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Investigating Psychological Well-Being and Resilience among International College Students in the United States

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ABSTRACT: *This study examines psychological well-being and resilience, focusing on how demographic characteristics and stress levels impact mental health among international students. A secondary data analysis was conducted via the National College Health Assessment (2022). Approximately 82.7% of the participants reported moderate to high levels of psychological well-being. High resilience was linked to increased well-being (AOR = 7.03, $p < .001$), whereas high stress (AOR = 0.40, $p < .001$) and being female (AOR = 0.70, $p < .001$) were associated with lower well-being. The results highlight the role of resilience in reducing acculturative stress and enhancing overall well-being. Tailored policies and culturally sensitive support are necessary for the well-being of international students.*

Keywords: acculturative stress, international college students, psychological well-being, resilience, stress

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INTRODUCTION

In 2022, international student enrollment in the United States reached 1,362,157 F-1 and M-1 visa holders, reflecting a notable 10% increase from the previous year and effectively reinstating figures to pre-pandemic levels (Boundless, 2023; IIE, 2022). These visas are designated for individuals seeking to pursue academic studies in the U.S. (US Citizenship and Immigration Services, 2023). Although international students enrich campus diversity by offering fresh perspectives and contributing to the U.S. economy through tuition and living expenses (U.S. Department of State's Bureau of Educational and Cultural Affairs, 2023), they often encounter significant challenges that can impact their psychological well-being. These challenges, including cultural adjustment and academic stress, can profoundly influence mental health and academic success (Rivas, Hale, & Burke, 2019).

Psychological well-being, a fundamental aspect of mental health, encompasses satisfaction, fulfillment, and effective stress management (World Health Organization [WHO], 2022). It is characterized by elements of both hedonic (enjoyment and pleasure) and eudaimonic (meaning and fulfillment) happiness, as well as resilience, the ability to cope, regulate emotions, and solve problems effectively (Tang, Tang, & Gross, 2019). Measuring psychological well-being among international students is crucial, as it provides insights into their adaptation to the challenges they face in a foreign academic environment. The Diener Flourishing Scale, a widely used and validated tool, is valuable for quantifying psychological well-being and assessing students' ability to navigate these challenges (Diener et al., 2010).

Despite the growing enrollment of international students, there is a limited understanding of the specific risks and protective factors that influence their psychological well-being. Research has identified acculturative stress and academic pressures as significant risk factors (Barbayannis et al., 2022; Iwamoto & Liu, 2010; Park et al., 2014). Conversely, social support, effective coping strategies, and resilience play critical roles in enhancing well-being (Akhtar & Kroener-Herwig, 2019; Pinamang et al., 2021; Yang et al., 2018). Notably, resilience has been shown to mediate the relationship between acculturative stress and negative behaviors, such as binge drinking, indicating its importance in promoting psychological health (Kim & Cronley, 2020). As international students often develop resilience through classroom interactions and support services (Singh, 2021), understanding these strategies is essential for universities to implement practical guidelines that foster their ability to cope with academic challenges.

The mental health of international students is an increasingly pressing concern for higher education institutions, particularly in the post-COVID-19 era (Su & Flett, 2025). Understanding the factors that affect their psychological well-being is crucial for enhancing academic performance, improving retention rates, and fostering a supportive campus climate (Smith & Khawaja, 2011). Coping styles and sociodemographic variables, such as biological sex, further influence the mental health landscape of these students (Akhtar & Kroener-Herwig, 2019).

As students experience varying levels of stress based on their cultural background (Ma et al., 2020), the psychological well-being of international students is a complex issue that necessitates targeted research. The current study aims to fill these gaps in the literature by examining the extent of psychological well-being among international students in the U.S.

Research Questions

The following research questions were examined:

1. What is the extent of psychological well-being among international students?
2. Does psychological well-being differ on resilience, levels of stress, and background characteristics such as sex and student grade level?

METHOD

Study Design

The current study was a secondary data analysis of the 2022 dataset from the American College Health Association's National College Health Assessment (ACHA-NCHA). The analysis was conducted upon approval from the Institutional Review Board (IRB). Specifically, the authors sought ethical approval for determining nonhuman subject research owing to anonymity and public availability from the corresponding university IRB (2023-0755). Upon approval, the study was conducted in accordance with the ethical guidelines set forth by the IRB.

Participants

The dataset included $N = 102,905$ college students from across the nation. For the present analysis, the data were limited to international students ($n = 13,242$) who had lived and self-reported these experiences.

Procedure

The ACHA-NCHA is a nationwide research survey designed to gather detailed information on students' health patterns, conduct, and perspectives. For this study, the 2022 ACHA-NCHA dataset was chosen because of its extensive scope, applicability, and significant context for international students. The 2022 dataset reflects a record-breaking enrollment of international students in the United States, with 1,362,157 F-1 and M-1 visa holders, indicating a notable recovery to pre-pandemic levels after the decline in 2020 (Boundless, 2023; IIE, 2022). This resurgence is critical for understanding the evolving landscape of international student experiences and mental health, particularly as campuses adapt their support systems in response to the challenges posed by the COVID-19 pandemic. The data collection phase involved the dissemination of the NCHA survey to collaborate academic institutions in the Spring and Fall of 2022. The

survey was digitally distributed, allowing students to participate and complete it voluntarily after providing consent. It was self-administered, ensuring the confidentiality of participants' responses and consent to the data distribution. Focusing on this unique moment, the 2022 dataset offers valuable insights into the psychological well-being and resilience of international students as they navigated the complexities of re-entering academic environments after significant disruptions.

Instruments

The current study utilized various variables from the ACHA-NCHA to assess psychological well-being, 30-day stress levels, resilience, and socio-demographics, such as sex, age, visa status, and grade level, among international students. The respective questions for each variable are discussed below in their designated sections.

Diener Flourishing Scale - Psychological Well-Being Scale

The participants were asked to rate their level of agreement or disagreement with the statements provided on a 7-point Likert scale. The statements included: 1) "I lead a purposeful and meaningful life", 2) "My social relationships are supportive and rewarding", 3) "I am engaged and interested in my daily activities", 4) "I actively contribute to the happiness and well-being of others", 5) "I am competent and capable in the activities that are important to me", 6) "I am a good person and live a good life", 7) "I am optimistic about my future", 7) "People respect me" (Strongly disagree (1), Disagree (2), Slightly Disagree (3), Neither agree nor disagree (4), Slightly agree (5), Agree (6), Strongly Agree (7)). The Diener Flourishing Scale has demonstrated strong internal consistency across various populations and cultural contexts. In its original development, Diener et al. (2010) reported a Cronbach's alpha of 0.87, indicating high reliability. Other studies have replicated this reliability, with alpha coefficients generally ranging between 0.85 and 0.91 in diverse adult samples (Hone, Jarden, Schofield, & Duncan, 2014; Silva & Caetano, 2013). In the current study, the scale also demonstrated excellent internal consistency, with a Cronbach's alpha of 0.939 based on responses from 13,096 international students. The corrected item-total correlations ranged from 0.726 to 0.819, and no item improved the alpha if it was deleted.

The Connor-Davidson Resilience Scale

The participants reported two questions about resilience in the previous month. 1) "I can adapt when changes occur"; 2) "I tend to bounce back after illness, injury, or other hardships". (Not at all true (0), Rarely true (1), Sometimes accurate (2), Often true (3), True nearly all the time (4)) The Connor-Davidson Resilience Scale (CD-RISC) is a widely used instrument for assessing psychological resilience and has demonstrated acceptable internal consistency

across various populations. Although the original 25-item scale (Connor & Davidson, 2003) reported a Cronbach's alpha of .89, shorter versions, such as the 2-item CD-RISC2, have also been validated and used in large-scale surveys (Vaishnavi et al., 2007). In the present study, the 2-item CD-RISC demonstrated acceptable internal consistency, with a Cronbach's alpha of 0.744 on the basis of responses from 13,129 international students. Both items showed identical corrected item total correlations of 0.596, suggesting an adequate contribution to the composite measure of resilience.

Stress Levels

The stress level question analyzed was "Within the last 30 days, how would you rate the overall level of stress you have experienced?" (No stress (1), Low (2), Moderate (3), High (4)).

International Student

The participants were asked if they had a visa (F-1 or M-1) to study or work in the United States. (No (1), Yes (2)).

Socio-demographics

The sociodemographic questions analyzed for the current study included the following: 1) "What sex were you assigned at birth?" (Female (1), Male (2) Intersex (3)), 2) "How old are you?" (years), 3) "What is your year in school?" (1st-year undergraduate (1), 2nd-year undergraduate (2), 3rd-year undergraduate (3), 4th-year undergraduate (4), 5th year or more undergraduate (5), Master's (MA, MS, MFA, MBA, MPP, MPA, MPH, etc.) (6), Doctorate (PhD, EdD, MD, JD, etc.) (7), not seeking a degree (8), other (please specify) (9)).

Data Analysis

After receiving approval from the IRB, data analysis was conducted via the Statistical Package for Social Sciences (SPSS) Version 26.0. For the primary data analysis, the data were separated on the basis of whether the participants answered "yes" to the visa question (yes or no). The background information was analyzed via descriptive statistics. Research question one was analyzed via frequency and descriptive statistics. The second research question was analyzed via univariate logistic regression. The significant variables from the univariate regression analysis were then analyzed via a logistic regression model.

RESULTS

Participants

The total sample size consisted of $N = 102,905$. Of these, 13,242 individuals answered “yes” to having a visa, specifically F-1 and M-1, which are student visa categories, and were classified as international students. Among the 13,242 participants, 57.8% ($n = 7633$) reported being female, and 42.1% ($n = 5568$) reported being male as the sex assigned at birth. A small number of individuals (0.1%, $n = 9$) reported as intersex. The mean age of the participants was $M = 23.84$, with a standard deviation of $SD = 5.9$. The sample consisted mostly of undergraduate students (55.4%, $n = 7235$), followed by graduate students (44.6%, $n = 5828$). Of these $n = 5828$ participants, 25.7% ($n = 3396$) reported being master’s level students, and 18.4% ($n = 2432$) reported being doctoral level students. The 30-day stress level indicated that the highest number of international students reported moderate stress (46.9%, $n = 6182$), followed by low (25.5%, $n = 3357$) and high levels of stress (24.2%, $n = 3191$).

Diener Flourishing Scale (Psychological Well-Being)

The total score on the Diener Flourishing Scale, reported by international students, revealed an encouraging trend. The majority (82.7%, $n = 10,841$) of these students fall between the moderate to higher spectrum (≥ 5 scores) of psychological well-being. Comparatively, $n = 2,255$ (17.3%) students reported lower to moderate (≤ 4 score) psychological well-being on the scale. A further breakdown of each scale item and the respective frequencies can be found in *Table 1*.

The Connor-Davidson Resilience Scale (CD-RISC)

The resilience of international students over the past month was assessed via the CD-RISC scale, which focuses on two items: the ability to adapt when changes occur and the tendency to bounce back after illness, injury, or other hardships. For the first item, “I can adapt when changes occur,” 13,171 students provided valid responses. Similarly, for the second item, “I tend to bounce back after illness, injury, or other hardships,” 13,134 students provided valid responses. The students were classified into two categories on the basis of their responses: no/low resilience and moderate/high resilience. For the “adapt to change” item, 74.8% ($n = 9,849$) of the respondents were resilient, with the remaining 25.2% ($n = 3,322$) categorized as having no or low resilience. For the “bounce back” item, 71.1% ($n = 9,339$) demonstrated moderate to high resilience, whereas 28.9% ($n = 3,795$) were categorized as having no or low resilience.

Table 1: The frequency and percentages of the Diener Flourishing Scale items reported by international students.

Diener Flourishing Scale	SD		D		SD		N		SA		A		SA	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
I lead a purposeful and meaningful life	293	2.2	382	2.9	593	4.5	1486	11.3	2346	17.8	4763	36.1	3323	25.2
My social relationships are supportive and rewarding	252	1.9	310	2.4	524	4.0	1309	9.9	2650	20.1	4955	37.6	3180	24.1
I am engaged and interested in my daily activities.	308	2.3	391	3.0	763	5.8	1433	10.9	2932	22.3	4635	35.2	2714	20.6
I actively contribute to the happiness and well-being of others.	208	1.6	222	1.7	353	2.7	1341	10.2	2744	20.9	2917	37.4	3375	25.6
I am competent and capable in the activities that are important to me.	202	1.5	227	1.7	420	3.2	1003	7.6	2286	17.3	5246	39.8	3796	28.8
I am a good person and live a good life.	202	1.5	181	1.4	360	2.7	1167	8.9	2088	15.8	4921	37.3	4257	32.3
I am optimistic about my future.	332	2.5	395	3.0	601	4.6	1358	10.3	2288	17.4	4246	32.2	3959	30.0
People respect me.	199	1.5	205	1.6	384	2.9	1531	11.6	2353	17.9	5257	39.9	3241	24.6

Note: SD = strong disagree, D = disagree; SD = slightly disagree, N= neutral, SA= slightly agree, A = agree, SA = strongly agree

Does psychological well-being differ on the basis of resilience, levels of stress, and background characteristics such as sex and student grade level?

All the variables in the question were recoded into dichotomous variables to perform logistic regression analysis. All the psychological well-being scale items were recoded as “0” if the participant reported disagreement and “1” if the participant agreed with the statement. The cumulative score of all the recorded psychological well-being scores was calculated and then recoded as “0” if the total score was 0 or less and “1” if the score was 1 or greater. The split was decided on the basis of the coding instructions provided by the Diener Flourishing Scale (Diener et al., 2010).

Table 2: Univariate logistic regression analysis of psychological well-being among international college students.

Item	Psychological Well-Being		χ^2	OR	CI	p
	Low n (%)	High n (%)				
Sex						
Female (0)	1610 (56.3)	5955 (58.4)	3.879	1.0	(1.001, 1.101)	0.051
Male (1)	1249 (43.7)	4247 (51.6)		1.049		
Academic Level						
Undergraduate (0)	1742 (61.6)	5418 (53.7)	55.898	1.0	(1.270, 1.507)	<0.001
Graduate (1)	1086 (38.4)	4673 (46.3)		1.383		
Level of Stress						
Low(0)	448 (15.7)	3325 (32.6)	311.889	1.0	(1.225, 1.277)	<0.001
High(1)	2413 (84.3)	6877 (67.4)		1.251		
Resilience						
Low (0)	1291 (45.0)	1040 (10.2)	1856.259	1.0	(6.550, 7.962)	<0.001
High (1)	1579 (55.0)	9186 (89.8)		7.222		

Note: The missing values were minimal. The p values are reported at an α level of 0.05.

Table 2 presents the univariate data analysis of psychological well-being by various factors. Among the participants, 56.3% of the females reported low psychological well-being, whereas 43.7% of the males reported low psychological well-being ($\chi^2 = 3.879, p = 0.051$). Those who experienced low stress had markedly greater psychological well-being than their high-stress counterparts did ($p < 0.001$). Resilience has a strong association, with individuals exhibiting high resilience being more than seven times more likely to report high psychological well-being ($OR = 7.222, p < 0.001$). With respect to grade level, graduate students are more likely to report better psychological well-being than undergraduates are ($p < 0.001$).

The significant variables from the univariate logistic regression analysis were entered into the final logistic regression model. The final logistic regression analysis (Table 3) aimed to identify factors associated with psychological well-being among 13,242 international students. Initially, a classification table indicated that the model correctly classified 78.1% of the cases without any predictors. In the final model, which included resilience, grade level, sex, and stress as predictors, the model significantly improved the classification accuracy ($\chi^2 = 1886.942, p < 0.001$). The overall model correctly classified 80.2% of the cases. The key predictor of psychological well-being included high resilience ($\beta = 1.950, p < 0.001$), which was associated with a sevenfold increase in the odds of high psychological well-being ($AOR = 7.027, 95\% CI (6.375, 7.744)$), and being a graduate student ($\beta = 0.276, p < 0.001$), indicating a 1.317 increase in the odds compared with undergraduates. Conversely, being female and having high stress levels were linked to decreased odds of high psychological well-being.

Table 3: The final logistic regression model of psychological well-being against significant variables identified in the univariate analysis for international students.

Variable	β	S.E.	Wald	p	AOR (95% CI)
Resilience (High)	1.950	.051	1442.551	<.001	7.027 (6.375, 7.744)
Grade Level (Graduate)	.276	.048	33.079	<.001	1.317 (1.189, 1.459)
Sex (Female)	-0.360	.048	55.240	<.001	0.698 (0.634, 0.769)
Stress (High)	-0.928	.061	234.981	<.001	0.395 (0.350, 0.446)

Note: All the p values were significant at $p < 0.001$. The *degrees of freedom (df)* for all the variables are 1.

DISCUSSION

Various factors, including demographic characteristics, academic stressors, and cultural differences, impact the psychological well-being of international students in the U.S. Several studies have delved into the roles of cultural adaptation, acculturation stress, and the fulfillment of basic psychological needs in determining the well-being of international students (Ma, Pitner,

Sakamoto, & Park, 2020; Li et al., 2013; Yang, Zhang, & Sheldon, 2018). The current study explored demographic factors such as sex, student grade level, and resilience as potential variables that may influence psychological well-being (Brett, Mathieson, & Rowley, 2023). Understanding these factors and their impact on psychological well-being is essential for developing adequate support and intervention strategies.

According to the findings of this study, 17.3% of international students reported lower to moderate levels of psychological well-being. Previous studies align with these findings, indicating that international students often report lower levels of psychological well-being (Mori, 2000; Smith & Khawaja, 2011; Zhang & Goodson, 2011). This suggests that international students face unique challenges and stressors, including language barriers, cultural differences, discrimination, isolation, and difficulties with acculturation (Beri, Thakur, & Kumar, 2025; Smith & Khawaja, 2011; Lee & Rice, 2007). Conversely, most international students in this study reported moderate to high levels of psychological well-being, with 82.7% falling into this category. This observation aligns with the literature, which indicates that many students adapt and flourish during their academic experiences (Brett, Mathieson, & Rowley, 2023; Iwamoto & Liu, 2010). The findings suggest that international students with higher levels of psychological well-being are more likely to cope effectively with the demands and challenges of studying abroad, experiencing positive emotions and satisfaction with their lives (Luthans et al., 2015). These findings may underscore the resilience and adaptability of international students (Katsumoto & Bowman, 2021).

The univariate and final logistic regression analyses revealed significant associations between psychological well-being and various demographic and background characteristics, supporting the second research question. With respect to sex, the logistic regression model indicated that females were more likely to report lower psychological well-being scores than males were. This finding is consistent with prior research suggesting gender differences in psychological well-being, potentially attributed to cultural and social factors (Brett, Mathieson, & Rowley, 2023). This underscores the importance of tailored support and interventions for female international students to address their unique challenges (Pinamang et al., 2021).

In the final logistic regression model, grade level also emerged as a significant predictor of psychological well-being. Graduate international students were more likely to report lower levels of psychological well-being than undergraduate students were. This may be linked to the increased academic demands and stress levels often associated with graduate studies (Barbayannis et al., 2022). However, some studies have shown that the transition from undergraduate to graduate education presents distinct challenges, and universities should consider providing additional resources and support to help graduate students manage stress and maintain their well-being (Prasath et al., 2022). Some studies have argued that a lack of resilience among undergraduate students may directly impact their academic success and retention rates (Buddington, 2025).

Furthermore, resilience played a crucial role in psychological well-being as a significant predictor according to the univariate and final regression models. Participants exhibiting high resilience were more likely to report higher levels of psychological well-being. This finding aligns with the literature on resilience, which indicates that it mediates the relationship between acculturative stress and negative behaviors among international students (Kim & Cronley, 2020). Resilience is essential for coping with academic adversity; students develop it through group assignments, classroom interactions, and support services (Singh, 2021). Intrinsic motivation has also been positively linked to resilience among international students (Mostafa & Lim, 2020). Understanding these resilience strategies is crucial for universities to develop guidelines that foster international students' ability to navigate challenges (Hunter-Johnson, 2021).

Moreover, the stress level in the univariate and final regression models was a robust predictor of psychological well-being. Participants reporting high stress levels were likely to score low on psychological well-being. This aligns with the literature on stress and well-being among international students (Akhtar & Kroener-Herwig, 2019). High stress levels can negatively impact psychological well-being, highlighting the importance of implementing stress-reduction strategies and mental health support services for international students (Alharbi & Smith, 2018). Stress levels may indicate psychological well-being, which can help measure the perceived intensity and frequency of stressful events and situations (Luthans et al., 2015). This may also imply that international students who experience higher levels of stress are more likely to suffer from psychological distress and lower well-being (Luthans et al., 2015). The current study provides valuable insights into the psychological well-being of international students and the factors that influence it.

Implications

The implications of this study are significant for educational institutions, policymakers, support service providers, and researchers. Educational institutions play crucial roles in promoting the well-being of international students. The findings highlight the need for tailored support systems that address the diverse challenges faced by these students. Institutions should implement stress management programs and mental health services specifically designed for international students (Alharbi & Smith, 2018). Creating an inclusive campus climate that values diversity is essential for reducing discrimination and stereotyping (Lee & Rice, 2007; Smith & Khawaja, 2011; Zhang & Goodson, 2011). Mentorship and support structures are necessary for helping students navigate academic and social challenges, particularly for female international students, who may face unique obstacles (Pinamang et al., 2021). Opportunities for interaction among domestic and international students should also be facilitated to foster belonging and cross-cultural understanding (Ashraf, Khan, & Mahmood, 2025).

Policymakers should consider these findings when developing regulations related to international education. It is crucial to ensure that international students'

psychological well-being is prioritized in policymaking efforts. Promoting cultural diversity and providing access to culturally sensitive mental health services are essential (Iwamoto & Liu, 2010). Recognizing the contributions of international students to the U.S. economy and culture is vital, as their well-being impacts their educational choices (U.S. Department of State's Bureau of Educational and Cultural Affairs, 2023). Support service providers must design culturally sensitive programs tailored to the needs of diverse student populations, particularly those from East Asian and South Asian backgrounds (Katsumoto & Bowman, 2021). Stress management strategies should be prioritized, especially for female international students (Pinamang et al., 2021).

For the research community, this study underscores the need for further investigation into the psychological well-being of international students. Future research should explore the interplay between acculturation, social support, and ethnicity, as these factors mediate psychological well-being (Ma et al., 2020). Understanding the long-term impacts of psychological well-being on academic and personal trajectories is crucial for enhancing support services and policies. Addressing the challenges faced by international students not only aids their academic success but also enriches the cultural, economic, and academic landscape of the U.S.

Strengths

The study presents several strengths regarding the psychological well-being of international students in the U.S. One of its key strengths is its relevance and timeliness, addressing an increasingly important topic in the context of a rising international student population and the unique challenges they face, particularly after the pandemic. The comprehensive framework of the study incorporates various demographic factors, such as sex and grade level, alongside psychosocial variables such as resilience and stress, offering a holistic view of the factors affecting international students. Additionally, the focus on resilience contributes valuable insights into how students cope with stressors and adapt to their new environments, which is crucial for developing effective support mechanisms. The empirical evidence provided through quantitative methods and statistical analyses, such as logistic regression, enhances the validity of the findings and allows for clear associations between the examined variables. The implications of this study also hold practical significance for universities, suggesting tailored interventions to support international students, particularly females and graduate students, in managing stress and enhancing resilience.

Limitations

The current study has certain limitations that should be acknowledged. First, the cross-sectional design hinders the establishment of causal relationships and dynamics in psychological well-being. Longitudinal studies are needed for a more comprehensive understanding. Second, the nonprobability convenience sample used by the ACHA may not fully represent the diversity of international

students in the U.S., potentially introducing selection bias. Third, susceptible to biases, self-report measures were used to collect data on psychological well-being and stress levels. Moreover, the study's reliance on a single item to assess ethnicity oversimplifies a complex construct. It fails to explore the specific cultural and contextual factors associated with each ethnicity. In summary, while this study offers valuable insights, these limitations should be considered when interpreting the results and guiding future research, practice, and policy in examining international students' psychological well-being.

CONCLUSION

The present study adds to the literature on international student experiences by shedding light on their challenges, such as acculturative stress, language barriers, and adaptation to new educational systems. Additionally, it emphasizes resilience and coping strategies. By identifying the facilitating role of resilience in the relationship between acculturative stress and adverse psychological outcomes, this research highlights the importance of fostering resilience as a critical factor in enhancing the psychological well-being of international students. The significance of this study lies in its implications for educational institutions, policymakers, and support service providers, urging them to develop targeted interventions and support systems that cater to the diverse needs of this population. Moreover, this research highlights the need for ongoing exploration into the complexities of international students' experiences, suggesting a more inclusive academic environment that acknowledges and addresses the unique challenges they face. Overall, the findings not only enrich the scholarly discourse surrounding international education but also serve as a foundation for future research and practical initiatives aimed at improving the overall experience and success of international students in the U.S.

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