

**The Influence of Language Proficiency, Social Contacts, and Conscientiousness on the
Feelings of Belonging to Dutch Society in International Students**

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Abstract

This thesis set out to investigate the influence of language proficiency, social capital, and conscientiousness on the feelings of belonging to Dutch society in international students in the Netherlands. This is important because half of the international students experience troubles with acculturation when studying abroad (Chen, 1999). With better information on the influence of both language proficiency and social capital we can improve their academic and sociocultural well-being. To do this we created a questionnaire which was filled in by a pool of international student currently residing. The results were analysed with a correlation study and the significant variables were further studied in multiple regression models. The models showed a significant result for Dutch support. We concluded that qualitative Dutch support is an important factor in the sense of belonging in international students in the Netherlands.

The Influence of Language Proficiency, Social Contacts, and Conscientiousness on the Feelings of Belonging to Dutch Society in International Students

Introduction

Studying abroad is becoming easier than ever in an increasingly internationalised world. Universities take on more international students every year (Grace Chien, 2020). Half of these students do not experience a lot of troubles regarding culture shock or well-being (Wang et al., 2015). However, this also means that half of the students that study abroad do experience problems with integrating into the cultures of the countries they migrate to. Examples of these problems are obtaining social support, a sense of belonging and connectiveness, linguistic barriers, homesickness, loneliness and many more (Brunsting et al., 2018; Gareis, 2012; Glass & Westmont, 2014; Mallinckrodt & Leong, 1992; Yan & Berliner, 2009). A significant part of the challenge international students experience is the language barrier and the level of proficiency of that language (Smith & Khawaja, 2011). Language barriers are found to be big stressors that can interact with other stressors in both the academic field and the sociocultural domain (Chen, 1999).

Social connections are an important aspect with the before mentioned problems (Krause, 2001). With higher social connections feelings of anxiety can decrease and the connections can help with the overall acculturation (Guo et al., 2015; Adelman, 1988). Acculturation is the process of changes in either one or both parties when two cultures get into contact with one another (Redfield, et al., 1936). The changes can occur in values, behaviours, and other aspects of life (Hewstone, Stroebe, & Jonas, 2015). There are many different factors that play a role in acculturation (de Coster, & Brasseur, 1971). Some examples are social connections, and communication (Smith & Khawaja, 2011). These factors of acculturation also contribute to the sense of belonging to a host society (Ager & Strang, 2008). Although, researchers have been studying acculturation for almost 90 years (Redfield,

et al., 1936), studies in these explicit factors are scarce. Therefore, it is important to investigate these different contributing factors of acculturation. Hence, this study is focused on the influence of Dutch language proficiency, social capital, and personality on the feelings of belonging to Dutch society in international students.

Language Proficiency, Social Support, and Acculturation

Language proficiency depicts the level in which an individual is able to speak a language. Previous studies have shown that a higher level of competence in the English language led to the creation of more interpersonal relations between international students and local people (Barrat & Huba, 1994). Furthermore, in another study by Poyrazil et al (2002) researchers found that English language proficiency was a good predictor of the adjustability of the international students. Meaning that they experienced less of the aforementioned problems.

The correct use of social support and different acculturation strategies can help individuals with the above-mentioned problems (Adelman, 1988; Ng et al, 2013). Social support can be given by locals, co-nationals, or other international students. In previous papers researchers found that new acquaintances in the host society are often of quintessential importance in order for positive adjustment to occur (Adelman 1988). Social support is distinguished in two domains: bonding and bridging (Putnam, 2000). These terms refer to the creation of social connection with people in comparable (as seen with bonding social capital) or different (in bridging social capital) groups.

Acculturation occurs when various factors, such as the abovementioned social connections etc., contribute enough so that an individual can adapt effectively to a host society (de Coster, & Brasseur, 1971).

Personality

Psychological adaptation in acculturation is partially dependent on personality (Larsen et al, 2017). Different people adapt in different ways. Larsen et al use the Five Factor Model of Personality to differentiate between people and their traits (2017). Two of those traits are conscientiousness and openness. In 2020 researchers discovered that these two personality traits are best linked to foreign language proficiency (Novikova et al.).

The present study

This thesis is dedicated to creating a better understanding of the link between Dutch language proficiency, social support and the sense of belonging in international students. This study focused on international students that currently reside in the Netherlands. If we can better define the relationship between language proficiency, social support, and the sense of belonging, we can create better ways in which social capital could aid foreign students when they meet the previously mentioned challenges. We can also fill a gap that currently exists in literature since research in these explicit factors in belonging is presently lacking.

Interpersonal relations with locals are more easily formed when international students have a higher level of language proficiency (Barrat & Huba (1994). Also, language proficiency has been linked to better adjustability of international students to their host society (Poyrazil, 2002). Based on these finding we expect that students with a higher level of Dutch proficiency will have a better sense of belonging to the Dutch culture than their counterparts.

As previously mentioned, social support can be a strong predictor for cultural adaptation (Adelman, 1988; Mallinckrodt & Leong, 1992). This study attempts to differentiate within the social support by looking at both bridging social capital and bonding social capital. In this paper, bonding social capital means that international students will encircle themselves with co-nationals. For instance, a student from Germany would have more friends who are also from Germany and fewer who are Dutch. For bridging it means that

the international students will go out of their way to create new connections with local students. Support from local friends can have benefits for the psychological and sociocultural adaptation to a culture (Adelman et al, 1987; Brett & Werbel, 1980). In 2016 a study showed that higher bonding capital might actually hinder the sense of belonging (Van der Meer). We therefore, hypothesise that students with more bonding social capital will have a lower sense of belonging to the Dutch culture than students who have higher bridging social capital.

Furthermore, this paper will look into the personality trait conscientiousness as a mediator in the link between language proficiency and the sense of belonging. Based on the research by Novikova et al., (2020) which found that conscientiousness was linked to language proficiency, we hypothesise that people who are more conscientious will have a stronger sense of belonging to the Dutch culture.

Method

Participants

The data was collected from a group of 140 participants. Six participants were excluded from the data pool for various reasons. Before the data obtained from the survey was analyzed, responses were analyzed in order to determine which met the necessary requirements to be counted in the study. We excluded six participants for not meeting our study requirements, such as length of stay in the Netherlands and nationality. Two participants were excluded for being Dutch, three participants were excluded for living in the Netherlands for fewer than six months, and one participant was excluded for an unclear date of arrival in the Netherlands. All the included participants, 134 individuals after exclusion, are current international students from 38 different countries. Fifty-seven (42,5%) students were from Germany, six (4,5%) each from Romania and Italy, five (3,7%) from Greece, and the rest of

the countries yielded four participants or fewer¹. These students were recruited through either convenience sampling or participated through a mandatory research practicum in the psychology curriculum at the University of Groningen. The students who participated through the research practicum received course credit as compensation. The voluntary participants received no compensation. Of the 134 participants, 85 individuals (59.7%) identified as female, 49 individuals (36.6%) identified as male, three individuals (2.2%) chose other, and two individuals (1.5%) preferred not to say. The mean age of the participants was 21.7 with a standard deviation of 2.20 and the range was 18 to 30 years old. The mean length of stay was 2.13 with a standard deviation of 0.75.

Materials & Procedure

To gather the data for this cross-sectional study, we used an online questionnaire on Qualtrics. This questionnaire was created for the purpose of this study. We received ethical approval from the ethics committee of Psychology in Groningen. Participants were provided with information about the study and had to provide informed consent. The construct that the questionnaire is designed to measure are: support, belonging & personality². The questionnaire was estimated to take fifteen to twenty minutes to complete and is concluded with a seriousness check.

Variables

The control variables in this study were length of stay and proportion of time spent in the Netherlands. Length of stay was important because this is often found to be a predictive variable for acculturation (Cortés et al., 1994; Miglietta & Tartaglia, 2008). However, because

¹ List of countries: England, China, Poland, Finland, United States, India, Palestine, Australia, Kazakhstan, Sweden, Hungary, Brazil, France, Greece, Canada, Indonesia, South Korea, Albania, Austria, Lithuania, Portugal, Bulgaria, Luxembourg, Russia, Slovakia, Syria, New Zealand, Hong Kong, South Africa, France, Cyprus, Latvia & Norway

² This study was part of a Bachelor Thesis project and included other variables that will not be discussed since they are beyond the scope of this paper.

of the worldwide Covid-19 pandemic length of stay was a compromised variable. Many international students had to return to their respective home countries due to the Corona virus. Therefore, we had to correct the length of stay by adding the proportional time spend in the Netherlands as a variable. We assessed these variables by correction the length of stay to the actual time spent in the Netherlands with a minimum of six months. We then rounded the time up to whole years spend in the Netherlands.

Language proficiency was assessed with a 5-point Likert scale ranging from 1 (not at all) to 5 (extremely well). For belonging in the Netherlands there were five questions with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questions were taken from the Social Connectedness in Mainstream Society scale (Cronbach's $\alpha = .900$) (Yoon et al., 2012). An example of a question is: I feel a sense of closeness with the Dutch. Social capital has been distinguished into three different sources. Support from locals, co-nationals, and other international students. All three variables had three questions with a Likert scale ranging from strongly disagree to strongly agree. The quality of the Dutch social support was measured with the Received Social Support scale (Haslam et al., 2005) with a Cronbach's $\alpha = .873$. An example of a question is: Do you get the emotional support you need from Dutch people? The social support of co-nationals was measured with the same scale (Cronbach's $\alpha = .953$). An example of a question is: Do you get the help you need from co-nationals? The social support of other international students was also measured with Received Social Support scale (Cronbach's $\alpha = .927$). An example of a question is: Do you get the resources you need from other international students? The quantity of support was measured by a 5-point Likert frequency scales ranging from 1 (never) to 5 (always). An example of these questions is: How often do you talk to several Dutch people in one day?

Personality was assessed with questions from the of the big five personality inventory (BFI-10) (Rammstedt & John, 2007). The BFI-10 is a short version of the Big Five Inventory

consisting of ten questions. Two questions related to conscientiousness were used for this study (Cronbach's $\alpha = .446$). An example of such a question is: I see myself as someone who does a thorough job. Answers were given in the form of a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Results

To analyse the results, we used SPSS. After checking the assumptions, a correlation analysis was done to map the data. We then conducted a multiple regression analysis to test the significance of our explanatory variables and to find the explained variance.

Assumptions

The assumptions for multiple regression are partially met. The assumption of linearity for some predictors (co-national support, international support, frequency with co-nationals & frequency with internationals) was not met because there was no linear relation found between those predictors and the dependent variable. Therefore, these variables were not included in the multiple regression model. The assumption of multicollinearity was met because the tolerance in the collinearity statistics is higher than 0.1 for every independent variable and the VIF values are below 10 (see table 1). The assumption that the values of the residuals are independent are also met. This is seen in table 2 with the Durban-Watson statistic (1.92). As seen in the normal P-P plot of regression (appendix) the values of the residuals are normally distributed. In the scatterplot (appendix) a cloud of random values is shown which means that the assumption for homoscedasticity has also been met. From the maximum Cook's value (.122) (see table 3) we can see that there are no influential cases biasing the model.

Correlation analysis

The descriptive statistics are shown in table 4 in the appendix. The correlations between the sense of belonging and the multiple independent variables (Dutch proficiency, frequency of support, support, and personality) we found are shown in table 5 in the appendix. Our control variables were length of stay and proportional time spend in the Netherlands.

For language proficiency ($M = 1.87$, $SD = .945$) we found significant correlations with the feelings of belonging ($M = 3.92$, $SD = 1.33$) ($r = .308$, $p < .001$). We also examined the correlation between language proficiency and the control variables length of stay ($M = 2.12$, $SD = 1.30$) and proportional time spend in the Netherlands ($M = 4.04$, $SD = .745$). Here we also found a significant outcome for proportional time spend in the Netherlands ($r = .190$, $p = .028$) and a non-significant result for length of stay ($r = .102$, $p = .243$). The last correlation with language proficiency that we examined was with conscientiousness ($M = 3.33$, $SD = .914$). This correlation was also significant ($r = .237$, $p = .008$). These results show that there is a positive relationship between language proficiency and the feelings of belonging. This is in line with our hypothesis. We can also see that conscientiousness is positively linked to the feeling of belonging. This is also in line with the hypothesis that people who are more conscientious have a stronger sense of belonging in Dutch society.

For the examination of social capital multiple variables have been used. For this paper we divided social capital in qualitative (support) and quantitative (frequency) categories. These categories were further divided into subcategories of Dutch support ($M = 4.16$, $SD = 1.43$), co-national support ($M = 5.06$, $SD = 1.53$) and international support ($M = 5.60$, $SD = 1.08$) for the qualitative social capital and frequency of Dutch interaction ($M = 2.26$, $SD = .996$), frequency of co-national interaction ($M = 3.10$, $SD = 1.41$) and frequency of international interaction ($M = 3.97$, $SD = .925$). We tested the correlation with these variables and the sense of belonging. Only for Dutch support ($r = .496$, $p < .001$) and the frequency of

Dutch interaction ($r = .424, p < .001$) could we find significant results. Unexpectedly we found a non-significant correlation between belonging and co-national support ($r = .14, p < .871$), belonging and frequency with co-nationals ($r = -.029, p < .742$), belonging and international support ($r = .041, p = .642$) and belonging and frequency of international interaction ($r = .054, p = .534$). Because of the non-significant outcome of the correlational study in co-national support and frequency of interaction and international support and frequency of interaction we excluded these variables for the inferential analysis. These findings are in line with the hypothesis that students who engage in more bridging social capital have a higher sense of belonging than students who engage more in bonding social capital.

Furthermore, we investigated the correlation of conscientiousness with the other variables. As expected, we found a significant correlation between Dutch language proficiency and conscientiousness ($r = .237, p = .008$). The significant finding is in line with the before mentioned research by Novikova et al. (2002).

Inferential analysis

For the inferential analysis we conducted a hierarchical multiple regression analysis which included proportional time spent in the Netherlands as a control variable. Table 6 in the appendix shows the model summary of the multiple regression model. Our first model only included the control variable which showed the variance explained only by the proportional time the international students spend in the Netherlands. In this model we see that 10% of the total variance in the sense of belonging is explained by the proportional time spend in the Netherlands ($R^2 = .100$, adjusted $R^2 = .093$, $F = 13.7, p < .001$).

The second model added Dutch language proficiency and both the qualitative and quantitative Dutch support variables. The addition of these variables showed a significant change in the explained variance with an adjusted $R^2 = .302$ ($R^2 = .325$, $F = 13.3, p < .001$).

This means that our model explains about 30% of the variance in the feelings of belonging when we include the three variables.

For our third model we added the personality trait conscientiousness to the model. However, we did not find a significant change in the explained variance ($F = 2.38$ $p < .125$). The $R^2 = .338$ with an adjusted $R^2 = .310$ when conscientiousness is added to the model.

The Analysis of Variance (ANOVA) table (see table 7 in appendix) shows a significant result to all three models ($p < .001$). This confirms the linkage between the feelings of belonging and the independent variables. To further examine the role of the variables we computed a coefficients table (see table 8) as shows in the appendix. Here we found significant results for proportional time spend in the Netherlands ($B = .384$, $SE = .144$, $beta = .214$, $t = 2.66$, $p = .009$) and Dutch support ($B = .336$, $SE = .076$, $beta = .364$, $t = 4.12$, $p < .001$). The significant outcome of Dutch support is in line with our hypothesis that bridging social capital increases the feelings of belonging in international students. We found non-significant results for Dutch proficiency ($B = .122$, $SE = .111$, $beta = .090$, $t = 1.10$, $p = .272$), frequency of interaction ($B = .195$, $SE = .117$, $beta = .149$, $t = 1.66$, $p = .099$) and conscientiousness ($B = .170$, $SE = .110$, $beta = .119$, $t = 1.54$, $p = .125$). These results suggest that even though the independent variables frequency of Dutch interaction and conscientiousness are positively linked to the sense of belonging they are not significant explanatory variables when their impact is measured in combination with proportional time spend in the Netherlands and Dutch support.

Discussion

This study set out to research the influence of language proficiency and social capital on the sense of belonging in international students. To learn more about this we set up multiple hypotheses.

Language Proficiency

Our main questions looked into the influence of language on sense of belonging. We hypothesized that higher Dutch language proficiency would have a positive relation with the sense of belonging in international students. Our results show that there is a linear correlation between Dutch language proficiency. Although we found a positive correlation between Dutch language proficiency and the feeling of belonging our multiple regression analysis found no significant evidence that language proficiency predicts the sense of belonging when other variables are taken into account. A possible explanation for this could be that it is still possible to get into contact with Dutch people without being able to speak Dutch. 90% of Dutch people can have a conversation in English (Geene, 2015). Therefore, Dutch language proficiency is not a necessity for international students to be able to receive Dutch support.

Bridging Social Capital

We also looked into social bridging and the influence of it with the sense of belonging. Social bridging was distinguished into qualitative and quantitative factors. We hypothesized that higher social capital would increase feelings of belonging amongst the international students. Our results show that both quantitative and qualitative social capital have a positive correlation with feelings of belonging. With the qualitative Dutch support having a slightly stronger relationship. These results were later also confirmed through our regression results where Dutch qualitative support was found to have moderately significant impact on the feelings of belonging. We found that out of all the variables tested in this paper Dutch supported was the best predictor for the feeling of belonging to Dutch society in international students. These findings support the hypothesis that higher social capital increases the sense of belonging, especially qualitative social bridging capital. Our results are in line with earlier research from Adelman (1988) and Ng et al. (2013). Adelman found that social support can positively influence cross-cultural adaptation (1988). People can more easily adapt to their

new environment when experiencing social support from which increases their sense of belonging. Social support can help with multiple factors that increase feelings of belonging such as, emotional well-being and informational functions (Dunkel-Schetter et al., 1987). New friends and acquaintances are vital for the positive adjustment international students have to go through (Adelman, 1988). Close connections to locals appear to be of stronger influence than shallow connections (Adelman, 1988). This could be a good explanation for the non-significant results in the multiple regression model for frequency of Dutch interaction.

Bonding Social Capital

Furthermore, we wanted to study the effects of bonding social capital and the influence on belonging to Dutch society in international students. Research into this group is lacking and the little research that is available is unclear. We hypothesized that higher bonding capital would have negative effect on the feelings of belonging. In our study social bonding capital was distinguished in interactions with co-nationals and international students from other countries. Another distinction was made between qualitative and quantitative support for both groups. For the co-national group correlations for both qualitative and quantitative support were insignificant. For the international group we also found non-significant for both qualitative and quantitative support. Since neither co-national nor international contact was linearly related to feelings of belonging, no evidence to support our hypothesis was found. These findings are not supported by earlier research. In a study done by Adelman (1988) a positive correlation was actually discovered between bonding capital and the sense of belonging. Ng et al. (2013) later found similar results as Adelman. In contrast to these studies Van der Meer (2016) found that with higher bonding social capital a hinderance could occur. A possible explanation for this occurrence is that co-nationals can make more exclusive and homogenous connections with members of their ingroup (Putnam 2000). There are negative consequences to this way of social capital. An important example of such a

negative consequence is intolerance from the host society (Putnam, 2000). Intolerance can of course negatively affect the feeling of belonging to a new culture.

Due to the various results in previous studies and the non-significant findings in the current study it is difficult to clearly describe the role of bonding social capital in the sense of belonging in international students.

Conscientiousness

Finally, this study looked at the role of the personality trait conscientiousness on the feelings of belonging to Dutch society in international students. Previous research showed a connection between conscientiousness and foreign language proficiency (Novikova et al., 2020). Therefore, we looked at the mediating function of conscientiousness between language proficiency and the sense of belonging to Dutch culture in international students. We hypothesised that higher conscientiousness would increase the feelings of belonging. Our results showed a non-significant correlation between the two variables. However, we did find a linear correlation for the relation between conscientiousness and Dutch language proficiency. Therefore, we did include conscientiousness into our regression model. This did not show a significant result. Unfortunately, we did not find significant results that could support our hypothesis. A possible explanation of this result is that conscientiousness is positively linked to achievement (Goh & Moore, 1987) and in extension to learning (Busato, 2000). This can be linked to the significant correlation between Dutch language proficiency and conscientiousness. As mentioned before, language proficiency has no significant added value to the sense of belonging when Dutch social support is taken into account. Therefore, conscientiousness also does not significantly increase the feelings of belonging in international students.

Limitations

For this study a convenience sample was utilised. This means that the generalizability has been partially compromised. In our sample we found two factors that affect the generalizability. Our pool of international students was made up out of a big group with German students (42.5%). The second group of international students was made up with Romanian students (4,5%). This means that the German population of our pool was almost 10-fold of the second biggest group. In the Netherlands a fifth (20%) of the international students are from Germany (Van Dam, 2022). Based on this number and the results in our study it is assumable that German students should be looked at as a loose group. Because of the abundance of Germans in Dutch student cities it could be easier to have bonding social capital and not having to rely on bridging social capital. With that much bonding social capital German students often tend to stay within their own group creating a sub-culture of German students. The second factor that interferes with the generalizability is the group of first year psychology students that was included in our selection pool. With this large group it is difficult to create a good reflection of the actual population of international students in the Netherlands. We therefore recommend that for future studies a more representative pool of participants is created.

Due to the Covid-19 pandemic many international students had to return to their respective home countries. We tried to account for this by using the proportional time spend in the Netherlands. However, the fact that a lot of places where social bridging capital would occur like universities, cafés and bars were closed, was not taken into account in this study. When the pandemic is completely over researchers could redo our studies and to control our results.

Suggestions for future research and implications

For future research we would suggest a longitudinal study into language proficiency, social capital and the sense of belonging to Dutch culture. The current study only gave an indication for momentary sense of belonging. Therefore, a lot of factors could interfere with the results. Other momentary factors such as stress can play a role that interferes with the true score of belonging in international students. These factors would be minimised with multiple measuring moments of a longitudinal study. This could give more in depth information into the sense of belonging and how we could help international students in achieving this. With a longitudinal study it would also be possible to assess the development of social capital and manner in which this development would influence the sense of belonging.

Because we found a significant result in qualitative bridging social capital, we would recommend looking better into the different ways qualitative bridging social capital can be achieved by universities and student associations. A possible way of doing this would be to organise integration events where new international students can meet local students. Thereby facilitating bridging social capital for international students. Institutions should work together with study- and student associations to help integrate the international students. As Berry (1997) said integration is a bi-dimensional process. For this reason, it is important that the universities and study- and students associations also incorporate local students in their activities.

Even though the research into social bonding capital and the influence on the sense belonging in international students is scarce, the results tend to vary a lot. We did not find any significant results to make a clear description of the relationship between the two variables, whilst other studies did find a correlation. Both these correlations also vary from having a positive effect (Adelman, 1988; Ng et al., 2013) to hindering the sense of belonging (van der Meer, 2016). Therefore, we recommend that the role of bonding social capital and its role in

belonging should be explored in more detail to create a better understanding of this form of social capital. A possible moderator in the link between bonding social capital and the feelings of belonging could be motivation. Bonding social capital can have negative effects (van der Meer, 2016). The negative effects can decrease the motivation to belonging to the host society due to exclusion from the locals.

Conclusion

The present study set out to examine the influence of Dutch language proficiency, social capital, and conscientiousness on the sense of belonging to Dutch society in international students. Based on our findings we conclude that Dutch social support is an important indicator for the feeling of belonging. We therefore advice new international students to take their time to create meaningful connections with local students to increase their sense of belonging to Dutch society.

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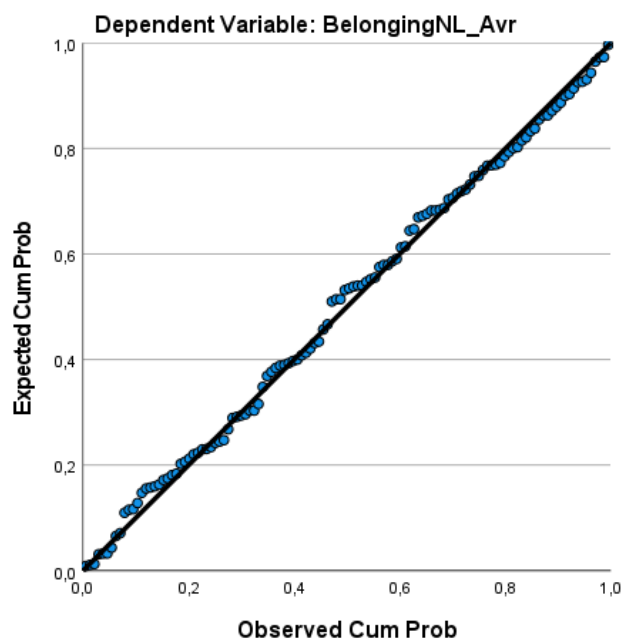
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Appendix

Normal P-P Plot of Regression Standardized Residual



Scatterplot

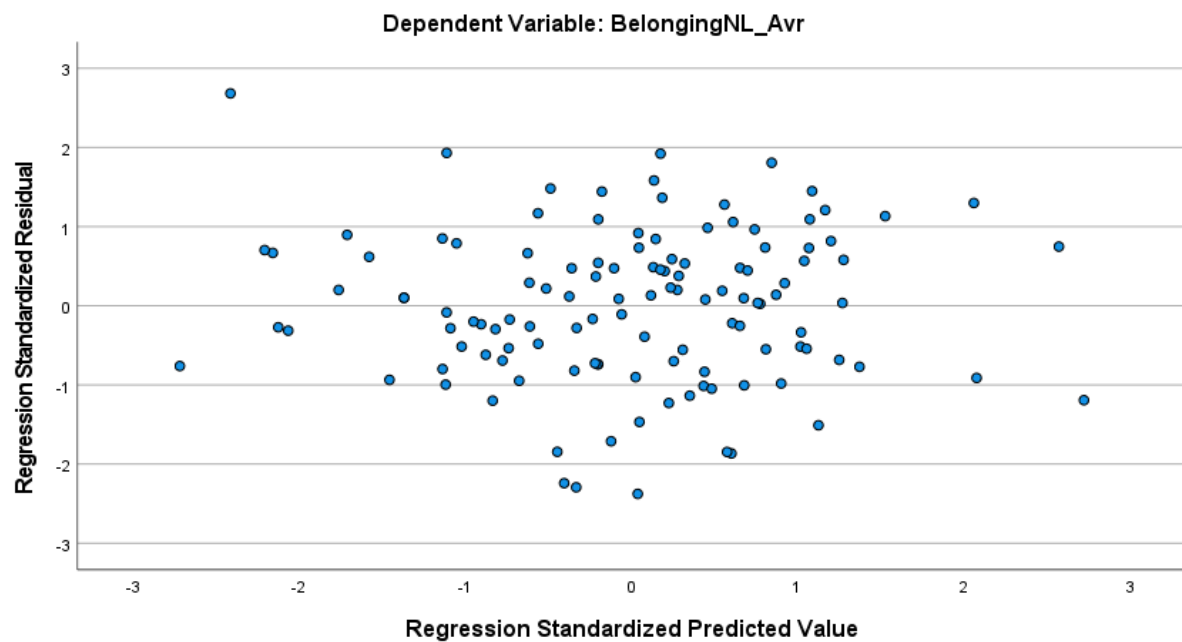


Table 1
Coefficients

		Unstandardized		Standardized		Correlations			Collinearity Statistics		
		Coefficients		Coefficients							
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.025	.957		.026	.980					
	Dutch Language Proficiency	.087	.127	.065	.690	.492	.275	.065	.052	.657	1.522
	Length of Stay	.066	.089	.065	.739	.462	.119	.070	.056	.742	1.348
	Proportional Time in the Netherlands	.393	.153	.218	2.570	.011	.317	.237	.195	.799	1.251
	Dutch Support	.362	.090	.379	4.038	<.001	.474	.358	.306	.655	1.527
	Co-national Support	-.004	.097	-.005	-.041	.967	.053	-.004	-.003	.441	2.267
	International Support	-.019	.121	-.016	-.160	.873	.037	-.015	-.012	.584	1.713
	Frequency of Dutch interaction	.250	.143	.183	1.755	.082	.408	.164	.133	.532	1.879
	Frequency Co-national interaction	.015	.100	.016	.151	.880	-.041	.014	.011	.495	2.018
	Frequency International Interaction	-.144	.136	-.101	-1.058	.292	.035	-.100	-.080	.637	1.570
	Conscientiousness	.184	.113	.130	1.630	.106	.130	.153	.124	.905	1.105

a. Dependent Variable: Belonging to Dutch Society

Table 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.600 ^a	.360	.303	1.09176	.360	6.257	10	111	<.001	1.954

a. Predictors: (Constant), Conscientiousness, International Support, Proportional Time in the Netherlands, Length of Stay Co-national Support, Dutch Support, Dutch Language Proficiency, Frequency International Interaction, Frequency Dutch Interaction, Frequency Co-national Interaction

b. Dependent Variable: Belonging to Dutch Society

Table 3
Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1961	6.1410	3.9263	.76867	133
Std. Predicted Value	-2.251	2.881	.000	1.000	133
Standard Error of Predicted Value	.109	.488	.266	.074	133
Adjusted Predicted Value	1.91169	6.1464	3.9277	.78121	133
Residual	-2.578554	2.80390	.00000	1.09338	133
Std. Residual	-2.295	2.496	.000	.973	133
Stud. Residual	-2.409	2.617	-.001	1.009	133
Deleted Residual	-2.84175	3.08312	-.00136	1.17632	133
Stud. Deleted Residual	-2.457	2.681	-.001	1.016	133
Mahal. Distance	.241	23.933	6.947	4.416	133
Cook's Distance	.000	.105	.010	.017	133
Centered Leverage Value	.002	.181	.053	.033	133

a. Dependent Variable: Belonging to Dutch Society

Table 4
Descriptive Statistics

	Mean	Std. Deviation	N
Belonging	3.9209	1.33299	134
Dutch Proficiency	1.87	.945	134
Length of Stay	2.1212	1.29609	132
Proportional Time in the Netherlands	4.04	.745	134
Dutch Support	4.1642	1.42583	134
Co-national Support	5.0622	1.53498	134
International Support	5.5965	1.08250	133
Frequency Dutch Interaction	2.26	.996	134
Frequency Co-national interaction	3.10	1.408	134
Frequency International Interaction	3.97	.925	134
Conscientiousness	3.3280	.91384	125

Table 5
Correlation

		Belonging to Dutch Society	Dutch Language Proficiency
Dutch Language Proficiency	Pearson Correlation	0.308**	
	Sig. (2-tailed)	<.001	
	N	134	
Length of Stay	Pearson Correlation	.102	.384**
	Sig. (2-tailed)	.243	<.001
	N	132	132
Proportional Time in the Netherlands	Pearson Correlation	.370**	.190*
	Sig. (2-tailed)	<.001	.028
	N	134	132
Dutch Support	Pearson Correlation	.496**	.244**
	Sig. (2-tailed)	<.001	.004
	N	134	134
Co-national Support	Pearson Correlation	.014	.054
	Sig. (2-tailed)	.871	.537
	N	134	134
International Support	Pearson Correlation	.041	.130
	Sig. (2-tailed)	.642	.136
	N	133	133
Frequency Dutch Support	Pearson Correlation	.424**	.315**
	Sig. (2-tailed)	<.001	<.001
	N	134	134
Frequency Co-national Support	Pearson Correlation	-.028	-.042
	Sig. (2-tailed)	.742	.634
	N	134	134
Frequency International Support	Pearson Correlation	.054	.185*
	Sig. (2-tailed)	.534	.033
	N	134	134
Conscientiousness	Pearson Correlation	.132	.237**
	Sig. (2-tailed)	.144	.008
	N	125	125

** Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

Table 6*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.316 ^a	.100	.093	1.23853	.100	13.679	1	123	<.001	
2	.570 ^b	.325	.302	1.08633	.224	13.293	3	120	<.001	
3	.581 ^c	.338	.310	1.08013	.013	2.382	1	119	.125	2.035

a. Predictors: (Constant), Proportional Time Spend in the Netherlands

b. Predictors: (Constant), Proportional Time Spend in the Netherlands, Dutch Support, Frequency of Dutch Interaction

c. Predictors: (Constant), Proportional Time Spend in the Netherlands, Dutch Support, Frequency of Dutch Interaction, Conscientiousness

d. Dependent Variable: Belonging to Dutch Society

Table 7
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20,982	1	20,982	13,679	<,001 ^b
	Residual	188,676	123	1,534		
	Total	209,659	124			
2	Regression	68,044	4	17,011	14,415	<,001 ^c
	Residual	141,614	120	1,180		
	Total	209,659	124			
3	Regression	70,823	5	14,165	12,141	<,001 ^d
	Residual	138,836	119	1,167		
	Total	209,659	124			

a. Dependent Variable: Belonging to Dutch Society

b. Predictors: (Constant), Proportional Time Spend in the Netherlands

c. Predictors: (Constant), Proportional Time Spend in the Netherlands, Dutch Support, Frequency of Dutch Interaction, Dutch Language Proficiency

d. Predictors: (Constant), Proportional Time Spend in the Netherlands, Dutch Support, Frequency of Dutch Interaction, Dutch Language Proficiency, Conscientiousness

Table 8
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.666	.632		2.637	.009
	Proportional Time Spend in the Netherlands	.566	.153	.316	3.698	<.001
2	(Constant)	.307	.613		.500	.618
	Proportional Time Spend in the Netherlands	.377	.145	.211	2.603	.010
	Dutch Proficiency	.166	.108	.122	1.543	.126
	Dutch Support	.332	.077	.360	4.336	<.001
	Frequency of Dutch Interaction	.184	.117	.141	1.566	.120
3	(Constant)	-.243	.706		-.344	.732
	Proportional Time Spend in the Netherlands	.384	.144	.214	2.663	.009
	Dutch Proficiency	.122	.111	.090	1.104	.272
	Dutch Support	.336	.076	.364	4.412	<.001
	Frequency of Dutch Interaction	.195	.117	.149	1.664	.099
	Conscientiousness	.170	.110	.119	1.543	.125

a. Dependent Variable: Belonging to Dutch Society