Abstract

In present research work examined the direct and indirect effect of acculturation experiences, cultural intelligence and social support on acculturative stress. More specifically, present research work examined the – (a) Prediction effect of- Acculturation experiences, cultural intelligence (viz. strategy, knowledge, motivation and behavior) and social support (viz. emotional support, informational support, companionship support and tangible support) on acculturative stress. (b) Moderation effect of- Cultural intelligence (viz. strategy, knowledge, motivation and behavior) and social support (viz. emotional support, informational support, companionship support, and tangible support) on the link between acculturation experiences and acculturative stress. (c) Mediation effect of- Social support (viz. emotional support, informational support, companionship support and tangible support) on the link between cultural intelligence and acculturative stress.

Employing the incidental cum random sampling technique, finally 200 north Indian engineering students were drawn from different engineering college of Warangal city to serve as participants in the present research work. Correlational research design was employed. Acculturative Stress was measured by Acculturative Stress Scale (Khan & Hasan, 2014). Cultural intelligence was measured by 20- item Cultural Intelligence Scale (Ang et al., 2007). Social support was measured by Social Support Scale (Khan & Hasan, 2014).

Prior to initiation of the present research work, all participants gave their informed and written consent. The present research obtained ethical approval of the institutional ethics committee for human research of the Pt. Ravishankar Shukla University, Raipur, India.
All 200 cases were included for data calculation. Variance inflation factors (VIFs) were examined to detect multicollinearity. Further, Hierarchical multiple regression models were used to examine the predicting effect of acculturation experiences, cultural intelligence and social support on acculturative stress.

Furthermore, hierarchical multiple regression models were used to examine the role of moderator variables on the relationship between acculturation experience and acculturative stress. Moreover, interaction plots were generated thorough process by andrew f. hayes (http://www.afhayes.com). SPSS version 22.0 was used for data calculation. Mediating hypotheses testing analyses were performed with structural equation model using AMOS 22 software.

Result of the study indicated that, those students who had lower levels of acculturation experiences, strategy, knowledge, motivation, behavior, emotional support, informational support, companionship support and tangible support were more likely to report acculturative stress. Further, increasing length of acculturation experience and scores on strategy, knowledge, motivation, behavior, emotional support, informational support, companionship support and tangible support the relationship of acculturation experience to acculturative stress becomes less intense.

The total effect of cultural intelligence on acculturative stress reduced when emotional support, informational support, companionship support and tangible support were included in mediation model.

It is concluded that there is sufficient empirical and statistical evidence of the prediction, moderation and mediation effect on acculturative stress among north Indian students. The findings of the present work help in understanding of the role of acculturation experience, cultural intelligence and social support on acculturative stress
among within country migrated students. The theoretical and practical issues have been discussed.

**Keywords:** Acculturation experiences, cultural intelligence, acculturative stress, social support, north Indian Engineering Students.