statistical technique refers to analytical techniques that employ statistical method. It is an assortment of methodologies for measurements and modelling of data statistical techniques to bring objectivity in interpretations and lead to reliability in results. Data collected by the investigator was subjected to statistical treatment by applying various statistical techniques like;

i) For exploring group trends Mean, SD and percentage were used.

ii) For analyzing difference between groups Student's 't-test' was used.

iii) For finding relationship between variables correlation was used.

The statistical analysis reflected the tendency of personal growth initiatives and amount of acculturative stress was being experienced by participants. Degree of stress was examined among male and female immigrants. Graphical presentation of the findings was facilitating the understanding of results in the report.

CHAPTER – 4

RESULTS AND DISCUSSIONS

The present chapter deals with the results and their interpretation according to hypotheses. The data was collected with the help of scales and then subjected to analyze with the help of statistical techniques to obtain the results. Analysis means manipulating of data to reach at solution of the research problems. Interpretations calls for a critical examination of one's analysis. The interpretation of results is considered the most essential leads to conclusions of study. The tabulated data is not worthy unless these are analyzed and interpreted by applying appropriate statistical techniques.

Analysis of data means studying the tabulated matter in order to explain the inherent reality or implications. During analysis complex factors are broke up into simpler parts to get the easy and new arrangements of the data for the interpretation. The findings prove the tentative hypotheses and finally lead to conclusions. The research has no meaning of its own if the data are not analyzed and interpreted. Therefore, analysis is very essential to study problem carefully. The data analysis, results and interpretation of findings has been presented as follow:

4.1 Results pertaining to level of acculturative stress and personal growth initiative among immigrants.

4.1.1 Results pertaining to level of personal growth initiative among immigrants.

The objectives to the personal growth initiative among immigrants researcher has collected data by administering personal growth initiative scale-II and following results were obtained.

Table 4.1.1 Percentage among immigrants having different level of personal growth initiative.

Sr.no	Level of personal growth initiative	Range	No. of immigrants	Percentage (%) of immigrants
1.	Low	52 & below	20	16.67
2.	Average	53-66	87	72.5
3.	High	67 & high	13	10.83
	Total		120	100

Above scores show the distribution of 120 immigrants at different levels of PGI. On the basis of scores it is clear that 16.67% of the immigrants come under low category of PGI, 72.5% of the immigrants' falls in average category where as 10.83% of the immigrants have high level of PGI. This shows majority of the immigrants' posses PGI in which only 16.67% of the immigrants have low level of PGI.
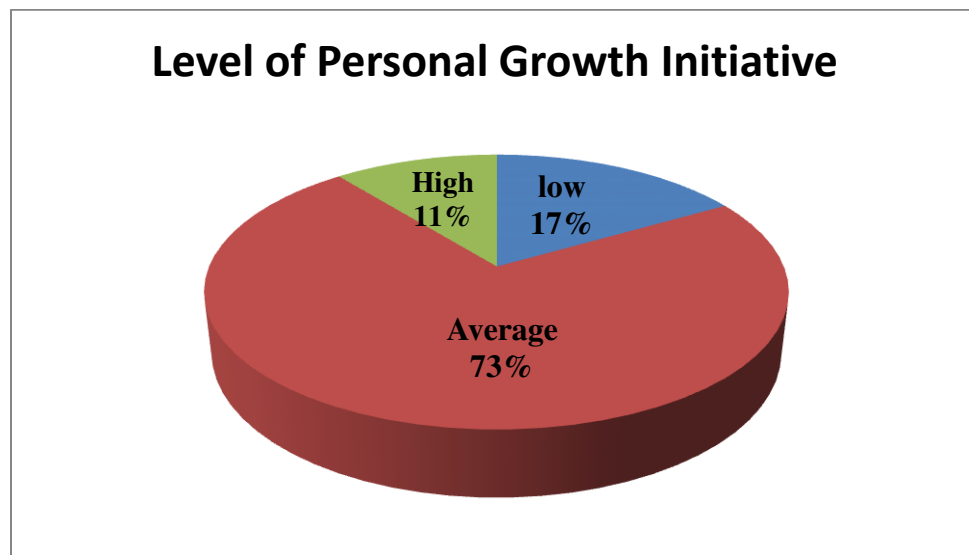

Level of Personal Growth Initiative

High 11%
low 17%
Average 73%

Figure 4 .1. Percentage of immigrants having different level of personal growth initiative.

Table 4.1.2 Personal growth initiative experienced by immigrants over four dimensions.

Sr.no	Dimensions of personal growth initiative	Level of personal growth initiative	Range	No. of immigrants	Percentage (%) of immigrants
1.	Intentional behavior	Low Average High	13& below 14-17 18 & above	19 87 14	15.83 72.5 10.83
2.	Using resources	Low Average High	16 & below 17-21 22 & above	24 70 26	20 58.33 21.66
3.	Readiness for change	Low Average High	9 & below 10-13 14 &above	25 90 05	20.83 75 4.17
4.	Planfulness	Low Average High	12 & below 113-18 19 & above	30 67 23	25 55.83 19.17

Dimension (1) refers to intentional behaviour which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 15.83% of the immigrant students have low level of intentional behaviour, 72.5% of the immigrants have average level of intentional behaviour and 11.67% of the immigrants have high level of intentional behaviour. This shows that majority of immigrants have intentional behaviour.

Dimension (2) refers to using resources which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 20% of the immigrants' students have low level of using resources, 58.33% of the immigrants have average level of using resources and 21.66% of the immigrants have high level of using resources. This shows that maximum immigrants make use of resources for their personal growth in which 21.66% highly uses the resources.

Dimension (3) refers to readiness for change which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 20.83% of the immigrant students have low level of readiness for change, 75% of the immigrants have average level of readiness for change and 4.17% of the immigrants have high level of readiness for change. This shows that majority of the immigrants are ready for change to enhance their growth. But there are 20.83% of the immigrants who have low level readiness for change.

Dimension (4) refers to planfulness which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 25% of the immigrant students have low level of planfulness, 55.83% of the immigrants have average level of readiness for change and 19.17% of the immigrants have high level of readiness for change. This shows that maximum immigrants have average level of planfulness in which 19.17% of the immigrants make plans for their enhancement.

4.1.3 Results pertaining to level of acculturative stress among immigrants.

To explore the acculturative stress level of the immigrants, the researcher has collected data by administering acculturative stress scale and following results were obtained.

Table 4.1.3 Percentage of level of acculturative stress among immigrants.

Sr. No.	Level of acculturative stress	Range	No. of immigrants	Percentage (%) of immigrants
1.	Low	100 &below	24	20
2.	Average	100 -140	70	58.33
3.	High	140 & above	26	21.67
	Total		120	100

Above scores show the distribution of 120 immigrants at different levels of acculturative stress. On the basis of scores it is clear that 20% of the students come under low category of acculturative stress, 58.33% of the students' falls in average category whereas 21.67% of the students have high level of acculturative stress. This shows that only 20% of the immigrants were facing low acculturative stress and majority of immigrants were facing the acculturative stress in which 21% of the immigrants are facing high level of acculturative stress.
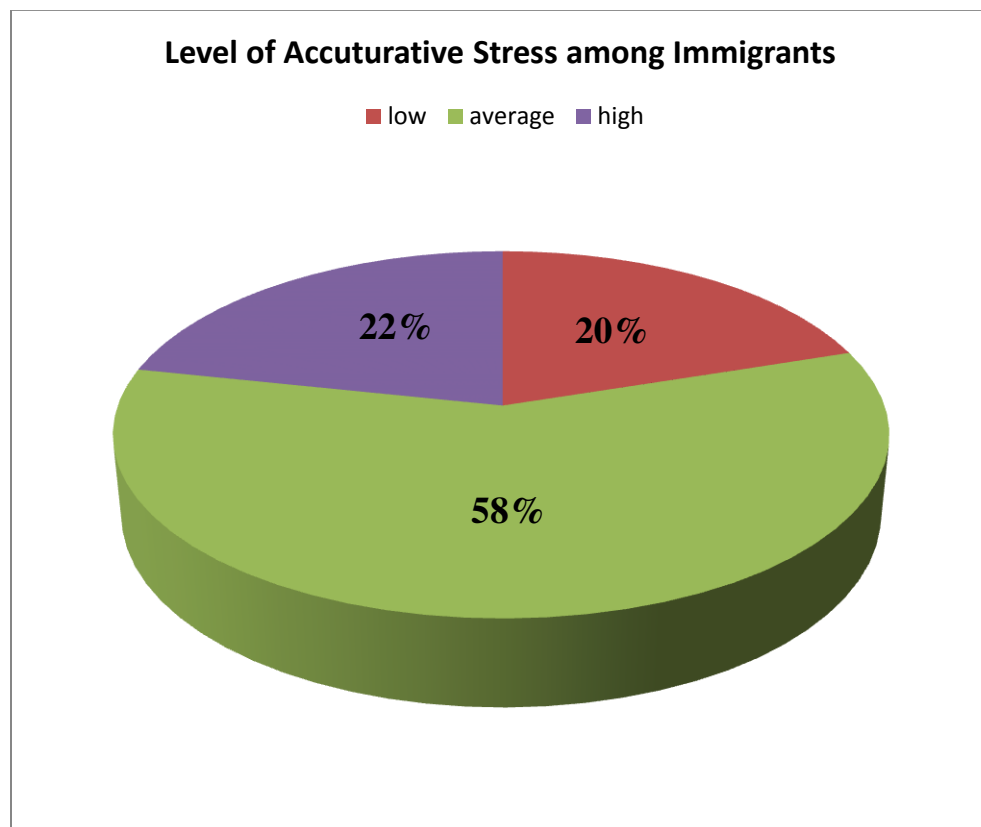

Figure 4.2 Percentage of acculturative stress among immigrants.

Table 4.1.4. Acculturative stress experienced by immigrants over the seven dimensions

Sr. No	Dimensions of acculturative stress	Level of acculturative stress	Range	No. of immigrants	Percentage (%) of students
1.	Perception towards discrimination	Low	22 & below	16	13.33
		Average	23-32	89	74.17
		High	33 & above	15	12.5
2.	Homesickness	Low	11 & below	26	21.67
		Average	12-17	87	72.5
		High	18 & above	07	5.83
3.	Hate & Rejection	Low	15 & below	21	17.5
		Average	16 -21	78	65
		High	22 &above	21	17.5
4.	Fear	Low	9 & below	22	18.33
		Average	10-15	71	59.17
		High	16 & above	27	22.5
5.	Culture shock	Low	8 & below	26	21.67
		Average	9-12	80	66.67
		High	13 & above	14	11.67
6.	Perception towards guilt	Low	5 & below	25	20.83
		Average	6-7	56	46.67
		High	8 & above	39	32.5
7.	Other significant factors	Low	25 & below	27	22.5
		Average	26-37	68	56.67
		High	38 & above	25	20.83

Dimension (1) refers to perception towards discrimination which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 13.33% of the immigrant students have low Perception towards discrimination and 74.17% of the immigrants have average Perception towards discrimination and 12.5% of the immigrants have high Perception towards discrimination. This shows that only 13.33% of the immigrants have low Perception towards discrimination and majority immigrants have average level of Perception towards discrimination in which 12.5% of the immigrants feel highly discriminated.

Dimension (2) refers to homesickness which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 21.67% of the

immigrant students have low level of homesickness and 72.25% of the immigrants have average level of homesickness and 5.83% of the immigrants have high level of homesickness. This shows that maximum immigrants are facing homesickness.

Dimension (3) refers to homesickness which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 17.5% of the immigrant students have low level of Hate & Rejection and 65% of the immigrants have average level of Hate & Rejection and 17.5% of the immigrants have high level of Hate & Rejection. This shows that maximum immigrants have average level of homesickness.

Dimension (4) refers to fear which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 18.33% of the immigrant students have low level of fear and 59.17% of the immigrants have average level of fear and 22.5% of the immigrants have high level of fear. This shows that maximum immigrants are facing fear in which 22.5%of the immigrants are facing high level of fear.

Dimension (5) refers to Culture shock which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 21.67% of the immigrant students have low level of Culture shock and 66.67% of the immigrants have average level of Culture shock and 11.66% of the immigrants have high level of Culture shock. This shows that maximum immigrants have average level of Culture shock.

Dimension (6) refers to perception towards guilt which shows the distribution of 120 immigrants at different levels. On the basis of score it is clear that 20.83% of the immigrant students have low perception towards guilt and 46.67% of the immigrants have average perception towards guilt and 32.5% of the immigrants have high perception towards guilt. This shows that maximum immigrants have perception towards guilt in which 32.5% have high level of perception towards guilt.

Dimension (7) refers to other significant factors which show the distribution of 120 immigrants at different levels. On the basis of score it is clear that 22.5% of the immigrant students have low level of other significant factors and 56.67% of the immigrants have average level of other significant factors and 28.83% of the immigrants have high level of other significant factors. This shows that majority of immigrants have

stress because of other significant factors like language, social value, inferiority complex etc.

4.2 Results pertaining to compare the male and female participants with regard to personal growth initiative and acculturative stress.

4.2.1 Results pertaining to difference in the level of personal growth initiative among male and female immigrants.

One of the objectives of the existing research work was to explore the differences in the level of personal growth initiative among male and female immigrants. To achieve this objective, researcher has collected data by administering personal growth initiative scale-II.

This section deals with the difference in personal growth initiative among male and female immigrants. In order to find the difference in male and female immigrants, data was subjected to statistical analysis and the results so obtained were organized in the table. 4.2.1 Table shows the t-ratio of immigrants having difference in personal growth initiative.

Table 4.2.1 Summary of Personal Growth initiative scores' t-ratio of male and female immigrants.

Variables	Male			Female			df	t-ratio	Remarks
Score of personal	No.	Mean	SD	No.	Mean	SD	118	2.22	S*
growth initiative	60	60.92	4.32	60	57.98	9.26			

.

Entries in the table no. 4.2.1 exhibit the t-Ratio computed to compare the gender wise differences in personal growth initiative scores among immigrants. It is evident that differences in male female immigrants on their personal growth initiative found to be significant. This shows that male and female immigrants differ on their personal growth

38

initiative. A glance at the data presented in the table no. 4.2.1 reflected that calculated mean difference of male and female is 60.92 and 57.98 respectively. The calculated t-ratio is 2.22 which is significant at 0.05 level of significance. Therefore, the hypotheses 'there are no statistical gender differences in personal growth initiative of immigrants' stands rejected.
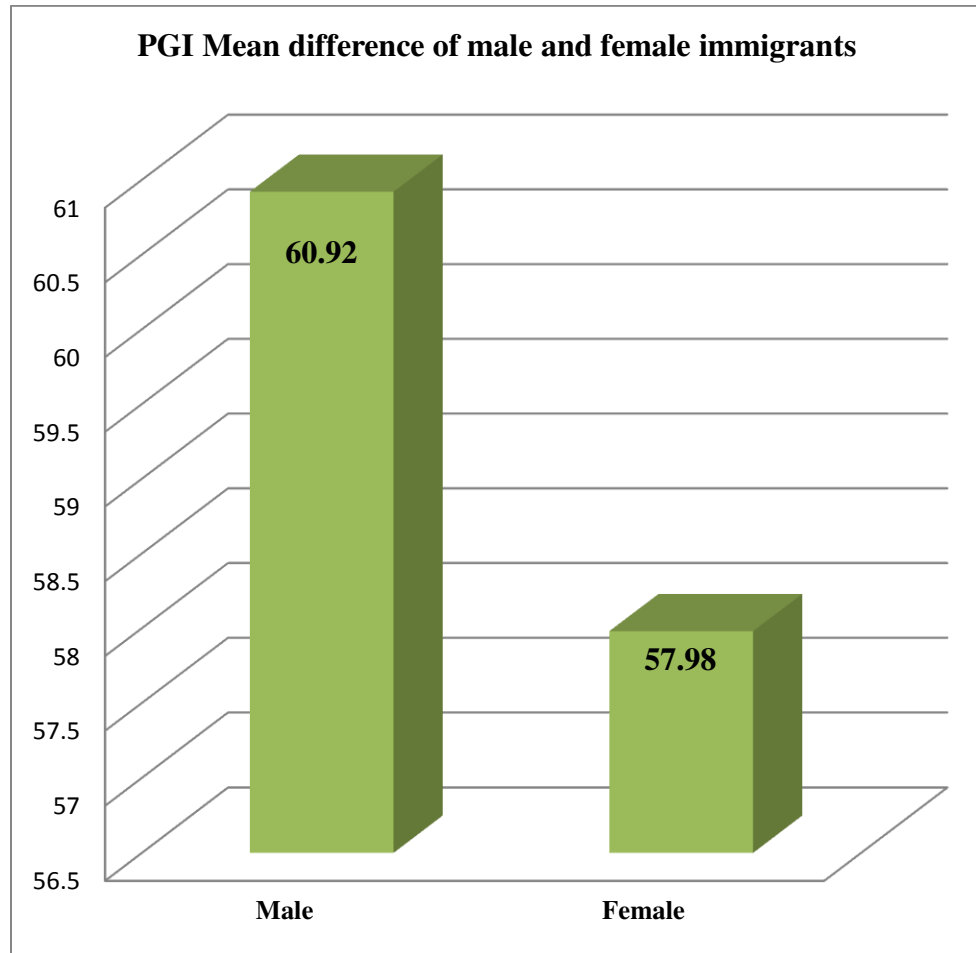

Figure 4.3 PGI Mean differences of male and female immigrants.

4.2.2 Difference in personal growth initiative among male and female immigrants over four dimensions.

Sr.no	Dimensions of personal growth initiative	Female			Male			df	t-ratio	Remarks
		No.	Mean	SD	No.	Mean	SD			
1.	Intentional behaviour	60	14.92	2.49	60	15.20	1.36	118	.773	NS
2.	Using resources	60	18.07	3.72	60	19.92	2.52	118	3.185	S**
3.	Readiness for change	60	10.72	2.08	60	10.60	1.75	118	.332	NS
4.	Planfulness	60	14.28	3.18	60	15.20	2.22	118	1.828	NS

Entries in the table no. 4.2.2 show the t-Ratio computed to compare the gender wise differences among immigrants on their personal growth initiative scores as per their dimensions. It is evident that differences in male and female immigrants on their personal growth initiative scores as per dimensions intentional behaviour, readiness for change and planfulness are found not to be significant. But on second dimension 'using resources' significant differences were found among male and female immigrants. The t-ratio as per second dimension is 3.185 which is significant at 0.01 level. This shows that male immigrants use the resources better than the female immigrants for their personal growth initiative.

4.2.3 Difference in the level of acculturative stress among male and female immigrants.

One of the objectives of the current work was to explore the differences in the level of acculturative stress of male and female immigrants. To achieve this objective, researcher has collected data by administering acculturative stress scale.

This section deals with the differences in acculturative stress of male and female immigrants. In order to find the differences in male and female immigrants, t-ratio was computed and results were organized in the table. Table 4.2.3 shows the t-ratio of immigrants having difference in acculturative stress.

Table 4.2.3 Summary of acculturative stress scores' t-ratio of male and female immigrants.

Variables	Male			Female			Df	t-ratio	Remarks
Score of acculturative	No.	Mean	SD	No.	Mean	SD	118	0.844	NS
stress	60	121.18	20.23	60	118.2	18.42			

.

Entries in the table no. 4.2.3 show the t-Ratio computed to compare the gender wise differences in acculturative stress scores of immigrants. It is evident that differences in male and female immigrants on their acculturative stress found not to be significant. This depicted that male and female immigrants faced equal level of acculturative stress when they enter into a new culture.

A glance at the data presented in the table no. 4.2.3, reflected the mean differences of male and female is 121.18 and 118.2, respectively. The calculated t-ratio is 0.844 which is not significant. Therefore the hypothesis 'there are no statistical gender differences in acculturative stress of immigrants' is retained.
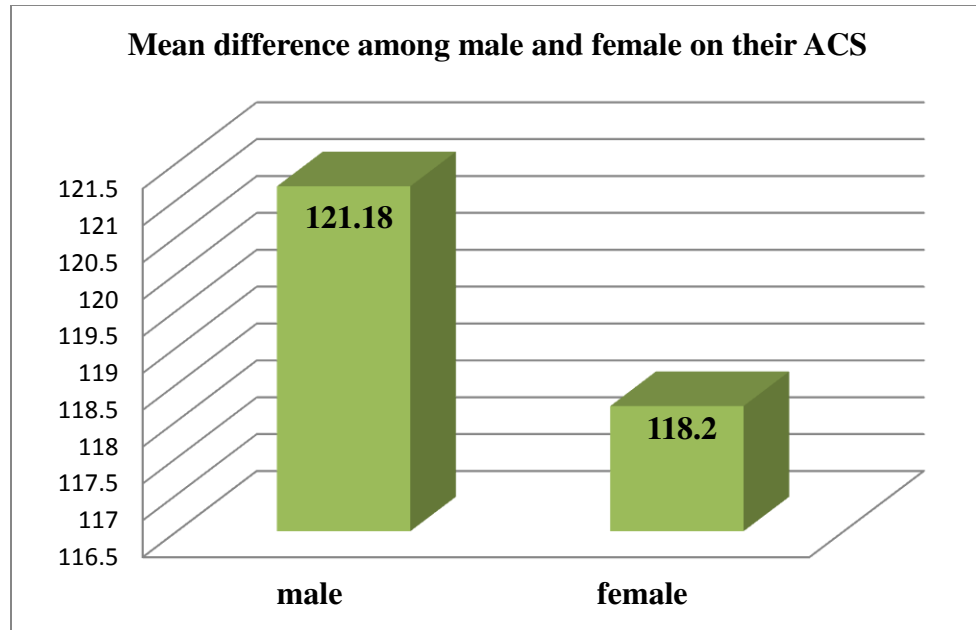
Figure 4.4 ACS mean difference among male and female.

4.2.4 Difference in the level of acculturative stress's dimensions of male and female immigrants.

Sr. no	Dimensions of acculturative stress	Female			Male			df	t-ratio	Remarks
		No.	Mean	SD	No.	Mean	SD			
1.	Perception towards discrimination	60	27.12	4.27	60	27.72	5.62	118	.586	NS
2.	Homesickness	60	13.55	3	60	13.62	3.16	118	.118	NS
3.	Hate and rejection	60	18.35	3.09	60	18.48	3.05	118	.237	NS
4.	Fear	60	11.98	3.35	60	13	3.09	118	1.725	NS
5.	Culture shock	60	9.87	2.59	60	10.42	2.59	118	1.165	NS
6.	Perception towards guilt	60	6.62	1.58	60	6.22	1.54	118	1.401	NS
7.	Other significant factors	60	30.72	5.66	60	31.80	6.29	118	.992	NS

Entries in the table no. 4.2.4 show the t-Ratio computed to compare the gender wise differences among immigrants on their acculturative stress scores as per their dimensions. It is evident that differences in male and female immigrants on their acculturative stress on all dimensions also found not to be significant. This shows that male as well as female immigrants experienced same level of acculturative stress when they face a new culture.

4.3 Results pertaining to investigate difference among immigrants from different continents for their personal growth initiative and acculturative stress.

4.3.1 Results pertaining to difference in the personal growth initiative among immigrants from different continents.

One of the objectives of the present investigation was to discover the differences in the level of personal growth initiative among immigrants from different continents. To achieve this objective, researcher has collected data by administering personal growth initiative scale-II.

This section deals with the differences in personal growth initiative among immigrants from different continents. In order to explore the differences in Asian and South African immigrants, t-ratio was computed and obtained results were and organized in the table. 4.3.1.

Table 4.3.1 Summary of personal growth initiative scores' t-ratio of immigrants from different continents.

Variables	Asia			South Africa			df	t-ratio	Remarks
Score of personal growth initiative	No.	Mean	SD	No.	Mean	SD	118	.491	NS
	60	59.09	5.37	60	59.75	8.70			

.

Entries in the table no. 4.3.1 show the t-Ratio computed to compare the continent wise differences in personal growth initiative scores among immigrants. It is evident that differences in Asian and South African immigrants on their personal growth initiative scores found not to be significant. This shows that immigrants from different continents do not differ on their personal growth initiative.

A glance at the data presented in the Table no. 4.3.1, reflected that calculated mean difference of Asian and South African is 59.09 and 59.75, respectively. The calculated t-ratio is 0.491 which is not significant. Therefore the hypothesis 'Immigrants from different continents are equal on their personal growth initiatives scores' is retained.
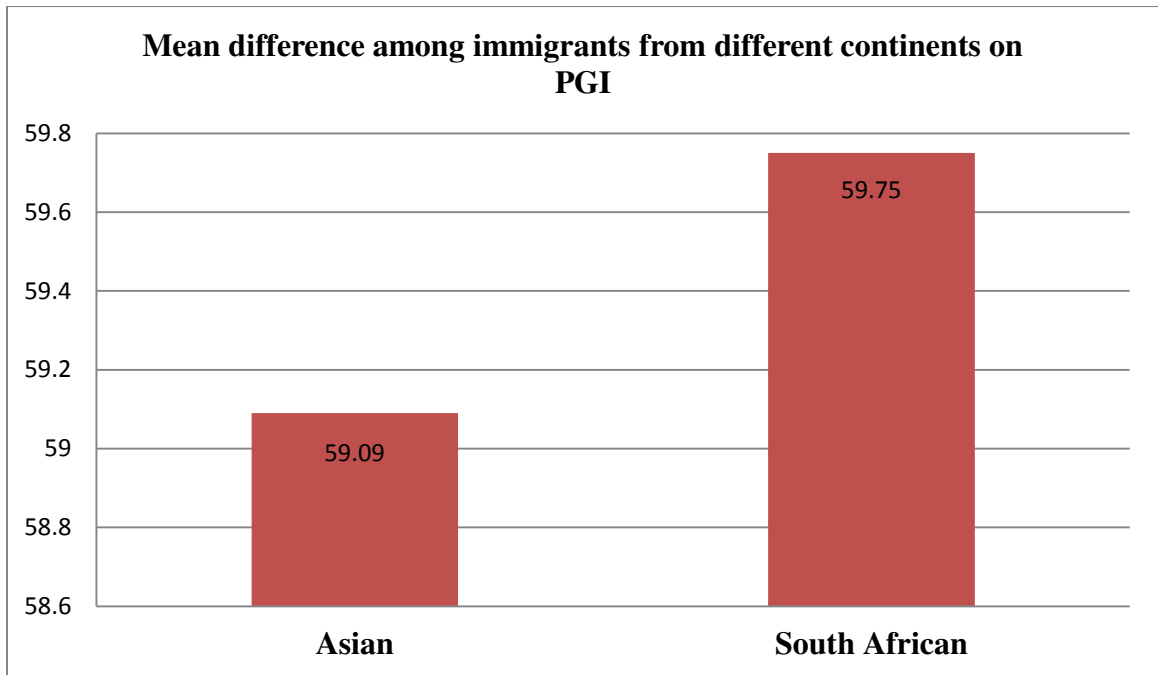

Figure 4.5 PGI mean difference among immigrants from different continents.

4.3.2 Difference in the level of personal growth initiative dimensions among immigrants from different continents.

Sr.no	Dimensions of personal growth initiative	Asian			South African			df	t-ratio	Remarks
		No.	Mean	SD	No.	Mean	SD			
1.	Intentional behaviour	60	15..40	1.39	60	14.77	2.37	118	1.731	S*
2.	Using resources	60	18.82	3.28	60	19.14	3.34	118	.528	NS
3.	Readiness for change	60	10.36	1.91	60	10.91	1.90	118	.855	NS
4.	planfulness	60	14.51	2.46	60	14.94	3.02	118	.084	NS

It is evident from table no. 4.3.2 that there are differences in Asian and South African immigrants on their personal growth initiative scores of dimension (intentional behaviour) found to be significant. The computed t-ratio for dimension (1) intentional behaviour is 1.731 which is significant at 0.05 level. This shows that South African immigrants use more resources than as compared to Asian immigrants. But on rest of the three dimensions using resources, readiness for change and planfulness is found not to be significant.

4.3.3 Difference in the level of acculturative stress among immigrants from different continents.

One of the objectives of the current research was to explore the differences in the level of acculturative stress among immigrants from different continents. To attain this objective, examiner has composed data by administering acculturative stress scale.

This section deals with the difference in acculturative stress of immigrants from different continents. In order to find the difference in immigrants from different continents, the t-ratio was used and results were organized in the table. 4.3.3. Table shows the t-ratio of immigrants from different continents having difference in acculturative stress.

Table 4.3.3 Summary of acculturative stress score's t-ratio of immigrants from different continents.

Variables	Asia			South Africa			df	t-ratio	Remarks
Score of acculturative stress	No.	Mean	SD	No.	Mean	SD	118	2.036	S*
	60	124.04	19.49	60	116.78	19.39			

Entries in the table no. 4.3.3 show the t-Ratio computed to compare the continent wise differences in acculturative stress scores of immigrants. It is evident that differences in immigrants from different continents on their acculturative stress found to be significant. This shows that immigrants from different continents have difference in their acculturative stress.

A glance at the data presented in the table no. 4.3.3, depicted the mean difference of Asian and South African immigrants is 124.04 and 116.78, respectively. The calculated t-ratio is 2.036 which are significant at 0.05 levels. Therefore the null hypothesis 'Immigrants from different continents are equal on their and acculturative stress scores' stands rejected. This shows the Asian immigrants posses more ACS than as compared to South African immigrants.
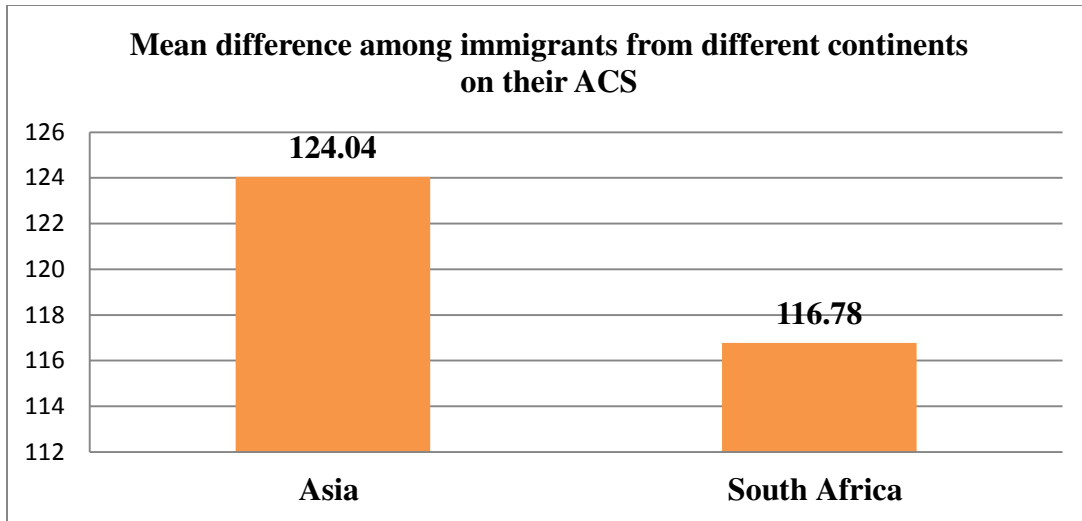
Figure 4.6 Mean difference among immigrants from different continents on their ACS

4.3.4 Differences in acculturative stress score's among immigrants from different continents over seven dimensions.

Sr. no	Dimensions of acculturative stress	Asia			South Africa			df	t-ratio	Remarks
		No.	Mean	SD	No.	Mean	SD			
1.	Perception towards discrimination	60	29.11	4.96	60	26.17	4.73	118	3.318	S**
2.	Homesickness	60	13.87	2.84	60	13.46	3.73	118	.715	NS
3.	Hate and rejection	60	18.69	3.06	60	18.23	3.14	118	.809	NS
4.	Fear	60	13.04	2.82	60	12.4	3.64	118	1.488	NS
5.	Culture shock	60	10.22	2.77	60	10.18	2.51	118	0.070	NS
6.	Perception towards guilt	60	6.84	1.17	60	6.09	1.76	118	2.68	NS
7.	Other significant factors	60	32.27	6.15	60	30.49	5.82	118	1.62	NS

Entries in the table no. 4.3.4 show the t-Ratio computed to compare the dimensions wise differences among immigrants from different continents on their acculturative stress scores. A significant difference was found on dimension (1) perception towards discrimination of ACS. The calculated t-ratio is 3.318 which is significant at 0.01 level.

However, rest of the dimensions of the acculturative stress shows no significant difference according to their continents. This shows that immigrants from different continent face equal level of acculturative stress while enter into a new culture.

4.4 To study the relationship between personal growth initiative and acculturative stress of immigrants.

To explore the relationship of personal growth initiative and acculturative stress of immigrants Pearson's product moment coefficient was applied and the results are presented in Table 4.4

Table No. 4.4 Coefficient of correlation of PGI of immigrants with their ACS.

Correlations		Total of Personal Growth Initiative	PGI1 (intentional behavior)	PGI2 (using resources)	PGI3 (readiness for change)	PGI4 (planfulness)
Total score of Acculturative stress.	Pearson correlation	0.163	0.128	.233*	0.006	0.058
	Sig. (2-tailed)	0.075	0.164	0.01	0.949	0.531
	N	120	120	120	120	120
ACS 1(perception towards discrimination)	Pearson Correlation	0.077	0.118	0.105	-0.085	0.051
	Sig. (2-tailed)	0.406	0.197	0.254	0.355	0.579
	N	120	120	120	120	120
ACS2 (homesickness)	Pearson Correlation	0.092	0.089	.203*	-0.02	-0.047
	Sig. (2-tailed)	0.316	0.335	0.026	0.828	0.608
	N	120	120	120	120	120
ACS3 (hate and rejection)	Pearson Correlation	.236**	.258**	.203*	0.094	0.132
	Sig. (2-tailed)	0.009	0.004	0.026	0.31	0.152
	N	120	120	120	120	120
ACS4 (fear)	Pearson Correlation	0.152	0.096	.197*	-0.071	0.147
	Sig. (2-tailed)	0.097	0.295	0.031	0.442	0.108
	N	120	120	120	120	120
ACS5 (culture shock)	Pearson Correlation	0.161	-0.012	.240**	0.106	0.077
	Sig. (2-tailed)	0.079	0.898	0.008	0.25	0.406
	N	120	120	120	120	120
ACS6 (perception towards guilt)	Pearson Correlation	0.086	0.073	0.112	0.084	-0.017
	Sig. (2-tailed)	0.351	0.43	0.223	0.362	0.856
	N	120	120	120	120	120
ACS7 (other significant factors)	Pearson Correlation	0.123	0.074	.223*	0.022	-0.008
	Sig. (2-tailed)	0.181	0.423	0.014	0.815	0.933
	N	120	120	120	120	120

Entries in above table depict that personal growth initiatives has insignificant positive relationship (0.163, p<0.05) with acculturative stress. This shows that immigrants who had the personal growth initiatives they also develop the stress but it could not reach at significant level.

Interestingly, 'using resources' one of dimension of PGI reflected significant positive correlation with ACS and with dimensions of ACS homesickness, fear and with other significant factors (.233, p>0.05), (.203, p>0.05), (.197, p>0.05) and (.233, p>0.05), respectively. This clearly means that in conditions of resource use in the culture other than own, the immigrants develop the stress due to the increased involment and efforts to understand the resources usage.

Rest of the dimensions of PGI and ACS could not reach to a significant level and did not show a strong relationship among them.

CHAPTER-V

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 CONCLUSIONS

Conclusions are the essential and vital aspect of any investigation. For an investigator as it is the chance to have the last word on the subject. Mere collection of data, use of ideal statistical technique, presentation and interpretation of data will not serve any purpose without valid conclusions. Conclusions give the final stroke and check to the whole research work. Outcomes of study show approval or rejection of the hypothesis. Researcher summarizes the thought, to demonstrate the importance of ideas and to propel readers to a new view of the subject. Conclusions have to be drawn keeping in view the limitations of the study. It is also an opportunity to make a good new impression and to end on positive note conclusions and recommendations usually form an important part of a research. The following conclusions were drawn by the investigator based on the data and its interpretation:

1. Majority of immigrants have personal growth initiative in which some posses' high level of PGI.

2. Majority of immigrants have ACS in which some posses' high level of ACS. In which some of the immigrants possesses high ACS.

3. The study found significant difference in personal growth initiative and gender. It was found that the male immigrant possesses high personal growth initiative than as compared to female immigrant specifically in using resources the dimension of PGI.. These finding corresponded with the previous research in which Robitschek *et. al.,* (2012) found stronger association for men than as compared to women between PGI components planfulness and intentional behaviour.

4. There was no difference found between personal growth initiative and immigrants from different continents. The finding of the study concluded that immigrants coming from different continents posses same level of PGI.

5. The study found no difference between acculturative stress and gender. It was found that the male and female immigrant possess equal level of acculturative stress when they came in contact with a new culture.

6. Differences were found between acculturative stress levels of immigrants coming from different continents. The finding of the study concluded that immigrants from Asia possess high acculturative stress than to immigrants from South Africa.

7. The study found positive significant relationship between using resources the dimension of PGI and with ACS and also with some dimensions of the ACS (Homesickness, fear, and other significant factors). This clearly means that in conditions of resource use in the culture other than own, the immigrants develop the stress due to the increased involment and efforts to understand the resources usage.

5.2 RECOMMENDATIONS

The purpose of research is not just collecting data, interpreting data and drawing conclusions. To make the research meaningful and useful it is essential that the investigator puts forward recommendations which may help the concerned authorities to frame policies and bring about changes in the existing system. Recommendations mean something that is recommended as advisable. Recommendations are based on research and on any other relevant information available to the researchers. These are the guidelines which show that which things keep in mind to solve any problem. The following recommendations were given by the researcher based on the study:

1. It is recommended to reduce the acculturative stress among immigrants; more opportunities should be given to them to mix with the culture of current place so that they could be better placed in the dynamic environment.

2. it is recommended to immigrants students that they should put effort on diverse features of acculturative stress i.e. taking accountability of daily life, developing their personality, in an appropriate way, having affectionate and trusting affairs with others, learning from their past incidents, expressing their ideas openly and

without hesitation and setting goal in life to give way to their existence. If the immigrants improve upon above supposed aspects, they would absolutely create themselves engage intentionally in growth process experience less acculturative stress.

3. Findings also revealed that PGI and ACS positively related with each other. This means weather they have high personal growth initiative but still they possess acculturative stress. Hence, psychologists and counselors should plan intervention programmes to decrease the acculturative stress among immigrants.

4. Some training programmes should be organized to enhance the intentional growth so that immigrants within the different social settings would be more engaged in growth process intentionally.

5. It is recommended to teachers that they should try to interact with students as much as they can because positive interaction between students and faculty increases the emotional bonding of students in new institution with the help of their personal growth and well-being.

6. It is recommended to curriculum planners that apart from academics they should organize social cultural activities in which some relevant information regarding socio-cultural issues of educational institution should be given to immigrants for their smooth transition and adaption towards new environment.

7. Researchers should focus on the problems of immigrants in educational institution and provide them solutions. So that they can be able to take initiative for their overall well-being and also help themselves to reduce the stress of being in new environment. Therefore major problems of immigrants should be highlighted and better solutions should be provided.

8. Indian government should organize, promote and deliver such programmes that emphasize on lifelong activities so that immigrants assure their interest to take initiative and make themselves strong emotionally, psychologically as well as generally in educational settings, worksites and community organizations also.

9.   It is recommended to immigrants that when they enter into new environment, culture, institutions or immigrated to other countries, they should not take instant decision, in fact they should take proper guidance from counseling cell to know about their capability for accepting new changes of new environment and when they start living in new environment, start adjusting in new culture, institution it is suggested that they should avoid hesitation and try to adapt in new environment in order to get emotional, personal adjustment.

10. It is recommended to non government organizations that seminars, symposiums should be organized on major issues of personal growth in higher education institutions so that all the immigrated would be able to get good ways for their growth and getting adjusted in new culture.

5.3 LIMITATIONS

1.   The study is limited to a small sample size.
2.   Only two continents were covered to explore the variables. Therefore the findings of the study cannot be generalized beyond the Asian and south African continents.
3.   Only two variables and their dimensions were explored in the study due to limited time. There are many more variables related to immigrant's behavior which can be explored.
4.   Sample selection was limited to specific campus, LPU only.

5.4 SUGGESTIONS

Research work is a never ending process. No research work is complete in itself. There is always scope for improvements and modifications. Every research work should lead to a new topic for research. The present study is also not isolated from this fact. Suggestions are an idea or plan that researcher offer others to consider in future. It is very helpful for further researcher. It gives an idea to other researchers that which thing they take into account to start the research work. It is very helpful in selection of topic, sample size, technique etc. The investigator lays down the following suggestions for future actions:

1. The same study can be done by using more variables like life satisfaction, psychological well being, and achievement motivation.

2. Similar study can be extended to observe the behavior of migrants also.

3. Sample size can be increased to get more reliable results.

4. More immigrants from other continents can be included.

5. A comparative study could be undertaken between migrant and immigrants.

References:

Ahmed, S. R., Kia-Keating, M., & Tsai, K. H. (2011). A structural model of racial discrimination, acculturative stress, and cultural resources among Arab American adolescents. *American Journal of Community Psychology*, 48, 181-192.

Allport, G. (1955). Becoming: Basic Considerations for a Psychology of Personality. *New Haven, CT: Yale University Press.*

Allport, G. (1961). Pattern and Growth in Personality. *New York, NY: Holt, Rinehart, & Winston.*

Anderson, L. P. (1991). Acculturative stress: A theory of relevance to Black Americans. *Clinical Psychology Review, 11,* 685–702.

Apker, J. & Ray, E.B. (2003). Stress and social support in health care organizations. In T.Thompson, A. Dorsey, K. Miller & R.A. Parrott (Eds.), Handbook of health communication, (347-368). Mahwah, NJ: Lawrence Erlbaum Associates.

Aroian, K. J., Norris, A. E., Patsdaughter, C. A., & Tran, T. V. (1997). International Journal of Social Psychiatry, 44(4), 284–294.

Atri, A., Sharma, M., & Cottrell R. (2007). Role of social support, hardiness, and acculturation as predictors of mental health among international students of Asian Indian origin. *International Quarterly of Community Health Education, 27(1),* 59-74.

Aycan, Z., & Berry, J. W. (1996). Impact of employment-related experiences on immigrants' psychological well-being and adaptation to Canada. Canadian

Baron, R. M., & Matsuyama, T. (1988). Symptoms of depression and psychological distress in The United States and Japanese college students. Journal of

Barrera, M., Sandler, I. N., & Ramsay, T. B. (1981). Preliminary development of a scale of social support: Studies on college students. *American Journal of Community Psychology, 9*, 435-447.

Berry, J. W., Kim, U., Minde, T., & Mok, D. (1987). Comparative studies of acculturative stress. *International Migration Review, 21,* 491-511.

Bhattacharya, A. & Mehrotra, S. (2013). Personal Growth Initiative Scale: How does it Perform in Indian Youth Samples? *Journal of the Indian Academy of Applied Psychology,* 121-128.

Bhogle, S., & Prakash, I. J. (1995). Development of the psychological well-being questionnaire. Journal of Personality and Clinical Studies, 11, 5–9.

Brook, J. S., Balka, E. B., Brook, D. W., Win, P. T., & Gursen, M. D. (1998). Drug use among African Americans: Ethnic identity as a protective factor. *Psychological Reports, 83,* 1427–1446.

C. C. Richard., M. P. Amado., E. N. Lucy. & T. G. Jeremy. (2013), Acculturation-Related Stress and Mental Health Outcomes Among Three Generations of Hispanic Adolescents. *Hispanic Journal of Behavioral Sciences*.

Cheng, C. (1997). Role of perceived social support on depression of Chinese adolescents: A prospective study examining the buffering model. *Journal of Applied Social Psychology, 27,* 800–820.

Chung, I. W. (2003). Examining suicide behavior of Asian American female college students: Implications for practice. *Journal of College Students Psychotherapy, 18(2),* 31-47.

Cohen, S., & Willis, T. A. (1985). Stress, social support, and buffering hypothesis. *Psychological Bulletin, 98,* 310-357.

Compton, M. T., Thompson, N. J., & Kaslow, N. J. (2005). Social environment factors associated with suicide attempt among low-income African Americans: The protective role of family relationships and social support. *Social Psychiatry and Psychiatric Epidemiology, 40,* 175–185.

Constantine, M. G., Anderson, G. M., Berkel, L. A., Caldwell, L., D., & Utsey, S, O. (2005). Examining the cultural adjustments experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology, 52(1),* 3-13.

Crocket, L.J., Iturbide, M.I., Stone, R.A.T., McGinley, M., Raffaelli, M., & Carlo, G. (2007). Acculturative stress, social support, and coping: Relations to psychological adjustment among Mexican American college students. *Cultural Diversity and Ethnic Minority Psychology, 13,* 347–355.

Cronkite, R. C., & Moos, R. H. (1995). Life context, coping process, and depression. In E.Beckham & B. Leber (Eds.), *Handbook of depression* (2nd ed., pp. 569-587). NewYork: Guilford.

Davis, R. (1980). Suicide among young blacks: Trends and perspectives. *Phylon, 41,* 223–229.

Early, K. E., & Akers, R. L. (1993). "It's a white thing": An exploration of beliefs about suicide in the African American community. *Deviant Behavior: An Interdisciplinary Journal, 14,* 277 296.

Erwin, T. D. (2012). Intellectual College Development Related to Alumni Perceptions of Personal Growth. *Research & Practice in Assessment, 7.*

French, S. E., Seidman, E,. Allen, L., & Aber, J. L. (2006). The development of ethnic identity during adolescence. *Developmental Psychology, 42,* 1–10.

Gibbs, J. T. (1984). Black adolescents and youth: An endangered species. *American Journal of Orthopsychiatry, 54,* 6–21.

Gibbs, J. T. (1997). African-American suicide: A cultural paradox. *Suicide and Life-Threatening Behavior, 27,* 68–79.

Gibbs, J. T., & Hines, A. M. (1989). Factors related to sex differences in suicidal behavior among young black youth: Implications for intervention and research. Journal of Adolescent Research, 4, 152–172.

H. Toshitaka. & G. L. Philip (2014), The Effect of Perfectionism and Acculturative Stress on Levels of Depression Experienced by East Asian International Students. J*ournal of multicultural counseling and development*, 42, (4). 205-217.

Hardin, E. E., Weigold, I. K., Robitschek, C. & Nixon, A. E. (2007). Self-discrepancy and Distress: The Role of Personal Growth Initiative. *Journal of Counseling Psychology, 54*(1), 86-92.

Helgeson, V. S. (2003). Social support and quality of life. *Quality of Life Research, 12* (Suppl. 1), 25-31.

Hendrick, S. S. (1995). Close relationships: What Couple Therapists Can Learn. *Pacific Grove, CA: Brooks/Cole.*

J.W.Berry, K.Uichol, M.Thoma.s, and M. Doris. (1988). Comparative Studies of Acculturative Stress. *Source: International Migration Review, Special Issue: Migration and Health*, 21(3), 491-511.

Jasmine, M. Y. L., Jung-Shun, T., Namrata, R. & Tian, P. S. O. (2014). Gratitude, Hope, Mindfulness and Personal-Growth Initiative: Buffers or Risk Factors for Problem Gambling? *PLoS One, 9*(2) . e83889.

Joiner, T., Jr., & Walker, R. (2002). General and factorial construct validity of a measure of acculturative stress in African-Americans and Anglo-Americans. Psychological Assessment, 14, 462–466.

Kaslow, N. J., Thompson, M. P., Okun, A., Price, A., Young, S., & Bender, M. (2002). Risk and protective factors for suicidal behavior in abused African American women. Journal of Consulting and Clinical Psychology, 70, 311–319.

Kaslow, N., Webb Price, A., Wyckoff, S., Bender Grall, M., Sherry, A., Young, S., et al. (2004). Person factors associated with suicidal behavior ACCULTURATIVE STRESS, ETHNIC IDENTITY, AND SUICIDE 81 among African American women and men. Cultural Diversity & Ethnic Minority Psychology, 10, 5–22.

Lee, J. S., Koeske, G. F., & Sales, E. (2004). Social support buffering of acculturative stress: A study of mental health symptoms among Korean international students. *International Journal of Intercultural Relations, 28,* 399-414.

Leung, P., Cheung, M. and Tsui, V. (2012) Asian Indians and depressive symptoms: Reframing mental health help-seeking behavior. *International Social Work 55(1).*53-70.

Lewthwaite, M. (1996). A study of international students' perspective on cross-cultural adaptation. *International Journal for the Advancement of Counseling, 19(2),* 167-185.

Lin, J. G., & Yi, J. K. (1997). Asian international students' adjustment: Issues and program suggestions. *College Student Journal, 31(4)*, 473-480.

Marion, M. S., & Range, L. M. (2003). African American college women's suicide buffers. Suicide and Life Threatening Behavior, 33, 33–43.

Msengi, I. G. (2003). Sources of stress and its impact on health behaviors and academic performance of international students at a comprehensive Midwestern University. *International Journal of Global Health and Health Disparities, 5 (1),* 55-69.

N. G. Anisa, R. O. Evelyn, T. L. L. Frederick & J. D. Daniel. (2014) Acculturation, Acculturative Stress, Religiosity and Psychological Adjustment among Muslim Arab American Adolescents. *Journal of Muslim Mental Health*, 8 (2).

orguk/doc.pl?file=pdf/Menta l%20Health%20background %20 pavised2.do.

Parkinson, J. (2004). Indicators of mental health and well-being. Background NHS Health Scotland. Retrieved Jan 10, 2005, from http://www.phis.

Phelps, R. E., Taylor, J. D., & Gerard, P. A. (2001). Cultural mistrust, ethnic identity, racial identity, and self-esteem among ethnically diverse Black students. Journal of Counseling & Development, 79, 209–216.

Phinney, J. S. (1992). The Multigroup Ethnic Identity Measure: A new scale for use with diverse groups. Journal of Adolescent Research, 7, 156–176.

Pope-Davis, D. B., Liu, W. M., Ledsma-Jones, S. L, & Nevitt, J. (2000). African American acculturation and Black racial identity: A preliminary study. Journal of Multicultural Counseling and Development, 28, 98–112.

Rajapaska, S., & Dundes, L. (2002). It's a long way home: International student adjustment to living in the United States. *College Student Retention, 4(1),* 15-28.

Redfield, R. R. Linton. and M.J. Herskovits. (1936). Memorandum on the Study of Acculturation. *Journal of American Anthropologist*. (38), 149-152.

Robitschek, C. & Kashubeck, S. (1999). A Structural Model of Parental Alcoholism, Family Functioning, and Psychological Health: The Mediating Effects of Hardiness and Personal Growth Orientation. *Journal of Counseling Psychology*, *46*, 159-172.

Robitschek, C. (1998). Personal Growth Initiative: The Construct and Its Measures. *Measurement and Evaluation in Counseling and Development*, *30* (4), 183-198.

Robitschek, C. (1999). Further validation of the Personal Growth Initiative Scale. *Measurement and Evaluation in Counseling and Development, 31*, 197–210.

Ryff, C. (1989). Happiness is Everything, or it is? Exploration on the Meaning of Psychological Well-Being. *Journal of Personality and Social Psychology, 57,* 1069-81.

Sandhu, D. S. & Asrabadi, B. R. (1998). An acculturative stress scale for international students: A practical approach to stress management. In C. P. Zalaquett & R. J.

Savickas, M. L. (1997). Career adaptability: An Integrative Construct for Life-Span, Life-Space Theory. *Journal of the Career Development Quarterly, 45*, 247–259.

Shorey, H. S., Little, T. D., Synder, C. R., Kluck, B. & Robitschek, C. (2007). Hope and *Personal Growth Initiative*: A Comparison of Positive, Future-oriented Constructs. *Personality and Individual Differences, 43*(7), 1917-1926.

Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology,* 49, 736-748.

Sood, S., Gupta, R. & Bakhshi, A. (2012). Personal Growth Initiative and Life Satisfaction in Residents of Short Stay Homes. *Indian Journal of Positive Psychology, 3*(4), 425-427.

Starobin, S. S. (2006). International students in transition: Changes in access to U.S. higher education. *New Directions for Students Services. 114,* 63-71. WN: 061901511007.

Sumer, S. Poyrazli, S., & Grahame, K. (2008). Predictors of Depression and Anxiety Among International Students. *Journal of Counseling & Development, 86,* 429-437.

Super, D. E., & Knasel, E. G. (1981). Career Development in Adulthood: Some Theoretical Problems and A Possible Solution. *British Journal of Guidance and Counseling, 9*, 194 –201.

Turner, R. J. & Marino, F. (1994). "Social Support and Social Structure: A Descriptive Epidemiology." *Journal of Health and Social Behavior, 35(3),* 193-212.

U.S. Public Health Service (2001). Mental health: Culture, race, and ethnicity-A supplement to mental health: A report of the Surgeon General. Washington, DC: U.S. Department of Health and Human Service.

Walker, R. L., Utsey, S. O., Bolden, M. A., & Williams, III, O. (2005). Do socio-cultural factors predict suicidality among persons of African descent living in the U.S.? Archives of Suicide Research, 9, 203–217.

Wei, M., Heppner, P. P., Mallen, M. J. Ku, T. Y., Liao, Y.H., & Wu, T. F. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology, 54,* 385-394.

Woods (Eds.), *Evaluating stress: A book of resources*. Lanham, MD: The Sarecrow Press.

Yakunina, S. Elena., Weigold, K. Ingrid ., Weigold, Arne, (2013). Personal growth initiative: Relations with acculturative stress and international student adjustment. *Journal of International Perspectives in Psychology*, 2(1), 62-71

Yan, K., & Berliner, D. C. (2009). Chinese international students' academic stressors in the United States. *College Student Journal, 43,* 939-960.

Yan, K., & Berliner, D. C. (2009). Chinese international students' academic stressors in the United States. *College Student Journal, 43,* 939-960.

Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counseling Psychology Quarterly, 16*, 15–28.

Ying, M. Y. (2005). Variation in acculturative stressors over time: A study of Taiwanese students in the United States. International Journal of Intercultural Relations, 29, 59–71.

Ying, Y. (1996). Immigration satisfaction of Chinese American: An empirical examination. Journal of Community Psychology, 24, 3–16.

Personal Growth Initiative scale – II (PGIS-II)

Please fill up the following information.

Name........................... Age............. Gender....(Male/Female)

Stream..... (Arts/Commerce./Science.) College/..

Time spend with their natives per day (in hours)…………………………………….

Here are 16 statements are given having 6 alternative options. You have to express your views on any of the alternative against each statement. All alternative responses are indicated as Strongly Disagree (SD), Disagree (D), Disagree a little (DL), Agree a little (AL), Agree (A) and Strongly Agree (SA).you have to mark the tick (✓) on any cell (☐) which indicates how much the statement applied to you *over the past 3 months*.

	Question	SD	D	DL	AL	A	SA
1.	I set realistic goals for what I want to change about myself.						
2.	I can tell when I am ready to make specific changes in myself.						
3	I know how to make realistic plan in order to change myself.						
4	I take every opportunity to grow as it comes up.						
5	When I try to change myself, I make a realistic plan for my personal growth.						
6	I ask for help when I try to change my self						
7	I actively work to improve myself.						
8	I figure out what I need to change about myself.						
9	I am constantly trying to grow as a person.						
10	I know how to set realistic goals to make changes in myself.						
11	I know when I need to make a specific change in myself.						
12	I use resources when I try to grow.						
13	I know steps I can take to make intentional changes in myself.						
14	I actively seek out help when I try to change myself.						
15	I look for opportunities to grow as a person.						
16	I know when it's time to change specific things about myself.						

Acculturative Stress Questionnaire (ASSIS)

Please fill up the following information.

Name........................... Age.............. Gender....(Male/Female)

Stream..... (Arts/Commerce./Science.) College/..

Time spend with their natives per day (in hours)………………………………….

Here are 36 statements are given having 5 alternative options. You have to express your views on any of the alternative against each statement. All alternative responses are indicated as Strongly Disagree (SD), Disagree (D), neutral (N), Agree (A) and Strongly Agree (SA).you have to mark the tick (✓) on any cell (□) which indicates how much the statement applied to you *over the past 3 months*. There is no "right" or "wrong" answer. Please respond to what you think or how you feel at this point in time. Please read the following statements carefully and rate how confident you are that, as of now.

S.no	Question	SD	D	N	A	SA
1.	I feel that my people are discriminated against.					
2.	I am treated differently because of my race.					
3	I am treated differently because of my colour.					
4	Many opportunities are denied to me.					
5	I am treated differently in social situations.					
6	Others are biased toward me.					
7	I feel low because of my cultural background.					
8	I feel that my status in this society is low due to my cultural background.					
9	I don't feel a sense of belonging here.					
10	I feel that I receive unequal treatment.					
11	I am denied what I deserve.					
12	I feel angry that my people are considered inferior here.					
13	I feel some people don't associate with me because of my ethnicity.					
14	Homesickness bothers me.					
15	I feel sad living in unfamiliar surroundings.					
16	I miss the people and country of my origin.					
17	I feel sad leaving my relatives behind.					

S.no	Question	SD	D	N	A	SA
18	People show hatred toward me nonverbally.					
19	People show hatred toward me verbally.					
20	People show hatred me through actions.					
S.no	Question	SD	D	N	A	SA
21	Others are sarcastic toward my cultural values.					
22	Others don't appreciate my cultural values.					
23	I fear for my personal safety because of my different cultural background.					
24	I feel insecure here.					
25	I frequently relocate for fear of others.					
26	I generally keep a low profile due to fear.					
27	I feel uncomfortable to adjust to new foods.					
28	Multiple pressures are placed on me after migration.					
29	I feel uncomfortable to adjust to new cultural values.					
30	I feel guilty to leave my family and friends behind.					
31	I feel guilty that I am living a different lifestyle here.					
32	I feel nervous to communicate in English.					
33	I feel intimidated to participate in social activities.					
34	It hurts when people don't understand my cultural values.					
35	I feel sad to consider my people's problems.					
36	I worry about my future for not being able to decide whether to stay here or to go back.					