Sources of Acculturative Stress and Coping Strategies Among Asian International Students in China

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ABSTRACT

This study aimed to identify sources of acculturative stress and the coping strategies among Asian international students in Hubei, China. A total sample of 162 students from China's neighboring countries was recruited to complete the study's online questionnaire. A 36-item questionnaire called the Acculturative Stress Scale for International Students (ASSIS) was used to measure perceived discrimination, homesickness, perceived hate, fear, culture shock, guilt, and miscellaneous as sources of acculturative stress. A brief COPE scale was used to measure coping strategies. Data from the survey were analyzed using statistical analysis. Results showed that overall, most Asian international students in Hubei, China did not experience acute acculturative stress. However, homesickness, cultural shock, and guilt were the most prevalent sources of acculturative stress. To cope with their stressful situations, most Asian international students used active (and not avoidant) coping strategies such as religion, active coping, planning, and instrumental support. Some socio-demographic characteristics such as length of stay, age, and education were also found to influence stress prevalence. Educators and administrators of international students in China need to identify students' critical sources of stress among students and offer effective services that may help them cope with their acculturative stress.

Keywords: Acculturative Stress, International Students, Coping Strategies, China, Asia

1. INTRODUCTION

The number of international students studying in China has kept on rising since 2010 when the government's target was to reach over 500,000 international students by the year, 2020 [1][2].With this increased growth rate of international students, China now has the highest number of international students in the whole of Asia, and globally, it has become the second-most popular destination for international students, first being the USA [3]. Even though the Chinese government is making greater strides in offering an increasing number of scholarships to African students, from a purely numeric perspective, Asia remains the primary continent of origin for most international students in China; over 50% of China's international students come from neighboring countries such as South Korea, Thailand, Indonesia and Pakistan [3]. These statistics imply that at almost any

internationally recognized university in China, there are several international students of Asian origin.

Whilst it could be argued that there is a shorter cultural distance between other Asian countries and China and that international student from these countries would experience less stress [4][5], there could be several challenges that they face as they adjust to their new living and learning ways. All international students, regardless of their cultural distances from the host community, have to adapt to the new academic and cultural environment. The new experiences on their academic, social, and cultural life mount pressure on them as they try to fit in the new environment. This pressure and attempts to adapt to the new environment may lead to acculturative stress among international students. Acculturative stress is the psychological and physical discomfort experienced when the adaptation to a new culture seems to be somewhat demanding [6]. Several factors contribute to students' acculturative

stress. Literature postulates that factors such as the new host language, education level, length of stay, insufficient financial resources, and inadequate social support could be potential sources of acculturative stress [4][7][8][5].

To deal with the adverse effects of their acculturative stressful life, international students try to cope with the multiple challenges they face. Research indicates that coping strategies play an important role in curbing individuals' experiences of negative life events and overall psychological well-being [9][10][11]. According to the theory of stress and coping, the term 'coping' is defined as cognitive and behavioral efforts to master, reduce, or tolerate the internal and/or external demands that are created by the stressful situation [9]. Referring to Lazarus and Folkman's stress and coping theory, the use of coping strategies serve as a mediating procedure between the individual and their environment. Two different types of coping approaches have been identified, namely, active and avoidant coping strategies. Active strategies are efforts designed to change the nature of the stressor itself, while avoidant strategies are efforts that keep people from directly addressing stressful events [12]. Examples of active coping strategies include planning, positive reframing, and acceptance; and examples of avoidant strategies include denial, alcohol or substance use, and behavioral disengagement [13]. A considerable body of research indicates that active coping is associated with adjustment and better quality of academic life than avoidant coping [13][14].

Therefore, it is important for educators and administrators of international students in China to identify the common sources of acculturative stress among Asian international students and how they cope with it. If educators (or the students themselves) become aware of the common sources of stress and the coping strategies used, they will provide (or access) effective coping resources to students who experience acculturative stress-related problems. However, empirical research on acculturative stress and the use of coping strategies among Asian international students in China are rather scanty. A review of the literature indicates that most related research has been done on Asian international students outside their continent [15][10][11]. The aim of this cross-sectional study, therefore, was to examine acculturative stress, identify common sources of stress and explore different coping strategies among Asian international students in various universities in the city of Wuhan, Hubei. We also wanted to explore associations between these study variables and students' socio-demographic characteristics.

2. METHOD

2.1. Study Design and Participants

This study took a cross-section design that employed quantitative methods of data collection and analysis. The study was conducted in the provincial capital city of Hubei Province, Wuhan. The province is located at the center of the People's Republic of China. A sample of Asian international students was taken from the three internationally recognized universities (Central China Normal University, Wuhan University, and Huazhong University of Science and Technology). In these universities, all Asian international students were eligible to be included in the study. Besides being an Asian international student, there were no other exclusion criteria.

2.2. Data Collection Tools

Acculturative stress among Asian international students in China was measured using an adapted version of the Acculturative Stress Scale for International Students (ASSIS) developed by [16]. The scale has 36 items which are scored on a 7-point Likert scale (1=strongly disagree to 7=strongly agree) with the Chronbach's coefficient alpha of 0.95 from the original data [16]. Following other literature [7][17], the scoring scale in this study was adapted to a 5-point Likert scale (1=strongly disagree to 5=strongly agree). ASSIS consists of 7 subscales, namely, perceived discrimination (8 items), homesickness (4 items), perceived hate (5 items), fear (4 items), culture shock (3 items), guilt (2 items), and miscellaneous (10 items). To measure students' coping strategies, the Brief COPE scale, which is an abridged version of the COPE Inventory (Carver, 1997) with original alpha levels ranging from 0.50 to 0.90 was used. It is a 28-item scale, rated on a 4-point Likert scale ranging from 'strongly disagree' (score 1), to 'strongly agree' (score 4). The scale has 14 different dimensions of coping strategies, namely, active coping, planning, acceptance, denial, self-distraction, use of the substance, use of emotional support, use of instrumental support, behavioral disengagement, venting, positive reframing, humor, religion, and self-blame [18]. To carter to some Asian international students who could not understand English properly, the questionnaires were back-translated into Chinese.

2.3. Procedure

The survey was conducted towards the end of the first semester during November and December 2019. We conducted our research using SurveyMonkey, an online survey tool that was sent via WeChat, a mobile text messaging communication service, to different Asian international students WeChat groups. For ethical reasons, the questionnaire included a section asking for the participants' consent before taking part. Those who

were willing to participate could go ahead responding to the items and submitting the survey online. Participation was free and students completed the surveys on their own free time. Finally, to ensure the privacy and confidentiality of the participants, the survey was made anonymous; only the researcher had an access to their responses and personal demographic data. Completed questionnaires were then collected and made ready for analysis.

2.4. Statistical Analysis

After successful entry of data into IBM® SPSS®, a Statistical Package of Social Sciences version 22, the figures were checked for accuracy. Mean and Standard Deviation scores for all study variables were tabulated. Descriptive statistics were used to rank sources of acculturative stress and coping strategies. We used independent samples t-test and one-way Analysis of Variance (ANOVA) to assess the association between perceived acculturative stress and socio-demographic variables ($p < 0.05$). Finally, we used multiple linear regression analysis to obtain predictors of the perceived acculturative stress ($p < 0.05$). The current study's overall Cronbach coefficient alpha for ASSIS was 0.88, and for its sub-scales, it ranged from 0.61 to 0.90. The overall coefficient alpha for Brief COPE was 0.79 and for its sub-scales, it ranged from 0.67 to 0.93.

3. RESULTS AND DISCUSSION

3.1. Socio-Demographic Characteristics of The Participants

A sample of 162 international students from Asia studying in the city of Wuhan, Central China, was recruited for the study, with 62 from Central China Normal University, 60 from Wuhan University, and 40 from Huazhong University of Science and Technology. Most participants indicated South Korea, Thailand, Indonesia, and Pakistan as their countries of origin. Table 1 illustrates the details of the participants' socio-demographic characteristics.

3.2. Sources of Acculturative Stress for Asian International Students

Descriptive statistics were employed to examine levels of Asian international students' overall acculturative stress, and its specific sources. Means below 3.0 (the median, indicating 'not sure') designate disagreement with the item statement, suggesting no stress or not a source of stress [7][17]. Overall acculturative stress results (ASSIS), as shown in Table 2, indicated that students experienced little or no stress. However, ranking the sources of acculturative stress (sub-scales) using the mean score inspection, results showed that homesickness, cultural shock, and guilt were the topmost reported sources of acculturative stress while fear was the least reported source.

Table 1. Socio-demographic characteristics of the study participants (n = 162)

Participants groups	Sub-groups	Frequency	Percentage
Gender	Male	76	46.9
	Female	86	53.1
Marital status	Single	135	83.3
	Married	27	16.7
Source of finance	Scholarship	137	84.6
	Self	25	15.4
Length of stay	< one year	54	33.3
	> one year	108	66.7
Age range	18 - 25 years	52	32.1
	26 - 35 years	102	63.0
	36 - 45 years	08	04.9
Education	Bachelors	35	21.6
	Masters	77	47.5
	Doctorate	50	30.9

3.3. The Interplay Between Socio-Demographic Factors and Acculturative Stress

Independent samples t-tests were used to examine the association between Asian international students' acculturative stress and socio-demographic factors of gender, marital status, source of finance and length of stay. The t-test results revealed that there were no associations between all variables of acculturative stress and the measured socio-demographic variables except for perceived hate and the length of stay: students with less than one year of stay had higher perceived hate scores than those with more than a year of stay; < one year (M = 2.26, SD = 0.78); > one year (M = 1.98, SD = 0.66); t(160) = 2.288, $p < 0.05$.

Table 2. Sources of stress ranked by mean scores of students (n = 162)

Variable (ranked)	Mean	SD
1. Homesickness	2.57	0.92
2. Cultural shock	2.22	0.72
3. Guilt	2.18	0.97
4. Perceived hate	2.17	0.75
5. Miscellaneous	2.16	0.73
6. Perceived discrimination	2.14	0.75
7. Fear	1.99	0.87
ASSIS	*2.17*	*0.70*

To establish the association between Asian international students' acculturative stress based on students' age and education level, one-way analysis of variance (ANOVA) was conducted. Results revealed that there were statistically significant differences in all the acculturative stress variables among the age and education sub-group means (p < 0.05; 0.001).

Concerning age, the main effects of all the dimensions were significant: perceived discrimination [F (2, 159) = 12.468, p < 0.001]; home sickness [F (2, 159) = 6.503, p = 0.002]; perceived hate [F (2, 159) = 7.380, p = 0.001]; fear [F (2, 159) = 8.457, p < 0.001]; cultural shock [F (2, 159) = 5.070, p = 0.007]; guilt [F (2, 159) = 7.419, p = 0.001]; and miscellaneous [F (2, 159) = 12.155, p < 0.001]. The post-hoc comparisons using the Bonferroni test revealed that the mean scores for the 18-25-year-old students were significantly higher than mean scores for either the 26-35-year-old students or the 36-45-year-old students (*MD* ≥ 0.360, ≤ 0.596, p < 0.05; 0.001). Details of the post-hoc results showing the differences within the age group are presented in Table 3.

Concerning education, the main effects of all the dimensions were significant: perceived discrimination [F (2, 159) = 5.836, p = 0.004]; home sickness [F (2, 159) = 4.848, p = 0.009]; perceived hate [F (2, 159) = 8.344, p < 0.001]; fear [F (2, 159) = 10.431, p < 0.001]; cultural shock [F (2, 159) = 3.423, p = 0.035]; guilt [F (2, 159) = 7.308, p = 0.001]; and miscellaneous [F (2, 159) = 8.201, p < 0.001]. The post-hoc comparisons using the Bonferroni test revealed that the

mean scores for the students doing their Bachelor's degree were significantly higher than mean scores for either students doing their Master's degree or those doing their Doctorate degrees (*MD* ≥ 0.410, ≤ 0.785, p < 0.05; 0.001). Details of the post-hoc results showing the differences within the education group are presented in Table 3.

3.4. Coping Strategies Employed By Asian International Students

Students' mean scores were used to determine and rank the coping strategies used. The most used coping strategies as reported by Asian international students were religion, active coping, planning and instrumental support, and all these are active coping strategies. The least used strategies were behavioral disengagement and alcohol or substance use which are both avoidant coping strategies.

3.5 Predictors Of Acculturative Stress

A stepwise multiple regression was used to test if coping strategies significantly predicted accumulative stress. All the 14 coping strategies were assessed against the mean score of the entire ASSIS scale. The prediction model was statistically significant, F (2, 159) = 15.071, p < 0.001, and accounted for approximately 15% (R^2 = 0.149) of the variance of acculturative stress. Results indicated that self-blame and behavior disengagement significantly predicted stress. Note that both are avoidant coping strategies. Table 5 presents the raw and standardized regression coefficients of the predictors.

This study assessed the level of acculturative stress and its sources among Asian international students studying at some internationally recognized universities in Wuhan, Hubei. Furthermore, the study explored how the acculturative stress is associated with some socio-demographic factors of the international students. In addition, the study investigated the coping strategies used and their association with the acculturative stress. Concerning acculturative stress, current results suggest that overall, most Asian international students pursuing their tertiary education in Wuhan do not experience acculturative stress that may be of concern. Their mean score for the entire Acculturative Stress Scale for International Students (ASSIS) measure was low (M = 2.17, SD = 0.70). According to [7][17], means below 3.0 (indicating 'not sure') imply disagreement with the item statement, suggesting no stress. This finding is in line with other studies done in some parts of China [19]. International students, especially those with Asian origin in China mostly experience low accumulate stress. Since China is an Asian country, Asian international students' greater cultural similarity with the host society help them to adapt easier to their new life.

Table 3. Anova results showing demographic differences of study variables (n = 162)

Group	Variable	Characteristics	N	M	SD	F	*p*-value
Age range	Perceived discrimination	18 - 25 years	52	2.54	0.82	F(2,159) = 12.468	< 0.001
		26 - 35 years	102	1.94	0.61		
		36 - 45 years	08	2.05	0.95		
	Homesickness	18 - 25 years	52	2.94	1.11	F(2,159) = 6.503	= 0.002
		26 - 35 years	102	2.40	0.76		
		36 - 45 years	08	2.43	0.85		
	Perceived hate	18 - 25 years	52	2.49	0.86	F(2,159) = 7.380	= 0.001
		26 - 35 years	102	2.02	0.61		
		36 - 45 years	08	2.03	1.04		
	Fear	18 - 25 years	52	2.38	1.08	F(2,159) = 8.457	< 0.001
		26 - 35 years	102	1.80	0.69		
		36 - 45 years	08	1.94	0.62		
	Cultural shock	18 - 25 years	52	2.47	0.75	F(2,159) = 5.070	= 0.007
		26 - 35 years	102	2.11	0.68		
		36 - 45 years	08	1.96	0.77		
	Guilt	18 - 25 years	52	2.56	1.10	F(2,159) = 7.419	= 0.001
		26 - 35 years	102	1.97	0.84		
		36 - 45 years	08	2.50	0.89		
	Miscellaneous	18 - 25 years	52	2.51	0.85	F(2,159) = 12.155	< 0.001
		26 - 35 years	102	1.95	0.59		
		36 - 45 years	08	2.46	0.71		
Education	Perceived discrimination	Bachelors	35	2.50	0.83	F(2,159) = 5.836	= 0.004
		Masters	77	2.08	0.73		
		Doctorate	50	1.98	0.65		
	Homesickness	Bachelors	35	2.86	0.98	F(2,159) = 4.848	= 0.009
		Masters	77	2.64	0.95		
		Doctorate	50	2.27	0.75		
	Perceived hate	Bachelors	35	2.61	0.78	F(2,159) = 8.344	< 0.001
		Masters	77	2.02	0.75		
		Doctorate	50	2.10	0.62		
	Fear	Bachelors	35	2.55	1.05	F(2,159) = 10.431	< 0.001
		Masters	77	1.89	0.80		
		Doctorate	50	1.77	0.68		
	Cultural shock	Bachelors	35	2.46	0.78	F(2,159) = 3.423	= 0.035
		Masters	77	2.23	0.67		
		Doctorate	50	2.05	0.73		
	Guilt	Bachelors	35	2.17	0.98	F(2,159) = 7.308	= 0.001
		Masters	77	2.01	0.99		
		Doctorate	50	2.07	0.81		
	Miscellaneous	Bachelors	35	2.59	0.78	F(2,159) = 8.201	< 0.001
		Masters	77	2.08	0.73		
		Doctorate	50	1.98	0.59		

Table 4. Coping Strategies Ranked By Mean Scores Of Students (N = 162)

Variable (ranked)	Mean	SD
1. Religion	3.33	0.67
2. Active coping	3.10	0.63
3. Planning	3.05	0.76
4. Using instrumental support	3.02	0.70
5. Self-distraction	2.95	0.69
6. Using emotional support	2.94	0.78
7. Positive reframing	2.88	0.72
8. Acceptance	2.69	0.71
9. Venting	2.45	0.77
10. Humor	2.21	0.91
11. Denial	2.14	0.83
12. Self-blame	2.14	0.89
13. Behavior disengagement	1.92	0.79
14. Alcohol or substance use	1.38	0.78

Table 5. Step-wise regression results for acculturative stress (n = 162)

Model		Unstandardized Coefficients		Standardized Coefficients		
Dimensions of satisfaction		B	Std. Error	Beta	t(159)	p-value
1	Self-blame	0.223	0.044	0.357	5.021	< 0.000
2	Self-blame	0.184	0.048	0.295	3.874	< 0.000
	Behavior disengagement	0.114	0.054	0.160	2.106	= 0.037

Besides the overall acculturative stress, the study further examined specific sources of Asian international students' acculturative stress. Consistent with other studies on international students in other countries [17][20] and on Asian international students in China [19], homesickness was found to be the top most reported source of acculturative stress among the Asian international students in Wuhan. The finding suggests that the most source of Asian international students in Wuhan is the loss of familiarity and support found in their home country which results in feelings of loneliness in most times. Another major source of acculturative stress besides homesickness was cultural shock. It is, however, surprising to note that international students of Asian origin still experience cultural shock in China, another Asian country. Due to the closeness between cultures within Asia, which enhances adjustment in the host culture [4] students from Asian countries are culturally expected not to experience such acculturative stress as cultural shock in an Asian country, China. Literature indicates that most international students, especially from a distant cultural origin, often experience stress-related feelings of racial rejection, alienation, discrimination and cultural shock in the host culture [17][1].

Concerning guilt, a third common source of acculturative stress in this study, the result suggests that international students from Asian countries feel guilt leaving behind their families, friends and all other social activities they love doing in their home countries. Feelings of guilt among most Asian students may emanate from their high sense of identity. Most Asian international students whether studying in Asia [1] or outside Asia [15] have a strong sense of ethnic identity, cultural preservation, and national independence. Consequently, most Asian international students find it hard to socialize with other students from other cultures than their own. In German, [21] discovered that Asian international students had difficulties in making new friends. This claim can further be supported by [15] study who found that most Asian international students in Australia demonstrated a sense of cultural mistrust towards other internationals and the host members. This might also explain why in the current study, these students feel guilt leaving their own people and home country. Certainly, with this sense of ethnic identity, cultural preservation and national independence among Asian international students, homesickness and guilt become inevitable.

This study further examined the association between acculturative stress and other socio-demographic characteristics of Asian international students in Wuhan. Results revealed that acculturative stress is associated with the length of stay, age and education. Consistent with previous studies [22][23][24] the length of stay in this study influenced the acculturative stress variation among international students especially on perceived hate. Students with less than one year of stay in China reported higher levels of perceived hate than those with more than a year of stay. Literature especially on cultural shock explains that normally, after six months or so, an individual becomes more motivated to adapt to the new (host) culture [25], hence the current findings show that the more one stays longer in the host environment (China), the less acculturative stress one

experiences. Some other studies have found contrary results, however. [26] reported that international students with three years of stay experienced higher acculturative stress as compared to those who had completed two years or less. This could be due to some methodological challenges in their study or other interactional factors.

Age and education were also associated with acculturative stress where younger students and those doing Bachelor's degrees (relatively younger as well, compared to those doing their graduate and postgraduate studies) experienced higher levels of acculturative stress in all its dimensions. Regarding age, the findings are in consistent with other studies [27] where single students, who are usually relatively younger compared with married students, reported higher levels of acculturative stress originating from perceived hate. This is, however, contrary to some other schools of thought. According to [28] younger students in this study were expected to have lower levels of acculturative stress than older international students due to their openness and flexibility. The current findings postulate that younger Asian international students in Wuhan may lack the maturity and ability to deal with their new responsibilities as students who are away from their homes. Concerning education, the current results are in line with other studies [29][23] which argue that higher education is associated with lower levels of the acculturative stress. Education plays a critical role in acculturative stress among international students. Contrary to other studies' findings [30][22][19] this study did not find any association between students' acculturative stress and gender, marital status and source of finance. The inconsistent results could be due to other interactional factors such as cultural distance, which is also a predictor of acculturative stress [4][5].

Findings concerning Asian international students' coping strategies indicate that students employ active coping strategies (religion, active coping, planning and instrumental support) more than avoidant coping strategies (self-blame, behavioral disengagement and alcohol or substance use). It is interesting to note that students use religion as their most important coping strategy and alcohol or substance use as their least coping strategy. In religious setting, these two are opposite sides of a coin; alcohol or substance use is discouraged among the believers; consequently, the least usage of substance use may be related to the students' religious beliefs. Among Asian communities [13][31] it is not uncommon to notice the use of religious activities as a way of coping with stressful events. These results are, however, different from other studies done in the UK where most students reported using alcohol, tobacco, and drugs as their most coping strategy [32][33]. The finding does not mean that universities admitting Asian international students in China should ignore the fact that some still employ

alcohol and substance use as their coping strategy. In fact, the differences between Asian students' and European students' self-reporting might lie in the reporting attitude and not really in doing, since most Asian societies are collectivists and most European societies are individualists which may influence the way these students express themselves about their inner self.

One of the most significant findings in this study is the fact that while most students reported using active coping strategies as opposed to avoidant strategies, the association between coping strategies and acculturative stress revealed that avoidant coping strategies were linked to high acculturative stress. Avoidant coping strategies of self-blame and behavior disengagement positively predicted acculturative stress. The results postulate that Asian international students with higher acculturative stress mostly cope with their stress using avoidant coping strategies. The prevalence of avoidant coping strategies such as self-blame and behavior disengagement in this study supports previous literature which claims that to some extent, some students use avoidant coping strategies even when the majority uses active coping strategies [13]. University management in internationally recognized institutions in Wuhan need to discourage international students from using avoidant coping strategies; these coping strategies are considered risk factors for adverse responses to stress [14]. Active coping behaviors are vital in stressful life events and a considerable body of research indicates that such behaviors are associated with adjustment and better quality of academic life [13][14]. In students, active coping is seen as a stabilizing factor that reduces students' level of stress and assists them in psychosocial adaptation [33][11].

There are a few notable limitations of this study that need to be considered when interpreting the results. First, this was a cross-sectional study which lacks longitudinal data. According to [29] acculturation processes in individuals take place over a period of time, therefore, such acculturative stress experiences would effectively be understood by conducting a longitudinal study on the same participants. Another limitation is that this study over-relied on the self-report scale, restricting participants to forced-choice answers without giving them opportunity to express themselves fully in open-ended questions. A complimentary use of quantitative and qualitative methods as employed by [31] is important for investigating acculturative stress among international students. Using qualitative methodologies may help examine in greater depth Asian international students' actual experiences of acculturative stress while quantitative approaches may help in generalization of the findings. Finally, the study did not consider correlating students' acculturative stress with perceived social support. Active coping and social support buffer the impact of stressful situations on international students [30][5][20]. Further studies

need to investigate beyond the scope of this current study by including social support and analyzing its association with acculturative stress.

4. CONCLUSION

Findings from this study have critical implications for Asian international studies in China, educators and administrators of international students. Understanding common sources of acculturative stress among international students and the coping strategies they use to curb the effects of stress could help reduce the adjustment difficulties faced by most international students. In order to help Asian international students adjust their life as they try to adapt to the new environment, universities need to provide outreach programs to students so that Asian students have various opportunities for social interaction with other internationals and the host community. These opportunities may make Asian students gain greater familiarity with the customs, behaviors and other cultural aspects of living in China. Major sources of acculturative stress among Asian students include homesickness, cultural shock and guilt. Leading a life with different hobbies, lifestyles and interests in the new cultural environment may also reduce feelings of homesickness, cultural shock and guilt [20][19]. Acculturative stress may affect international students' academic success; it has been associated with physical, psychosocial and behavioral problems among international students [22][34]. Therefore, efforts to curb the impact of acculturative stress among Asian international students should not only be left to students themselves but also to the entire school management.

It is interesting to discover that most Asian international students use active coping strategies, which are effective for the adjustment and better quality of academic life. It is, however, discouraging to establish that students with high acculturative stress often use avoidant coping strategies, different from what most students use. Identifying common approaches students use to cope with their stress is important for educators and administrators. Knowledge of these facts may help university authorities and students themselves monitor and manage stress effectively. Effective coping strategy use on stressful environments which are almost inevitable among international students enhances a successful adjustment to a new environment and improves international students' life psychologically, academically and socially [7][5]. This study, therefore, underscores critical acculturative and coping issues the education sector, in especially Wuhan, need to be aware of in order to help Asian international students effectively adjust to their living ways in the new environment.

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