

**Investigation of Acculturative Stress and  
Social Support in relation to  
Negative Affect among Chinese in Ireland**

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## **Declaration of Authenticity**

I hereby certify that this material which I now submit for assessment on the programme of study leading to the award of BA in Behavioural Science (Psychology) is entirely my own work and has not been taken from the work of others save to the extent that such work has been cited and acknowledges within the text of my work.

Signed.....

Date.....

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## Abstract

The welfare, benefit and well-being of the international students have been ignored for a long time by the mainstream of society. The current study was an attempt to investigate the relationship between the Negative Affect and Acculturative Stress in relation to Social Support among the Chinese international students in Ireland. A total number of 103 (47 males, 56 females) respondents participated in this self-administered questionnaires style within subject study. It was found that there was a positive correlation between Acculturative Stress and perceived Negative Affect among the Chinese international students ( $\beta = .370$ ,  $p = .000$ , 95% CI = .091 - .273); And there was not enough evidence indicated there was correlation between Social Supports and perceived Negative Affect ( $\beta = -.028$ ,  $p = .764$ , 95% CI = -.313 - .231). The results were discussed in relation to different research findings of Social Support, Acculturative Stress and Negative Affect. Future directions for research are suggested.

# **Chapter One**

## **Introduction**

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## Introduction

### 1.1 Overview

The early study-abroad program in China's modern history was run by the central government in late Qing Dynasty (Shanghai Archives, 2003). The first group of youths started their journey on 11<sup>th</sup> of August, 1872, from Shanghai to San Francisco, United States of America. Between the year of 1872 to 1875, in 4 waves, there were total of 120 children aged from 10 to 15 years were send to cross the Atlantic Ocean. Some 50 of them were studied in United States' top universities, such as Harvard, Columbia, Yale or MIT. But unfortunately the program was terminated after its 10 years of establishment due to strong objection within the Qing central government, all students were recalled back (Shanghai Archives, 2003). Since then the door for Chinese students to communicate with the world has been shut down for a long time. Amazingly, among these early study abroad students who were entrusted by central government, some of them has became the leading figure with high achievement in their domains—the designer of China's first railroad, the pioneer of first telegraph bureau, and the first Prime Minister for the later Republic (Histories of Chinese Students, 2009).

Not until the late 19th century, the gate for young people to study abroad was re-opened again (China News, 2012), according to China's Department of Education, from 1978 to 2011, a total of 2.25 million Chinese students in varies types have had the opportunity to study abroad, about 72.02% of students has returned to China after finish their study (China News, 2012). The statistical figure of 2011 shown by the



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Department of Education indicates that so far, there were 339.7 thousands Chinese currently studying oversea, of which 24.9 thousands of them bear full scholarship which were provided by the Chinese government, and a large amount of 314.8 thousands of students decided to study abroad at their own expense. Same time, during 2011, there were 186.2 thousands students have finished their study and returned to China (Department of Education, 2012). It is clearly can be seen the progress when comparing the data with 2010, for both the number of student going out and the number of student returning back has increased, of which 19.32% or 55 thousands more people growth than 2010 in outputting; Of which 38.08% or 51.3 thousands more growth than 2010 by returning to China (China News. 2012).

In the United States, the number of international students at colleges and universities have increased by 8% to an all-time high of 671,616 in the 2008/09 academic year while the number of “new” international students — those enrolled for the first time at a U.S. college or university in autumn 2008 — increased by 16%” (Nov/16, 2009. Department of States). As the world’s leading international students’ host country, United States of America intake more than half of a million of international students every year, and the number is still growing rapidly (U.S. Department of State). By the mean time, China has become the largest country for outputting international students, according to the statistic of China’s Department of Education, in the year of 2009 alone, China already contributed 229,300 international students, a 27.5% increasing compare to 2008. Correspondently, the “Open Doors Report 2010” published by the IIE (Institute of International Education) indicates that

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in the 2009/10 academic year, the number of registered Chinese student in the U.S. institution of higher education has increased from 98,500 to 127,600, a 29.9% increasing than the previous academic year. Currently, China has surpassed India and became the largest international student enrollment country, the Chinese international student in the U.S. education market weight more the 18% of the entire international student population (Xinhua News, June, 2010).

It is well known that the Irish colleges and universities bear a superb reputation worldwide for its quality of education, every year tens of thousands of qualified graduates were delivered to the human resources markets worldwide. The EU report published on April 19, 2010 shows that 49% of 30-34 year olds in Ireland have a third level qualification--well exceeding the 'Europe 2020' target of 40% set two years ago. But the international students sector just decade ago was not always been like the way it is now, according to the Irish Higher Education Institutes (HEIs), The international education market of Ireland--both public and private sector--has experiencing a rapid growth since 2002, although for many years Ireland has not generally been considered as a primary destination for international students, but since then, Ireland has become a significant player in the international higher education market.

Under such circumstances, the necessity of understanding their stress and perceived Negative Affect becomes urgent, through the assessment of their living conditions, their social concerns, their state of mind, and their general corresponding strategies in the Irish setting. In order to achieve such a purpose, an overall review for the previous research findings in this area will be assessed through the early migration

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history of Chinese population in Ireland; The culture differences they have experienced; The Acculturative Stress of homesickness and the Negative Affect among these Chinese students; And the solutions they have dealt with these situations.

## **1.2 Chinese in Ireland**

The Chinese community is one of the largest established migrant groups in the history of Ireland, and it had been set the root in Irish society in many ways since the 1970s, or even earlier in the 1950s in Northern Ireland (Business Week Online, 2004). In 1980s there were estimated 1,000 Chinese people lived in Ireland, by the 1990s census the number has raised to 10,000 (Ma, 2003). The 2006 census had recorded 11,161 Chinese people –the 5<sup>th</sup> largest non-Irish national group. However, there are several facts which prevent the exact number of Chinese migrants to be known. As O’Leary and Li (2008) argued, the reliability of census for Chinese migrants is relatively low, many of their respondents were not legally registered because they no longer hold legal immigrant visas, and some estimated 1 out of 3 of the respondents did not fill the census forms. Indeed, the total number of Chinese migrants in Ireland tend to be vary through different sources, the 2004 article of *Business Week* claimed “As many as 60,000 Chinese now live in Ireland”, The Chinese Embassy, on the other hand, estimated that in 2008 there were 30,000 Chinese people in Ireland, of whom 3,000 were students in Irish third level institutions (O’Leary and Li, 2008), and the data given by Garda National Immigration Bureau (GNIB) which claim 15,933 student visas were issued in 2004 (Wang and King O’Riain, 2006)

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Despite the exact number of Chinese in Ireland, Central Statistics Office (CSO)'s 'profile of nationalities' based on the 2006 census had shown that among the Chinese people living in Ireland who did responded to the census, 54% were males, 46% were females; 95% lived in urban areas--mostly in Dublin and its surrounding; Majority of them lived in rented accommodation and 70% were aged between 20 and 40 years; 43% were students and 43% were at work--mostly in the hotel and restaurant business; 91% were employees and 8% were self employed; 71% were single. And the most interestingly, 97% of these respondents described themselves as 'Chinese' in response to the 'ethnic and cultural identity' census question (CSO, 2008: 48-51).

It is agreed by the researchers that there were 2 waves of Chinese migrations to Ireland (O'Leary and Li, 2008), the first wave were mostly from Hong Kong to the Northern Ireland, in the 1950s and 1960s post WWII era, as citizens of Common Wealth, who residents in the New Territories, and allowed free access to Britain, many of Chinese migrants arrived in Ireland and work in the restaurant industry; The second wave were started in the 1980s, since the 1962 Commonwealth Immigrants Act was introduced to restrict immigration of colonials to enter Britain. Primarily the Malaysian Chinese who bear student visa. For now the mainstream of Chinese migrants are from mainland China (Yau, 2007).

According to the early research (O'Leary and Li, 2008), it is believed that there were 3 main reasons behind the increasing number of Chinese migration to Ireland during the second wave in the late 1990s. First, the Chinese central government has

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lift its strict emigration restrictions; Second, as an English speaking European country, the quality of education and the living cost were most effective despite the prosperity of Irish economy; Third, the education cooperation between both government. The Irish education institutes from language schools to third level universities were encouraged by the government's "Asia Strategy" (ICOS, 2002). As a result, majority of the second wave migrants are student visa holder. As Frank O'Connor, manager of education services at Enterprise Ireland, the Irish Development Agency stated in 2004: "The number of Chinese students in Ireland has mushroomed from a few hundred in 1997 to more than 30,000 now" (*Business Week*, 2004). However, it is impossible to know the exact number of international students in Ireland as there are no central places where these figure can be collected. The International Education Board (IEB) only collects data from 50 institutes of higher education but English language schools were not included (Prospectus, 2008).

Fáilte Ireland's most recent study (January 2010) on ACELS approved English Language Schools estimates that there are approximately 94,000 EFL students including EU and Non-EU in this sector in Ireland. ( Fáilte Ireland. English Language Schools Survey, 2010). In the Third Level education, The International Education Board Ireland (IEBI) data from the 2009/10 academic year shows that there were 4467 U.S. students—top one of all country, followed by China (+Hong Kong)--3355, France—2068, UK & Northern Ireland—1512, and Germany—1450, were the top 5 countries of origin (Education Ireland, 2010). Among the 3355 Chinese students, 97% are on full-time programs. 2/3<sup>rd</sup> (2037) of them took bachelor level study, 6% (207) on

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Masters Programs, and 7% (238) on PhD level (Education Ireland, 2010). Different from their peers, as little as 3% of Chinese student choose Humanities, Business (52%), Computer Science/IT (13%) were the most popular subjects for the majority.

During their stay in Ireland, Chinese students, like the other international students, are legally permitted to work part time, up to 20 hours per week during school term and 40 hours during school holidays – a major attraction (GNIB Student Visa Guidelines). Other than the student visa holder, a smaller number of Chinese migrants are work permit holders, which were issued to Chinese migrants around 2001 before the work permit policy was tighten by the state. As a result of the expansion of European Union in 2004, Ireland became one of three EU countries that open its labor market to the new members, many Chinese working visa holders have lost their jobs and become undocumented illegal migrant.

### **1.3 The Clash of Civilizations—Cultural Shock**

Culture shock is the anxiety, feelings of frustration, alienation and anger that may occur when a person is emplaced in a new culture (Macionis, 2010). For most Chinese students in Ireland--similar to the situation described by the United Kingdom Council for International Student Affairs (UKCISA, 2008)--it is their first time to leave their home culture behind and step into a strange environment, although the trip has been carefully planned and well prepared, the extent of the changes and the effects still may take by surprise. It also suggests (UKCISA, 2008) that adjust to new environment, meeting lots of new people and learning the customs of host country,

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separation of the important people in lifetime--maybe family members, close friends, colleagues--people who can talk to at times of uncertainty, people who can provides support and sense of security, or simply familiar sights, sounds, smells or tastes are no longer available, can turn out to be extremely stressful for someone. Researchers believe cultural shock is a slow process rather than a one-time impact (Pederson and Paul, 1995), they suggest that when enter a new culture, firstly, the differences trigger excited, stimulated and curious feeling; Secondly, differences create an impact which may cause confused, isolated or inadequate emotions; Thirdly, reject the differences, feeling of angry or frustrated, or hostile to the new culture; Finally, Differences are accepted, feel relaxed, confident, more familiar with situations and feel well able to cope with new situations based on growing experience (Pederson et al, 1995). The level of adaptability also was measured in current study as one of the index to the responding process.

#### **1.4 Acculturative Stress--Homesickness**

With the great expectation for a brighter future, every year, hundreds of thousands of Chinese students goes abroad in seeking of academic achievements, work opportunities, or residences, but it has never been easy for them to leave their families, friends and the home culture behind. Many of them frequently find themselves failed to adapt to the new cultural and environmental demands (Chen, 1999; Mori, 2000; Sandhu & Asrabadi, 1994). Therefore, up to 30% of international students have reported frequent feelings of homesickness (Rajapaksa & Dundes,

2002/2003). As a result, homesickness has been studied as one of the key negative emotion perceived by individuals who experience cross-cultural transitions (Wei et al., 2007). Though the importance of homesickness has been noticed, but its nature still remains ambiguous, yet the exact definition has not been met by the research community (Stroebe, van Vliet, Hewstone, & Willis, 2002; Nijhof & Engels, 2007). The recent researches have pointed out that missed home environment, missed significant persons, or maladaptation with new environment are the most important traits for homesickness (Bell & Bromnick, 1998; Willis et al., 2003). And Willis et al in 2003 have summarized 5 elements which feed homesickness: missing family, missing friends, feeling lonely, adjustment problems, and home ruminations. As Duru et al (2007) suggested, homesickness, triggered by the lack of social support and missing of important persons is regarded as integral to the experience of Acculturative Stress, which contains both of mental and physical discomfort when the individuals experiencing new culture and new environment, (Yeh & Inose, 2003)

This review of the possible sources of homesickness, addressing the Acculturative Stress which is directly related to the perceived Negative Affect within Chinese international students in current study will attempt to examine.

### Intrapersonal Factors

The early cross-cultural studies have revealed that the age and gender of individuals can always be the most important factors that influence homesickness (Poyrazli & Lopez, 2007; Ye, 2005; Yeh & Inose, 2003). As Ye et al (2005) suggest



that male individuals tend to bear positive attitude and use flexible strategy to overcome homesickness compare to female, and the more cognitively mature of individuals the less homesickness they perceive. But there were other theories (Sonja M. Hunt, S.P. McKenna, J. McEwen, Jan Williams, Evelyn Papp. 1981) suggested that females are more sensitive in relation to emotional processes. Apart from that, language fluency is also played a significant role, according to Yeh et al's self-report study (2003), the level of English appears to be negatively related to the level of Acculturative Stress among the international students in the North America. Thus, the gender and level of English of the participants along with other demographic variables which may contribute to the Acculturative Stress were taken account of in the current study.

### Interpersonal Factors

The research findings for interpersonal factor for Homesickness and Acculturative Stress show a vague or rather contradictive result. In Chen's (1999) study, it is suggested that when focus on interpersonal factors, the quality of interpersonal connections are more important than quantity. But in contrast, Rajapaksa and Dundes (2002/2003) have argued that there is a correlation between total number of friends and self adjustment of homesickness among the international students, except for those who reported has no close friend. Furthermore they also claim that number of total close friends was not good enough to predict international students' satisfaction with their social bonds (Rajapaksa & Dundes 2002/2003). On the other

hand, Yeh et al (2003) and Duru et al (2007) suggest that social connection is negatively correlates with homesickness among international students. Thus Mori (2000) avers that it will be significantly helpful to create a system that support co-national, which is crucial for the well-being of international students. Ward & Kennedy's study (1993) of New Zealand international students has discovered that when dealing with homesickness, the more co-national interactions, the more likely they will experience homesickness for the international students, but interactions with host country nationals truly make a difference. Poyrazli et al. (2004) have also found a similar result that in the United States, "those who principally socialized with co-national students had greater Acculturative Stress, than students who interacted with Americans and non-Americans in a more balanced fashion" (Poyrazli et al., 2004 p73-82).

### Environmental Factors

It is vital for international students to adjust themselves psychologically and physically so they can quickly adapt to the new environment, especially in the university setting. It is important when coping with homesickness by successful achieving this (Willis et al, 2003). By means of psychological adjustment, a study of the Chinese students by Lu (1990) in Great Britain, has suggest that academic challenges can reduce international students resources and ability, increase vulnerability to stress. Although the research finding (Lu, 1990) shows a positive correlation of psychological adjustment difficulty and homesickness among

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international students, but the physical effect of homesickness was unclear or rather to say contradictory. Some of the studies found that for the international students, the longer residency in the host nation the lower acculturative distress (Wilton & Constantine, 2003; Ying, 2005). But another longitudinal study has showed an opposite result. Japanese students at British university showed their level of Acculturative Stress increased significantly between 2 weeks and 8 months (Greenland & Brown, 2005). There are also studies (Ye, 2005; Wei et al., 2007) suggest that there is no correlation between the length of residency and levels of homesickness, thus it is unclear what contribution of the environment effect made to the homesickness

### Cultural Factors

The studies in the United States (Yeh & Inose, 2003; Poyrazli et al., 2004; Wei et al., 2007) have indicated that the Asian international students experience relatively higher level of Acculturative Stress, whether or not this can be explained by their collectivism tradition is still unknown. In the study of Yeh & Inose's (2003), they had found evidence to support this assumption, they found that region of home country accounted for 11.4% of the variance in Acculturative Stress of students from Asia, Central and Latin America, Africa, and Europe. Thus Yeh et al (2003) claim that for international students, the more differences between the home culture and the host culture, the higher possibility that they will experience homesickness. Study in the UK has also revealed a similar result with Yeh's finding, that up to 94.9% of Chinese

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international students have reported certain levels of homesickness (Lu, 1990). Lu argued that the stronger family bonds in the Chinese culture than the Western culture may play a key role in their homesickness.

### **1.5 Racial Discrimination**

Racism, according to the Britannica Online Encyclopedia (2012), also called racialism , *“any action, practice, or belief that reflects the racial worldview—the ideology that humans are divided into separate and exclusive biological entities called ‘races’, that there is a causal link between inherited physical traits and traits of personality, intellect, morality, and other cultural behavioral features, and that some races are innately superior to others”*.

Part of the side effects of the Recession for the Chinese International student is the increase of racism in the Irish society, according to the Immigrant Council of Ireland (Marie, 2011). And she suggests that this perception of the “Irish” is due to the growing concern, of which migrants are unfairly benefiting from Irish job opportunities, entitlement and public services, and threat to Ireland and the “real” Irish. As a major part of the Chinese population in Ireland, Chinese international students often found them became the victim of such misperceptions, which were varied from spitting, pushing, shouting and verbal abuse or even beating up. A survey report (Frances McGinnity, Philip O'Connell, Emma Quinn and James Williams. 2006) measures subjective experiences of racism and discrimination which used to assess the prevalence and degree of discrimination in Ireland has verified this point. Frances

et al have found that in Ireland, 35% of the migrants including Chinese have reported discrimination either harassment on the street, in other public places or on public transport. As a result, a constant concern for personal security was widespread in the Chinese international students, the consequences of racial discrimination depends on vary situations which may cause physical or psychological impairment to the individuals, it may forces one to relocate, or stay low. In the current study, one attempt is try to reveal the fact that in what degree, the Chinese international student has perceived racial discrimination as one of the negative emotions and how that emotion was dealt with.

### **1.6 Coping Strategy—Social Support**

Taylor (2011) defines social support as the feelings of that one is cared for by others and has assistance available from others, and a sense of belonging in a supportive social network. The supportive resources can be emotional, financial assistance, informational, or simply companionship. Support can come from many sources, such as family, partner, friends, classmates, or colleagues (Taylor, 2011). During the stressful events, when individual perceives sadness, low-self esteem or depressed, a supportive network can provide useful help by offering reassurance, which enable individual to cope with the stressful situation more effectively (Taylor, 2011). Early research (Langner and Michael, 1960) found that having larger support network which bears a similar effect than just having one. And for male individual, the most effective source for social support is a partner (Umberson, 1987). For the

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Chinese International student in Ireland, a great number of them preferred rather to stay in groups of co-nation fellows than interact with host country's student (Yeh and Inose, 2003), one of the possible explanation could be refer to Wong, Wong, and Lonner's (2005) finding, they argued that student who has an Eastern origin, which largely associated with Asian culture tend to be have more interdependent self-construal, namely, the collectivistic culture. To the Chinese international student, whereby the relocation of residence, readjustment to new environment for academic life can turn into significant stressors once the social supports and coping strategies are lacking (Stroebe et al., 2002).

### **1.7 Purpose of research**

The research specifically focused on the population of Chinese international students, who has lived in Ireland and studied in Ireland's Third-level institutions. The aim of current study is to investigate the negative emotions perceived by the Chinese international student who is studying in Ireland. By means of reviewing the possible factors which are directly related to the perceived negative emotions. Through the history of Chinese migrants in Ireland, and evaluation of the pressure to readjust to Irish society, their level of Acculturative Stress, and the racial discrimination they might have experienced, to find out whether there is a correlation for the Social Support and Acculturative Stress in relation to the perceived Negative Affect among the Chinese international students in Ireland.

There are two hypotheses for current investigation:

- 1:** There will be positive relationship between Acculturative Stress and Negative Affect among Chinese international student in Irish Third level institutions.
- 2:** There will be a relationship between social support and Negative Affect perceived by Chinese international student in Irish Third level institutions.

## **Chapter Two**

### **Methodology**



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## Methodology

### 2.1 Materials and Apparatus

All participants were required to complete a compiled booklet of following measurements: a purpose devised questionnaire to collect demographic information, including age, gender, residency status and length in Ireland, level of English, whether have a job and frequencies of contact families; the Acculturative Stress Scale for International Students (ASSIS: Sandhu & Asrabadi, 1994); Center for Epidemiologic Studies Depression Scale (CES-D, Radloff, 1977); the Collectivistic Coping Styles (Moore III & Constantine, 2005). Booklet of Questionnaire for the investigation was attached on Appendix I--Appendix V.

#### **The Acculturative Stress Scale for International Students (ASSIS: Sandhu & Asrabadi, 1994).**

The Likert format of 36-question scale of The Acculturative Stress Scale for International Students (ASSIS: Sandhu & Asrabadi, 1994) is designed to assess the Acculturative Stress of international students, which contains perceived discrimination, homesickness, fear, guilt, perceived hatred, and stress due to adjustment (culture shock), identified as major contributing factors. The 5-point score Likert Scale ranging of "1=Strongly Disagree; 2=Disagree; 3=Not Sure; 4=Agree; 5=Strongly Agree". The total score for ASSIS range from 36 to 180 point. Higher score indicates higher Acculturative Stress perceived by participants. Example

questions as:

“3, I am treated differently in social situations.”

“28, I don’t feel a sense of belonging (community) here.

### **Center for Epidemiologic Studies Depression Scale (CES-D, Radloff, 1977)**

The 20-item Center for Epidemiologic Studies Depression Scale (CES-D, Radloff, 1977) is designed for measuring depressive symptom in the general population. It includes the symptoms of depressive mood, guilt and worthlessness feeling, helplessness and hopelessness feeling, poor appetite and low quality of sleep which occurred during the previous week.

SCORES: 0 for answers in the first column, 1 for answers in the second column, 2 for answers in the third column, 3 for answers in the fourth column. The scoring of positive items (4, 8, 12, and 16) is reversed. Possible range of scores is 0 to 60, with the higher scores indicating the presence of more symptoms. Example questions as:

“1, I was bothered by things that usually don’t bother me.”

“8, I felt hopeful about the future.”

### **The Collectivistic Coping Styles (Moore III & Constantine, 2005)**

The 9-item Collectivistic Coping Styles (Moore III & Constantine, 2005) assesses the degree to which African, Asian, and Latin American international students utilized social support seeking and forbearance to cope with their problems or concerns during the past two to three months. 5 items assess seeking social support,

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4 items assess forbearance, items were rated on 5-point Likert Scale. Range of 1=Never used, 2=Used a little, 3=Neutral, 4=Moderately used, 5=Often used. The total possible scores of CCS range from 9 to 45. Higher score indicates higher degree of seeking social supports. Example questions as:

“2, I received advice or support from someone who had experienced a similar problem or concern.”

“6, I spent time with my family member(s) or friend(s).”

## **2.2 Participants**

During the current investigation, there were a total number of 103 Chinese international students who currently studying in Ireland’s Third-level institutions have successfully participated and completed the questionnaires, among the 103 Chinese students, there were 47 males(45.63%) participants and 56 females(54.37%) participants, their age ranged from 19 years to 36 years old (Mean age=25.4, SD=3.8). Of which were randomly selected from Third-level institutions of the greater Dublin area. Among the 103 participants, 41 from Griffith College Dublin, 29 from Dublin Business School, 13 from Irish American University, 5 from Trinity College Dublin, 6 from Institute of Art, Design & Technology, 3 from Dublin Institute of Technology, 4 from University College Dublin, and 2 from Dublin City University. Their average residency in Ireland was 4.32 years (SD=3.3).

### **2.3 Design**

This investigation utilized a correlational questionnaire design. There were two types of variable: Predict Variable and Criterion Variable. The predict variables for the current investigation were level of Social Support and level of Acculturative Stress. The criterion variable was level of perceived Negative Affect. Demographic factors were measured too for analyzing the gender differences in current study.

### **2.4 Procedure**

Before the booklet of self-administered questionnaires distributed to the potential participants, a pilot study was carried out in order to test the feasibility of questionnaires. A group of 10 participants were randomly selected. The pilot study found that: 1, some of the respondents required more assistances than the others, mainly in need of helps to explain certain psychological terms, therefore an interpreted Chinese version questionnaires of booklet which carry the same weight was introduced; 2, The original design for the purpose devised demographic questionnaire took the form of filling blanks, but it was later found that some blanks were left unfilled due to carelessness, thus it was decided to transform the blanks into multiple-choice style in the official study, which later was proved to be successful in the official study; 3, the time consumption of completing the questionnaires booklet was measured, it was estimated took average 15-20 minutes to complete, the timing procedure was retained during the official study.

Once the official study begun, brief introduction of the researcher and the

purpose of the investigation were given at the first place. When participants agreed to take part in current investigation, both English and Chinese versions of questionnaires booklet were offered for their free choice. The cover page of the questionnaires declared the informed consent, the anonymous nature of the study, the confidentiality of the information, their right to withdraw at any stage, and the contact detail of the researcher in case any participant interested for further information about the investigation. Assistances would be given when required during processes. To finish all 3 questionnaires, it took approximately 15-20 minutes. All 74 questions were asked to be answered in full. After all booklets were finished, an extra briefing was offered. The data from the each session was gathered together for following statistical calculation. Once the data was recorded and recoded, the questionnaires would be kept in a safe place. The statistical calculations were run by the SPSS program (version 18), the output of result were used for the further interpretation of data analysis.

During the inferential statistical test with SPSS (Version 18), descriptive statistic was conducted based on overall participants and based on gender, along with Pearson correlation and Multiple Regressions test.

# **Chapter Three**

## **Results**

## Results

The aim of the current study was to investigate the correlation between the Acculturative Stress and social support in relation to Negative Affect perceived by the Chinese international students in Ireland. It was hypothesized that 1: There will be positive relationship between Acculturative Stress and Negative Affect perceived by Chinese international student in Irish Third level institutions. 2: There will be a relationship between social support and Negative Affect perceived by Chinese international student in Irish Third level institutions. The following questionnaires were employed to collect data: the Acculturative Stress Scale for International Students (ASSIS: Sandhu & Asrabadi, 1994); Center for Epidemiologic Studies Depression Scale (CES-D, Radloff, 1977); the Collectivistic Coping Styles (Moore III & Constantine, 2005). All data was recorded and processed by SPSS (version 18).

### 3.1 Descriptive Statistics

The table 1 overall descriptive statistic for both gender shows the overall mean score for level of perceived Negative Affect,  $M=21.36$  ( $N=103$ ,  $SD=7.64$ ); the mean score for level of Acculturative Stress,  $M=100.02$  ( $N=103$ ,  $SD=15.48$ ); and the mean score for level of social support,  $M=29.64$  ( $N=103$ ,  $SD=5.19$ ).

*Table 1 Overall Descriptive Statistic for both Genders*

	Mean	Standard Deviation	N
Negative Affect	21.36	7.64	103
Acculturative Stress	100.02	15.48	103
Social Support	29.64	5.19	103

The below table 2 descriptive statistic for each gender on perceived Negative Affect shows the mean score for male participants  $M=22.32$  ( $N=47$ ,  $SD=8.48$ ); the mean score for female participants,  $M=20.55$  ( $N=56$ ,  $SD=6.83$ ).

*Table 2: Descriptive Statistic for each Gender on Perceived Negative Affect*

		Mean	Standard Deviation	N
Negative Affect	Male	22.32	8.48	47
	Female	20.55	6.83	56

### 3.2 Demographical Analysis

Measures of central tendency were computed to summarize the data for the age variable. Measures of dispersion were computed to understand the variability of scores for the age variable. The following are the results of this analysis;  $N = 103$ ,  $M=25.4$ ,  $SD=3.8$ . Their age ranged from 19 years to 36 years old; For the gender, 45.6% (47) of them were male; 54.4% (56) of them were female. For the types of



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study, they have reported that 89.3% (92) were full-time student; and 10.7% (11) have reported as part-time student. For the level of English, according to their self report, 11.7% (12) people claimed to be poor; 57.3% (59) people claimed good; 31.1% (32) people claimed fluent. For their residential status 7.8% (8) people lived with host family; 13.6% (14) people lived with family member; Same as 13.6% (14) people lived with partner; Majority of 56.3% (58) lived with friends; And 8.7% (9) people indicated they lived along. For the types of work section, 44.7% (46) people reported they have to work on full-time or part-time job; 55.3% (57) people reported they do not need to work. For those who did need to work, 4.9% (5) people indicated their working hour between 1-10 hours or less; 19.4% (20) people reported they have to work between 10-20 hours; 10.7% (11) people reported they have to work 20-30 hours; 8.7% (9) have reported they have to work 30-40 hours or more. The frequency for them to contact with home, almost half 45.6% (47) people contact home twice a week or more; more than one third 35% (36) people contact home once a week; 13.6% (14) people contact home twice a month, and 5.8% (6) people contact home once a month or less. In the detailed level for gender differences of group statistic in relation to stress level, Negative Affect, and social support have showed that, stress level for the 47 male participants ( $M=102.02$ ,  $SD=18.51$ ), and for the 56 female participants ( $M=98.34$ ,  $SD=12.31$ ); Negative Affect for the 47 male participants ( $M=22.32$ ,  $SD=8.48$ ), and for the 56 female participants ( $M=20.55$ ,  $SD=6.83$ ); Social support for the 47 male participants ( $M=28.26$ ,  $SD=4.87$ ), and for the 56 female participants ( $M=30.80$ ,  $SD=5.22$ ).

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### 3.3 Inferential Statistic

A Pearson correlation coefficient was computed to assess the relationship between the Acculturative Stress and Social Support in relation to perceived Negative Affect in Chinese International students. There was a positive correlation between the Acculturative Stress and the Negative Affect ( $r = 0.368$ ,  $n = 103$ ,  $p = 0.000$ ). There was a strong, positive correlation between Acculturative Stress and Negative Affect. Increases in Acculturative Stress were correlated with increases in Negative Affect; On the other hand, there was no correlation between the Social Support and the Negative Affect ( $r = -0.006$ ,  $n = 103$ ,  $p = 0.955$ ). Changes in Social Support would not result changes in Negative Affect.

Multiple regressions were used to test whether Acculturative Stress and Social Support were predictors of Negative Affect. The results of the regression indicated that two predictors explained 13.6% of the variance ( $R^2 = .136$ ,  $F(2, 100) = 7.88$ ,  $p < .001$ ). It was found that Acculturative Stress significantly predicted perceived Negative Affect ( $\beta = .370$ ,  $p = .000$ , 95% CI = .091 - .273); But no evidence was found that Social Support predicted perceived Negative Affect ( $\beta = -.028$ ,  $p = .764$ , 95% CI = -.313 - .231).

# **Chapter Four**

## **Discussion**

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## Discussion

The aim of the current study was to investigate the correlation between the Acculturative Stress and Social Support in relation to Negative Affect perceived by the Chinese international students in Ireland. It was hypothesized that 1: There will be positive relationship between Acculturative Stress and Negative Affect perceived by Chinese international student in Irish Third level institutions. 2: There will be a relationship between Social Support and Negative Affect perceived by Chinese international student in Irish Third level institutions. It was found that there was a positive correlation between the Acculturative Stress and the Negative Affect as predicted, increases in Acculturative Stress will results increases in Negative Affect. The hypothesis 1 was supported by current research finding. But there was no correlation was found between the Social Support and the Negative Affect, the hypothesis 2 was not supported by current research finding..

### 4.1 Descriptive Statistic

Review into the descriptive statistic scores have found that at the overall degree, the mean level of Negative Affect was slightly over the boundary of diagnostic level of 21 points. According to Radloff (1977) suggested in his CES-D Scale, if score is below 15, indicating that no Negative Affect has been experienced; If the score is between 15-21, there is a possibility that some degree of mild to moderate Negative Affect appear; and if the score exceed 21, it can be considered that the individual were experiencing major Negative Affect. The above discovery is correspondent to the

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earlier research finding (Rajapaksa & Dundes, 2002/2003), they argued that up to 30% of international students have reported frequent emotional unrest and feelings of homesickness. Similarly to the Negative Affect perceived by Chinese international students, subdivided results from current study based on gender differences have showed a matching pattern for the perceived Negative Affect. It has been found that male participants tend to perceived higher level of the perceived Negative Affect than the female participants. The average Acculturative Stress level in the Chinese international students also shows similar test result with the average Negative Affect test score, the result indicates that the male participants perceived a relatively higher Acculturative Stress, in contrast, the female participants perceived a lower level than the male participants, which means male participants under higher Acculturative Stress. But this pattern was reversed on the Social Support option, the current study indicated, female participants perceived higher level of Social Support than male participants. The outcome was contradictive with some research findings, as Poyrazli et al (2007) argued, female were not as good as male who tend to bear positive attitude and use flexible strategy to overcome difficulties. Maybe it can be explained by other theories (Sonja et al, 1981) that females are more sensitive than male for emotional processes.

Through the demographical statistic result, it is obviously to see that the majority 89.3% of Chinese Students in Ireland study on a full-time base, which is biased towards an earlier research (O'leary et al, 2008) showed that there was great portion of Chinese student in Ireland whose exact number could never be known, took

advantages of the immigration law, instead of concentrated in study, they worked on a full time bases. It is undeniable that current study only involved students who were registered in the third level institutions. It is not possible to verify the true fact, as O'leary argued.

Other findings of current study include more than half of the participants reported their English level as good, one third reported as fluent, only one in ten considered their English was poor. The finding can be explained to the nature of the participants, as stated in the study types section, all participants were selected from Irish third level institutions. It is not surprise to see this outcome which may not the best represents the real average level of English for other people, thus influenced the internal validity.

More than half (56.3%) participants lives with friends, which is in accordance with suggestions of Yeh et al (2003) and Duru et al (2007), they argued that social connection is negatively correlates with homesickness among international students. Thus Mori (2000) avers that it will be significantly helpful of co-national support, which is crucial for the well-being of international students.

## **4.2 Limitations**

In the current study of Acculturative Stress and Negative Affect in relation to Social Support, there were a few factors during the process of investigation which might had influences on the outcome of result.

First factor is the small sample size. Due to the fact that the majority of Chinese

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international student (30,000, O'Leary and Li, 2008) were studied in a variety level of institutions spread out in different locations, most of them were in English language school, this study has only investigated the Chinese international student who was study in the third level institutions (3,355, IEBI, 2009/2010). Because of the limitation of time and reality condition, all the participants were selected from Dublin and its surrounding area. It is inefficiency and unable to draw participants from third level institutions all over the country. There was another reason which made the situation worse, there did had some participants withdraw during the study, the reason behind it remained unknown. For those who did completed the session, post hoc examination found that some of the key questionnaires were left untouched, thus over 10% of the questionnaires were not accepted for later statistical test. The lack of participants and weaken random selection have restricted the result to generalize to a greater population, and cause the low power of external validity.

Second factor is the gender imbalance. In the current study, there were 47 male participants (45.63%), and 56 female participants (54.37%) have been involved. In regard to the census of general population that 54% of Chinese in Ireland were males, and 46% of Chinese were females (CSO, 2006). Similar to the previous situation, finding the equal number of participants for both gender need to overcome many obstacles, as some of the colleges emphasize on certain discipline which likely attract more female than male, for example: in Griffith College Dublin, the main discipline focuses on business study, when carrying out current investigation in GCD, there were 28 female out of total 41 respondents. Early study (Marco Piccinelli, Greg

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Wilkinson, 2000) on gender differences has claimed that female was more vulnerable to Negative Affect and easier to perceive Acculturative Stress than male, which indicates the imbalanced gender in current study may have impacts on the result.

Third factor is random selection, as example of Griffith College Dublin stated previously, certain colleges attract more Chinese students. During the questionnaire process, it estimated approximately there were 60+ Chinese international students out of 80+ class population according to the lecturer, which may creates a “Chinatown” atmosphere, and cause a underestimate of their real response to Acculturative Stress and Negative Affect. But on the other hand, some colleges are less popular or rather to say too hard to enroll, like Trinity College Dublin, there were only 5 participants recruited. Thus the samples were not scientifically randomly selected, which may weaken the internal validity of the current study.

The forth factor include two dimensions, the socio-economical and marital status. As mentioned in the literature review, Chinese students were permitted to work as part-time up to 20 hours per week during the school term, and as full-time up to 40 hours per week during school holidays, but figure from current study has revealed that out of 103 participants, 57 of them did not work at all, which mean they have less chance to expose to the social environment than those who did work, and may perceive less Acculturative Stress and Negative Affect. On the other hand, it could also suggest that those who did not work came from a wealthier family background, and their circumstances which allowed them to live in a rather easier way than the others. Cohabitation is not an unusual phenomenon among the Chinese international



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students population all over the world, as study indicated up to 45% (Ming, Li, 2008) of Chinese international student choose cohabitation style of living in New Zealand while their college term continuing. In Ireland, this figure dropped to 14%, the reason behind was unknown and need to be further researched. Companionship of cohabitation along with marriage can offer more supportive options and plays a great role in reducing Acculturative Stress (Yeh et al, 2003). But it is impossible to measure these variables effectively, which caused by the fact that these variable in a state of constantly changing in a dynamic manner during the social study period.

And the fifth factor is the English level of the participants. Level of English was not accounted of as a variable in the current study. According to research (Yeh et al, 2003), as one of the key tool for Chinese international students, the successful integration to the Irish society is largely depends on the fluency of English. Another word, for the current participants, the better English they speak, the less Negative Affect they would perceive, and the quicker they accommodate their Acculturative Stress. During the current study, there were no standardized measurements to test their English level were conducted; The participants' English levels were totally relied on their self report. At the beginning of the study, considered the participants were all selected from third level institutions, there was an over estimation for the prevalence of high level of English for the participants. This misunderstanding was not realized until the pilot study session for 10 respondents were carried out, some of the participants required more assistances that others to explain certain phrases which caused chaos during the pilot study session, also it is reasonable to doubt that some

participants had tried to avoid the embarrassment of poor English in the later official study, instead of asking for Chinese version questionnaires or looking for assistances, they chose to conduct the English version questionnaires in a arbitrary way without knowing the real question meaning. At certain circumstance, such as participants from business-focused institutions rather prefer to carry out the questionnaires based on Chinese version. One of the facts about the participants was that some of Chinese students were only arrived in Ireland for less than six months or even just a few days, and some of the newly arrived were exchange students or visiting scholars who has no intention to stay long in Ireland.

There were also other factors which may influence the result. Timing, it refers to the time that cost to fill out questionnaire and the time that the sessions were taken during the day. To fill out the questionnaires, it was recommended no longer than 20 minutes, but the fact was that the time used to finish the questionnaires varied from less than 10 minutes to less than half of an hour. The lack of controls over the time consumption is another methodological flaw; when refer to the time of the day, it ranged from morning to late evening. Study has been taken place at noisy classrooms before class started, convenient coffee shops before the lunch time or quiet library after lunch, which was not processed under strict laboratory condition.

### **4.3 Implications**

The present study has predicted that there will be positive relationship between Acculturative Stress and Negative Affect perceived by Chinese international student

in Irish Third level institutions, and the level of Social Support correlated with the Negative Affect perceived by Chinese international student in Ireland. For the first hypothesis was supported that there was a positive correlation between the Acculturative Stress and the Negative Affect as predicted, increases in Acculturative Stress will results increases in Negative Affect. However, there was no correlation was found between the Social Support and the Negative Affect, the hypothesis was not supported. It must be conceded that the measurement employed in current study was not rigorous enough. Future researches are suggested to develop more adequate procedures to increase the power of study. Although the multi-method approach was called for, but what have to be bear in mind is the current study is limited, the sample consisted of convenience sample that lack the power of generalization to the greater population.

#### **4.4 Future Directions**

The results of current study in a great degree support the notion that Acculturative Stress is an effective predictor for perceived Negative Affect in the Irish based Chinese international students' population. Ireland has become a country of diversity, such investigation can, with some success, be conducted with other international students from variety origins. It is also suggested that the future direction of such study should not be restricted on detecting the problems, but can generates techniques that can treat the problems.

#### **4.5 Conclusions**

Over all, the current research findings contribute to the growing of understandings in regard to the emotional states of the Chinese International students in Ireland. By investigating the level of Acculturative Stress and Social Support in relation to the perceived Negative Affect, the significant correlation between Acculturative Stress and perceived Negative Affect was clearly revealed, future study for other factors which predict the Negative Affect are recommended.

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## Appendix I:

### Informed Consent Form

Dear participants:

My name is **Mo Zhu**, I am final year undergraduate student study **BA (Hons) Psychology in Dublin Business School**. Currently I am carrying out my research project for the investigating of the negative mood among the Chinese student in Ireland , as fulfill the requirement of **HETAC** for undergraduate student.

There is no “**right**” or “**wrong**” answer.

I would appreciate if you decide to participate, it is totally acceptable if you feel unhappy with the test, and decide to withdraw from any stage during the process, and the data you provided will remain strictly confidential.

To complete all the questionnaires, it should take no longer than **20** minutes.

If you are interested for further information about the test, please leave your email below, or feel free to contact me at [REDACTED]

I would like to thank you again for your participation.

Mo Zhu

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## Appendix II:

### Demographic Questionnaire

#### Demographic Facts: (Please circle)

Age: \_\_\_\_\_

Gender:            1) male            2) female

College: \_\_\_\_\_            1) full-time student    2) part-time student

How many years since you arrived in Ireland: \_\_\_\_\_ years

Your English level:

1) Poor            2) good            3) fluent            4) native

In Ireland, do you live with:

1) host family    2) family member    3) partner    4) friend(s)    5) alone?

Do you do any full/part-time work?

1) Yes            2) No

If yes, how many hours/week?

1) (0 hrs)    2) (1-10 hrs)    3) (10-20 hrs)    4) (20-30 hrs)    5) (30-40+hrs)

How often do you contact with home (phone, mail, internet etc?)

1) (Twice a week or more)    2) (Once a week)    3) (Twice a month)    4) (Once a month or less)

### Appendix III:

#### the Acculturative Stress Scale for International Students (ASSIS: Sandhu & Asrabadi, 1994)

For each of the following statement, please circle the number that BEST describes your response.

**1= Strongly Disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Strongly Agree**

Because of my different cultural background, as a foreign student, I feel that:

1, Homesickness for my country bothers me.	1	2	3	4	5
2, I feel uncomfortable to adjust to new foods and/or to new eating habits.	1	2	3	4	5
3, I am treated differently in social situations.	1	2	3	4	5
4, I feel rejected when people are sarcastic toward my cultural values.	1	2	3	4	5
5, I feel nervous to communicate in English.	1	2	3	4	5
6, I feel sad living in unfamiliar surroundings here.	1	2	3	4	5
7, I fear for my personal safety because of my different cultural background.	1	2	3	4	5
8, I feel intimidated to participate in social activities	1	2	3	4	5
9, Others are biased toward me.	1	2	3	4	5
10, I feel guilty to leave my family and friends behind.	1	2	3	4	5
11, Many opportunities are denied to me.	1	2	3	4	5
12, I feel angry that my people are considered inferior here.	1	2	3	4	5
13, I feel overwhelmed that multiple pressures are placed upon me after my migration to this society.	1	2	3	4	5
14, I feel that I receive unequal treatment.	1	2	3	4	5
15, People from some ethnic groups show hatred towards me nonverbally.	1	2	3	4	5

16, It hurts when people don't understand my cultural values.	1	2	3	4	5
<b>1= Strongly Disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Strongly Agree</b>					
17, I am denied what I deserve.	1	2	3	4	5
18, I have to frequently relocate for fear of others.	1	2	3	4	5
19, I feel low because of my cultural background.	1	2	3	4	5
20, I feel rejected when others don't appreciate my cultural values.	1	2	3	4	5
21, I miss the country and people of my national origin.	1	2	3	4	5
22, I feel uncomfortable to adjust to new cultural values.	1	2	3	4	5
23, I feel that my people are discriminated against.	1	2	3	4	5
24, People from other ethnic groups show hatred toward me through their actions.	1	2	3	4	5
25, I feel that my status in this society is low due to my cultural background.	1	2	3	4	5
26, I am treated differently because of my race.	1	2	3	4	5
27, I feel insecure here.	1	2	3	4	5
28, I don't feel a sense of belonging (community) here.	1	2	3	4	5
29, I am treated differently because of my color.	1	2	3	4	5
30, I feel sad to consider my people's problems.	1	2	3	4	5
31, I generally keep a low profile due to fear from other ethnic groups.	1	2	3	4	5
32, I feel some people don't associate with me because of my ethnicity.	1	2	3	4	5
33, People from other ethnic groups show hatred toward me verbally.	1	2	3	4	5
34, I feel guilty that I am living a different lifestyle here.	1	2	3	4	5
35, I feel sad leaving my relatives behind.	1	2	3	4	5
36, I worry about my future for not being able to decide whether to stay here or to go back.	1	2	3	4	5



## Appendix IV:

### Center for Epidemiologic Studies Depression Scale (CES-D, Radloff, 1977)

#### Center for Epidemiologic Studies Depression Scale (CES-D), NIMH

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the *past 2 weeks*.

	<b>During the Past 2 Week</b>			
	Rarely or none of the time (less than 1 day )	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I did not feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I could not shake off the blues even with help from my family or friends.	0	1	2	3
4. I felt I was just as good as other people.	0	1	2	3
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	0	1	2	3
9. I thought my life had been a failure	0	1	2	3
10. I felt fearful.	0	1	2	3
11. My sleep was restless.	0	1	2	3
12. I was happy.	0	1	2	3
13. I talked less than usual.	0	1	2	3

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<b>14. I felt lonely.</b>	0	1	2	3
<b>15. People were unfriendly.</b>	0	1	2	3
<b>16. I enjoyed life.</b>	0	1	2	3
<b>17. I had crying spells.</b>	0	1	2	3
<b>18. I felt sad.</b>	0	1	2	3
<b>19. I felt that people dislike me.</b>	0	1	2	3
<b>20. I could not get “going”.</b>	0	1	2	3

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## Appendix V:

### The Collectivistic Coping Styles (Moore III & Constantine, 2005)

#### **COPING STRATEGY:**

The statements below are intended to represent some of the behaviors you might use to cope with stressful situation in your life. In responding to the statements below, please think of a specific stressful situation that you have encountered within the **past 2-3 months**. A stressful situation is any situation that you found troubling or otherwise caused you to worry. Such a situation might have been related to your friends, family, school, job, romantic relationship, or other people or things you consider to be important in your life. While keeping this problem in mind, please use the following 5-point scale to indicate the extent to which you used the following strategies to help you cope with the stress you experienced.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Never used</b>	<b>Used a little</b>	<b>Neutral</b>	<b>Moderately used</b>	<b>Often used</b>
1, I spoke with a friend to seek support about the problem.	1	2	3	4	5
2, I received advice or support from someone who had experienced a similar problem or concern.	1	2	3	4	5
3, I told myself that I could overcome the problem or concern.	1	2	3	4	5
4, I didn't express my feelings about the problem to others because I didn't want to burden them.	1	2	3	4	5
5, I minimized the problem or concern so others wouldn't worry about me.	1	2	3	4	5

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6, I spent time with my family member(s) or friend(s).	1	2	3	4	5
7, I kept the problem or concern to myself in order not to worry others.	1	2	3	4	5
8, I shared the problem or concern with someone from my own cultural background	1	2	3	4	5
9, I spoke with a family member to seek guidance or support about the problem.	1	2	3	4	5

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Thank you again!

Ps. If you have difficulty to deal with those negative emotions, or need someone to talk to, the **Samaritans 1850 60 90 90** helpline can provides confidential and useful service, or you can email to [jo@samaritans.org](mailto:jo@samaritans.org) for help.

## Appendix VI:

### the Chinese Version Questionnaires

致参与者：

我的名字叫朱默，我是都柏林商学院心理学系（荣誉文学士）的大三毕业年学生。为了符合爱尔兰高的教育委员会的毕业要求，现在我将邀请您进行以题目为“爱尔兰中国留学生群体中的负面情绪与对应手段”的调查，作为我的毕业论文课题。

答案只反映您的生活与精神状态，没有“对”或“错”的区别。

如果您决定参与这份调查，我将十分感激。如果您决定不参与或者参与过程的任何阶段感觉不适，您可以随时退出而不必自责。您所提供的任何数据资料将严格保密。

完成所有的问卷总共将耗时 20 分钟左右。

如果您对这份问卷调查的后续结果有兴趣的话，请你留下您的电子邮件，[或者通过 1605320@mydbs.ie](mailto:1605320@mydbs.ie) 与我联系。

在这里，我再次感谢您的参与。

朱默

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背景统计资料 ( 请画圈 )

年龄: \_\_\_\_\_

性别:            1) 男            2) 女

学府: \_\_\_\_\_            1) 全职学生    2) 兼职学生

您到达爱尔兰已经: \_\_\_\_\_ 年

您的英语水平:

2) 差            2) 好            3) 流畅            4) 十分熟练

在爱尔兰, 您的居住状态:

2) 寄宿家庭    2) 家庭成员    3) 伴侣    4) 朋友合租    5) 独住?

您是否拥有全/兼职的工作?

2) 是的            2) 不是

如果答案是肯定, 请指出时长?

2) (0 小时)    2) (1-10 小时)    3) (10-20 小时)    4) (20-30 小时)    5) (30-40+小时)

您多久与国内的家人联系一次 (电话, 信件或网络等等?)

2) (每周 2 次或更多)    2) (每周一次)    3) (每月 2 次)    4) (每月一次或更少)

对下面的陈述, 请选出对您最佳的回复.

1= 强烈反对, 2=反对, 3= 不确定, 4= 同意, 5= 强烈同意

因为我不同的文化背景, 作为外国学生在爱尔兰, 我感觉:

1, 思乡之情一直困扰着我	1	2	3	4	5
2, 对于这里的食物或饮食习惯, 我一直不太适应.	1	2	3	4	5
3, 在社交场合, 我被区别对待.	1	2	3	4	5
4, 当别人嘲讽我所属的文化价值观时, 我感觉被排斥。	1	2	3	4	5
5, 用英语交流使我感觉紧张.	1	2	3	4	5
6, 在陌生的环境里生活使我感到悲伤.	1	2	3	4	5
7, 因为我不同的文化背景的原因, 我为我的人身安全感到担心.	1	2	3	4	5
8, 参加社交活动使我有一种被胁迫感。	1	2	3	4	5
9, 别人对我有偏见.	1	2	3	4	5
10.对于离开朋友和家人来到国外, 我感到内疚.	1	2	3	4	5
11, 我有很多的机会被剥夺了.	1	2	3	4	5
12, 对于在这里我们被认为低人一等, 我感觉愤怒.	1	2	3	4	5
13, 当我来到这里之后, 多重压力下, 我有些不知所措。	1	2	3	4	5
14, 我觉得我受到了不公平对待	1	2	3	4	5
15, 某些族裔的人用非言辞的行动对我表达厌恶	1	2	3	4	5
16, 当别人不理解我所处的文化价值时, 我觉得很受伤。	1	2	3	4	5



17, 我应得的成绩被否定	1	2	3	4	5
18, 因为害怕某些人而经常搬家。	1	2	3	4	5
19, 我感觉低落是因为我的文化背景。	1	2	3	4	5
<b>1= 强烈反对, 2=反对, 3= 不确定, 4= 同意, 5= 强烈同意</b>					
20, 当别人不欣赏我的文化价值观时, 我感到被拒绝。	1	2	3	4	5
21, 我很想念我原来的国家和人们。	1	2	3	4	5
22, 适应新的文化价值观使我感觉不舒服。	1	2	3	4	5
23, 我感觉到被歧视	1	2	3	4	5
24, 其他族裔的人对我有仇视的行为举动。	1	2	3	4	5
25, 因为文化背景的因素使我觉得我的社会地位不高。	1	2	3	4	5
26, 因为人种的原因, 我被区别对待。	1	2	3	4	5
27, 我在这里感觉不安全。	1	2	3	4	5
28, 在这里, 我找不到归属感。	1	2	3	4	5
29, 因为肤色的原因, 我被区别对待。	1	2	3	4	5
30, ( 当别人 ) 探讨华人当中存在的问题使我感到难过。	1	2	3	4	5
31, 由于担心来自于其他族群的威胁, 我一般保持低调。	1	2	3	4	5
32, 我感觉有些人因为种族的原因而不愿与我交往。	1	2	3	4	5
33, 其他种族的人直接用言辞表达对我的讨厌。	1	2	3	4	5
34, 在这里不同于国内的生活方式使我感到有些内疚。	1	2	3	4	5
35, 离开亲人使我感到悲伤。	1	2	3	4	5
36, 我很担心将来回国或留下发展并不取决于我自己。	1	2	3	4	5

### Center for Epidemiologic Studies Depression Scale (CES-D), NIMH

下面是一个你可能感觉到的或表现出来的情绪的列表，请指出过去两周以来的发生频率。

在过去的2周内

	很少或从来 不(少于一 天)	很少或有时 候(一到两天)	有时或适量 的(三到四天)	大部分时间(五 到七天)
1.我为一些平常不会困扰我的事所烦恼。	0	1	2	3
2. 我不想吃东西，食欲很差。	0	1	2	3
3. 我感到哪怕有朋友或家人的帮助，也不能摆 脱烦恼。	0	1	2	3
4. 我觉得自己不比别人差多少。	0	1	2	3
5.我不能集中精力于我正在做的事情上。	0	1	2	3
6. 我感到情绪低落。	0	1	2	3
7.我觉得我所做的每一件事都是一个成就	0	1	2	3
8. 我对未来充满希望。	0	1	2	3
9. 我认为我的生活是个失败。	0	1	2	3
10. 我感到恐惧。	0	1	2	3
11. 我的睡眠不宁。	0	1	2	3
12. 我很开心。	0	1	2	3
13. 我话比平时讲的少了。	0	1	2	3
14. 我感到孤独寂寞。	0	1	2	3

15. 人们对我不友善。	0	1	2	3
16. 我很享受生活。	0	1	2	3
17. 我的哭点很低。	0	1	2	3
18. 我觉得悲伤。	0	1	2	3
19. 我觉得别人不喜欢我。	0	1	2	3
20. 我没办法“继续前进”。	0	1	2	3

## 应对策略

下面是一些当您生活中遇到压力时可能会用到的应对方式。请回想一个在过去2到3个月中所遇到的压力大的情景。所谓压力大的情景是指任何使你感觉不安或者担心的情境，这种情境可能与你的朋友，家人，学校，工作，两性关系，或者其他的一些你认为在你生活中对你很重要的人或事有关，当你的脑海想着类似情况的时候，请尝试用下列5分制量表指出当你遇到上述压力时，您用何种策略应对压力

	1	2	3	4	5
	从未用过	很少使用	中度使用	适度使用	经常使用
1, 我跟朋友倾诉来寻求支援。					1 2 3 4 5
2, 我接受有类似问题或麻烦的朋友所提供的的意见。					1 2 3 4 5
3, 我告诫自己我可以客服/战胜麻烦					1 2 3 4 5
4, 我从不跟其他人表达我的麻烦处境，不想成为他人的负担。					1 2 3 4 5

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5,我尽量减低问题的严重性，这样别人就不必为我担心了。	1	2	3	4	5
6, 我花时间与我的朋友们或家人们相处。	1	2	3	4	5
7, 为了不使别人担心我，我从不向别人倾诉我的烦恼。	1	2	3	4	5
8, 我只向跟我相同文化背景的人倾诉我的烦恼。	1	2	3	4	5
9, 我想嫁人倾诉以寻求解决麻烦的指导和支持	1	2	3	4	5

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再次感谢您的参与！

备注：如果您感觉到难以应对生活中的负面情绪时，或者需要专业人士倾听您的烦恼并给予指导

意见，请拨打the Samaritans (萨马利坦会) 1850 60 90 90 帮助热线，或者给他们发邮件

[jo@samaritans.org](mailto:jo@samaritans.org) 联系。此项服务是免费和保密的。