Chapter-I

Introduction

Acculturation is “a process of cultural and psychological change resulting from contact between cultural groups and their individual members” (Berry, 2004). Long-term or short-term migration and military invasions are responsible for acculturation (Berry, 2005).

Acculturation has occurs at two spatial scales; group and individual scale. First, group scale is a mass process in which there is a transformation in the native-born culture or the host culture members are also both (Redfield, Linton, & Herskovits, 1936). Second, individual level acculturation is considered as psychological acculturation. Further, individual level acculturation involves with change in individual behavioral patterns and mental health status (Graves, 1967).

Psychological acculturation influenced by both native born and host cultures (Graves, 1967). However, several research studies demonstrated that huge individual difference in psychological acculturation, at same acculturation context.

Berry, Kim, Mind, and Mok, (1987) recommended as following general changes may occur during the acculturation process-

- **Physical changes**- changes in housing, population density, etc.
- **Biological changes**- changes in nutritional status, new diseases, etc.
- **Cultural changes**- change in linguistic, political, technical, economical and religious identity.
- **Social relationship**- change in within group and between group relationship and dominance pattern.
- **Psychological change**- change in behavior pattern and mental health status.
Acculturation contexts

Acculturation is based on cultural context (Berry, Poortinga, Segall, & Dasen, 2002). Berry 2005 noted that the five factors of cultural context. Figure- 1 depicted that A (native culture) and B (host culture), contact, interaction, A₁ and B₁ to changing ethnocultural groups, nature of groups.

These five factors are describing the nature of the acculturation process. Further, these factors also responsible for creating the starting phase of psychological acculturation. In the case of short-term students migration – native cultural (A) and host cultural (B), changed cultural features (A₁ and B₁) after contact. Native cultural, host cultural feature and intrinsic interest of individual are playing an important role in the acculturation process (Berry, 2005).

Several students are migrating for study in the different leading institution due to lack of opportunities in native society. As a consequence of short-term migration of students, host societies turn into culturally plural (Berry & Kalin, 1995). Further, toleration of pluralism is called as positive multicultural ideology (Berry & Kalin, 1995).

During acculturation process, societies with positive multicultural ideology are involve with providing structural and tangible support, they never involves enforcing assimilation or marginalization acculturation strategies on migrated students (Murphy, 1965).

In that situation three interaction conditions may occur, First students maintain his/her cultural and ethnic identity and wish to interact with host culture members. Second, students show low interest in cultural and ethnic identity maintenance, and high interest in interaction with host culture members. Third, students show low interest in cultural
and ethnic identity maintenance, and low interest in interaction with host culture members.

Acculturation Strategies

Acculturative peoples may face major two problems during acculturation process, first cultural and ethnic identity maintenance and second interaction with host culture members (Berry, 1980).

Berry, (1997) recommend as following acculturation strategies-

- **Assimilation**- Assimilation is connected with low interest in cultural and ethnic identity maintenance, and high interest in interaction with host culture members.

- **Separation**- Separation is connecting with individuals wish to avoid interaction with host culture members, wish to maintenance of own cultural and ethnic identity.

- **Integration**- Integration is connected with one’s maintenance of individuals own cultural and ethnic and wish to interact with host culture members.

- **Marginalization**- Marginalization is related to low interest in cultural and ethnic identity maintenance, and low interest in interaction with host culture members.
**Problem 1:**

Interest in cultural and ethnic identity maintenance

![Acculturation strategies (Berry, 1997)](image)

**Problem 2:**

Interaction with host culture

- Integration
- Assimilation
- Separation
- Marginalization

**Figure- 2** Acculturation strategies (Berry, 1997)

**Acculturative stress**

Berry, (1992) recommended as following approaches to conceptualize results of acculturation process.

**First-** Normally, individuals face minimum difficulty in behavioral change. Further, this approach included three process viz. cultural learning, cultural shedding and cultural conflict. Cultural learning and shedding involve with selective, purposeful and substitution by behaviors regarding adjustment of the host culture (Ward, Bochner, & Furnham, 2001). These types of behavior shifting are non-problematic. Therefore, acculturating individuals face minimum difficulties. However, some degree of cultural conflict could occur. This conflict generally solved by the individual through assimilation. Those individuals looking for integration, cultural conflict may be solved, if host society is culturally plural. Those individuals perusing with separation may depart from acculturation arena. Those individuals living with marginalization faced higher level of cultural conflict.
Second- This approach deal with how individuals cope with acculturative difficulties. In that sense “Acculturative stress is a stress reaction in response to life events that are rooted in the experiences of acculturation” (Berry, 2005).

**Acculturative stress model**

Acculturative stress model introduced by Berry, Kim, Minde and Mok (1987) for understand the acculturation processes and outcomes. This model emphasizes the importance of exploring acculturative stress as an expression of acculturation when an individual or a group of person arrived in connection with different cultural group.

Acculturation stress model starts with acculturation experience i.e. short-term migration, long-term migration in host culture. During acculturation individuals participation and experience changes from much too little. The next block explained that, an individual may face stressors due to change in experiences. Changing experiences of acculturation are responsible for stressors (Berry, Kim, Minde & Mok, 1987). Therefore, individual face stressors from many too few. The far right side illustrates how varying degrees of stress may manifest as an outcome of acculturation experiences and stressors.

Berry, Kim, Minde and Mok, (1987) noted that, association between acculturation experiences and stressors are depends on several moderating factors, viz. nature of the host society- Multicultural or single culture ideology, acculturating group- Refugees, immigrants, native people, sojourners and ethnic group, acculturation strategies- assimilation, integration, separation and marginalization, demographic and social characteristics of the group- age, gender, education, family type, family income, locality, etc. and psychological characteristics- intercultural experiences, cognitive style, cultural intelligence, etc.
Acculturation experience

Duration of stay in the host culture is conceptualized as acculturation experience in present research.

Cultural intelligence

Ang, Van Dyne, and Koh, (2006) noted that cultural intelligence is integration of strategy (meta-cognition), knowledge (cognition), motivation (drive) and behavior (action). Cultural intelligence (CQ) is assessed on psychometric test; higher scores of cultural intelligence indicated that person better ability to adjustment and adaptation of various cultural systems (Ang, Van Dyne, & Koh, 2006).

Strategy (meta-cognition) - Strategy is linked to one’s sense of diverse cultural system. It’s integration: planning- planning of purpose and duration of migration before encounter, awareness- awareness mental process and behavioral pattern of host culture members; awareness of cross-cultural situation, and checking- evaluations of mental map and checking assumption (Van Dyne, Ang, Ng, Rockstuhl, Tan, & Koh, 2012).
Knowledge (cognition) - Knowledge is associated with one’s knowledge about the host culture (Ang, Van Dyne, & Koh, 2006). It’s composed: business -information about the economic and legal system at host culture, interpersonal- knowledge of values, norms, practices and religious beliefs at host culture, and socio-linguistics- knowledge of linguistic rules and verbal Vs non-verbal communication rules (Van Dyne, Ang, Ng, Rockstuhl, Tan, & Koh, 2012).

Motivation (drive) - Motivation is linked with one’s ability to direct attention and energy toward learning about functioning in cross-cultural situations (Ang, Van Dyne, & Tan, 2011). Its integration of: intrinsic interest- enjoyment from acculturation experience, extrinsic interest- some benefits from acculturation experience, and self-efficacy- confidence with acculturation experience (Livermore, 2010).

Behavior (action) - A behavior aspect of cultural intelligence is one’s ability to adoption of verbal and nonverbal behavior at host cultural; exhibit the suitable verbal and non-verbal behaviors at host culture (Van Dyne, Ang, Ng, Rockstuhl, Tan, & Koh, 2012). Livermore (2010) noted behavioral CQ is integration of: modification of non-verbal (i.e. gestures, facial expressions etc.) and Verbal (i.e. pronunciation, tone, pitch etc.).

Cultural intelligence is positively associated with acculturation experiences (Shannon & Begley, 2008; Takeuchi, Tesluk, Yun, & lepaks’s, 2005; Crowne, 2008; Tay, Westman & Chia, 2008).

An acculturation experience was a significant predictor of cognitive CQ and behavioral CQ among international students. On the other hand, among professional acculturation experience was a significant predictor of motivational CQ (Crowne, 2008). But Tarique and Takeuchi (2008) noted that acculturation experience was significant predictors of
all four aspects of cultural intelligence viz. [strategy (meta-cognition), knowledge (cognition), motivation (drive) and behavior (action)]. Length of travel is positively associated with meta-cognition CQ and cognitive CQ (Tarique & Takeuchi, 2008).

International work experience is positively associated with all aspects of cultural intelligence (Tay, Westman & Chia, 2008). Those people having higher cultural intelligence are more effective at making decisions about intercultural situations. Studies suggested that cultural intelligence predict was significant predictors of psychological (psychological well-being) and socio-cultural (instructional, work, etc.) adjustment in the diverse cultural setup. Strategy and Knowledge are positively associated with decision making pertaining to interaction host culture members (Ang, et al., 2007). Cultural intelligence was a significantly stronger predictor of leadership effectiveness in cross border contexts among swiss military leaders (Rockstuhl, Ang, Ng, Van Dyne, & Lievens, 2009).

Cultural intelligence associated with the development of social network, language (host cultural, language) fluency among international students (Fehr & Kuo, 2008). Cultural intelligence associated higher centrality in a friendship network for social support among international engineers (Gjertsen, Torp, Koh, & Tan, 2010).

**Social Support**

Social support is an integration of emotional, tangible, informational and companionship. Social assistance can come from several sources like, friends, roommates, classmates, seniors, neighbors, etc. (Cohen & Wills, 1985; Wills, 1991; Wills, 1985; Uchino, 2004).

*Emotional support* - Emotional support aspect of social support is the related to caring, trust, acceptance and affection (Langford, Bowsher, Maloney & Lillis, 1997). It’s the affection which comes from different sources of social support (Taylor, 2011).
Emotional support is positively associated with happiness (Slevin et al., 1996). Emotional support, also known as appraisal support (Wills, 1991).

**Tangible support**- This dimension of social support associated with instrumental assistance. Its composition of: financial support, material assistance, etc. (Heaney & Israel, 2008). Tangible support also called as instrumental support (Langford, Bowsher, Maloney & Lillis, 1997).

**Informational support**- Informational support is a type of knowledge, it’s having the potential to help others problem solving (Langford, Bowsher, Maloney & Lillis, 1997; Tilden & Weinert, 1987). Its integration of advice, use full information, suggestions and guidance (Krause, 1986; Wills, 1991).

**Companionship support**- “Companionship support is the type of support that gives someone a sense of social belonging, and it’s also known as belonging” (Wills, 1991). Companionship is positively associated with social activities (Uchino, 2004).

**The present study**

The present research focused to examine the role of psychological predictors viz. acculturation experiences, cultural intelligence and social support on acculturative stress among north Indian students (within country migration).

Several empirical research studies demonstrated that direct effect of acculturation experiences (Jasinskaja-Lahti & Yijälä, 2011; Vergara, Smith, & Keelea, 2010; Wrobel, Farrag, & Hymes, 2009) and social support (Abdulahad, Graham, Montelpare, & Brownlee, 2014; Geeraert & Demoulin, 2013; Haymes, Martone, Muñoz, & Grossman, 2011; Li, Hofstetter, Wahlgren, Irvin, Chhay, & Hovell, 2014; Tartakovsky, 2007) on acculturative stress. In addition, some studies suggested indirect effect of social support (Ferna’ndez, Silva’ñ-Ferrero, Molero, Gaviria, & Garci’a-Ael, 2014; Kim, Sangalang, & Kihl, 2012; Negy, Hammons, Reig-Ferrer, & Carper, 2010; Salgado, Castan’eda,
Talavera, & Lindsay, 2012; Sirin, Gupta, Ryce, Katsiaficas, Suárez-Orozco, & Rogers-Sirin, 2013) on acculturative stress. However, few studies contradict the direct effect of social support (Allen, Amason & Holmes, 1998) on acculturative stress. On the other hand, cultural intelligence, a relatively new concept, has also found important in leaving impact on acculturative stress. But very few studies have been conducted to examine the role of this variable on acculturative stress (Cuadrado, Tabernero, & Briones, 2014).

Consequently, current understandings of the role of acculturation experiences, social support and cultural intelligence on acculturative stress remains significantly limited. To bridge the gap in the literature, the present study purports to examine the direct effect of acculturation experiences, social support and cultural intelligence; indirect effect of social support and cultural intelligence on acculturative stress among within country migrated students.

**Objectives**

On the basis of above facts, the objectives of the present study are as follows:

1. To examine the predicting effects of acculturation experiences, cultural intelligence and social support on acculturative stress.
2. To examine the moderating effect of cultural intelligence on the link between acculturation experiences and acculturative stress.
3. To examine the moderating effect of social support on the link between acculturation experiences and acculturative stress.
4. To examine the mediating effect of social support on the link between cultural intelligence and acculturative stress.