Emotional Challenges of International Students in Higher Education: A Psychological Perspective

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Abstract

This paper examines the emotional challenges faced by international students in higher education, focusing on a psychological perspective. Based on a comprehensive literature review, this study explores the diverse experiences of international students, considering factors such as cultural background, communication skills, and personal resilience. The research method includes data extraction and synthesis, followed by quality assessment to identify key themes and trends. Results highlight the interconnectedness of academic success and social adjustment, emphasizing the need for personalized support for every student. Additionally, the study highlights the transformative nature of cultural transition and the importance of support systems to promote emotional well-being. Insights into the impact of cultural identity and belonging provide practical solutions for universities to foster inclusive environments and provide inclusive support. While the study acknowledges limitations, such as sample specificity, it suggests future directions for research, including longitudinal exploration. The implications for higher education institutions highlight the importance of taking a holistic approach to supporting international students, ensuring their success and well-being in a diverse learning environment. Overall, this paper contributes to a deeper understanding of the emotional challenges faced by international students and provides valuable insights for academia, support services, and future research efforts.

Keywords: International Students, Emotional Challenges, higher education, psychological perspective, Support Systems.

Introduction

Picture a classroom where students from all over the world come together, each with a unique story and a different background. The world of international education is like a colorful mosaic. The present research aims to explore the feelings and challenges faced by international students. Beyond the textbooks, we want to understand the emotions that shape the journey of being an international student in higher education. International students are often viewed as valuable contributors to the diversity of classrooms and campuses. Around the world, a substantial number, surpassing one million, are participating in higher education outside their home countries (Hayes, 1998; Taylor, 2005, cited in Zhou, Jindal-Snape, Topping, & Todman, 2008, p.63). In 2008, over 3.3 million international students pursued higher education globally, with a significant portion opting for the United States (19%), the United Kingdom (10%), Germany (7%), France (7%), and Australia (7%). Other countries hosting significant numbers of international students include Canada, Japan, Italy, and Russia (OECD, 2010, cited in Smith & Khawaja, 2011, p.700). The UNESCO Institute for Statistics notes a remarkable 979 percent increase in the number of international college students in Thailand from 1999 to 2012, growing from 1,882 to 20,393 students (Chen, You, & Chen, 2018, p.113). According to the Open Doors 2023 report, the U.S. has seen a 12% uptick in international students for the academic year 2022/2023, totaling over one million (Study Abroad: India reached an all-time high, n.d.). In 2014, more than four million students studied abroad, and this figure is anticipated to double by 2024, reflecting a rising trend in favor of international education (British Council, 2014). The increasing global enthusiasm for pursuing higher education in foreign countries underscores the widespread appeal and significance of international educational opportunities.

This trend is fueled by the interconnectedness of our world, with individuals seeking to broaden their horizons by immersing themselves in diverse cultures. Consequently, the decision to study abroad comes with multifaceted benefits, including the acquisition of new languages and the opportunity to view the world through different perspectives. Opting for education in a foreign setting yields positive outcomes that extend

beyond academic enrichment. Notably, it enhances prospects for future employment, as highlighted by Wang (2004). Furthermore, studying abroad goes beyond academic and career advantages; It provides a unique chance to delve into and appreciate various cultures. This immersive experience contributes to personal growth and fosters a global understanding, as emphasized by Chapdelaine and Alexitch (2004). Exposure to diverse cultural perspectives not only enriches one's education but also cultivates a broader worldview that can be valuable in an increasingly interconnected global society.

Despite these benefits, international students encounter notable difficulties and challenges in gaining these advantages. it is not always easy—adjusting to new cultures, particularly in the realm of emotional and mental well-being. Adapting to new and unfamiliar environments often exposes them to challenges such as stress, anxiety, depression, trauma, and various negative experiences. A common thread among many international students is the prevalence of specific mental health issues, with depression and anxiety being frequently reported (Poyrazli, 2015). Nearly 20% of U.S. adults face mental illness, according to the National Institute of Mental Health (NIMH, 2017). Various factors contribute to the mental health challenges experienced by numerous international students. These include isolation, communication barriers, academic difficulties, financial difficulties, social and cultural differences, and the development of new perceptions of self-identity. This research specifically focuses on exploring the emotional challenges encountered by international students and aims to propose solutions to address these difficulties.

International students and challenges

As societies and the world progress, people aspire to a better life, seeking identity, career growth, and more. Many individuals are increasingly moving from their home countries to pursue these aspirations. A popular trend among today's generation is seeking higher education in other countries as a pathway to achieve their goals. Some students choose to study abroad due to challenging conditions in their home countries, like political instability and limited educational and job prospects. On the other hand, others are attracted to better opportunities, such as quality education, research, scholarships, economic prospects, and potential immigration options in the host countries (Udah & Francis, 2022, p.172). Even though people have different reasons for studying in another country, international students together make up one of the largest and most important groups of travelers from other countries. International students according to Neto (2020), can be said that sojourners are individuals who travel to different countries to achieve specific goals, expecting to

return to their home country once these goals are accomplished (p.457). Global mobility includes different types of travelers, such as immigrants, refugees, tourists, and expatriates (Furnham & Erdmann, 1995). Among these, international students are a special group who take on the adventure of pursuing higher education in foreign countries. The definition of international students can differ from one country to another. In some places, it is based on citizenship or visa status in the host country.

According to Kritz (2015), international students are individuals who temporarily live in a country other than their own to take part in educational exchanges as students, teachers, or researchers. However, the figures provided by the Organization for Economic Cooperation and Development (OECD) and the United Nations Educational, Science and Cultural Organization (UNESCO) might not capture the full picture (Koon & Mehdi, 2019, p.137). Their data focuses on students who go abroad for a year or more of study, potentially underestimating the overall number of international students (Rajkhowa, 2014). Many students go to study in different countries, which is great. But we need to remember that these students, called "sojourners," often face a lot of problems and difficulties that universities may not fully understand (Carter et al., 2017; Gautam et al., 2016; Udah, 2021). International students, those who travel abroad for education and a degree, encounter comparable stressors and developmental hurdles when entering college or university, much like their domestic counterparts (Jung, Hecht, & Wadsworth, 2007). Adjusting to a new country for higher education is challenging for international students. They face issues like adapting to a different culture, dealing with mental health concerns, and tackling academic difficulties. Studying abroad often comes with various adjustment challenges and problems, as supported by numerous research findings as well.

While cross-cultural education presents numerous advantages, a substantial number of international students face difficulties in adapting to unfamiliar cultural, social, and educational environments, as indicated by research (Ahrari et al., 2019; Altinyelken et al., 2020). Furthermore, international students frequently encounter challenges such as social isolation, loneliness, homesickness, diminished interpersonal connections, financial struggles, discrimination, and prejudice (Ambrósio et al., 2017; Firang, 2020; Gautam et al., 2016; Soong, 2020; Wu et al., 2015). Many international students face difficulties while studying abroad (Hull, 1978; Ozturgut & Murphy, 2009). These challenges involve adjusting to new foods, unfamiliar living conditions, financial pressures, managing work and study schedules, dealing with different learning styles, and

Archna Kumari , Vijay Kumar Yadavendu

overcoming language, cultural, and personal barriers. Numerous studies (G. Bradley, 2000; Erichsen & Bolliger, 2011; Lee and Rice, 2007; Msengi, 2007; Zheng, 2010) have delved into the challenges faced by international students in US higher education. These challenges encompass language difficulties, struggles with adapting to academic culture, communication barriers with faculty and peers, stress, anxiety, feelings of isolation, social experiences, culture shock, financial hardships, lack of suitable accommodation, and adjustments in daily life.

International students face emotional challenges such as language barriers in understanding slang and fast-paced conversations, reluctance to seek clarification, academic difficulties in writing assignments, and adapting to U.S. classroom dynamics. Homesickness and cultural shock contribute to their emotional struggles. International students face extra emotional stress because they often can not easily access mental health services. This is because of stigma and a lack of awareness about available support. In exploring the emotional impact of being an international student, addressing these challenges is crucial for fostering a supportive and inclusive higher education environment. International students often feel lonely, especially in the early months of their stay, as revealed in a study by Sawir and colleagues (2008) in Australia. About two-thirds of the students in the study experienced loneliness and isolation. This loneliness comes in two forms: personal, due to being away from family, and social, because of losing connections. The study also found a third type, cultural loneliness, where students miss their preferred cultural and language environments, even if they have personal and social support. International students arriving at Russian universities face various challenges, including academic, social, and cultural difficulties. Baklashova and Kazakov (2016) found that these challenges prompt students to develop strategies for coping. Sandhu and Asrabadi (1998) discovered that international students often feel emotionally hurt.

This includes feelings of powerlessness, not fitting in, thinking they are not as good as others, and the sense that they are treated differently and unfairly. Overall international students often encounter a range of significant challenges. These include adapting to a new culture, dealing with mental health issues, facing academic obstacles, experiencing social isolation, coping with homesickness, managing financial struggles, overcoming language barriers, navigating academic culture shocks, battling loneliness, and confronting limited access to mental health services. The combination of these challenges can make it particularly tough for international students, impacting their emotional well-being and overall health.

Literature Review

Zhou and colleagues (2008) did a study about how international students feel when they go to study in a different country. They looked at different ideas about culture shock and how students adjust to new cultures. The study talks about the changes in theories over time, from older ideas to more modern ones like 'culture learning,' 'stress and coping,' and 'social identification.' The authors made a detailed framework that looks at the emotional, behavioral, and thinking parts of students' experiences.

This helps us understand how international students feel in a more detailed way. They also introduced the idea of 'cultural synergy,' which helps us see and understand these experiences better. Looking closely at their work, we can see that the study not only helps us understand theories better but also gives us practical ideas. The 'cultural synergy' idea is especially useful for future research, making decisions, and helping international students. This study is crucial for anyone wanting to learn about the emotions of international students. To sum it up, Zhou and their team's research is a big step in understanding how international students adapt emotionally. They use different ideas and bring them together in a useful framework. This not only helps future research but also guides decisions and actions to support international students better. In a study from 2010, Brisset and his team looked at students in France, especially those from Vietnam, to understand how they feel and adapt to university life. They measured things like anxiety, how close students felt to others, and how much they identified with their culture. The results showed that feeling close to others and dealing with anxiety was important for all students. But for Vietnamese students, it was also crucial to connect with people from their home country.

This means having friends from Vietnam was important for them to feel okay in a new place. Even though not all their ideas were proven right, the study tells us that issues related to how students connect with others are more critical for Vietnamese students compared to French students. This means that when we help international students, we need to think about how they make connections with people, especially from their own culture. Looking at this study the present research indicates how being an international student feels, it gives useful information about the emotional challenges these students face. It suggests that supporting them in making connections with others, especially from their home country, is important. In 2010, Russell and his team studied nearly 1000 international students at a large university in Melbourne, Australia, focusing on their well-being. The

Archna Kumari , Vijay Kumar Yadavendu

researchers discovered three main groups of students based on how well they adapted to their new environment: positive and connected (58.8%), unconnected and stressed (34.4%), and distressed and risk-taking (6.7%). The study showed that these groups were reliable and could be trusted. Surprisingly, things like a student's age or background did not help figure out which group they belonged to. This means that factors like how old someone is or where they come from do not give a clear picture of how well they are adjusting. Analyzing this study provides valuable insights. The different groups show that not all students feel the same way, and the study suggests that universities need to offer diverse support to meet the unique needs of each group. Russell and his team's research helps universities understand how international students are doing emotionally. Knowing that students can fall into different groups based on their well-being allows universities to tailor their support, recognizing that one size does not fit all. This study emphasizes the importance of providing varied support to address the different emotional experiences that international students go through.

In 2010, some researchers, including O'Reilly, looked at students who came to Ireland for a short time from other countries. They wanted to know how well these students were doing with fitting into the new culture and how they were feeling inside. What they found was that these students were having a tough time adjusting to the way things were in Ireland. It was not just about making friends or understanding the culture; it also affected how they felt emotionally. The study showed that these students were experiencing a lot of difficulties in both adapting to the new culture and feeling good emotionally. This means they were having a hard time fitting in, and it was affecting their mental well-being. It gives important information about the challenges faced by students who come to Ireland for a short time. It shows that these challenges not only relate to fitting into a new culture but also impact the student's emotional well-being. O'Reilly and the team's research highlights that short-term international students in Ireland face difficulties in both adapting to the new culture and feeling good emotionally.

This information is crucial for schools and support services to understand so they can provide the right kind of help to make the students' time in Ireland better. In a significant work called 'Cultural Transitions in Higher Education' by Volet and Jones in 2012, they carefully study how international students, teachers, and local students deal with cultural changes in college. They suggest that we need to look more closely at important things like motivation, engagement, and meaningful experiences. When we think about this study while exploring how it feels to be an international student

from a psychological perspective in college, Volet and Jones stress some essential points. They are saying that we should pay attention to why students are motivated, how involved they are, and the meaningful experiences they go through when they switch cultures. This is crucial because it helps us understand not just what happens on the surface, but also the deeper emotions tied to motivation and the transformative journey these students go through. This calls for more detailed research that tells us that we should go beyond the basics when studying cultural transitions. Focusing on motivation, engagement, and transformative experiences fits well with our goal of exploring the emotional side of being an international student.

This means that to understand how it feels for these students, we need to dig into the reasons behind their actions and the meaningful changes they go through during their college journey. Young and Schartner (2014) investigated the impact of cross-cultural communication (CCC) education on international students in a two-stage study. The first stage, analyzing 680 postgraduate students in the UK, revealed that those pursuing CCC degrees performed significantly better academically than peers without a CCC focus. The second stage tracked 18 CCC students longitudinally, providing detailed insights into their academic adjustment. Overall, the study found a positive correlation between CCC education and academic achievement among international students, shedding light on the effectiveness of CCC education. The findings emphasize the broader benefits of CCC education, including enhanced intercultural competence and communication skills. Young and Schartner's study is a valuable contribution, offering insights into the complexities of CCC education and its positive implications for international students in a concise manner. Gu (2015) explores the transformative experiences of Chinese students studying abroad, particularly in British universities, using the theoretical framework of transnationalism.

The article delves into how these students navigate and evolve across national and cultural boundaries, shaping their identities in the process. Drawing on empirical evidence from three studies, the study highlights the pedagogical, sociocultural, and emotional challenges faced by Chinese students during their overseas studies and upon returning home. The research findings reveal specific patterns in the challenges, adjustments, and achievements experienced by these students. The processes of socialization, enculturation, and professionalization contribute to distinct phases of their transformative journey. This journey necessitates identity changes at various layers of boundaries, encompassing individual, professional group, and organizational memberships. A key aspect of this transformative experience is the emotional journey undertaken by

Archna Kumari , Vijay Kumar Yadavendu

the students in search of a reflexive sense of self. This emotional exploration becomes central to the identity change, encompassing different aspects of their lives. The study sheds light on the multifaceted nature of the experiences of Chinese students studying abroad, emphasizing the transitional and transformational nature of their journey across cultural and national contexts. As more international students enroll in U.S. higher education, a study by Wu, Garza, and Guzman (2015) found challenges. In academics, issues like difficulty communicating with professors and peers were noted, along with social isolation and cultural adjustments. Students relied on university resources for support. The study highlights the need for universities to address these challenges comprehensively, offering assistance in academic, social, and cultural aspects. It reveals the various challenges international students face in U.S. higher education. Academic problems, especially communication barriers, are crucial, impacting overall student well-being. Social isolation and cultural adjustments underline the importance of considering non-academic aspects of student life.

The study emphasizes the significance of university support systems, indicating the need for proactive attention to these issues. In summary, the study emphasizes a holistic approach to support international students. It goes beyond academic concerns, addressing social and cultural dimensions. Recognizing and tackling communication issues, social isolation, and cultural adjustments are crucial. By offering comprehensive support services, universities can create an environment that enhances international students' success and well-being. It stresses the importance of a student-centric approach that acknowledges the diverse challenges faced by international students in U.S. higher education. Rujiprak's (2016) study on international students in Thailand found that these students generally feel good both mentally and culturally. The study, which included 389 students, showed that having friends and feeling capable were important for fitting into the new culture.

This adjustment affected how satisfied students were with their lives and how stressed they felt. Interestingly, the study discovered that having friends and feeling capable did not directly impact stress. Instead, their influence was through how well students adjusted to the new culture and how satisfied they were with their lives. The study gives us useful insights into what helps international students in Thailand feel good. By focusing on the importance of friends and feeling capable, the research points out key things that predict how well students can adjust to a new culture. The study shows that these factors work together in shaping the overall experience of international students. Summing up the findings, Rujiprak's study not only

adds to our understanding of how international students adapt but also suggests practical ways to help them. By emphasizing the value of friends and confidence, the study hints that support programs focusing on these aspects could make a big difference. This research provides a solid foundation for creating effective strategies to improve the well-being of international students, not just in Thailand but in similar situations worldwide. Overall, the study is a helpful contribution, offering clear insights and actionable ideas for making international students' experiences better. In a 2016 study, Shafaei and Razak explored the challenges faced by international students in higher education internationalization.

Despite the positive contributions of these students, like financial and cultural benefits, they often encounter difficulties with acculturative stress and adjustment. The study emphasizes the importance of addressing these challenges for effective education management. Using field theory and cross-cultural adaptation theory, the authors developed a conceptual framework that offers a comprehensive perspective. This model not only considers factors influencing international students' cross-cultural adaptation but also highlights the outcomes of this adaptation. This approach provides valuable insights for managing the sustainable growth of higher education mobility. Chen, You, and Chen (2018) conducted a study focusing on the mental health and cross-cultural adaptation of Chinese international students in a Thai university. Despite the official count of 91,272 Chinese nationals in Thailand in 2015, studies suggested a larger population, ranging from 350,000 to 400,000 in the past decade. The research aimed to address a critical issue – the well-being of Chinese students in Thailand. Involving 900 participants, the study found that the level of college degrees and the duration of stay in Thailand significantly influenced mental health and cross-cultural adaptation. Notably, incoming students and graduates faced potential challenges in adapting to a new culture.

This study emphasizes the importance of considering mental and behavioral health in international student support for universities to fulfill their mission and goals effectively. This study provides valuable insights into the well-being of Chinese international students in Thailand, highlighting the significant influence of academic levels and the duration of stay on mental health and cross-cultural adaptation. The acknowledgment of potential challenges for both incoming students and graduates underscores the complexity of adaptation processes. The study addresses a critical gap in the literature by examining the mental health aspect, emphasizing the need for a holistic approach to international student support. Synthesizing the findings, the study contributes to a more

Archna Kumari , Vijay Kumar Yadavendu

comprehensive understanding of the challenges faced by Chinese international students in Thailand. It reinforces the idea that mental health is a crucial component of successful cross-cultural adaptation. The consideration of varying factors such as academic levels and duration of stay provides nuanced insights for universities to tailor their support programs effectively. Yılmaz and Temizkan did a study in 2022 to understand why some international students are happy with their education and others are not.

They found that when students feel their school is good at teaching and caring about them, they are more satisfied. Also, when schools help students fit into the new culture and respect their differences, it makes them happier. The study suggests that schools should do a bit of everything—teach well, be caring, and help students adjust culturally—to make international students the happiest. Alshammari et al.'s 2023 study explores how cultural identity and a sense of belonging impact the psychological adjustment of international students. The research highlights a positive link between maintaining cultural identity and smoother psychological adjustment. Conversely, challenges such as cultural differences and a lack of belonging contribute to stress. The study suggests solutions, including cultural competency training and fostering a supportive, inclusive environment, to enhance the overall well-being of international students.

Purpose of the study

The purpose of this research is to undertake a comprehensive exploration and profound understanding of the emotional challenges encountered by international students in higher education, with a particular focus on the psychological perspective. This research seeks to shed light on the complex and varied experiences of international students by conducting a thorough review of existing literature from diverse studies. The study focuses on key factors like cultural background, communication skills, and personal resilience that strongly shape how international students feel emotionally.

Research Methodology

Research Design

This study employed a literature review methodology to explore emotional challenges among international students in higher education from a psychological perspective.

Data Extraction and Synthesis

Relevant data from selected studies was extracted and synthesized to identify key themes, patterns, and trends related to emotional challenges among international students. I

nformation such as study aims, methodologies, participant demographics, and main findings were extracted and organized systematically. The extracted data was synthesized

using a narrative approach, wherein findings from individual studies were summarized, compared, and integrated to generate overarching themes and conclusions.

Quality Assessment

The quality of included studies was assessed using established criteria such as methodological rigor, sample representativeness, data analysis techniques, and transparency of reporting. Studies deemed to have high methodological quality were given greater weight in the synthesis process.

Result and Discussion

The literature review digs into the emotional challenges faced by international students, emphasizing a psychological perspective. It encompasses a broad range of studies, each contributing unique insights into the complex experiences of international students, focusing on emotional, social, and psychological dimensions. The discussion synthesizes and critically analyzes the findings, identifying common themes and proposing implications for academia, support services, and future research.

1. Diversity of International Student Experiences

The reviewed studies collectively underscore the diverse nature of the international student experience. Zhou and colleagues (2008) introduce the concept of 'cultural synergy,' providing a nuanced understanding of emotional, behavioral, and cognitive adjustments. This concept, along with other studies, highlights that the emotional impact on international students is multifaceted, influenced by factors such as cultural background, communication skills, and personal resilience. Understanding and addressing these emotional challenges are crucial for the overall well-being of international students.

2. Academic and Social Adjustment

Russell and colleagues' (2010) study on how international students fit into their new surroundings, including school and making friends, reveals the interconnectedness of academic and social adjustment. The study emphasizes the importance of personalized support services for different groups of students, promoting inclusivity and support for all.

3. Cultural Transitions and Transformative Experiences

Volet and Jones' (2012) emphasis on motivation, engagement, and meaningful experiences during cultural transitions aligns to explore the emotional impact from a psychological perspective. The study encourages a deeper exploration of the emotional journeys of international students, going beyond surface-level observations. Understanding the transformative nature of these experiences is essential for educators, administrators, and support services.

Archna Kumari , Vijay Kumar Yadavendu

4. Importance of Support Systems

The studies collectively stress the importance of support systems in facilitating the emotional well-being of international students. Wu, Garza, and Guzman (2015) highlight the need for comprehensive university support, addressing academic, social, and cultural aspects. The findings underscore the significance of a student-centric approach, acknowledging and addressing diverse challenges faced by international students in U.S. higher education.

5. Cultural Identity and Belonging

The recent study by Alshammari et al. (2023) provides valuable insights into the impact of cultural identity and a sense of belonging on the psychological adjustment of international students. Recognizing and maintaining cultural identity emerges as a positive factor, while challenges such as cultural differences contribute to stress. The study suggests practical solutions, including cultural competency training and fostering an inclusive environment, to enhance overall well-being.

Table 1. Summary of Key Themes in International Student Experiences

Theme	Key Findings
Diversity Of International Students	'Cultural synergy' concept introduced by Zhou et al. (2008) - Multifaceted emotional impact influenced by cultural background, communication skills, and personal resilience.
Academic And Social Adjustment	Russell et al.'s (2010) grouping of students based on adjustment - Link between academic success and social connections.
Cultural Transitions	Volet and Jones' (2012) emphasis on motivation and meaningful experiences - Transformative nature of cultural transitions.
Support Systems	Wu, Garza, and Guzman (2015) stress on comprehensive university support - Significance of a student-centric approach.
Cultural Identity And Belonging	Alshammari et al.'s (2023) insights into the impact of cultural identity - Practical solutions for fostering a sense of belonging.

Limitations and Future Directions

The studies reviewed offer a comprehensive understanding, yet they have limitations. Most focus on specific locations, potentially limiting the generalizability of findings. Future research should strive for a more diverse sample to enhance the applicability of results. Additionally, longitudinal studies could explore the long-term impact of emotional challenges on international students' overall well-being.

Implications for Higher Education Institutions

The findings from all the studies tell us that universities should take a complete approach to help international students. This means they should create special services that fit the needs of these students. Also, the teachers and staff should understand and respect different cultures. It is essential to make an environment where everyone feels included, no matter where they are from. By looking at not just school stuff but also friendships and emotions, universities can make a place where international students can do well and feel good.

Table 2. Challenges and Solutions for International Students

Challenges	Solutions
Cultural Adjustment	Orientation programs and cultural integration workshops
Language Barriers	Language support services and ESL programs
Academic Stress	Academic counseling and stress management workshops
Social Isolation	Peer mentorship programs and social events
Mental Health Concerns	Counseling services and awareness campaigns

Table 3. Recommendations for Supporting International Student Well-being

Support Area	Recommendations
Academic Support	Personalized academic resources and tutoring services
Social Integration	Cultural competency training for staff and students
Support Services	Comprehensive support services addressing diverse challenges
Inclusive Environment	Foster an inclusive environment for all students
Cultural Identity	Recognition and promotion of cultural identity

Conclusion

This comprehensive exploration of emotional challenges faced by international students underscores the critical importance of addressing their mental well-being, particularly during the adaptation to a new cultural environment. By synthesizing findings from diverse studies, this research emphasizes the need for universities to prioritize support services tailored to the emotional needs of international students, thereby fostering a

Archna Kumari , Vijay Kumar Yadavendu

conducive learning environment. The studies we talked about share a bunch of different stories, struggles, and ways to deal with things. As more students from around the world go to universities, schools must understand and help with their emotional needs. Making a friendly and supportive environment is key for everyone to do well in higher education.

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Archna Kumari , Vijay Kumar Yadavendu

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Archna Kumari , Vijay Kumar Yadavendu

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Archna Kumari , Vijay Kumar Yadavendu