



RESEARCH PAPER

Impact of Multiple Intelligences on Acculturative Stress among Academic Sojourners in UK

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ABSTRACT

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The study examined the impact of multiple intelligences on acculturative stress in academic sojourners enrolled in universities situated in UK. Moreover, demographic differences on multiple intelligences and acculturative stress were inquired. Pakistani university students in UK (N = 300) were research participants contacted through key informants using purposive sampling to complete the survey on Cultural Intelligence Scale Wong and Law Emotional Intelligence Scale) and Acculturative Stress Scale. Linear Regression Analysis showed negative effect of cultural and emotional intelligences on acculturative stress in academic sojourners of UK. Hierarchical Regression Analysis identified that cultural intelligence was the most prominent negative predictor of acculturative stress. Sojourners in M.Phil. / MS exhibited greater multiple intelligences in comparison of sojourners enrolled in other degree programs. Remaining demographic differences were non-significant. The findings are compatible with the existing body of scientific knowledge.

Introduction

In recent years, academic sojourners and scholars have been moving across national borders all over the world. They travel to different countries for educational and training purposes. Such migration to new societies is accompanied by significant cultural changes, which may have detrimental psychological implications. As a result, acculturation has been a prominent subject of cross-cultural psychology research (Riaz & Nawaz, 2020). For intercultural effectiveness, multiple forms of intelligence, such as cultural intelligence (CQ) and emotional intelligence (EI), have been acknowledged as crucial and required (Alon & Higgins, 2005; Gabel et al., 2005; Kumar et al., 2008). Cultural intelligence is termed as the capacity to communicate effectively with people from various cultural origins (Thomas, 2006). Individuals with a higher cultural intelligence are likely to be more effective when working and residing in nations other than their own since they can quickly navigate and

understand different cultures (Ayoob et al., 2015). Cultural intelligence is linked to emotional intelligence because people who have a high CQ appear to be emotionally balanced (Earley et al., 2006).

Literature Review

The impact of stress related to acculturation process on mental health outcomes was studied in a few researches. Thus a balanced cultural orientation toward both the native and host cultures improves positive health outcomes and protects pupils from higher acculturative stress, which can lead to mental health difficulties (Du et al., 2015). Cultural intelligence, according to such scientific investigations, helps the process of acculturation and protects pupils from mental health problems. According to Peterson (2014), integration of immigrants into a foreign culture is extremely difficult and necessitates emotional and cultural intelligence because it refers to how individuals think and their capacity to adjust. Research (Malik et al. 2014). Acculturative stress has been connected to the length of time spent in the host nation, emotional intelligence, and recovering techniques among international students. According to Verma and Dash (2014), increased social capabilities are associated with strong emotional intelligence, which can help foreign students cope with unpleasant emotions. Emotional intelligence and acculturative stress have a negative relationship, according to a study by Vergara et al. (2010). External factors such as cultural background and language barriers may have an impact on each overseas student's emotional intelligence (Riggio, 2010).

International students, according to Petrides and Sevdalis (2010), must be culturally savvy in order to comprehend the distinctions between their own culture and that of the university in attempt to help with socialization. In a survey of 191 international students, Rienties et al. (2013) discovered that their home culture had a substantial impact on their capacity to adjust to the new culture. The emotional intelligence of a teacher is also influenced by their interactions with overseas students. Gawali (2012) questioned 413 professors from a variety of higher education institutions to assess their emotional intelligence. Teachers' emotional intelligence is especially important, according to the findings, because they are authority figures that engage with pupils frequently. Emotional intelligence's role in offering a healthier process of adjusting in culture was shown in latest study (Lin et al., 2012). The survey included a total of 295 overseas students who were studying in Taiwan. According to the findings, students with a higher degree of emotional intelligence had a good cultural adaptation than the ones who were less emotionally intelligent.

Ciarrochi et al. (2002) inspected the function of emotional intelligence in moderating stress-mental-health link. People who were better at managing other people's emotions reported less depression and hopelessness, according to the findings of their study. Another study found that people who can control their emotions are healthier and have less stress than those who can't (Pau & Croucher, 2003). At a university in Persia et al. (2011) studied 150 female students. The outcomes of the study demonstrated a link among emotional intelligence and the level of stress experienced by Persian pupils. Emotional intelligence is a key determinant of acculturative stress among overseas students, according to various research. Having the necessary social and emotional skills can assist international students in coping with stress and aid in the acculturation process.

Globalization has changed the dynamics of education for students across the world. Students travel to educationally advanced countries to complete their education and spend a specific period of time to complete their degree and enjoy the title of "academic sojourners". In the indigenous context, in the collectivist context of Pakistan, Maryam (2018) is credited to pioneer the work on academic sojourners who travelled from different cities to study in a university situation in Sargodha. However, this research was limited to Pakistan nationals who travelled within the country from one area to another. Riaz and Nawaz (2020) extended the research in this domain and targeted Chinese academic sojourners in Pakistan. Similarly, Riaz and Rafique (2019) conducted study on international students and examined acculturative stress. However, the entire research of the indigenous researchers focused of sojourners studying in Pakistan, whether local or foreign nationals. What about the Pakistani sojourners in foreign countries? Thus, an evidence gap existed regarding the investigation of the acculturative stress of Pakistani nationals who travelled to other countries for academic purposes. It is worth noting that these students' sojourn is from collectivist to individualistic countries just like Pakistani students in UK. Pakistan is an individualistic culture whereas UK is a collectivist culture. Thus, these international students experience acculturative stress while adopting the host culture and this sojourn is also a test of their intelligence as they have to use their cultural and even emotional intelligence to manage their acculturative stress. Thus, the major research question is whether the use of multiple intelligences reduces the acculturative stress of sojourners in UK? Because empirical evidence confirms that moving from the culture of origin and adopting the host culture is always marked by acculturative stress experiences (Rudmin, 2003). In this regard, cultural intelligence is an important predictor of acculturative stress as found in the consistent empirical evidence (Gebregergis et al., 2019). The study also intended that along with cultural intelligence, whether high level of emotional intelligence can be used to further reduce the level of acculturative stress in sojourners in UK. The study has applied value specifically for the sojourners who travel and spend time in other countries to improve their intellectual capital and while getting back they also add in the intellectual capital of the country of their origin.

Material and Methods

The aim of the current study is to examine the effect of multiple intelligences on acculturative stress in academic sojourners enrolled in universities situated in UK along with the investigation of demographic differences on study variables.

Participants

A sample of students ($N = 300$) with age range of 18 to 37 years ($M = 1.22$, $SD = 0.42$) was collected from Pakistani students living in UK. The underlying research questions in the present study were related to the investigation of the antecedents of acculturative stress which is experienced by the students moving from the culture of origin to a host culture. The relevance of the acculturative stress in the collectivist culture of origin and individualistic host culture is more important for sojourners. Thus, for studying acculturative stress and its antecedents, limited cross-cultural contact is an essential condition. There were the reasons behind selection of Pakistani academic sojourners in the present study. The sojourners have the best computability

with the model under investigation. Power analysis through g-power confirmed that the sample size was adequate for conducting analyses in the present study. The sample was collected from UK. Data were collected using purposive sampling technique. During the selection of the sample only Pakistani academic sojourners were included in the study. Students were sojourners. The academic sojourners with dual roles such as studies and employment were excluded from sample.

Instruments

Cultural Intelligence Scale

Cultural Intelligence Scale (CQS) was developed by Ang and Dyne (2008). The scale is translated by Gazzoli and Gazzaroli (2018). The scale was developed to measure the cross-cultural intelligence among expatriates. This scale has been widely used by the sample that belongs to different countries. The sample consisted of adults. The scale consists of 20 items. Four theoretical domains of cultural intelligence model were followed by this scale. In the scale 6 items are related to cognitive CQ, 4 items are related to meta-cognitive CQ, 5 items are related to motivational CQ and 5 items are related to behavioral CQ. All the items of the scale are positively coded such as "I know the cultural values and religious beliefs of other cultures" and "I enjoy interacting with people from different cultures". 5-point Likert type response was used in scale which ranged from 1 (*strongly disagree*) to 5 (*strongly agree*). The scores on the overall scale were ranged from 20 to 100. The scores on subscales were 6-30 on cognitive CQ, 4-20 on meta-cognitive CQ, 5-25 on motivational CQ and 5-25 on behavioral CQ. High scores on the scale means high cross-cultural intelligence and low scores on the scale means low cross-cultural intelligence. There was no cutoff score in the scale. The value of alpha coefficient for overall scale was .92 respectively. Author reported convergent, divergent and factorial validity.

Wong and Law Emotional Intelligence Scale

Wong and Law Emotional Intelligence Scale (WLEIS) was developed by Wong and Law (2002). It was designed to evaluate the emotional intelligence. The sample consisted of adult academic sojourners. The scale contains of 16 items. It is comprised of 4 subscales which are emotional appraisal of own self, emotional appraisal of others, emotional regulation and usage of those emotion. Each subscale contains 4 items. All the items of the scale are positively coded such as "I really understand what I feel" and "I always know whether I am happy or not". 7-point Likert type response was used in the scale which ranged from 1 (*strongly disagree*) to 7 (*strongly agree*). The overall scale scores varied from 16 to 112. The minimum and maximum scores on each subscale was 4-28. High score on scale means high emotional intelligence and low scores on scale means low emotional intelligence. Coefficient alpha for was .78. Authors reported good convergent validity.

Acculturative Stress Scale

Acculturative Stress Scale was developed by Sandhu and Asrabadi (1994). The scale was designed to evaluate the acculturative stress of overseas students. The sample consisted of adults. This scale consists of 36 items. The scale consisted of 6 subscales which are perceived discrimination, homesickness, perceived hate, fear,

stress due to change/culture shock and guilt. Perceived discrimination consisted of 8 items, homesickness 4 items, perceived hate 5 items, fear 4 items, stress due to change/culture shock 3 items and guilt 2 items. All the items of the scale are positively coded such as "Others are biased toward me" and "I frequently relocate for fear of others". 5-point Likert type response format was used which ranged from 1 (*strongly disagree*) to 5 (*strongly agree*). The overall scale scores varied from 36 to 180. The minimum and maximum scores on perceived discrimination 5-40, homesickness 5-20, perceived hate 5-25, fear 5- 20, stress due to change/culture shock 5-15 and guilt 5-10. Higher scores on the scale indicated higher stress of acculturation and low score indicated lower stress of acculturation that respondents experience. Value of alpha coefficients was ranging from .92 to .93. Validity was supported by factor analysis.

Procedure

Authority letter was obtained from Department of Psychology, ensuring the researcher's institutional affiliation with the department along with the information stating that the researcher is conducting a research for the partial fulfillment of the degree of BS in Psychology. List of targeted institutions including University of Huddersfield, London, Birmingham City University, University of Hertfordshire, Middlesex University London, University of Leeds, The University of Manchester, University of Surrey, University of Nottingham, University of Bristol, University of Greenwich, University of Sussex, University of Portsmouth was compiled and key informants were identified. Data were collected from participants through internet survey using google forms shared through WhatsApp. Nature, purpose, and objectives of study were shared with the participants for reputational building. Those participants who fulfilled the criteria were requested to take part in the study. Excuses of unwilling participants were accepted. The study objectives were shared with the willing participants. It was clearly stated that the information acquired will be held private and be used only for study purposes. They were also communicated that they can withdraw their information before, during and even after the completion of the scales. The participants were asked to tick the informed consent in the relevant checkbox. The researcher provided structured instructions about scale completion, nature of questions and rating scale. The study was not time-bound but 10 to 15 minutes were consumed by the participants in the scales' completion. Overall response of the participants was encouraging, and they expressed their interest in the study.

Ethical Considerations

The research was conducted following the ethical principles for conducting psychological research on human participants. The research proposal was submitted to Board of Studies (BoS) in Department of Psychology and the BoS approved the research synopsis with identifying any violation of ethical codes of conduct. Anonymity of sojourners' identity was partially ensured by giving them right either to mention their name / identifying information or not to mention it. It was clearly mentioned that they have right to withdraw from study and their data will remain confidential. As ensured, the data was kept under lock and key (confidentiality of information). All sojourners positively responded on informed consent before providing further information on questionnaires. Deception in any form i.e. omission or commission was not used in the present study.

Results and Discussion

The present study aimed to examine the effect of multiple intelligences on acculturative stress among academic sojourners in UK. Data analysis was carried out using SPSS-25. Initially, the demographic characteristics were identified through frequencies and percentages. Descriptive statistics and alpha reliability coefficients were computed. Pearson correlation was computed to examine the relationships between variables. Hierarchical regression analysis was applied to examine the effect of multiple intelligences on acculturative stress among academic sojourners in UK.

Table 1
Demographic Characteristics of Academic Sojourners in UK

Characteristics	<i>n</i>	%
Length of stay at UK		
Up to 3 years	187	62.3
4 to 7 years	113	37.7
Gender		
Boys / Men	159	53.0
Girls / Women	141	47.0
Age		
Adolescents	233	77.7
Young adults	67	22.3
Education		
BA / BSc	26	8.7
MA / MSc / BS / MBA	168	56.0
MS / MPhil	57	19.0
PhD	49	16.3

Table 1 shows frequency and percentage of academic sojourners in UK with respect to length of stay, gender, age, and education. Greater number of academic sojourners with up to 3 years length of stay ($n = 187$, 62.3%) participated in study as compared to academic sojourners with 4 to 7 years ($n = 113$, 37.7%). Greater number of boys / men academic sojourners ($n = 159$, 53%) participated in study as compared to girls / women ($n = 141$, 47%). Adolescents ($n = 233$, 77.7%) were greater in frequency than of young adults ($n = 37$, 22.3%). Greater number of MA / MSc / BS / MBA academic sojourners ($n = 167$, 56%) participated in the study as compared to MS / MPhil ($n = 57$, 19%), PhD ($n = 49$, 16%) and BA / BSc ($n = 26$, 8.7%).

Table 2
Psychometric Properties of Scales

Scales	<i>M</i>	<i>SD</i>	Range	Cronbach's α	1	2	3
1. Cultural Intelligence Scale	77.25	11.22	41-100	.90	-	.51***	-.25***

2. Emotional Intelligence Scale	88.79	14.54	31-112	.91	-	-.36***
3. Acculturative Stress Scale	67.95	21.17	28-130	.96	-	-

*** $p < .001$.

Table 2 the Cronbach's α value for Cultural Intelligence Scale, Emotional Intelligence Scale and Acculturative Stress Scale were .90, .91 and .96 ($> .90$) which indicated very high reliability of all scales administered on academic sojourners in UK. Results show that cultural intelligence has positive correlation with emotional intelligence ($r = .51, p < .001$) and negative correlation with acculturative stress among academic sojourners in UK ($r = -.25, p < .001$). Emotional intelligence negative correlation with acculturative stress ($r = -.36, p < .001$).

Table 3
Hierarchical Regression Showing the Effect of Multiple Intelligences on Acculturative Stress among Academic Sojourners in UK

Variable	B	95%CI	SE B	β	R^2	ΔR^2
Step 1					.10***	
Constant	104.61***	[91.97, 117.25]	6.42			
Cultural intelligence	-1.59***	[-2.14, -1.05]	0.27	-0.32***		
Step 2					.13***	.03**
Constant	115.16***	[101.05, 129.28]	7.17			
Cultural intelligence	-1.08**	[-1.71, -0.46]	0.32	-0.22***		
Emotional intelligence	-1.01**	[-1.64, -0.37]	0.32	-0.19***		

** $p < .01$. *** $p < .001$.

Table 3 shows the impact of multiple intelligences on acculturative stress as outcome variable. In Step 1, the R^2 value of .10 revealed that the cultural intelligence explained 10% variance in the acculturative stress among academic sojourners in UK with $F(1, 298) = 33.71, p < .001$. The findings revealed that cultural intelligence negatively predicted acculturative stress among academic sojourners in UK ($\beta = -0.32, p < .001$). In Step 2, the R^2 value of .13 revealed that cultural intelligence and emotional intelligence among academic sojourners in UK explained 13% variance in the positive mental health with $F(2, 297) = 22.23, p < .001$. The findings revealed that cultural intelligence ($\beta = -0.22, p < .01$) and emotional intelligence negatively predicted acculturative stress among academic sojourners in UK ($\beta = -0.19, p < .01$). The ΔR^2 value of .03 revealed 3% change in the variance of model 1 and model 2 with $\Delta F(1, 297) = 9.75, p < .01$. findings revealed that cultural intelligence is the superlative predictor of acculturative stress among academic sojourners in UK.

Table 4
Moderation of Emotional Intelligence between Cultural Intelligence and Acculturative Stress in Academic Sojourners in UK

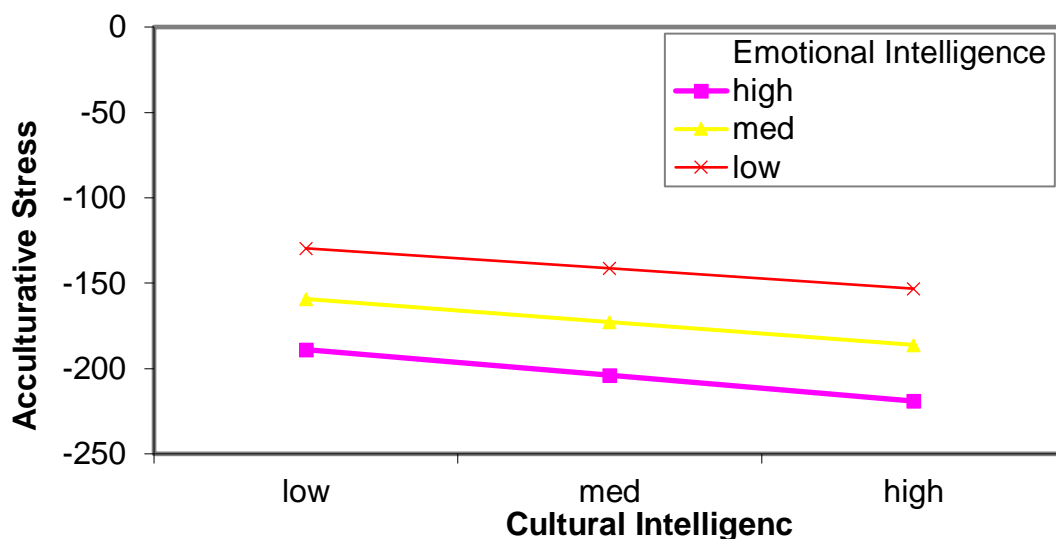
Variables	Model 1			Model 2		
	B	β	SE	B	β	SE
Constant	24.96***		1.96	42.33		7.64
CI	-0.10***	-.31***	0.02	-0.31**	-0.92**	0.09
EI	-0.23*	-.12*	0.12	-1.38**	-0.71**	0.50
CI x EI				0.01*	1.04*	0.01

R^2	.14	.12
ΔR^2		.02

Note. CI = Cultural intelligence; EI = Emotional intelligence.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4 shows the moderating impact of emotional intelligence between cultural intelligence and acculturative stress. In Model 1, the R^2 value of .14 revealed that the cultural intelligence and emotional intelligence explained 14% variance in the acculturative stress among academic sojourners in UK with $F(2, 297) = 25.18, p < .001$. The findings revealed that cultural intelligence ($\beta = -0.31, p < .001$) and emotional intelligence negatively predicted acculturative stress among academic sojourners in UK ($\beta = -0.12, p < .05$). In Model 2, the R^2 value of .12 revealed that cultural intelligence and emotional intelligence among academic sojourners in UK explained 12% variance in the positive mental health with $F(3, 296) = 18.88, p < .001$. The findings revealed that cultural intelligence ($\beta = -0.92, p < .01$) and emotional intelligence negatively predicted acculturative stress among academic sojourners in UK ($\beta = -0.71, p < .01$). However, cultural intelligence x emotional intelligence positively predicted acculturative stress among academic sojourners in UK ($\beta = 1.04, p < .05$). The ΔR^2 value of .02 revealed 2% change in the variance of model 1 and model 2 with $\Delta F(1, 296) = 5.53, p < .05$. Findings revealed that cultural intelligence moderated between cultural intelligence and acculturative stress among academic sojourners in UK.



Mod-Graph Showing Moderation of Emotional Intelligence between Cultural Intelligence and Acculturative Stress in Academic Sojourners in UK

Discussion

The present study was based on impact of multiple intelligences on acculturative stress. At first reliability, normality and construct validity of the scales was ensured. For unstandardized items, alpha reliability is based on covariance among the items (Coakes & Steed, 2003). The Cronbach's α value for all scales were $> .90$ which indicated very high reliability of all scales used in the study. The values of skewness and kurtosis were computed for all scale and subscales confirmed that

the data was normally distributed. It is recommended that the values of skewness and kurtosis must be less than +1 and -1. The items or scales exceeding this limit are considered problematic and should be excluded from data (Cisar & Cisar, 2010; Field, 2005). The findings show that the values of skewness and kurtosis are less than 1 for scales used in the study. Data doesn't contain the problems with univariate normality (Cisar & Cisar, 2010; Miles & Shevlin, 2001). The construct validity is comprised of convergent and discriminant validity (Anestessi, 2006). Zero-order correlations in variables were in theoretically desired directions, which confirmed the convergent validity of the scales.

The first hypothesis "cultural Intelligence is likely to negatively predict acculturative stress among academic sojourners in UK" was supported in the present study. The findings are consistent with a growing body of theoretical and empirical evidence that suggests that having a high level of cultural intelligence reduces acculturative stress in students. Cultural intelligence is one of the most important factors that has a significant impact on the quality of the adjustment process to a new environment; people who are culturally intelligent have a greater chance of adjusting successfully (Ng & Earley, 2006) with little experience of acculturative stress (Richard et al., 2006). A survey study showed that culturally intelligent students were more prone to succeed to adapt to cross-cultural situations and experience less homesickness while studying abroad (Harrison & Brower, 2011). Academic sojourners may lack knowledge of cultural practices, social standards, religious views, sociolinguistic rules, and verbal vs nonverbal communication guidelines, which can lead to unpleasant interactions with members of the host culture (Van Dyne et al., 2012). According to several models of cultural intelligence and acculturative stress, a study hypothesized that cultural intelligence predicts acculturative stress, assuming that acculturative stress is less experienced by those students who are culturally aware prior to their first interaction with a new society (Gebregergis et al., 2019). In spite of the lack of empirical support for a link between cultural intelligence and acculturative stress, certain researchers have found that cultural intelligence is linked to acculturative stress in a negative way. Khan (2015), for example, carried out a research on acculturating students and offered empirical proof regarding the negative predicting impact of cultural intelligence on acculturative stress. As a result of these findings, it is reasonable to conclude that having a high level of cultural intelligence reduces the likelihood of acculturative stress.

The second hypothesis "emotional intelligence is likely to negatively predict acculturative stress among academic sojourners in UK" was supported in the present study. The findings are consistent with a growing body of theoretical and empirical evidence that suggests that having a high level of emotional intelligence reduces acculturative stress in students. Emotional regulation predicts intercultural adjustment, demonstrating that children with good emotional regulation are more successful in international adaptation (Yoo et al., 2006). Average level of emotional intelligence act as shield against acculturative stress which means being high on emotional intelligence helps international students in dealing successfully with stresses of acculturation (Vergara et al., 2010). Emotional intelligence is negatively associated with acculturative stress, having emotional skills reduce the stress of acculturation in international students (Alkis, 2014). Acculturative stress is adversely connected with emotional intelligence. Emotionally intelligent overseas students are

better able to comprehend and accept individual differences, making them more likely to integrate into a diverse cultural setting (Xue, 2018). Acculturative stress is adversely connected to emotional intelligence. Students with higher emotional intelligence have lesser acculturative stress (Gebregergis et al, 2020). Thus, in the light of these results it can be concluded that having high level of emotional intelligence reduces the risk of stress of acculturation.

The third hypothesis “cultural intelligence is superlative predictor of acculturative stress among academic sojourners in UK” was supported in the present study. The findings are consistent with a growing body of theoretical and empirical evidence that suggests that cultural intelligence predicts acculturative stress in students. A study revealed that acculturative stress is directly predicted by implicit theories of cultural intelligence (Cuadrado et al., 2014). Acculturative stress was significantly predicted by dimensions of cultural intelligence such as knowledge, strategy, behavior and motivation (Khan, 2015). It is also asserted by cross-cultural studies that acculturative stress is crucially predicted by cultural intelligence in multicultural environments among overseas students (Ayoob et al., 2015). As a result of these findings, it can be concluded that the ability to relate and operate effectively across cultures predicts stress of acculturation.

The fourth hypothesis “Emotional Intelligence is likely to moderate between cultural intelligence and acculturative stress among academic sojourners in UK” was supported in the study. The findings are consistent with a growing body of theoretical and empirical evidence that suggests that high levels of emotional intelligence boosted the effect of cultural intelligence on stress due to acculturation in students. In an empirical investigation, emotional intelligence was found to favorably limit cultural intelligence's impact on cross-cultural integration. Cultural intelligence's effect on cross-cultural acclimatization were stronger the greater the emotional intelligence. This means that overseas students with higher EI scores will be better able to cope with their own emotions, observe other people's emotions, master interpersonal relationships more efficiently, and make use of their feelings to help them adjust in a new cross-cultural context. As a result, their higher EI can help them avoid negative consequences including culture shock, relationship stress, and mental health issues (Lin et al., 2012). A study stated that cultural intelligence is adversely related to acculturative stress (Khan & Hasan, 2018) and emotional intelligence is also negative and significantly correlated with, a subscale of acculturative stress, homesickness (Abbas et al., 2018). As a result of these findings, it can be stated that emotional intelligence enhances the relationship between cultural intelligence and stress due to acculturation.

Conclusion

The study discovered that cultural intelligence predicts acculturative stress among academic sojourners in the UK in a negative way. It was discovered that emotional intelligence negatively predicts acculturative stress in academic sojourners in the United Kingdom. Cultural intelligence is a superior predictor of acculturative stress among academic sojourners in the UK, according to the findings. The link between cultural intelligence and acculturative stress is moderated by emotional intelligence in academic sojourners in UK.

Recommendations

1. The current study was based on a survey approach in which data was collected using a cross-sectional design. Internal validity is frequently low in survey design, despite its strong external validity. In future research, triangulation would be more suited, as it would be more effective in overcoming the survey technique's inherent limitations.
2. Three self-report questionnaires were utilized to gather information from academic sojourners in this study which may lead to social acceptability.
3. We only looked at the influence of cultural and emotional intelligence on acculturative stress in this study. Some other intelligence types might also affect acculturative stress among academic sojourners which are not included. In future research, other types of intelligence might be used to check their impact on acculturative stress.

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