

9-9-2021

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Recommended Citation

Kochuchakkalackal Kuriala, Georgekutty (2021) "Acculturation Stress, Covid-19 Outbreak, and Academic Burnout on the Psychological Well-being of Asian Students," *Journal of Research Initiatives*: Vol. 5 : Iss. 3 , Article 15.

Available at: <https://digitalcommons.uncfsu.edu/jri/vol5/iss3/15>

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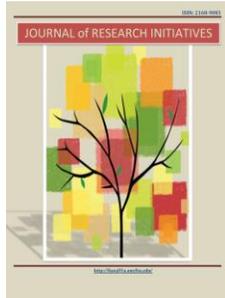
Acculturation Stress, Covid-19 Outbreak, and Academic Burnout on the Psychological Well-being of Asian Students

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Keywords

Acculturation stress, Covid-19, academic burnout, psychological well-being



ACCULTURATION STRESS, COVID-19 OUTBREAK, AND ACADEMIC BURNOUT ON THE PSYCHOLOGICAL WELL-BEING OF ASIAN STUDENTS

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Abstract

The Coronavirus (Covid-19) endemic is growing exponentially in the whole world. SARS-CoV-2 is the virus responsible for causing COVID-19 disease, which is highly infectious and lethal. Acculturation stress originates from attempts by individuals to resolve the differences between their culture of origin and the dominant culture. In addition, the process of acculturation often is accompanied by several stressful psycho-social experiences, personal and institutional discrimination, leaving family and friends behind in the country of origin, and the stressor of learning a new language. Moreover, with the soaring trends in globalization, people ought to seek a highly competitive and world-class education to excel in combat. As a result, academic or student burnout, a state of emotional, mental, and physical exhaustion caused by prolonged or repeated stress in school, is a common issue among international students. During this Covid-19 pandemic, concerns on acculturation stress and academic burnout are widely discussed with a mental health issue in various spheres of contemporary society as these affect people in multiple settings.

Keywords: Acculturation stress, Covid-19, academic burnout, psychological well-being.

Introduction

With the soaring trends in globalization, people ought to seek a highly competitive and world-class education to excel in combat. Asian countries are hailed as fast emerging educational hubs and currently record a significant increase in international students who obtain high-quality education at an affordable cost of services and living expenses. However, one must consider the effects of such a venture by an individual exposed to a new environment, people, culture, and language. The purpose of this study is to highlight the impact and possible danger of the current Covid-19 worldwide pandemic, academic burnout, and acculturation stress in the life of Asian college students. Problems on adaptation, culture shock, language barrier, homesickness, discrimination, and low self-esteem may arise, resulting in depression, stress, and anxiety, leading to vices such as alcoholism, drug addiction, engaging in love affairs, and tragic suicidal schemes.

The Coronavirus (COVID-19) endemic is growing exponentially in the whole world. SARS-CoV-2 is the virus responsible for causing COVID-19 disease, which is highly infectious and lethal. With exponentially increasing infections, proportionate fatalities are being reported both from developed and underdeveloped countries. Today, millions of people across the world have been reported infected with this virus, and more than one million people have died of this

disease (WHO). Currently, there is no cure or treatment for Covid-19 at present, and movements of the people are highly regulated by each of the governments, including and prohibiting attending schools or any gathering that does not promote safety among individuals. This pandemic is causing a scratch on the dreams of international students who left their parents and family for the goal of achieving higher education in Asia.

Academic or student burnout is defined as a state of emotional, mental, and physical exhaustion caused by prolonged or repeated stress in school. Burn-out is a widely discussed mental health issue in various spheres of contemporary society and is a condition that can affect people in a variety of settings. There is increasing evidence of academic burnout experienced by students in school settings predominantly due to high expectations from the family and society and the social stigma that accumulating education from abroad is more advantageous and makes them ahead of their game. Students who succumb to these pressures may feel all the related stress leading to academic burnout due to long struggles. Burn-out is associated with reduced productivity and satisfaction, increased mood disorders such as depression and anxiety, and many physical problems, including increased inflammation biomarkers and cardiovascular disease, metabolic syndrome, sleep disturbances, changes in appetite, fatigue, lowered immunity, headaches, and gastrointestinal distress.

Recent studies have reported varied data on the prevalence of student burnout among university students. The burnout syndrome among university students is estimated at around 22%, and 20% of management and Information Technology (IT) students suffer from burnout. Studies further show that students in higher education are at greater risk of burnout (Rahmatpour, Chehrzad, Ghanbari, Sadat-Ebrahimi, 2019). The World Health Organization (WHO) has considered burnout an occupational hazard or an occupational phenomenon in its 11th edition of the International Classification of Diseases (ICD-11). It is not recognized as a medical condition but is a reason for seeking health services (WHO). The burnout syndrome among university students is estimated at around 22%, and 20% of management and Information Technology (IT) students suffer from burnout. Studies show that students in higher education are at greater risk of burnout (World Health Organization, 2020).

At the individual level, acculturation has been broadly defined as a process of change experienced by individuals of a racial and ethnic minority group during the adoption of the majority group's culture. However, this process assumes that an individual maintains some aspect of one's culture of origin as one acquires aspects of the dominant culture. Consequently, acculturative stress originates from attempts by individuals to resolve the differences between their culture of origin and the dominant culture. In addition, the process of acculturation often is accompanied by many stressful psycho-social experiences, personal and institutional discrimination, leaving family and friends behind in the country of origin, and the stressor of learning a new language (Benita M, Supriya MV, 2016). Together with the feelings of anxiety towards uncertainties brought about by the Covid-19 pandemic, these have pulled to the extreme the academic stress among the Asian international students (Zhang Y, Jung E., 2017).

Speaking in exact terms, the relationship of acculturative stress, Covid 19 pandemic, academic burnout, and psychological well-being among Asian international students must be urgently dealt with. Managing these internal and external factors simultaneously in the lives of adolescents and young adults who are attending school may either be life-enhancing or death-

dealing. It may help the individual cope or adversely impact his mental health and overall psychological well-being, which eventually may put one's life at risk.

The purpose of the study was to highlight the impact and harm of these risks factors to the psychological well-being of Asian international students. Now that these have been shed to light, this also aims to encourage and recommend that it is imperative to conduct research studies that develop effective coping strategies and defense mechanisms for college students while pursuing their studies and career. In addition, this review and the future results of research shall benefit counselors, parents, mentors, and medical professionals in managing related cases.

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