

Adjustment Difficulties, Help Seeking Tendencies, and Coping Strategies of International Students

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ABSTRACT: The influx of foreign students in the Philippines had indubitably brought substantial input to its economy, education, and culture. With these, institutions of higher education (HEIs) in the country admitting foreign students are challenged not only to make its academic offerings and services responsive to the demands of internalization and globalization but also to provide quality educational experiences to its foreign student populace, recognizing their needs, expectations, and vulnerabilities particularly in terms of cross-cultural adaptation. This descriptive-correlational research attempted to bring light to the understanding of foreign students' adjustment concerns, their help-seeking tendencies and coping strategies and the association of these variables to the personal, academic, and socio-demographic characteristics of the foreign student population. The Revised Socio-cultural Adaptation Scale (SCAS-R), the General Help-Seeking Questionnaire (GHSQ) and the Coping Strategies Inventory - Short Form (CSI-S) were utilized to elude data from 210 foreign students of Cagayan State University, Carig Campus. Results of the study accentuated the prevalence of a slight extent of difficulty experienced by the foreign students along the following adjustment areas: socio-cultural, academic, personal-psychological and survival adjustment. Further, the findings apparently shows that when confronted with adjustment difficulties, they likely manifest help-seeking behavior, with their parents as the preferred help-source and that they resort much into cognitive restructuring and social contact as coping strategies. Bivariate analysis indicated that adjustment difficulty and help-seeking behavior of the foreign students are significantly related to selected demographic variables. The findings have implications on improving the efforts of HEIs particularly in designing, advocating, implementing and evaluating institutional policies and programs that will ensure the dynamic engagement and holistic development of their foreign enrollees.

KEYWORDS: *adjustment concerns; help-seeking tendencies, coping strategies, international students*

I. INTRODUCTION

In response to the emerging phenomena of globalization and internalization, the Philippine Government has made concrete moves to transform the landscape of its education. With the implementation of the K-12 Program, it is apparent that one of the country's main thrust is to intensify internationalization and to bring its domestic education in line with the education systems worldwide. The country exhausts its efforts and resources not only in internationalizing its basic education but also in raising quality standards and global relevance particularly of the academic programs and services of its Higher Educational Institutions (HEI's). Consequently, these will facilitate in the promotion of the country as a credible and a promising academic mecca in the global arena.

Statistics from the Philippine Bureau of Immigration reveals that the country has its eye on becoming a study destination of choice for students from the Asia-Pacific Region. Data shows that as of 2013, the Philippines served as a host to 47,478 foreign students who are studying in schools and universities across the country, which is 14% higher than the 41,443 foreign students' populace in 2011. Indeed, alongside ASEAN integration is the apparent increase in the country's international student population.

The influx of international students in the country has economical, educational, social, and cultural impacts. Economically, cross-border mobility of foreign students generates revenue. The government recognizes that they bring in foreign exchange for expenditure in the cities and regions where educational institutions are located, thereby stimulating local economies. Educationally, benefits have been largely framed in terms of internationalizing the country's educational environments. Foreign students bring an international perspective to classroom discussion and encourage teachers to consider new methods of instruction that are multi-cultural in nature. Their presence challenge teachers to adopt changes in either the process or content of educational

activities. On a socio-cultural context, the coming of international students paves way for intercultural interactions and understanding amidst culture and ethnic diversity. It encourages the atmosphere of interconnectedness and interdependence among nations.

Since international students bring substantial contributions to our country's development, it is therefore imperative to sustain these learners. There needs to be more accountability to ensure that institutions of higher education in the Philippines enrolling foreign students are providing quality educational experiences so that the country can successfully market to international students and prepare them for successful careers and futures. Moreover, there has to be mechanisms to ascertain that education providers recognize their needs and expectations and effectively assist them to achieve their goals.

Literature has consistently suggested that international students are highly susceptible to stress derived from cross-cultural adjustment. Li et al., (2013); Sicat, (2011); De Jesus (2009); and Pan, Wong, Joubert, & Chan, (2008) underscored in their research findings that international students may be at a high risk of experiencing adjustment problems or difficulties in adapting to a new social and cultural environment, making them more prone of developing physical, psychosocial, and behavioral problems. Their adjustment difficulties come from manifold issues ranging from language barriers or lack of communicative competency, to education stressors brought about by a new and different educational system and pedagogical approach, academic stress due to the desire to make good grades and to cope with a new learning environment, socio-cultural stressors, discrimination, and practical stressors, including issues with accommodation and transportation.

Cagayan State University (CSU) being one among the HEI's in the Philippines granted with the authority to admit foreign students, is therefore challenged to make its academic offerings and services responsive to the demands of internalization and globalization. With its continuously flaring foreign enrolment, the University is enjoined to recognize not only the cultural and academic diversity among its foreign student population but also the variety of issues and concerns they may have regarding their adjustment. If the University desires to maintain its foreign populace then efforts to ensure their well-being should also be prioritized. The need to determine the various difficulties, challenges and stressors they might be experiencing relative to their sociological and psychological adaptation becomes imperative should the University wanted to help them become more capable and competitive in the international professional market.

This study aimed at proposing a comprehensive program for international students based on the data that will be gathered in relation to the nature and extent of difficulties that international students experience in terms of adjustment; their help-seeking behavior; and the strategies they have adopted to make adjustments in the University. The findings may have relevance to teaching and learning context in other higher educational institutions with similar cross cultural student population. The study also intends to help academicians and educational managers to adopt teaching strategies and devise learning materials which are within the cultural context of the international students.

II. STATEMENT OF PURPOSE

The purpose of this paper is to determine the adjustment problems, status of help seeking behaviors and coping strategies of the international students enrolled at Cagayan State University, Carig Campus.

Specifically, it intends to achieve the following objectives:

1. To determine the extent of adjustment difficulty experienced by the international students of CSU-Carig particularly in the following adjustment areas: socio-cultural; personal/psychological; academic; and survival.
2. To ascertain the source/s of help and how likely the international students would seek for help with regard their adjustment concerns.
3. To determine the extent to which the respondents employ the following strategies in their attempts to cope with their adjustment difficulties: problem-solving, cognitive restructuring, expressing emotions, social contact, problem avoidance, wishful thinking, self-criticism, and social withdrawal.
4. To describe the relationship between the adjustment difficulties, help-seeking behaviors, coping strategies, and demographic characteristics of the international students.
5. To design and propose for the implementation of relevant programs, services and policies aimed at addressing the concerns of the international students thereby helping them adjust effectively.

III. RESEARCH METHODOLOGY

The descriptive-correlational design was employed in this study as it ascertained adjustment problems, help-seeking tendencies, and coping strategies of the international students enrolled at Cagayan State University, Carig Campus.

A total number of 210 officially enrolled foreign students took part in the study; 154 were enrolled in the BS in Biology (PREMED) program and 56 were into the Doctor of Medicine program. Purposive sampling was applied to select the samples.

The major data collecting instruments for this study include three (3) sets of test – the Revised Socio-Cultural Adaptation Scale (SCAS-R); the General Help-Seeking Questionnaire (GHSQ) and the Coping Strategies Inventory - Short Form (CSI-S). The SCAS-R and GHSQ were modified to contextualize with the sample population. A self-made questionnaire was used to gather the necessary data for the demographic profile.

IV. RESULTS AND DISCUSSION

4.1 *Adjustment Difficulties Experienced by the International Students*

Results of the study indicate that the international students experience a slight extent of difficulty to the following adjustment areas: socio-cultural adjustment, academic adjustment, personal-psychological adjustment, and survival-related adjustment.

Specifically, the data illustrates that a fraction of difficulties encountered by the respondents are attributed to socio-cultural adjustment. This gives the impression that the international students seemingly struggle with how they fit in with the Philippine culture particularly in terms of understanding the local dialect and accent; communicating with people of different ethnic group; making friends with the locals or even to Filipino students; going to social events/gatherings/functions; worshipping; adapting to local etiquette and adjusting to new social/cultural customs, norms and regulations and adapting with the hygiene practices of the Filipinos

The finding affirms personal observations with regard the language proficiency of the respondents. Based from personal encounters, language limitations among the foreign students in the Campus are highly perceptible. Almost all of them have difficulties understanding the local dialect. Though majority of them can understand and speak English, which is the medium used for instruction, the problem lies on their difficulties understanding the English accent used by the professors. Because of their minimal English language competency, it is not easy for the foreign students to fully understand what the professor say or what the professor want at the beginning, not to mention their struggle participating in class discussions. This result corroborates with that of Johnson (2008) who finds that international students are not able to comprehend lectures because they come across different English accents and teaching styles from lecturers. Since language fluency is a major determinant of successful integration and lessened adjustment difficulty in a new culture (Andrade, 2006), the ability to communicate effectively is vital in the measurement of a person's capability to perform socially and academically (Young, Sercombe, Sachdev, Naeb, & Schartner, 2013).

With their very limited competency in the English language, the foreign students studying in the University are faced with several adjustment related to academics. Pending their personal and cultural background, the international students experience varying types and levels of academic adjustment problems in a foreign educational environment. The medium of instruction, pedagogical techniques, class schedules, instructional focus and classroom interaction are academic related factors which may bring about difficulties to international students. The finding shows that the respondents find slight difficulty dealing with the admission policy in the University, dealing with administrators, coping with class schedules, academic demands, dealing with school fees and getting used to their professor teaching methods.

In terms of personal-psychological adjustment, the respondents find personal issues and concern as causing them slight difficulty. Under this particular source of adjustment difficulty, the result shows that the respondents find slight difficulty dealing with loneliness and homesickness; dealing with prejudice and racial discrimination; and maintaining their hobbies and interests.

Living away from family and close friends is challenging for foreign students. According to Yi, Giseala Lin, and Kishimoto (2003), homesickness is one of the most frequently reported concerns of international students and this is affirmed through this finding. The finding affirms personal observations that some if not majority of the international students in the Campus struggle against feelings of homesickness. Being away from their families is one of the difficult adjustments of the international students since they had no immediate families to convey their needs and problems. Homesickness is evidenced by their remarkable usage of social networks and cell phones which serve as their bridge to communicate with family and friends. This may also be their way of coping up with loneliness which may be triggered by homesickness.

The result also indicates that the respondents encounter slight difficulty adjusting to prejudice and racial discrimination. In this study, perceived prejudice and racial discrimination happens when the foreign students feel that the environment is too uncomfortable for them to live. It refers to the perceived negative attitudes that the host nationals have toward the foreign students. Thus, prejudgments can result when students feel that he/she has been discriminated by the people of the host nation. Pedersen (1991) mentioned that the greater levels of discrimination and prejudice are likely to occur among international students who are from cultures that are the most different from the host countries. This probably accounts why the respondents slightly feel prejudiced and discriminated.

It is also apparent that the international students have difficulty maintaining hobbies and interests. The fact that they are away from the comforts of their homes with all the past time activities they have been used of, they find it hard to adapt when the leisure activities they are fond of are not available or not possible to carry out

in the country. In sports for instance, they are forced to play games played by the locals as they are mandated to enroll in Physical Education classes which offer Filipino games only. There are some groups of foreign students however who are persistent of playing their native games despite inadequate facilities and uncomfortable site.

International students also manifested a slight difficulty with regard survival-related adjustment. This includes difficulties using the transport system; getting used to the local food or finding food they enjoy; and dealing with the climate.

This result is substantiated by the disclosures of the international students themselves regarding their struggles particularly in adjusting with new foods and new eating habits. Since they are fond of eating extremely spicy food which may not always be available in the Campus canteens, these students are likely to be faced with adjustments on their eating patterns. Difference in terms of food preference can be quite stressful especially so when the foreign students are forced to try local foods due to scarcity or unavailability of their preferred foods. In effect, some of them may even experience health and dietary problems. Apart from those mentioned, the result affirms observations regarding issues of international students on transportation. Foreign students have problems on tricycle drivers who take advantage of them in terms of fare.

Further, the international students of the University experience different adjustments in terms of the local climate. It was observed that almost all of these students could hardly cope with the contemporary Filipino health habits, like taking a bath or even shower during cold temperature. As they are not accustomed to the weather, aggravated by their fondness over spicy food, their smell all the more becomes obvious. Although they were unconscious of this nature, they seem to feel irritated when Filipino students cover their noses when they pass in front of them.

Table 1. Extent of difficulty experienced by the international students along the different adjustment areas

Adjustment Areas	Category Mean	Extent of Difficulty
Socio-Cultural Adjustment	2.12	SD
Survival Adjustment	2.10	SD
Academic Adjustment	1.90	SD
Personal-Psychological Adjustment	1.89	SD

Legend: 1.00 – 1.80 No Difficulty (ND) 2.61 – 3.40 Moderate Difficulty (MD) 4.21 – 5.00 Extremely Difficulty(ED)
1.81 – 2.60 Slight Difficulty (SD) 3.41 – 4.20 Great Difficulty (GD)

4.2 Extent of Help-Seeking Tendencies and Preferred Help-Sources

Table 2 presents the extent in which the international students seek help from the identified help sources. The result obviously shows that the respondents' total help-seeking tendency is "likely", as indicated by the category mean of 2.12. This implies that they likely resort into help-seeking behavior when confronted with difficulties including those that have to do with their adjustment. With the numerous challenges faced by the international students concerning their adjustment exacerbated by the stress and difficulties they encounter while studying in the Philippines, it is not surprising that they are likely to seek for help. This only accentuates that just like any other individual, the foreign students are in need of social support thereby making them resort into help-seeking. According to Helgeson (2003), when individuals are overwhelmed with difficulties, they are inclined to seek help from anyone who could extend them emotional support (i.e. care, love, sympathy) and instrumental support (i.e. tangible assistance and resources). By doing so, they may have a greater chance of coping with their vulnerabilities and overcoming their difficulties.

As can be gleaned from the table, it is apparent that among the identified sources of help, the respondents extremely likely seek help from their parents. This implies that despite geographical distance, the respondents prefer to seek support from their parents who are in their home country with regard their concerns and issues.

Another significant finding is that the respondents are unlikely to seek help from landlord/landlady. This may probably be attributed to some personal constraints like reluctance and hesitancy to disclose their problems coupled with their lack of language competency.

Table 2. Extent to which the respondents seek-help from identified help sources

Help-Seeking Tendencies	Mean	Descriptive Value
a. Intimate Partner (e.g., girlfriend, boyfriend, husband, wife, partner, ect.)	2.62	Unlikely
b. Friends (other international students)	1.77	Likely
c. Friends (Filipino students)	2.23	Likely
d. Parent	1.48	Extremely Likely
e. Other relative/family member	2	Likely
f. Minister or Religious Leader	2.48	Likely
g. School Administrators	2.04	Likely
h. Foreign Coordinator/s	1.87	Likely
i. Faculty/Teachers	1.81	Likely
j. Counselors	2.06	Likely
k. Other non-teaching personnel	2.26	Likely
l. Fellow foreign students	2	Likely
m. Landlord/Landlady	2.27	Unlikely
n. No one	2.75	Unlikely
Total Help-Seeking	2.12	Likely

Legend: 4 – 3.25 Extremely Unlikely 2.49 – 1.75 Likely
 3.24 – 2.5 Unlikely 1.74 – 1 Extremely Likely

4.3 Extent of Employing Coping Strategies

In their attempt to deal with their adjustment concerns, the international students employ diverse coping strategies. As can be gleaned from the data in Table 3, the international students resort to both behavioral and cognitive strategies designed to eliminate the source of adjustment difficulty. Among the different coping strategies measured by the CSI-S, international students subscribe to cognitive restructuring and social contact to a much extent. This implies that the foreign students resort much on cognitive restructuring in their attempts to deal their adjustment problems. The respondents prefer to modify their perspectives regarding the problematic situation. They employ paradigm shift in the sense that they perceive such situations as less threatening. They are able to view their issues and problems not as threats but as opportunities instead; they look at its positive aspects. In other words, the respondents make attempts to manage the situation that causes their difficulties through careful planning and positivism. When confronted with adjustment problems, they work on solving the problems in situation by making and following a plan of action and trying harder to make things work. This could probably be attributed to some factors such as personality characteristics. In a study which explored the role of personality characteristics on the stress and adjustment problems experienced by foreign students in the University, results revealed that the foreign students are highly conscientious (Cambri, 2016). This personality domain concerns the active process of planning, organizing, and carrying out tasks. Hence, the respondents being high in conscientiousness are likely to be conscientious, well-organized, dutiful, and self-disciplined.

High conscientiousness is believed to be an important factor in how individuals assess and respond to stressful and problematic situations. It has been linked to an increase in stress/problem management, stress tolerance, and the ability to avoid stress, (Besser and Shackelford, 2007). Thus, this finding evidences that the respondents' high level of conscientiousness make it possible for them to cope with stress. The persistent, self-regulating, and goal/achievement-oriented behavior of the respondents allow them to allocate their resources appropriately so as to focus their efforts on eliminating stressors/problems or continue to focus on and work toward their goals without allowing the stressors/problems to interfere with their achievement.

The result also accentuates that the respondents resort much on social contact as a coping strategy in managing their adjustment problems. This finding appears to be consistent with the data presented on the preceding table particularly on foreign students' help-seeking behavior. The result indicates that typical among individuals when confronted with adjustment issues, is their inclination to seek emotional support from people particularly those whom they feel comfortable with like family and friends. Moreover, this finding substantiates the Social Skill Learning Model of Adjustment which postulates the importance of interpersonal relationships on psychological adjustment. This perspective acknowledges that having support system is essential when confronting problems especially on adjustment.

Other means of managing their adjustment problems include releasing and expressing of emotions, dealing or solving the problems, denial or problem avoidance, being hopeful or wishful thinking, self-criticizing, and withdrawal from social interactions.

Table 3. Extent to which the respondents employ the different coping strategies

Coping Strategies	Mean	Description
Problem-Solving	2.64	Somewhat
Cognitive Restructuring	2.27	Much
Expressing Emotions	2.83	Somewhat
Social Contact	2.57	Much
Problem Avoidance	2.99	Somewhat
Wishful Thinking	2.89	Somewhat
Self-Criticism	3.16	Somewhat
Social Withdrawal	2.88	Somewhat

Legend: 1.00 – 1.80 Very much 2.61 – 3.40 Somewhat 4.21 – 5.00 Not at all
1.81 – 2.60 Much 3.41 – 4.20 A little

4.4. Bivariate Analysis on the relationship between Adjustment Difficulty, Help-Seeking Tendencies, Coping Strategies and Demographic Variables

The result accentuates that among the respondents' demographic characteristics, age, marital status, year level, country of origin, nationality, religion, length of stay in the Philippines, major source of financial support and current place of residence were found to be slightly positively correlated with adjustment difficulty, help-seeking tendencies and coping strategies.

However, current degree was found to have a significant positive correlation on adjustment difficulty, with a probability value of .009. The positive correlation conveys that pursuing a higher and more complex degree as when one is engaged into post baccalaureate or graduate studies like taking up Doctor in Medicine ignites adjustment difficulty. The finding can be attributed to the fact that such degree may require strenuous efforts hence, may have implications on the extent to which the foreign students adjust.

This data corroborates to some research results which show that graduate students tend to experience more adjustment difficulties particularly on social activities. Olaniran (1996) found that "graduate foreign students experience more social difficulties than their undergraduate counterparts although the effect was only true for intrapersonal situations". Cheng (1999) also found that graduate students experienced significantly more problems than undergraduate students in the following problem areas: Social Personal, Religious Service, and Student Activity.

Further, it is also evident that sex is significantly positively associated with help-seeking tendency, as evidenced by its probability value of .001. This implies the likelihood of variability among male and female respondents not only as to rates or tendency level to seek help but also as to the preferred sources of help.

A large body of research suggests that men are less likely than women to seek help for a diverse range of concerns and issues. Such is consistent with the result of this study. As observed, male respondents are likely to be more reluctant in disclosing their concerns and in seeking for help compared to the females. It is more possible for males to handle their own concerns and not resort to help-seeking whenever confronted with difficulties.

Similarly, O'Neil (2008) found on his study that men are generally hesitant to seek help and do so about half as much as women do. It is indicated that men attach higher levels of stigma towards help-seeking than women (Komiya, Hood, and Sherrod, 2000). Gonzalez, et. al., (2005) found that women with emotional problems seek help at a higher rate than men. Women also admit the existence of stress/difficulties and are more open to the idea of seeking help.

Gender differences in help-seeking were also examined by Flum (1998), Kessler, Brown, and Broman (1981), and Leaf, Bruce, Tischler, and Holzer (1987), who speculated that the increased incidence of help-seeking behavior among women and the higher rate of labelled emotional problems may be due to the greater ability of women to verbalize vague emotional distress in terms of conscious problems requiring assistance.

The obvious discrepancy between the help-seeking behaviour of men to that of women were explained by many theories, most of which attribute males' relative lack of help-seeking to conflicts resulting from gender-role socialization. With traditional men being socialized to be strong, independent, and emotionally controlled, it is not surprising that they seek help less often than women do.

Table 4. Correlations between respondents' adjustment difficulty, help-seeking tendencies, coping strategies and demographic characteristics

Variables	Adjustment Difficulty		Help-Seeking Tendencies		Coping Strategies	
	R ²	P	R ²	P	R ²	P
Age	.017	.224	.000	.033	.000	.105
Sex	.004	.368	.048	.001*	.000	.927
Marital Status	.004	.624	.000	.880	.002	.682
Current Degree	.041	.009*	.001	.795	.002	.812
Year Level	.021	.120	.000	.039	.006	.663
Country of Origin	.017	.480	.001	.110	.000	.688
Nationality	.011	.493	.001	.123	.005	.907
Religion	.013	.435	.005	.222	.012	.192
Length of Stay in Phil.	.000	.146	.001	.214	.005	.065
Major Source of Fin Sup.	.004	.497	.006	.508	.001	.582
Current Place of Res.	.007	.634	.007	.762	.005	.545

V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

Foreign students are not exempted of encountering issues and concerns on adjustment. Their experience of a slight extent of difficulty along the different adjustment areas indicates that they face a series of environmental, psychological, cultural, social and personal struggles. This can have a significant impact not only on their help-seeking behaviour but on their coping strategies as well.

Their difficulties understanding the local accent or language; limitations on social interactions, issues on some of the processes and policies, problems coping with academic demands, problems on adapting with the local food, accommodation, transportation, and climate, and their struggle to overcome homesickness, culture shock, loneliness and discriminations and financial pressures are just but few of the manifestations that indeed, difficulties on adjustment is a common phenomenon encountered by the sojourners.

Consequently, the foreign students manifest likelihood to seek help from others particularly from their parents which evidences that despite geographical distance, their preferred source of comfort is still their family and friends in their home country.

It can also be concluded that foreign students' current degree and sex are positively correlated with adjustment difficulty and help-seeking tendency. This conveys that pursuing a higher and more complex degree as when one is engaged into post baccalaureate or graduate studies like taking up Doctor in Medicine ignites adjustment difficulty. Further, among the other demographic constructs, it is the respondents' sex that greatly influences their help-seeking tendency. This leads into an inference that some of the respondents' demographic characteristics are associated with their adjustment difficulty and help-seeking tendency.

5.2 Recommendations

Based on the foregoing results, a comprehensive program which is deemed essential to address the needs and concerns of the foreign students particularly in terms of their adjustment is henceforth conceived and recommended for implementation.

Proposed Comprehensive Program for International Students

Areas of Concern	Objectives	Delivery Mechanism	Persons Involved
Socio-Cultural Strengthening of language support	Improve competency in English and proficiency in the local language.	1. Crash courses in English/Filipino; 2. Language training sessions with teachers and/or Filipino peers. 3. "Conversation Partners" Program	GenEd Teachers (those who teach English and Filipino subjects); Faculty Members handling foreign students; University/Campus Foreign Coordinators
Develop cultural sensitivity, promoting	Enhance provision for cultural diversity and	1. Classroom Guidance on the similarities and differences of	Guidance Counselors; University/Campus

an appreciation of cultural diversity, and fostering mutual respect	promotion of mutual respect	the students' born culture and the host's culture: these may be delivered through presentations; group dynamics; small group; forum; role playing; lecturette; film showing; and the like 2. Holding social activities that facilitate cross-cultural contact such as International Day; cultural shows, sport festivals; etc. 3. Involving the students in community immersion; outreach program and community service.	Foreign Coordinators; Extension Coordinators
Survival-related Ensure security and safety of students.	1. Promotion of a positive educational experience through a safe and secure learning environment. 2. Facilitate in the students' satisfaction. which	1. Provision of transportation services 2. Establishment of a hostel in the Campus 3. Accreditation of boarding houses and creation of linkages with boarding houses' owners and managers.	University/Campus Foreign Coordinators; OSSW Coordinator
Academics Stimulating learning through innovative activities and resources	Maximize the learning experience of the students through the use of various activities and resources inside and outside the University	Promote outbound learning, exposure trips, team teaching, group dynamics, peer tutoring, study groups, consultation with teachers, and different student support groups	Deans; Faculty Members handling foreign students; Student Leaders/ Officers of the Foreign Students' Organization; OSSW Coordinator
Utilizing teaching methods that are appropriate to the learning styles of the students	Re-align the teaching approach to the students' learning strategies	Identify what type of learners the foreign students are and design appropriate instruction techniques to be used for specific leaning style of the students.	Deans; Faculty Members handling foreign students
Making use of effective aids to facilitate learning	Update faculty on the different mediums that will support the effective transfer of learning	In-service education program designed to equip the instructors with knowledge and skills on the use of technology and other medium to ensure an effective transfer of learning	Deans; Faculty Members handling foreign students; Campus Training Coordinator
Strengthen multicultural competence of employees especially those who have direct contact with the students.	Facilitate adjustment of the foreign students and to develop sensitivity and competence among concerned employees for them to become effective help-sources.	Attendance to relevant trainings and workshops and pursuit for higher education.	Deans; Faculty Members/Personnel handling foreign students; Campus Training Coordinator
Personal-Psychological Facilitating students' activities which provide opportunities for social networks and enhancing	Advance instruction techniques towards the promotion of personal effectiveness among	1. Individual and small group counseling 2. Consultation with class advisers	Guidance Counselors; Faculty Members handling foreign students; Student

of self-esteem.	foreign students particularly on improving self-esteem and developing social networks.	3. Team-Building and Group Sessions	Leaders/ Officers of the Foreign Students' Organization
Recognition of individual differences.	Identify, appreciate and understand the uniqueness of the individual.	1. Conduct needs assessment 2. Consultation with teachers 3. Referral Services	Guidance Counselors; Faculty Members handling foreign students; University/Campus Foreign Coordinators
Policies and Processes			
Promote awareness on the policies and processes, including issues and concerns in the learning environment.	Sustain foreign students' awareness on the particulars as to policies, student rights, thrust of the University, functions of different department/offices, learning resources, services, and activities inside and outside the University.	1. Orientation Program for Foreign Students 2. Providing Student Handbook 3. Availability and/or maintenance of up to date bulletin of information at the different key locations inside the campus and distribution of newsletters and other publications as part of the information service of the University.	OSSW Coordinator; University/Campus Foreign Coordinators; Guidance Counselors;
Require proficiency in English as part of the admission policy.	Minimize the occurrence of language barriers.	Require TOEFL and IELTS upon admission.	University/Campus Foreign Coordinators

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