

The Interaction of Cultural Intelligence, Psychological Hardiness and Academic Performance with Homesickness among Hostel Students

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Abstract:

The present study has been conducted to identify the relation of cultural intelligence, psychological hardiness and academic performance with homesickness among hostel students. The study is also aimed to explore the impact of cultural intelligence and psychological hardiness (Personality style to cope in the environment and stress) homesickness and impact of psychological hardiness on academic performance. The sample consists of 410 students of undergraduate, post graduate and M. Phil scholars (184=males, 224 females) of Bahauddin Zakariya University, Govt. university for women and Ali Garh college Multan. Purposive sampling technique was used to contact the participants. Cultural intelligence, Dispositional resilience scale, Academic Performance Self Assessment and Utrecht Homesickness scale were used to assess the variables. The results by utilizing correlation, one way analysis of variance (ANOVA) and regression show a positive and significant correlation of Cultural intelligence, Psychological hardiness and academic performance but negatively correlated with homesickness. The regression analysis shows that psychological hardiness has strong positive impact on academic performance and significantly strong negative impact on homesickness. Female students are more homesick as compare to male students. On the basis of the results it is also concluded that students of undergraduate are more homesick as compare to post graduate and M. Phil scholars.

Keywords: Cultural Intelligence, Psychological hardiness, homesickness, Academic Performance, Hostel, Impact

I. Introduction

Cultural intelligence can be described as the new patterns of learning capabilities in the different interactions of culture and provide correct responses which are behavioral to these patterns. In 2003 Early and Ang proposed the construct of cultural intelligence or CQ theory which is multidimensional. Cultural intelligence comes from the theory of the intelligence with the rationale to help better understanding how people successfully adopt to new cultural situations. Cultural intelligence can be described as similar to the intelligence quotient or emotional quotient (Earley & Ang, 2003). It is the Capability of an individual to function effectively in situations characterized by cultural diversity” (Ang & Dyne, 2008). Encountering with new situation of the culture, it is believed that it is hardly possible to find acquaintance signs and symbols from which one could benefit creating relationship. In such cases, regarding to the given information, a person should compile a common cognitive frame even though, the frame lacks sufficient perception of local behaviors and norms. Those can afford to collect such a frame that enjoys high cultural intelligence. Cultural intelligence is the individual capability to perceive, comment, and to deal effectively in the situations that are culturally diverse and adapt to those concepts that relates to intelligence and mostly consider intelligence a cognitive capability (Earley & Peterson, 2004). Cultural intelligence also focuses on the insight of the individuals which are helpful for coping with the intra-cultural situations, interactions and successful presence in multicultural work groups. It is also considered the natural ability to understand the ambiguous and not familiar signs and gestures in the same way as the person colleagues would do, or to mirror them. (Earley & Mosakowski, 2004).

Cultural intelligence consists of meta cognitive, cognitive, emotive or motivational, and behavior dimensions that relates to various cultural situations. Meta Cognitive Cultural Intelligence is also called the CQ Strategy. It includes the person’s ability of understanding and the recognition of appropriate expectation for each and every cultural situation which a person has to face. It refers to the how a person makes sense of culturally different experiences. Meta cognitive cultural intelligence includes the awareness , planning and checking. Awareness is to know about one’s present cultural knowledge, Planning is to make a strategy before a culturally diverse encounter and checking is about the assumptions and adjusting mental maps when the real experiences are different from expected one(Earley & Ang, 2003). Cognitive cultural Intelligence is also called CQ knowledge. It includes the Information and knowledge about the norms, values, social communication norms, religious practices, religious beliefs and knowledge about the language rules and rules for the non-verbal communication in different cultures. It reflects the personal and educational experiences. This dimension consists of apparent insight about social system, law systems and economic systems in different cultures and subcultures. Motivational Cultural Intelligence is also called CQ drive. It is based on the concept of the self. The person seeks the positive information about self and selects those events which help the person in remembering and interpretation of the events which make a positive self-concept. Sometimes the communication among people with different cultural back ground is to look like close magnate with the similar charge (Faiiazzi & Jannesar Ahmadi, 2006). Behavioral Cultural Intelligence is also called CQ action. This is the last factor of the cultural intelligence which was described by the Early and Ang (2003). Behavioral cultural intelligence includes the knowledge, Mindfulness and behavioral skills. Mindfulness is related to attend the different cues in the cross cultural interaction. Behavioral skills are helpful to choose behavioral responses according to the

situations and circumstances (Thomas & Inkson, 2004). Previous results show that culture intelligence affects the expatriate performance more when compared to other personality traits. (Ang et al., 2006).

Psychological hardiness is the capability to survive under the circumstances which are not favorable. It is the capacity to bear hardships of life. Psychological Hardiness helps People to change unfavorable conditions into favorable circumstances and to turn stressed circumstances into opportunities. It as a personality style or pattern associated with continued good health and performance under stress. Psychological hardiness is a constellation of personality qualities found to characterize people who remain healthy and continue to perform well under a range of stressful conditions (Kobasa & Maddi, 1982). People who are hardy in personality, they had strong sense of work and life commitment, they have strong control what happens to them and around them, they accept more challenges in life and more open to life. They take stressful, different and complex experiences as parts of normal life and consider them as parts of their lives which are described as enthusiastic and worthwhile.

Maddi worked on 3C's of Psychological hardiness. These 3c' are interrelated and are the characteristics of psychologically hardy people. The 3 C's are Commitment, Control and Challenge. Commitment is the first component of the Psychological Hardiness. It can be described as the commitment to those life values and activities which are unique and different for every individual, which allows the individuals to engage them fully in the variety of situations that comprise their existences. Control is the second component, it is based on the assumption that the individuals have to face different life events and they can choose among the situations, the individuals are not weak and powerless; they have control over their life events. There are two types of control. Internal Locus of control and External Locus of Control. In Internal Locus of Control people know that they cannot completely control the external events which come in their lives but they are aware how to react those stressors. They know that they cannot completely change the stressor but they have some control over it. In External Locus of Control people believe that they do not have control or little control over whatever happens to them. They believe that events which happen to you are a part of their fate or destiny (Maddi, 1999). Challenge is the third component of Psychological hardiness which involves the sense to view problems not as threats or obstacles, but to consider those problems as opportunities for growth, development and finally achievement. Challenge constitutes a way to see the world that allows to explore and to gain new experiences that are perceived not as threats but rather possible ways to broad their horizons for the future experiences and interactions (Maddi 1999). Maddi also worked on the 4th c of psychological hardiness that is Connection. The people whose social circle is wide, connection or social support of close relations is high or who use mutual or who join the self helps groups consider their success in part to the power of belonging to their relations and the role of the social support.

In different researches the results proved that social support contributes toward the adjustment skills and skills which are necessary for the strengthening of their attitudes. To have close family bound, friendships and other sources of social support like religious , spiritual, community memberships , activity groups and interest groups are shown in many studies also helps a lot to make people hardy (Kobasa & Maddi, 1982). Psychological hardiness is helpful in increasing and maintaining performance, high

morale, leadership and health even when the stressful circumstances are present (Maddi, 2002). Academic performance is the output of knowledge and education to what extent a teacher, student or an institution has achieved the goal of their education. The usual methods to evaluate academic performance are examination or continuous assessment in the form of presentation, projects and quizzes. But there is no agreed upon method how it can be tested best but academic performance is measured how much a student meets the demands and standards of the institutions (Contrada, 1989). From two to three decades ago, academic performance was measured often once in a year. Teachers' observation does not make much of the contribution but in today's world, the methods to measure academic performance are changed. To evaluate the academic performance of the students serves many purposes. To enhance the learning process it is necessary to determine which areas of the study are strengthened and which area of achievement needs attention. There are many factors which can affect the performance of the students. It includes the Gender Differences, socioeconomic status, sitting back in the class room, poor class attendance and poor home environment. The studies also show that performance of the students is also affected by their attitudes toward specific subjects and subject matter, education and academics in general. (Bowen & Richman, 2000). Homesickness is a kind of distress or impairment which is caused by a real or anticipated separation from home. It can be described as longing for home and family while absent from the home and family members. On cognitive level the person is preoccupied with thoughts of home and thoughts about the objects; the person is attached at home. Homesickness is universal. Psychologists refer to it as "separation anxiety". Homesickness can affect any of us when we move to new environment and experience to new conditions, people, and demands of our environment to which we are not familiar. Homesickness is usually felt as a state of distress among those who are away from their homes and they find themselves in a new and unfamiliar environment (Van Tilburg, Vingerhoets & Van Heck, 1996)

Homesickness can falls into three categories Mild Homesickness is usually considered normal when a person moves away from home. When the homesickness is at mild form, it helps in the development of coping skills, to adjust in the new surroundings and to make and maintain contact with the close relations. Moderate homesickness includes the mild symptoms of depression; anxiety and usually behavior are irritated and withdrawn. Severe Homesickness includes the symptoms of depression and anxiety, social problems, behavioral problems, significant symptoms of depression and anxiety, lacking of coping skills and feelings related to helplessness (Thurber & Sigman 1998). The available literature tells that there is a significant impact of cultural intelligence and psychological hardiness on homesickness among study abroad students (Harrison & Brower, 2010). But there is significant cultural diversity within a country and the level of cultural diversity is higher when the students from villages and town move for higher education in big cities. So we preferred to check the effect of cultural intelligence, psychological hardiness and academic performance on homesickness among hostel students. In present study, we hypothesized that cultural intelligence and psychological hardiness are positively related with the academic performance and negatively related with the homesickness. Cultural intelligence and psychological hardiness leads to higher academic performance and greater adjustment to their environment. We further hypothesized that female students are more homesick as compare to female students.

II. Method

A. Participants

Sample consists of n=410 participants among them 184 were males and 226 were female students with age of 18-28 years. The Survey research design and Purposive sampling strategy was used for the selection of the participants; only those participants were selected, who were residing at the hostels. The students of undergraduate, post graduate and M. Phil were selected were participants, the data were collected from the Multan district which includes Bahauddin Zakariya University Multan, Govt. College for women Multan and Ali Garh College Multan.

B. Measures

Cultural Intelligence Measure

Cultural intelligence scale (Earely & Mosakowski, 2004) consists of 12 items, is a 05 point likert scale. This scale consists of 3 dimensions/sets of cultural intelligence. The culture dimensions are Cognitive, Physical and Emotional / Motivational. Items ranges from 01 to 04 describe cognitive culture intelligence, items ranges from 05 to 08 describe the physical cultural intelligence and 09 to 12 indicate the emotional/motivational cultural intelligence. The score for the responses are strongly disagree=1, disagree=2, Neutral=3, agree=4, strongly agree=5. To determine the cultural intelligence, for each set, like cognitive cultural intelligence, the scores are add up and divided by four to get an average score. Total scores are add up and divided by four to get an average score. The scores less than 3 indicate the poor Cultural intelligence. The reliability of the scale is .70.

Dispositional Resilience Scale

The 30 item Dispositional resilience scale (Barton, 1989) was used to measure the psychological hardiness in the study. It consists of 30 items. The items are measured by using a 4 point Likert Scale. Likert scale rate items from not at all true to completely true, The responses are scored not at all true=0, A little true=1, quite true=2, completely true=3. Ten items measure control, ten items measure commitment and ten items measure challenge. Minimum score of 30 is obtained and maximum score of 120 is obtained. 15 items are scored positively and 15 items are scored negatively. Item No 3,4,5,6, 8, 10, 15, 16, 19,20,21,22, 25, 28 and 30 are scored negatively. Total hardiness score is obtained by summing of all the items, higher score indicating greater hardiness.

Academic Performance Self-assessment

Academic performance self-assessment scale is used in Wayne state University to measure the academic performance of the students. Academic performance self-assessment scale consists of 12 items. The items are responded on 02 categories of yes and no. Score of 01 is assigned, if the item is responded yes and score of 0 is assigned if the item is responded no. If total no of 6 responses are scored as 'yes' it indicates the bad academic performance.

Utrecht Homesickness scale

Homesickness scale is a 5-point Likert Scale is developed to measure homesickness in college and university students and between two different cultures. Stroebe et al. (2002) divided the homesickness in 05 categories. Those 05 categories are missing your family, Feeling to be alone, Missing your friends, Difficulties in adjustment

in new situation, Missing your home. The scale consists of 20 items and four questions are included in each category describes above .Participants were asked to rate each statement to the extent how they feel in the past four weeks. The statements measure tendency from Not at all to very strong. 5 point Likert scale is used for the rating of items. The items are scored Not at all=1, weak=2, moderate=3, strong=4 , very strong homesickness=5. Higher scores indicate the higher level of homesickness. The overall Cronbach's Alpha is 0.94 which shows the higher level of reliability.

C. Procedure

Participants were selected from the Faculty of the social sciences, Faculty of Arts and Humanities and Natural sciences. From the faculty of social sciences, the data was collected from Psychology, sociology, education and economics departments. From the Arts and Humanities, the data was collected from the students of English and Islamiyat department and from the Natural sciences the data was collected from the students of Zoology and Botany. 1st of all, the permission was taken from different head of the departments for data collection. Then the students who were living in the hostels were approached during their class time. The students were informed about the purpose of the research and consent was taken that they are willing to participate in the research and then the questionnaires were filled up. Confidentiality was assured to the participants. SPSS (Statistical Package for Social Sciences) 17.0 was used for data analysis.

III. Results

Results of the study are given as follows:

Table 1. Correlation Analysis

Variables	CQ	PH	AP	HS
CQ	1			
PH	.996**	1		
AP	.925**	.934**	1	
HS	-.982**	-.984**	-.945**	1

Note. Correlation among scales (n = 410). CQ = Cultural intelligence Scale; PH = psychological hardiness scale; AP= academic performance scale, UHS= Utrecht homesickness scale. Correlation is significant at the 0.01 level (2 tailed).

The result shows that the cultural intelligence is positively correlated with psychological hardiness and academic performance but negatively correlated with homesickness. Psychological hardiness and academic performance also have the positive relation with the cultural intelligence but negative relation with the homesickness. Homesickness is negatively correlated with all other variables.

Table 2. Regression Analysis showing impact of cultural intelligence on homesickness

Predictors	B	Std. Error	Beta	t	p
(Constant)	144.424	.802		180.119	.000
CQ	1.902	.018	-.982	-105.674	.000

Note. $R^2 = .965$ Adjusted $R^2 = .965$, ($F = 11166.929$) $p < 0.05$

The results show the significant impact of cultural intelligence on homesickness. The results clearly show that the students, who have high cultural intelligence, lead toward less homesickness.

Table 3. Regression Analysis showing impact of psychological hardiness on homesickness

Predictors	B	Std. Error	Beta	t	p
(Constant)	128.006	.618		207.030	.000
PH	-.1.300	.012	-.984	-111.30	.000

Note. $R^2 = .984$ Adjusted $R^2 = .986$, ($F = 12394.365$) $p < 0.05$

The result shows the significant impact of psychological hardiness on homesickness. Psychological hardiness leads toward the adjustment (less homesickness). The students with psychological hardiness have less homesickness and their level of adjustment is high.

Table 4. Regression Analysis showing impact of psychological hardiness on academic performance

Predictors	B	Std. Error	Beta	t	p
(Constant)	-4.052	.192		-21.065	.000
PH	.192	.004	.934	52.813	.000

Note. $R^2 = .872$ Adjusted $R^2 = .872$, ($F = 2789.165$) $p < 0.05$

The result shows that there is a significant impact of psychological hardiness on homesickness. The students who are psychologically hard, it affects the academic performance of the students.

Table 5. Multiple Comparisons for three Groups of undergraduate, postgraduate and Mphil students for thee scores of homesickness.

Dependent Variable	(I) Degree	(J) Degree	Mean Difference (I-J)	Std. Error	Sig.
Home Sickness	Undergraduate	Postgraduate	26.05187 [*]	1.37354	.000
		M.Phil	37.74351 [*]	3.32289	.000
	Postgraduate	Undergraduate	-26.05187 [*]	1.37354	.000
		M.Phil	11.69164 [*]	3.34886	.001
	M.Phil	Undergraduate	-37.74351 [*]	3.32289	.000
		Postgraduate	-11.69164 [*]	3.34886	.001

The results show that the mean difference between undergraduate and postgraduate is 26.05187 and between M.Phil and undergraduate is 37.74351 and the same differences can be seen with the other degree programs.

Table 6. Differences in the scores between male and female (N=410)

<i>Var</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>p</i>	<i>CI</i>	<i>Cohen's d</i>
HS	Male	184	43.184	8.643	-36.240	.000	-35.66347,- 35.63688	0.38
	Female	226	77.013	9.974				

IV. Discussion

Cultural intelligence and psychological hardiness have certain important outcomes. It helps us how they are helpful in achieving academic performance. One of the research purposes was to explore relationship between the cultural intelligence, psychological hardiness, academic performance and homesickness. Findings provide the support that cultural intelligence and psychological hardiness are positively related with the academic performance and negatively related with the homesickness. According to (J. Kline Harrison & Holly H. Brower, 2010) research supports that there is a significant correlation of psychological hardiness and cultural intelligence on adjustment (Less homesickness) among students study abroad.

The research findings show that psychological hardiness leads to higher adjustment as well as academic performance. Psychological hardiness and cultural intelligence are significant predictors of academic performance and the significance level is high. Previous research conducted by (Furnham and & Thomas, 2004) also provide the evidence for it. Furnham and and Thomas (2004) conducted a study on hardiness and intelligence as predictors of academic achievement. The results predict that there is a significant impact of psychological hardiness and cultural intelligence on academic performance.

Our next purpose was also to analyze the differences among different degree programs in homesickness. The results show that there is a significant difference in homesickness among undergraduate, postgraduate and M. Phil students. We did not find any previous results supporting the hypothesis. It is the new finding that students of undergraduate are more homesick, while the students of M. Phil are on least level of homesickness. The reason is that the students of M. Phil are usually professionals, they are doing any sort of job till this level and they had definite aim that what is their purpose of higher qualification. So the result is that they feel less homesickness while the students of undergraduate programs are not much mature and usually on undergraduate level it is considered the first event to go away from home. As the result the students of undergraduate feel more homesickness.

We further analyzed that female students are more homesick as compare to male students. The results show that there are significance differences in the male and female students. The result shows that female students are more homesick. The previous research results also support this hypothesis that females are more homesick. A study was conducted on "Studying the relationship between personality characteristics and homesickness in Dormitory students of Zobal University". The results show that female students are more homesick as compare to male students.(Alireza, Nakhai & Farhan, 2013).

V. Conclusion

The students with high cultural intelligence and psychological hardiness are considered to perform better at work and with good achievement levels. On the basis of the results, we can conclude that students with high cultural intelligence and psychological hardiness have good academic performance among the hostel students and they feel less homesickness and cultural intelligence and psychological hardiness predicts the higher academic performance. The students who have lower level of cultural intelligence and psychological hardiness, their academic performance is low and they feel sicker for their home. The research also revealed that female students are more homesick as compare to male students.

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