THE PREDICTION OF PSYCHOLOGICAL AND
SOCIOCULTURAL ADJUSTMENT DURING
CROSS-CULTURAL TRANSITIONS

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ABSTRACT. This study attempts empirically to distinguish psychological and sociocultural forms of adjustment during the process of cross-cultural transitions. One hundred and five sojourners (Malaysian and Singaporean students in New Zealand) completed a questionnaire which examined psychological well-being (depression) and sociocultural competence (social difficulty) in relationship to the following variables: expected difficulty, cultural distance, quantity and quality of social interactions with both host and fellow nationals, attitudes towards hosts, extraversion, life changes and personal variables such as age, sex, length of residence in New Zealand, cross-cultural training, and previous cross-cultural experiences. Multiple regression analysis was employed to construct predictive models of psychological and sociocultural adjustment. Satisfaction with relationships with host nationals, extraversion, life changes, and social difficulty combined to account for 34% of the variance in psychological adjustment. Cultural distance, expected difficulty, and depression combined to account for 36% of the variance in sociocultural adjustment. It was concluded that although psychological and sociocultural adjustment are interrelated, there is a need to regard these factors as conceptually distinct.

In the last two decades research in the general area of culture contact and change, concentrating on such diverse groups as immigrants, refugees, sojourners, and native peoples, has flourished. The expanding field, however, has been plagued by a variety of problems, in particular the lack of consensus across studies as to the appropriate theoretical frameworks for investigation of the phenomena and the lack of agreement on definitions of key constructs. With specific reference to sojourner research, a major detriment to advances in the study of cross-cultural

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transitions has been the concept of "culture shock," first proposed by Oberg (1960) in relation to the negative emotional states experienced by foreigners as a result of loss of familiar cues. In more recent literature "culture shock" has been utilized both as a descriptive and an explanatory term (Furnham & Bochner, 1986). As a descriptor, however, it is largely inadequate to define the nature of the psychological and emotional difficulties or the adjustment demands faced by sojourners, and as an explanatory concept it becomes tautological and constrains the more worthwhile investigation of variables that predict adaptation during the transition process.

A second major difficulty with research on culture contact and change has been the lack of clarity about what constitutes "adjustment" (Brein & David, 1971; Church, 1982) and how it changes over time. Adaptation, acculturation, adjustment, and accommodation have been used interchangeably. In addition, numerous variables have been utilized as indices of "adjustment"—acceptance of the host culture (Noesjirwan, 1966), satisfaction, feelings of acceptance, and coping with everyday activities (Brislin, 1981), mood states (Feinstein & Ward, 1990), as well as acquisition of culturally appropriate behavior and skills (Bochner, Lin, & McLeod, 1980; Furnham & Bochner, 1986). A review of the literature demonstrates that the construct has implicitly incorporated both a psychological dimension—feelings of well-being and satisfaction—as well as a sociocultural component—ability to "fit in" and negotiate interactive aspects of the new culture. From a theoretical perspective, then, it becomes imperative to differentiate psychological and sociocultural dimensions in the prediction of adjustment. This is particularly true in light of the literature, which suggests that psychological well-being may follow a curvilinear path approximating a U-curve (Lysgaard, 1955), while social skills acquisition, including communication abilities, should reflect a linear improvement over time (Kim, 1977). Although a few studies have pointed to the necessity of the psychological/sociocultural distinction (Armes & Ward, 1989; Feinstein, 1987; Feinstein & Ward, 1990), the issue has not yet been empirically addressed.

In addition to specific definitional problems, the field has been generally characterized by theoretical diversity. In this context three frameworks have emerged as prominent in the study of cross-cultural transitions: (a) clinical perspectives, (b) social learning models, and (c) social cognition approaches. Clinically oriented models have conventionally drawn attention to the role of personality, life events, changes, losses, and social supports that facilitate or inhibit the adjustment process. Unfortunately, research in this domain has not been well-integrated. Emphasis on the effects of life changes (sojourns) as mediated by characteristics of the change (e.g., intensity, cultural context) and characteristics of the individual (e.g., personality, social support) within a stress and coping frame-
work offers the potential to synthesize clinically oriented research on the cross-cultural adjustment process. Yet while investigations have shown a general link between life changes and physical and psychological illness (Monroe, 1982), relatively little of the stress and life events literature has made specific reference to migration or other cross-cultural transitions. This is despite the fact that the intensity of life changes (as measured by the Social Readjustment Rating Scale) associated with these movements would certainly put these individuals at high risk (Furnham & Bochner, 1986; Rahe, Mckean, & Arthur, 1967).

Within a stress and coping framework, personality variables and social support may mediate adaptation to a foreign milieu. Although some researchers have argued that personality is of little use in predicting cross-cultural adjustment (Guthrie, 1975; Pederson, 1980), Church (1982) suggests that a more fruitful avenue of investigation may be to consider the interaction of personality and situational variables. In a study of English-speaking sojourners in Singapore (Armes & Ward, 1989), it was found that, contrary to predictions in the culture shock literature, extraversion tended to be linked to depression. This was interpreted in terms of values and patterns of social interaction in the host culture and argued that the notion of "cultural fit" is important in delineating adjustive personality dimensions for those making cross-cultural transitions.

Social support is also thought to act as a buffer against the psychological effects of stress. Berry, Kim, Minde, and Mok (1987) found that Korean immigrants with close Korean friends and those with access to support networks experienced less stress. Feinstein and Ward (1990) demonstrated that loneliness was the most significant predictor of psychological distress in expatriate women in Singapore. There is, however, controversy as to the most effective source of support. In Sykes and Eden's (1987) study, fellow nationals were reported to be the most significant source of emotional support while others argue that relationships with host nationals are more effective in predicting at least some forms of sojourner adjustment (Furnham & Bochner, 1986).

In contrast to clinically oriented approaches to cross-cultural transitions, social learning models emphasize the acquisition of culturally appropriate skills and behaviors through contact with hosts, cross-cultural experience, and training. Much of the research on the impact of cross-cultural experience has examined its effect on psychological well-being. However, both Klineberg and Hull (1979) and Pruitt (1978) found that previous experience was related to social and environmental rather than psychological adjustment. There is also a considerable literature on the positive impact of cross-cultural training on sojourner satisfaction and adaptation (e.g., Fiedler, Mitchell, & Triandis, 1971; Randolph, Landis, & Tzeng, 1977).

Like clinical models, social learning approaches acknowledge the im-
portance of interpersonal relationships but specify that friendships with hosts are crucial for learning the skills of a new culture. From this perspective it is posited that cross-cultural problems arise because sojourners have difficulty negotiating daily social encounters. Hosts are able to assist in social skills learning, although most foreigners are on the periphery of society and have few opportunities for learning the norms (Schild, 1962). While increased contact with hosts would enable greater participation and skills development, research has shown that there is very little contact between some sojourners (e.g., foreign students) and hosts (Bochner, Hutnik, & Furnham, 1986; Furnham & Alibhai, 1985a; Furnham & Bochner, 1982).

Cultural distance has been implicitly regarded as an important factor in adjustment to cultural change (Domingues, 1970) and also relates to social learning approaches to cross-cultural transitions. Babiker, Cox, and Miller (1980) developed an instrument designed to measure the difference between two cultures and demonstrated that cultural distance was related to mental health indicators such as anxiety and medical consultations. Although Furnham and Tresize (1981) found no support for the link between cultural distance and psychological disturbance, they suggested that cultural distance may be related to abilities to negotiate social encounters in a new culture. In an associated study Furnham and Bochner (1982) investigated the relationship between cultural distance and social skills in foreign students by classifying countries of origins into three groups according to similarities in religion, language, and climate. Their results indicated that cultural distance and social difficulty are strongly related. In terms of a social learning model, then, individuals who are more culturally distant are likely to have fewer culturally appropriate skills for negotiating everyday situations. It should be noted, however, that cultural distance is also implicitly related to stress and coping models in that the transition between more distant cultures may entail greater life changes and engender more distress.

Social cognition models shift the emphasis away from skills and highlight the importance of expectations, values, attitudes, and perceptions in the cross-cultural adjustment process. In one of the few studies on expectations, Weissman and Furnham (1987) compared the expectations of Americans prior to their move to Great Britain with their actual experiences after relocation. Subjects were remarkably accurate in their expectations with less than 10% of the items of interest yielding significant differences between expectations and actual experiences. The precise nature of the expectations most likely to facilitate adjustment, however, remains controversial. While Cochrane (1983) has emphasized the necessity of realistic expectations for psychological well-being, Weissman and Furnham (1987) suggest that modest expectations facilitate adjustment.

Ethnocentric attitudes are also believed to impede sojourner adjust-
ment (Brislin, 1981; Church, 1982). Both Klineberg and Hull (1979) and Armes and Ward (1989) reported that those with unfavorable opinions of hosts are more likely to experience depression. While this could be attributed to a number of causes, one interpretation is that attitudes will affect contact with hosts, which will, in turn, affect psychological and sociocultural adjustment. The same argument regarding values and host-sojourner interactions has been advanced by Furnham and Alibhai (1985b).

In line with previous research, the present study examines a range of clinical, cognitive, and behavioral variables in the context of cross-cultural transitions. The major objectives, however, are to distinguish empirically and to build predictive models of psychological and sociocultural adjustment. It is maintained that, for the most part, different variables will be related to the two types of adjustment. More specifically, it is hypothesized that amount of social contact with fellow nationals, satisfaction with social contact with both host and fellow nationals, attitudes towards hosts, life changes, and extraversion will predict psychological adjustment and that cultural distance, amount of social contact with host nationals, previous cross-cultural experience and cross-cultural training, expected difficulty, length of residence in host country, and attitudes toward host nationals will predict sociocultural adjustment.

**METHOD**

**Subjects**

One hundred and five Malaysian and Singaporean university and secondary school students resident in New Zealand participated in the study. (Of these subjects 99% were Chinese and 1% were Eurasian. Of the sample, 46.7% (n = 49) were males and 53.3% were females (n = 56). Subjects ranged in age from 19 to 26 years with a mean of 21.23 years (SD = 1.63). Length of residence in New Zealand varied from 6 months to over 6 years (M = 27.06 months, SD = 16.92). Only seven subjects had lived in a country other than Malaysia or Singapore (for longer than 1 month) prior to residing in New Zealand, and two subjects received formal cross-cultural training prior to coming to New Zealand.

**Materials**

A 23-page questionnaire was employed in the study. In addition to personal and demographic information and the dependent measures of psychological and sociocultural adjustment, the questionnaire contained subsections focusing on expectations, cultural distance, social interactions, attitudes, extraversion, life changes, and cross-cultural experience and training.
**Psychological Adjustment Scale.** This was based on the Self Rating Depression Scale (Zung, 1965), which covers affective, physiological, and psychological components of depression (Becker, 1974). The scale has been validated for use with overseas Chinese (Chang, 1984), including Singaporean students (Ward & Chang, 1986). The modified version used here contained 19 items, giving a possible range of scores from 0 to 57, with higher scores indicating greater depression.

**Sociocultural Adjustment Questionnaire.** This author-devised scale concerns both the skills required to manage everyday situations (e.g., shopping) and aspects of living in a new culture (e.g., different foods). Studies by Ng (1962) and Noor (1968) concerning the problems faced by overseas students in New Zealand were consulted when devising this scale, and reference was also made to Furnham and Bochner's (1982) Social Situations Questionnaire. In addition, Malaysian and Singaporean students were consulted. The final questionnaire contained 16 items which subjects evaluated in terms of difficulty experienced on a 0 (none) to 4 (extreme) scale. Scores ranged from 0 to 64, with higher scores reflecting greater sociocultural difficulty.

**Expected Difficulty.** This scale was concerned with how much difficulty the students expected to experience before they left their home countries. The 16 items with the accompanying 5-point scales were the same as those for the Socio-Cultural Adjustment questionnaire. Again scores ranged from 0–64 with higher scores indicating greater expected difficulty.

**Cultural Distance.** The format of the open-ended Cultural Distance Index developed by Babiker, Cox, and Miller (1980) was modified for the purpose of this study. Subjects were asked to rate on a scale of 0 to 4 how their own backgrounds differ from their experiences of New Zealand in 10 areas. Scores ranged from 0 to 40, with higher scores indicating greater cultural distance.

**Interpersonal Relations.** Subjects rated (on 5-point scales) both the frequency (never–often) of social contact and satisfaction (not at all–very much) with contact with New Zealanders and fellow nationals in 16 areas. Mean frequency and satisfaction scores were computed for co-national and host interaction, with higher scores indicating greater contact and satisfaction.

**Attitudes towards New Zealanders.** This scale was designed to assess perceptions of New Zealanders. The 11-item scale contained a mixture of negative and positive descriptors (e.g., lazy, interesting) which the subjects rated (0–4) according to how characteristic each was of most New
Zealanders. Scores ranged from 0 to 44 with higher scores indicating more favorable attitudes toward New Zealanders.

**Extraversion/Intraversion.** The 21-item subscale of the Eysenck Personality Questionnaire (Eysenck & Eysenck, 1975) was employed to assess extraversion; scores ranged from 0 to 21, with higher scores representing greater levels of extraversion. The EPQ has been previously validated for use in both Malaysia (Upadhyaya & Khan, 1983) and Singapore (Eysenck & Long, 1986) with student samples.

**Life Changes.** The Social Readjustment Rating Questionnaire (SRRQ), devised by Holmes and Rahe (1967) as a means of quantifying the amount of readjustive stress experienced due to life changes was utilized in this study. The questionnaire contains 43 life events, each assigned a value (in life change units) according to how much readjustment it requires. Subjects are asked to indicate which of the 43 events have occurred for them in the past 12 months. The geometric means of life change units for Malaysian Chinese students as established by Khare and Upadhyaya (1983) are used in this present study.

**Cross-Cultural Experience and Training.** In this section, the total number of countries and length of time spent in each were examined. The presence/absence of cross-cultural training was also recorded.

**Procedure**

The Canterbury Malaysian Students' Association (CMSA) was contacted early in the year, and the president of CMSA later distributed 110 questionnaires to Seventh Form and University students from Malaysia and Singapore. A further 30 questionnaires were distributed by the senior author. Participation in the research was anonymous and voluntary, and while subjects were allowed to complete the questionnaires on a take-home basis, they were instructed to do so without assistance from others.

The instrument took an average of 30 to 40 minutes for completion. Of 140 questionnaires, 110 (79%) were returned to the researchers. Five were incomplete; therefore, 105 were used in the present study.

**RESULTS**

Preliminary data analysis consisted of testing the internal reliability of each of the scales using Cronbach's alpha. Most scales proved highly reliable: psychological adjustment/depression (.79), sociocultural adjustment/social difficulty (.81), expected difficulty (.85), cultural distance (.85), contact frequency with host nationals (.73) and with co-nationals
(0.76), contact satisfaction with host nationals (0.93) and with co-nationals (0.91), and extraversion (0.87). As the assessment of attitudes toward host nationals proved only moderately reliable (0.55), it was deleted from further analysis. Due to the low number of subjects who had previous sojourning experience and cross-cultural training, these variables were omitted from the analysis of the predictors of adjustment. In addition, as t tests revealed no sex differences in psychological (t(103) = 0.90) and sociocultural adjustment (t(103) = 1.77), the gender variable was also excluded from the subsequent regression analyses.

Initially, zero order correlations were performed among 13 remaining variables to ascertain which were the best predictors of psychological and sociocultural adjustment. For psychological adjustment 6 of the 12 variables emerged as significant (p < 0.05); sociocultural adjustment (0.38), amount of contact with New Zealanders (-0.29), satisfaction of contact with New Zealanders (-0.36), satisfaction with contact with Malaysians (-0.25), extraversion (-0.31), and SRRQ life changes (0.25). Psychological adjustment (0.38), expected difficulty (0.50), and cultural distance (0.35) were significantly correlated with sociocultural adjustment.

Due to the high correlation between quantity and quality of contact with both New Zealanders (0.60) and Malaysians (0.70) and potential problems of multi-collinearity, frequency of contact with these groups was dropped, and only the satisfaction variables were utilized in the multiple regression analysis. Therefore, five variables that were significantly correlated with psychological adjustment were entered into a multiple regression equation; of these, four remained as significant and combined to account for 34% of the variance in psychological adjustment, F(5, 99) = 12.13, p < 0.001 (see Table 1). These were: social difficulty, satisfaction with contact with hosts, extraversion, and the SRRQ life changes. Satisfaction with contact with Malaysians was no longer significant. In the second multiple regression analysis, cultural distance, expected difficulty, and depression were entered into an equation to predict sociocultural adjustment. The three variables combined to account for 36% of the

TABLE 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta Weight</th>
<th>Significance</th>
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<tbody>
<tr>
<td>Sociocultural Adjustment</td>
<td>0.28</td>
<td>0.001</td>
</tr>
<tr>
<td>Satisfaction with Contact with New Zealanders</td>
<td>-0.28</td>
<td>0.001</td>
</tr>
<tr>
<td>Extraversion</td>
<td>-0.30</td>
<td>0.001</td>
</tr>
<tr>
<td>Social Readjustment Rating Questionnaire</td>
<td>0.28</td>
<td>0.001</td>
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R² = 0.34.
variance in sociocultural adjustment, $F(3, 101) = 20.62, p < .001$ (see Table 2).

As the literature suggests that psychological (but not sociocultural) adjustment may take a curvilinear pattern over time, further analysis was undertaken to investigate this. Length of residence in New Zealand was divided into 5 groups: 0–6 months, 7–18 months, 19–30 months, 31–42 months, and > 42 months. Analysis of variance indicated that there were no significant differences over time for either psychological ($F(4, 100) = 1.38, NS$) or sociocultural adjustment ($F(4, 100) = 0.55, NS$).

**DISCUSSION**

The present study has demonstrated empirical support for the distinction between psychological and sociocultural adjustment during cross-cultural transitions. While the two forms of adjustment are interrelated, they are primarily predicted by different types of variables. In addition to social difficulty, life changes, extraversion, and satisfaction with contact with hosts combined to account for a substantial portion of the variance in psychological adjustment. In contrast, expected difficulty and cultural distance joined depression as the most powerful predictors of sociocultural adjustment.

The predictive models of psychological and sociocultural adjustment derived from this research have obvious ramifications for the theoretical approaches to the study of cross-cultural transitions. It is suggested that psychological adjustment can best be understood within the framework of a stress and coping model adapted from theoretical approaches found in both clinical and developmental psychology (e.g., Ward, 1988). It is inevitable that individuals undergoing cross-cultural transitions will experience a number of life changes. The intensity of these changes may be further enhanced by the relative unfamiliarity with the social and physical environment (Oberg, 1960). In such cases it is probable that individuals will experience social difficulty and that this difficulty will impact on psychological well-being. The relationship between life changes during cross-cultural transitions and adjustive outcomes, however, is likely to be

| Table 2 |
|-----------------|-------|------|
| **Predictors of Sociocultural Adjustment** |       |      |
| Variable         | Beta Weight | Significance |
| Psychological Adjustment | .31 | .001 |
| Expected Difficulty   | .41 | .001 |
| Cultural Distance     | .17 | .05  |

$R^2 = .36$. 
mediated by a number of factors, particularly personality and social support.

For Malaysian and Singaporean students in New Zealand, extraversion proved to be conducive to psychological well-being. Combined with Armes and Ward's (1989) contrasting findings that extraversion was linked with depression in Anglo-expatriates in Singapore, the results suggest that personality traits may interact with culture specific characteristics of the host environment in the prediction of psychological adjustment. In particular, the notion of “cultural fit” may be introduced and explored, that is, the more closely the individual's personality traits resemble host culture norms, the more adaptive those traits may be. Certainly, cross-cultural studies have demonstrated that compared to Western subjects, Chinese subjects are more introverted (Abbott, 1970; Eysenck & Long, 1986; Hwang, 1981). Sunder Das (1972) has even argued that in Eastern cultures the norm is introversion compared to Western cultures where the norm is extraversion. This certainly suggests the need for further research in the area and a movement away from the simplistic view that certain personality traits are universally adaptive during cross-cultural transitions.

Satisfaction with relationships with New Zealanders was also related to enhanced psychological adjustment. An extensive literature exists regarding the importance of social support for psychological well-being during cross-cultural transitions (Feinstein & Ward, 1990; Furnham & Bochner, 1986). Studies with immigrants (Lin, Tazuma, & Masuda, 1979) have also demonstrated that social support is negatively correlated with incidence of psychiatric symptoms. The literature, however, has been somewhat ambiguous about the source of social support, with some researchers emphasizing the need for good interpersonal relations with hosts (Furnham & Bochner, 1986) and others highlighting the quality of relationships with co-nationals (Bochner, McLeod, & Lin, 1977). The present study indicates the salience of satisfaction with relationships with New Zealanders rather than fellow nationals in the prediction of psychological adjustment. A shortcoming of this research, however, is the limited conceptualization of social support in terms of qualitative satisfaction and the elimination of quantitative, frequency measures of contact with host and co-nationals.

In contrast to psychological well-being, sociocultural adjustment during cross-cultural transitions may be more effectively analyzed within a social learning framework. The social learning model presupposes that inability to deal competently with the new environment due to lack of social skills is the most important factor in cross-cultural transitions. While heuristically useful, social skills models have nevertheless been criticized in terms of the neglect of affective and cognitive components (Furnham, 1983). The research presented here is consistent with social
learning approaches in the prediction of social difficulty by cultural distance; however cognitive (expectancies) and emotional (depression) components of the adjustment process are also important.

As hypothesized, the greater the degree of cultural distance, the more likely an individual is to experience sociocultural adjustment problems. This is consistent with findings by Furnham and Bochner (1982) and suggests that the greater the cultural disparity, the more disadvantaged a sojourner is in acquiring necessary social skills. Cognitive variables such as expectations also predict sociocultural adjustment. Despite the limitation of the retrospective nature of the expectation measurement, these results are similar to those of Weissman and Furnham (1987) and demonstrate a significant relationship between expected and actual sociocultural difficulty during cross-cultural transitions.

Overall, the findings reported here have corroborated the necessity for the distinction between psychological and sociocultural adjustment in research on cross-cultural transitions. In line with the objective to construct predictive models of depression and social difficulty, it has been found that the former is related to personality, life changes, and social support variables while the latter is influenced by expectations and perceived cultural distance. These findings neatly parallel underlying theoretical approaches, with psychological well-being related more to clinical variables and social skills acquisition linked to social learning and cognitive factors. Despite these striking results, the methodological approach utilized in this research warrants further comment. Cross-cultural transitions and adjustments obviously involve complex processes encompassing the interaction of a large number of variables. While this research has been consistent with other studies such as Berry and Kostovcik (1983) and Uehara (1986) in its categorization of an adjustment indicator (e.g., depression, psychosomatic illness, culture shock) as a dependent measure, it should be acknowledged that cross-cultural transition processes can be conceptualized in a variety of ways. A legitimate alternative, for example, might be the prediction of sojourner-host relations based on mood states or social skills.

Following from this, the specific nature of each variable under study requires thorough examination. Although for the most part the predictor variables (e.g., extraversion, life changes, expectations, cultural distance) in this study are causally prior to the dependent measures, the interrelationship between sociocultural and psychological adjustment clearly warrants further attention. The present study employed a measure of sociocultural adjustment addressing a number of different areas: relationships and social situations, academic and language difficulty, adjustment to the physical environment, and living independently from family. It might be speculated that these aspects are differentially related to psychological distress (depression). More importantly, it would be de-
sirable for future research to consider the exploration of the antecedent-consequence distinction between the two adjustment variables during the cross-cultural transition process.

Although the present study provides a springboard for future research on sojourner adjustment, several limitations are apparent. First, the research relies completely on subjects' unsupervised self-reports and could be enhanced by more controlled and homogenous data collection procedures as well as the inclusion of independent, external indicators of adjustment (e.g., student health records). Secondly, the cross-sectional nature of the study is inferior to a longitudinal design in the investigation of psychological and sociocultural adjustment over time. Nevertheless, it is proposed that the models of psychological and sociocultural adjustment advanced here be explored with different types of sojourners (e.g., business people, diplomats) and perhaps even extended to other groups experiencing social change, such as immigrants or refugees, in future research. In addition, the approach should be implemented in diverse cultural contexts to ascertain the cross-cultural applicability of these findings and to explore further the notion of "cultural fit."

CONCLUSION

The paper has critically examined the literature on cross-cultural transitions with particular reference to clinical, social cognition, and social learning models of adjustment. Findings substantiate the distinction between psychological well-being and social competency in the adjustment process. It is suggested that psychological adjustment can best be understood within a clinically oriented framework of a stress and coping model with depression predicted by life changes, extraversion, satisfaction with relationships with host nationals and social difficulty. In contrast, social learning and social cognition models can be drawn upon to understand sociocultural adjustment, which is predicted by cultural distance, expected difficulty, and depression. The study also suggests that the notion of "cultural fit" with respect to the adaptiveness of specific personality dimensions should be further explored.

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PEDERSEN, P. B. (1980). Role learning as a coping strategy for uprooted foreign


**ABSTRACT TRANSLATIONS**

Cette étude vise à établir une distinction empirique entre l'adaptation psychologique et l'adaptation socio-culturelle à un nouvel environnement culturel. Cent cinq étudiants étrangers, de Malaisie et de Singapour, séjournant en Nouvelle-Zélande, ont rempli un questionnaire qui examinait le bien-être psychologique (dépression) et la compétence socio-culturelle (difficultés sociales) en fonction des variables suivantes : difficultés anticipées, distance culturelle, quantité et qualité des rapports sociaux avec les hôtes et les compatriotes, attitudes à l'égard des hôtes, extraversion, changements de situation (familiale, professionnelle) et variables personnelles telles l'âge, le sexe,
la durée du séjour en Nouvelle-Zélande, la formation trans-culturelle et d'autres expériences trans-culturelles. L'analyse multivariée a été utilisée pour construire des modèles prédictifs de l'adaptation psychologique et socio-culturelle. En ce qui concerne l'adaptation psychologique, 34% de la variance s'explique par le niveau de satisfaction des rapports avec les hôtes, l'extraversion, les changements de situation et les difficultés sociales. Quant à l'adaptation socio-culturelle, 36% de la variance s'explique par la distance culturelle, les difficultés anticipées et la dépression. On conclut que l'adaptation psychologique et l'adaptation socio-économique, quoique reliées entre elles, doivent être considérées comme distinctes sur le plan conceptuel. (author-supplied abstract).

Este estudio intenta distinguir empiricamente formas de ajustamiento psicologico y socio-cultural durante el proceso de transiciones culturales. Ciento y cinco residentes temporales (estudiantes Malasianos y Singaporeanos en Nueva Zelanda) completaron un cuestionario el cual examino bien estar psicologico (depresión) y competencia socio-cultural (dificultad social) en relación a los siguientes variables: dificultad esperado, distancia cultural, cantidad y calidad de interacciones con huéspedes nacionales y compatriotas, attitudes hacia huéspedes, extraversion, cambios en vida y variables personales como edad, sexo, duracion de residencia en Nueva Zelanda, educacion de atravesar culturas y previas experiencias de transiciones culturales. Análisis de regresión multiple fue usado para construir modelos predictivos de ajustamiento psicologico y socio-cultural. Satisfacción en relaciones con huéspedes nacionales, extraversion, cambios en vida y dificultad social acontaron por 34% de la varianc en ajustamiento psicologico. Distancia cultural, dificultad esperado y depresión acontaron por 36% de la variacion en ajustamiento socio-cultural. Aunque ajustamiento psicologico y socio-cultural son interelacionados, es concluido que se debe considerar estos como conceptualmente distintos. (author-supplied abstract).