UNIVERSITY OF MISKOLC

HANTOS ELEMÉR DOCTORAL SCHOOL OF BUSINESS, MANAGEMENT AND REGIONAL SCIENCES

MANAGING ACULTURATIVE STRESS AND IMPROVING INTERCULTURAL COMMUNICATION SKILLS THROUGH TRANSFORMATIONAL LEADERSHIP ''the Case of University of Miskolc''

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Contents

1.Introduction, Rationale of the Research

Acculturation is shaped by a U-s curve-shaped (Ward, 1997). First, foreign cultures such as international students may experience a "honeymoon" period. This brief period, which lasts a couple of months or can be much shorter for people staying a shorter time, is full of excitement. International students have novel experiences that get more attention and interest from other students. However, international students sooner or later experience a "crisis" or "culture shock." The last stage is called "adjustment," where international students learn to adjust, learn language, customs, and how to interpret a new culture's systems (Mesidor, 2016).

Gareis (2000) presents a strong argument about intercultural friendship formation in colleges and universities. She found out that, offering institutional and personal benefits concerning friendships among international and local students could provide a unique opportunity to examine the processes of how intimate relationships are formed and maintained. Intercultural friendships could provide an opportunity for international students to compare cultural influences on perceptions of themselves and others. Intercultural friendships also allow them to examine a range of influences on contexts, perceptions, personalities, skills, and behaviors in the beginning and flowering of intimate networks. Besides, some concepts such as social penetration (Altman & Taylor, 1973), uncertainty reduction (Berger & Calabrese, 1975), and dialectics (Baxter, 1988) developed the general interpersonal processes that can be used for intercultural frameworks.

Self-awareness refers to a capacity to become the object of one's attention (Duval & Wicklund, 1972). According to Morin (1998), in this state, a person actively identifies, develops, and stores information about themselves. The significant distinction here is as follows: One can perceive and process stimuli from

the environment, such as color, or food, without explicitly knowing that one is doing so (without consciousness). One becomes self-aware when one reflects on the experience of perceiving and processing stimuli. For example, I see a green object, or I am drinking juice and it tastes good. Self-awareness represents a complex multidimensional phenomenon made up of elements such as emotions, thoughts, personality traits, preferences, goals, attitudes, perceptions, sensations, intentions, and so forth. Also, personality is the means for the collection of patterns. These patterns include thoughts, beliefs, worldviews, feelings, tendencies, and behaviors.

Interpreting an individual's personality could help international students cope with their acculturative stress and improve their social relationships. Thus, knowing and being aware of their own personality could help them in this regard. Personality refers to an individual's characteristics such as style, behavior, mind-set, and attitude; his/her unique way of perceiving things and seeing the world; and communication skills play a crucial role in honing one's personality.

Overall, communication could be identified as a process for exchanging information through verbal and non-verbal methods with the person who will receive the information. The most common method of communication is verbal, which involves using a specific language in a two-way process, and providing feedback on the message received. Communication also involves the exchange of ideas, opinions, messages, and information with a specific objective. Also, communication has been defined as sharing and giving meaning, occurring at the same time through symbolic interactions (Seiler & Beall, 2005).

Culture describes the patterns of human activity and the figurative structures that give such activities significance and importance (Harper, 2001). According to Tylor (1871), culture, taken in its wide ethnographic sense, is very complex and

includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. In his work, a vocabulary of culture and society, William (1976) defines culture as the way of life for an entire society. This includes codes of manner, dress, language, religion, rituals, and norms of behavior such as law and morality, and systems of belief as well as art. Among others, UNESCO, in its Universal Declaration on Cultural Diversity, issued on International Mother Language Day, February 21, 2002, regarded culture as: "the set of distinctive spiritual, material, intellectual, and emotional features of society or a social group." It includes, in addition to art and literature, lifestyles, ways of coexisting, value systems, traditions, and beliefs (Madouni, 2021).

2.Purpose and methodology of the research

After four semesters of teaching personality development to international master's students at the University of Miskolc (2019–2022) and holding some workshops regarding the ways of coping with acculturative stress and developing communication skills, I noticed that some of the international students were suffering from stress and that it was a little bit difficult for them to adjust to the new environment, such as adaptation to Hungarian food, difficulties staying with other nationalities in the dormitory, or communicating with the host culture. As an international student who has lived in the UAE, which has more than 200 nationalities, for more than 15 years and has been working as a librarian for 8 years, I have lots of experience regarding the diversity of cultures. I decided to find a solution for international students to feel better, easily manage their stress, and develop their intercultural communication skills at the University of Miskolc. While Doucerain et al. (2015) also argued that, although psychological researchers have investigated acculturative stress in general, little attention has been paid to communication-related acculturative stress

(CRAS).That is why I decided to consider—with the utmost importance—transformational leadership as a good basis for researching managing acculturative stress regarding the circumstances of communicating in a diverse culture at the University of Miskolc based on the previous studies as well.

Five main questions (Q1 to Q5) are given below:

- Q1: Does transformational leadership have a direct effect on managing acculturative stress and improving intercultural communication skills at the University of Miskolc?

- Q2: Does the transformational leadership dimension have a direct effect on managing acculturative stress at the University of Miskolc?

- Q3: Do demographical factors have a direct effect on transformational leadership?

- Q4: Do demographical factors have a direct effect on acculturative stress?

- Q5: Is there any relationship between cultural diversity and acculturative stress at Miskolc University or not? (Based on the cultural cluster).

I would like to investigate whether there is a relationship between the independent and dependent variables or not. In this research, I used SEM, Smart PLS software, SPPSS, and ANOVA to find my answer for questions.

Finally, I would like to know what type of organizational culture is applied at the University of Miskolc. Because there is a strong relationship between organizational culture and academic performance (Köse & Korkmaz 2018).

The Structural Equation Model has two components: the measurement model in which the latent variables are suggested and examined by Confirmatory Factor Analysis (CFA), and the structural model in which the latent variables and observed variables indicate the latent variables are interrelated in a logical way. The users of SEM display the relations between observed and hidden variables in a path diagram. This diagram, which plays an essential role in the Structural Equation Model, like a computer's flowchart, shows the connection of the variable with the lines of the causal relation. A path diagram can be used as a tool to demonstrate which variables cause changes to other variables. All the independent variables are like arrows leading toward dependent variables. The weight coefficient is placed on top of the arrow. It is important to note that, in addition to the indication of linear equations by arrows, the path diagram in the structural equation models has other aspects as well.

Semi-structured, face-to-face, and in-depth interviews were conducted in this research. When I was holding the course, these questions were asked of the international students (Master level) as part of the course during the personality development subject. It had about fifty international students between the 2020 and 2022 academic years (Spring Semester). And, there were almost 20 international students (Master-PhD levels) when I was holding a workshop regarding what is acculturative stress ,how we can cope with it, and cultural awareness for developing intercultural communication skills (Hofstede model, 1980; and cross-cultural adaptability inventory) in October 2020 at the University of Miskolc. The main reason for these questions is that I decided to figure out the main problems of international students' acculturative stress at the organization and also whether my workshops and personality development courses have a positive effect on them or not. Consequently, my semi-structured interview sample size is approximately seventy (70). The outcome is that improving cultural awareness and

providing better facilities inside the dormitories are needed for managing acculturative stress and developing intercultural communication skills. Chavajay & Skowronek (2008) also argued that limited understanding of cultural diversity causes acculturative stress. According to previous studies, socialization and social support for international students are the most powerful factors for acculturation (Baba & Hosoda, 2014; Zhang & Yung, 2018).

In this study, I have chosen a questionnaire for data collection because it has advantages over other types of surveys, such as being cheap and not requiring as much effort to fill in. Also, technologies, such as Gmail and Whatsapp, have provided better and easier conditions for collecting information in a short time. So, in my study, I would like to use four types of constructs to achieve a highly significant outcome. These are:

- **Demographics Questionnaires**
- **Acculturative Stress Scale for International Students (ASSIS)**
- **MLQ-5X Subscales of Transformational and Transactional Leadership**
- **Organizational Description Questionnaire**

3.Results of Empirical Tests

The demographic characteristics of international students who participated in this research, such as gender, age, education, and nationality, are shown in some tables. Based on the International Relations Office report, the total number of international students at the University of Miskolc in 2021–2022 was 334 (population size). Among 334 international students, only 182 filled out the questionnaire. Therefore, in this research, the total sample size of international students at the University of Miskolc is 182.

Table 3.1: Descriptive Statistics of Demographic Characteristics of Participants in the Study

		N	N %
Gender	Male	119	61%
	Female	62	38.4%
	I prefer not to say	1	0.6%
Age	<=30	117	64.3%
	>30	65	35.7%
Degree Course	Master	116	63.7%
	PhD	66	36.3%

Source: Own Compilation

The result shows that male students (61%) under the age of 30 (64.3%), studying for a master's degree (63.7%), gave the most answers. Table 3.1 shows the population size and the different nationalities represented among international students at the University of Miskolc.

The mean of analyzing acculturative stress (ASSIS) based on the spider web diagram are used to analyze and determine which factors of acculturative stress had the greatest effect on the international students. Figures 3.1 and 3.2 present the most and least common problems in the ASSIS questionnaire and my personal questionnaire among the international students, respectively.
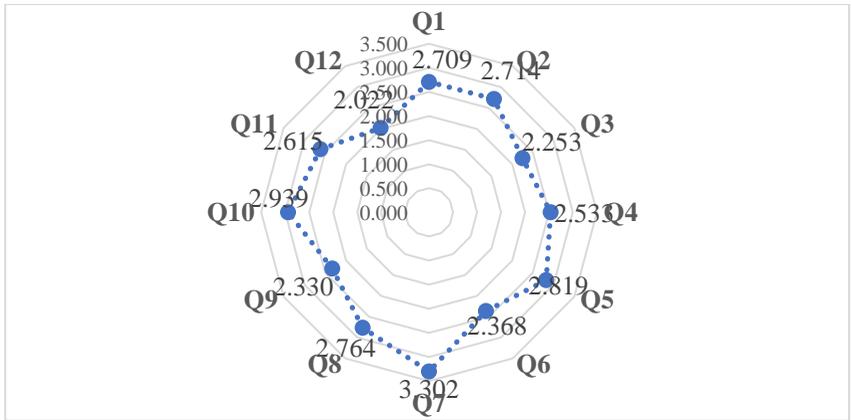
Figure 3.1: Mean of ASSIS
Sources: Own Compilation

Q1: **Perceived Discrimination:** I feel that I receive unequal treatment.

Q2: **Social Isolation:** I am treated differently in social situations.

Q3: **The Threat to Cultural Identity:** I am losing my ethnic identity.

Q4: **Inferiority:** I feel sad living in unfamiliar surroundings here.

Q5: **Homesickness:** I feel sad living in these unfamiliar surroundings.

Q6: **Fear:** I feel insecure here, I feel intimidated to participate in social activities.

Q7: **Anger/Disappointments:** I get angry when people use racial slurs and jokes about my culture.

**Q8**: **Mistrust:** It is hard for me to make trustworthy friends here.

Q9: Communication Problems: I feel nervous to communicate with other students.

Q10: **Culture Shock:** I feel uncomfortable to adjust to new foods.

Q11: **Perceived Hatred:** Some people show hatred toward me because of different ethnic background.

Q12: Guilt: I feel guilty that I am living a different lifestyle here.

According to Figure 3.1, the greatest problems of international students are related to Q7 which shows that the shortage of knowledge concerning other cultures is widespread. This can lead to the main problems, such as mocking and a lack of respect for other cultures. As I have already discussed in the literature review, the Intercultural Development Continuum (IDC) is a set of skills such as knowledge, attitudes, and orientations toward cultural difference and commonality that are arrayed along a continuum from the more mono-cultural mind-sets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation (Bennett, 1998). The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective. Also**,** according to Kim (2001), improving communication skills is a main key for cultural adaptation. Adjusting to new foods (especially Hungarian foods) and homesickness are also issues for international students, indicating that managers should begin to consider these issues as well. The next figure shows the mean of the personal questionnaire outcome:
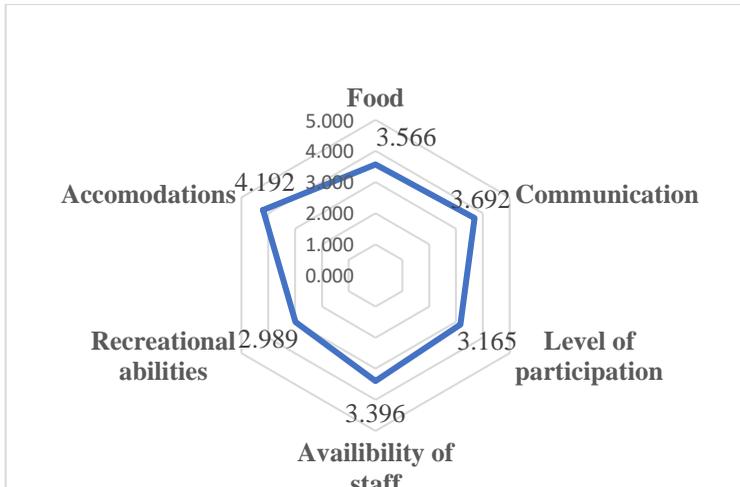
Figure 3.2: Mean of Personal Questionnaire
Sources: Own Compilation

Q1: Food
Q2: Communication
Q3: Level of participate
Q4: Availability of staff
Q5: Recreational abilities
Q6: Accommodation

The results are shown in Figure 3.2 that international students are not satisfied with the accommodation and other resources. According to my semi-interview result, some international students are not aware of the policies in the dormitory, such as the timing of sleeping or cooking. Or even if they used to cook foods from their home country, which do not elicit the same positive feelings in other cultures, such as the smell of food. So it could be a good strategy for the dormitory managers to determine the students' culture or similarity to their culture and

provide more facilities for better feelings and comforting results. Communication and food again show the major problems, respectively, so developing intercultural communication skills and considering international foods are needed. Last but not least, the availability of staff causes additional issues for international students. According to the international office report, the majority of international students belong to Africa and the Middle East cultural clusters. This means that they are collectivist; they have high power distance in society; and they have high uncertainty avoidance, which means that they need the hierarchy strategy to make decisions together and they dislike ambiguity (Hofstede, 1980). Therefore, it could be good for the employees to be a little bit more flexible in their answers and availability.

The structural equation model considered for the transformational leadership influence model on acculturative stress is presented in Figure 3.3. According to the drawn model and that in the assumed model, the effectiveness of transformational leadership from each of its dimensions and their significance is one of the factors that show the approval of the overall structure of the conceptual model of the research, so the results of this effectiveness and its significance.
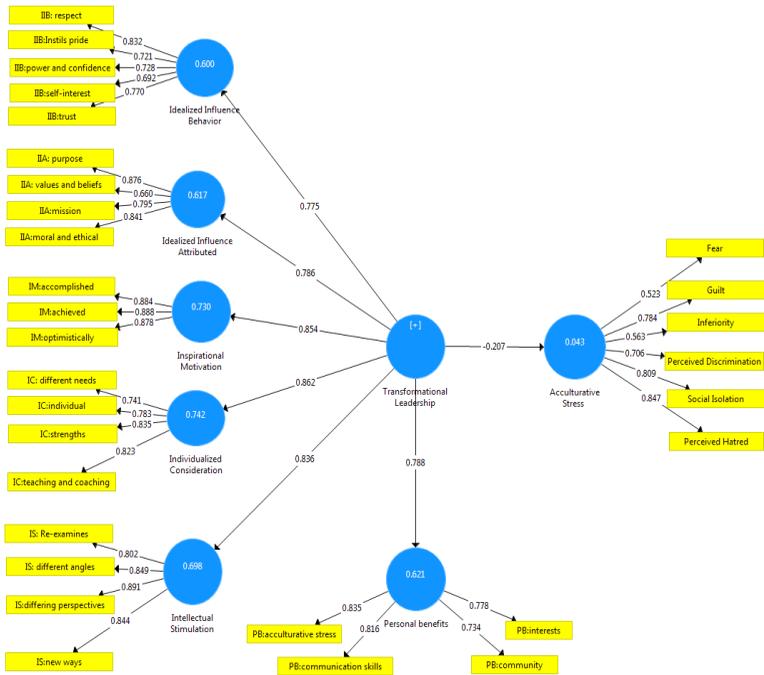
Figure 3.3: The Impact of Transformational Leadership on Acculturative Stress Using a Structural Equation Model

Source: Own Compilation

According to Figure 3.3 the significance level of this path is more than 0.05 (P> 0.05), so this path is not significant and leadership's dimensions do not have any effect on the acculturative stress. Also, leadership is 0.4% effective in explaining the variance ($R^2 = 0.04$) in acculturative stress. Therefore, based on the results in this section, the answer to Question 1 is no.

The structural equation model for the impact of leadership's dimensions on acculturative stress is shown in Figure 3.4.
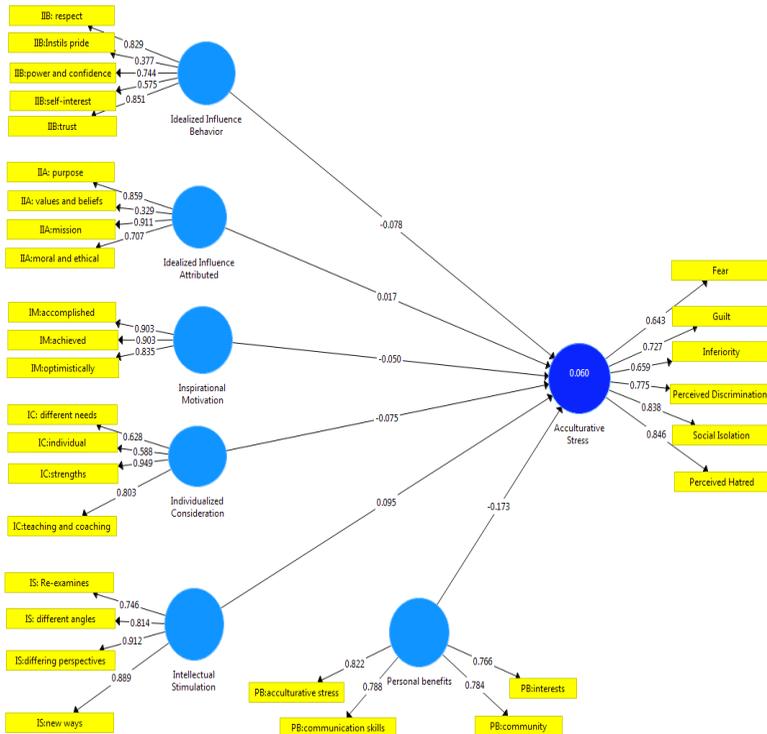
Figure 3.4: The Structural Equation Model of the Impact of Transformational Leadership's Dimensions on the Acculturative Stress

According to Figure 3.4 the significance level of this path is more than 0.05 (P> 0.05), so this path is not significant and leadership's dimensions do not have any effect on the acculturative stress. Also, leadership's dimension is 0.6% effective in explaining the variance ($R^2 = 0.06$) in acculturative stress. Therefore, based on the results in this section, the answer to Question 2 is no.

I used the Kolmogorov–Smirnov method to find normality. If the significance level in this test is less than 5% error (P <0.05), the effect of the qualitative variable on the quantitative variable is accepted.

Determining the Answer to the Question of the Model

The normality of the variables at different levels of predictor variables is checked. So, the normality of the impact of gender, age, and education on transformational leadership will be examined respectively.

According to the result, the assumption of normality for dependents variables is not established at most levels of independent variables (P-Value<0.05). But since the number of samples in these categories is more than 30, therefore, according to the Central Limit Theorem, the sample mean distribution of these variables is normal.

According to the result, in the analysis of variance, none of the variables of education level, gender, or age had a significant effect on leadership because (P-value>0.05).

According to the outcomes, demographical factors are normal at the 5% error level, because, in most cases, the significance level is greater than 0.05 (P > 0.05) and normality is established. Therefore, the answer to question 3 with 95% confidence is no.

Question 3: Do demographical factors have a direct effect on transformational leadership?

Investigating the Questions of the Impact of Demographic Variables (Gender, Age, Education) on Acculturative Stress

Parametric analysis of variance is used to investigate the effect of a qualitative variable on a quantitative variable, which

indicates that the distribution of the quantitative variable is normal at different levels of the qualitative variable. Two very well-known tests for normality, the Kolmogorov–Smirnov and the Shapiro–Wilk tests, are considered. Both of them may be normalized using Johnson's (1949) S_B distribution (Hanusz & Tarasińska, 2015, p.85). In this study, I used the Kolmogorov–Smirnov method to find normality. Also, if the significance level in this test is less than 5% error ($P < 0.05$), the effect of the qualitative variable on the quantitative variable is accepted.

Determining the Answer to the Question of the Model

First, the normality of the variables at different levels of predictor variables is checked.

Table 3.2: Examine the Normality of Demographical Factors' Influence on Acculturative Stress

Independent variable		Statistic	P-value
Education level	**Master**	Kolmogorov-Smirnov Z	0.073
		p-value	**0.179**
	Ph.D.	Kolmogorov-Smirnov Z	0.089
		p-value	**0.200**
Gender	**Male**	Kolmogorov-Smirnov Z	0.067
		p-value	**0.200**
	Female	Kolmogorov-Smirnov Z	0.113
		p-value	**.048**

Age	21-30	Kolmogorov-Smirnov Z	0.079
		p-value	**0.068**
	≥ 31	Kolmogorov-Smirnov Z	0.083
		p-value	**0.200**

Source: Own Compilation

According to the tables 3.2, I can conclude that demographical factors are normal at the 5% error level, because in most cases the significance level is more than 0.05 (P> 0.05). Therefore, the parametric test of variance analysis is used to check in this section.

According to the outcome, I can summarize that males have a greater impact on acculturative stress by a mean of 2.58. Also, age >30 has a greater impact on acculturative stress by a mean of 2.62. On the other hand, based on the statistical result, none of the variables (education level, gender, or age) had a significant effect on acculturative stress in the analysis of variance (P-value > 0.05). Therefore, the answer to question 4 will be no.

Question 4: Do demographical factors have a direct effect on acculturative stress?

Investigating the Questions of the Impact of Cultural Diversity on Acculturative Stress
Kolmogorov–Smirnov method to find normality will be used. If the significance level in this test is less than 5% error (P <0.05), the effect of the qualitative variable on the quantitative variable is accepted.

Determining the Answer to the Question of the Model

The majority of responses for my research belonged to Africa and the Middle East (107 of 182 responses), and for other cultural diversity, the number of responses was not very high for statistical analysis, so I divided the cultural cluster into two parts: Africa and the Middle East and Another Cultural Cluster. Table 3.3 shows the normality of the impact of cultural clusters on acculturative stress and will be examined.

3.3: Normality Test of the Impact of Nationality on Acculturative Stress

Independent variable		Statistic	P-value
Cultural diversity	**Africa and the Middle East**	Kolmogorov-Smirnov Z	0.063
		p-value	**0.200**
	Other Cultures	Kolmogorov-Smirnov Z	0.091
		p-value	**0.200**

Source: Own Compilation

According to the result, the assumption of normality for the response variable at the level of the cultural diversity variable is established (P-Value>0.05). Therefore, the parametric test of variance analysis is used to check in this section.

According to the outcome, in the analysis of variance, none of the variables in the cultural cluster had a significant effect on

acculturative stress because (P-value>0.05). So, the answer to question 5 with 95% confidence is no.

Question 5: Is there any relationship between cultural diversity and acculturative stress at Miskolc University or not?

4.Conclusion, Suggestions, Limitations and Contributions

In the first phase of the empirical research, 70 semi-structured, face-to-face, and in-depth interviews were conducted. In the second phase of the empirical research, 182 responses were collected from international students through an online survey such as Whatsapp or Messenger, and I used a spider web diagram, SEM, PLS-Smart Path Modeling, ANOVA, and SPPSS for analyzing the data. The research results are presented through the research questions, and sub-questions, in the dissertation.

Spider Web Diagram Result for the ASSIS Questionnaire: According to the mean result of the ASSIS questionnaire and my personal questionnaire, I noticed that sometimes a lack of knowledge concerning cultural diversity is noted inside the organization, such as in cultural values, norms, behavior, and intercultural communication skills. Home sickness and adjusting to new foods (especially Hungarian foods) are also issues for international students. Therefore, managers might better begin to consider ways to solve these issues, such as increasing specific activities for managing acculturative stress, developing cultural awareness, improving intercultural communication skills, and attempting to provide international food on campus at least one or two days per week to show them they are not too far from their home countries.

The reason for the question's negative response was as follows:

Research Question 1: Does Transformational Leadership Have a Direct Effect on Managing Acculturative Stress and Improving Intercultural Communication Skills at the University of Miskolc?

After analyzing the impact of transformational leadership on the ASSIS and personal benefits questions, I found out that transformational leadership and its dimensions didn't have a significant impact on managing acculturative stress in the organization. The results show that transformational leadership did not have a significant effect on acculturative stress. ($T < 1.96, P > 0.05$), and transformational leadership was responsible for only 4.3% of the changes in acculturative stress, indicating low explanatory power and indicating that there are other effective factors for acculturative stress that were not measured in this study. The dimension of leadership is also only 6% effective in explaining the variance ($R^2 = 0.06$) in acculturative stress.

Research Question 2: Does the Transformational Leadership Dimension have a Direct Effect on Managing Acculturative Stress at the University of Miskolc?

According to Figure 3.4, leadership's dimension is only 0.6% effective in explaining the variance ($R^2 = 0.06$) in acculturative stress, which means that only 6% of the transformational leadership dimension can change acculturative stress. According to result, the significance level of this path is greater than 0.05 ($P > 0.05$), indicating that this path is not significant and that the leadership dimensions have no effect on acculturative stress.

Research Question 3: Do Demographical Factors Have a Direct Effect on Transformational Leadership?

According to the descriptive results, transformational leadership is more effective in the female gender than in the male gender, with idealized influence attributed by a mean of 3.63 and personal benefit questions by a mean of 3.68. Or, overall, the transformational leadership dimension in the master group was greater than that in the PhD group. However, according to the outcome, in the analysis of variance, none of the variables of education level, gender, or age had a significant effect on leadership (P-value>0.05).

Research Question 4: Do Demographical Factors Have a Direct Effect on Acculturative Stress?

According to descriptive statistical analysis, I noticed that demographical factors such as age, gender have a great influence on the development of acculturative stress. For example, males have a greater impact on acculturative stress by a mean of 2.58 than females. Or, age >30 has a greater impact on acculturative stress by a mean of 2.62 than any other age group. Some quantitative studies, for example, found that coping However, according to the result, none of the variables of education level, gender, or age had a significant effect on acculturative stress in the analysis of variance (P-value > 0.05).

Research Question 5: Is There Any Relationship between Cultural Diversity and Acculturative Stress at Miskolc University or Not?

According to descriptive statistical analysis**, although** the majority of participants belonged to the African and Middle East cultural clusters (60.9%), they had a lower impact on the acculturative stress by a mean of 2.48 than other cultural clusters such as East Europe or Southern Asia. Yeh & Inose (2003) argue that European international students have lower acculturation stress compared to those from Asia, Africa, or South America in the USA. However, the significance level of

the ANOVA test for all dimensions of acculturative stress is greater than 5%, so it is showed that nationality or cultural cluster have no effect on acculturative stress in my research.

Lastly, I decided to investigate what the type of organizational culture at the University of Miskolc is. According to Bass and Avolio (1993), by providing the questionnaire (Organizational Description Questionnaire (ODQ), we can figure out what types of organizational culture are applied inside the organization , so the type of organizational culture could influence the relationship between employees and international students at a university. After analyzing the data, I noticed that the organizational culture at the University of Miskolc is in a coasting mode, which is determined by the transformational and transactional leadership being placed in the middle of the range at the organization. Of course, I must note that my sample size for the organizational cluster was not large enough; a larger sample size could have modified my outcomes. Overall, I believe that it would be better for the University of Miskolc to promote its organizational culture towards a high-contrast model because, in this condition, both transformational and transactional leadership have a high stage of impact.

5.2 My Findings and Thesises

T1."Increasing cultural awareness inside the universitiy can help international students better manage their acculturative stress and develop their intercultural communication skills''

T2. ''Classify international students in the dormitory based on their culture or cultural values and norms; in this regard, students have a similar habitat for eating and sleeping. Also, providing better services and facilities in the dormitory is needed while the international students have problems regarding dormitory's service quality, such as the cleanliness of room or inadequate facilities in the kitchen and bathroom''.

T3. ''Providing a room in the dormitory as well as a room in the university for Muslim culture (praying time) is important, but the room should be divided into two sections (male and female)''.

T4. ''one day per week is provided by halal food from a Turkish restaurant for Muslim culture and other cultures inside the university. Or, determining some food coordinates, such as discount coupons from Turkish, Leves and Chinese restaurants, can make the weekend more enjoyable because they will be able to eat their favorite foods and have fun with their friends. Also, it could be a professional attitude if the university could provide some services and facilities for Ramadan, when almost 50% of international students are Muslim, and they would like to fast during this month based on their religion. For example, at Iftar time, when they can begin to eat, providing a large kettle of hot tea and some cookies can satisfy them that the organization respects and values their culture''.

T5. "Some parts of Syria, Pakistan, Kazakhstan, Azerbaijan, and the Kurds in Iraq, Turkey, and Iran are celebrating Nowruz (20 March) as the New Year. It could be a professional attitude if the organization considers their own New Year as well, by providing a simple celebration when they are unable to celebrate with their families. Or, Indian culture used to celebrate November 24 as Diwali. It is one of the biggest festivals of lights and has become a national Indian festival. Other nationalities, such as African culture, have the biggest

traditional festival, which is called Mombasa carnival, Mombasa carnival is the most popular festival in Kenya. This vibrant festival is held in November in Mombasa, a city that has been influenced by African and Arabic customs for many years. Therefore, Miskolc University could develop cultural diversity values and norms within the organization in this situation. In my introduction, I state that understanding international students' cultures and paying more attention to these cultural values can help international students cope with their stress when they are away from home (home sickness)''.

T6. ''Developing the availability of staff for international students could help them manage their acculturative stress. Because they can feel that if they need something, they can access the staff easily and their problem will be solved in a short time''.

T7. ''Providing a suggestion box can help the international students share their problems indirectly with the management. This can bring some benefits for both sides. International students can easily share their problems with the management without any stress or negative feelings and feedbacks, and on the other hand, the management can notice the common problems among them and try to find new strategies for developing social support''.

T8. "Assertive communication skills should replace any type of communication skill. When the majority of international students are members of the collectivism of society and they are looking for clear communication."

T9. "Transformational leadership and its dimensions have no effect on acculturative stress, indicating that leaders, such as professors, require additional support from organizational management in order to manage acculturative stress and

improve communication skills among international students at Miskolc University, when the personal benefits of the transformational dimension have an effect on managing acculturative stress and communication skills on its dimension, but not when the transformational dimension has an effect on managing acculturative stress and communication skills on its dimension."

The significant limitations and suggestions that are relevant for future research and are discussed in this section;

1. Concerning the impact of nationality on acculturative stress, there was a big difference between the numbers of international students in the different cultural clusters, so it was not possible to perform a statistical test (ANOVA) to compare the effects of different cultural groups on acculturative stress. Therefore, I was unable to draw any general conclusion with confidence. I recommend that future researchers consider the size of the sample for a cultural cluster as well.

2. I did not mention some specific factors that could be related to culture and personal experience in my research for coping with acculturative stress in the ASSIS questionnaire, such as marriage status, number of children, and the type of religion and its limitations in the host country. According to the international office report, and as I have already mentioned, almost 50% of international students are Muslim, and regarding my demographical analysis, 109 of the 182 responses belong to Muslim countries such as Kazakhstan, Azerbaijan, Egypt, Palestine, Iraq, Jordan, Morocco, Algeria, Syria, Turkey, Tunisia, Uzbekistan, Pakistan, and Iran. According to Mukminin et al. (2013) outcomes and previous literature (Cole & Ahmadi, 2003; Nasir & Al-Amin, 2006), "Muslim students

experience many challenges related to their religious beliefs and practices." (p. 43).

3. I did not consider the impact of emotional intelligence on improving and developing communication skills among the international students at the University of Miskolc. According to Preeti (2013, p.9), "emotionally intelligent people are more likely to succeed in everything they undertake."In short, emotionally intelligent students would have better academic achievement by managing their acculturative stress and having better communication skills. Emotional intelligence became well known when Daniel Goleman (1995) argued that EI (also called EQ) has more value than IQ.

4. The DISC model was developed by Marston in 1920. It includes four basic personality profiles: D, I, S, and C, which refer to dominance, influence, steadiness, and compliance (Bonnstetter & Suiter, 2018). According to Kurz et al. (2021, p.4), "each personality profile has attributes that can benefit clear communication and support productivity." It is argued that "learning the preferences of each profile can assist with improving communication and fostering collaborative teamwork." (p.4).

5. The other limitation of this study is that the sample size was very small for analyzing and determining, what type of organizational culture is applied at the University of Miskolc. Unfortunately, COVID-19 and language barriers didn't allow me to access more information and data. Consequently, with more samples, maybe the type of organizational culture will change.

6. In terms of methodology, the first methodological contribution is that the three email questionnaires were developed for the international students by sending them by

WhatsApp and Messenger, which were used to collect information from them in a short time. The second methodological contribution is that I use the spider's web diagram to assess acculturative stress, as well as the mean for effectiveness on demographic factors in transformational leadership and acculturative stress. The third methodological contribution is measuring the variables through reliability and validity tests, and the fourth methodological contribution is the examination of the developed model using PLS Smart, SEM, ANOVA, and SPSS as methods of analyzing the answers to my questions. By developing larger sample sizes (more than 200), future researchers can notice the difference between AMOS and PLS Smart for statistically analyzing data.

This dissertation is based on my four-year experience teaching MBA students at the University of Miskolc about personality development. When I had the chance to teach workshops about acculturative stress and how we can develop our international communication skills when we are studying in a global environment such as the University of Miskolc, I hoped that these findings and results could bring new ideas to the organization and help international students manage their stress. At the end, I would like to appreciate my dear supervisor, Dr. Kunos István, who gave me these opportunities to teach about personality development and develop my knowledge regarding this research.

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