**INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)**www.ijepec.com**A SCOPING REVIEW OF ACADEMIC ADAPTATION OF
INTERNATIONAL STUDENTS: LITERATURE FROM 2004 TO
2024**Yi Xue¹, Abd Razak Zakaria^{2*}, Mohammad Ismath Ramzy Mohammad Ismail³¹ Faculty of Education, Universiti Malaya, Kuala Lumpur, Malaysia
Email: 17221471@siswa.um.edu.my² Faculty of Education, Universiti Malaya, Kuala Lumpur, Malaysia
Email: abdrzak@um.edu.my³ Faculty of Education, Universiti Malaya, Kuala Lumpur, Malaysia
Email: ismathramzy@um.edu.my

* Corresponding Author

Article Info:**Article history:**

Received date: 23.06.2024

Revised date: 17.07.2024

Accepted date: 30.07.2024

Published date: 10.09.2024

To cite this document:

Yi, X., Zakaria, A. B., & Ismail, M. I. R. M. (2024). A Scoping Review of Academic Adaptation of International Students: Literature from 2004 to 2024. *International Journal of Education, Psychology and Counseling*, 9 (55), 77-96.

DOI: 10.35631/IJEPC.955005

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This scoping review examines the academic adaptation of international students, a topic that has gained importance with the rise in students seeking higher education abroad. Covering literature from 2004 to 2024, the review identifies critical themes and trends, emphasizing international students' challenges and the support mechanisms aiding their academic success. The research is categorized to understand various challenges such as language barriers, cultural differences, and diverse teaching methods, as well as to assess the effectiveness of support services like orientation programs, academic advising, and peer mentoring. The review also highlights several research gaps, including more quantitative studies with rigorous designs, research focused on less affluent countries, including younger and male students, and studies on health promotion and community settings. The insights from this review aim to guide the creation of effective support systems and policies to improve the academic adaptation of international students in higher education institutions worldwide.

Keywords:

Academic Adaptation, Scoping Review, International Students, Higher Education

Introduction

With the progress of globalization and the rise in human mobility, pursuing higher education overseas has become increasingly common (Hanada, 2023; Hofhuis et al., 2019; Malay et al., 2023). Over the past forty years, the population of international students worldwide has grown dramatically and is expected to reach 8 million by 2025 (Lin, 2020). The adjustment of international students to academic environments has consequently emerged as a crucial area of study, reflecting the growing trend of students pursuing education across borders. As globalization progresses, international education is crucial for cultural exchange and intellectual development (Gautam et al., 2024). However, the transition to new academic environments presents substantial challenges for international students, impacting their academic performance, personal development, and overall well-being (Huang, 2017).

International students face numerous obstacles when adjusting to unfamiliar academic settings (Kelly, 2021). These challenges include language barriers, differing academic expectations and teaching styles, unfamiliar assessment methods, and social and cultural adjustments (Volchenkova, 2023). Understanding these challenges is crucial for developing effective support systems to enhance these students' educational experiences and outcomes. International students from various cultural and educational backgrounds face distinct challenges. Language proficiency, for instance, significantly impacts their ability to comprehend course material, participate in class discussions, and complete assignments (Wilczewski & Alon, 2023). Furthermore, cultural differences in learning and teaching styles can create additional hurdles, as students may be accustomed to different forms of instruction and evaluation in their home countries (Ameen & Najeeb, 2023).

This scoping review endeavors to identify the primary themes and trends in the global literature on the academic adjustment of international students. By examining current research, this review aims to thoroughly understand the challenges these students encounter and the support systems that aid their academic success and integration. The findings from this review will guide the creation of more effective support systems and policies to improve the academic adaptation of international students in higher education institutions around the world. Studies have highlighted several critical aspects concerning the academic adjustment of international students. These aspects include the importance of language support services, the influence of cultural adaptation on academic outcomes, and the efficacy of various support measures such as orientation programs, academic counselling, and peer mentoring (Hill, 2023). Despite these insights, there remains a need for a comprehensive understanding of how these factors interact and influence the overall academic adaptation process.

This scoping review aims to chart the existing research on the academic adjustment of international students, highlighting key themes and trends in various contexts. By synthesizing results from numerous studies, this review strives to offer a comprehensive understanding of international students' challenges and support requirements. The knowledge derived from this review will guide the creation of more effective support systems and policies to improve international students' academic adaptation and success in higher education institutions globally.

Literature Review

Academic Adaptation

Various scholars have offered definitions of academic adaptation. International students may encounter "academic shock" upon entering a new educational environment that differs significantly from their previous experiences (Mukminin, 2012). Researchers have used different terms to describe the process and outcomes of students adapting to new academic settings. Rienties et al. (2012) described academic adaptation for international students as managing the demands of their academic environment and enhancing their motivation to succeed. Hussain and Shen (2019) noted that academic adaptation in a cross-cultural context fundamentally differs from adapting within one's own country and familiar educational systems. Shamionov et al. (2020) defined academic adaptation as the process and outcome of students adjusting to their educational surroundings, including interpersonal relationships, activities, and the educational space.

"Academic adjustment" and "academic acculturation" are often interchangeably employed to describe the process. According to Yadak (2017), academic adaptation results from an interactive and beneficial relationship between students and their surroundings, which fosters academic and personal growth. Several good indicators of this relationship include the degree of educational diligence, satisfaction, acceptance of university standards, and the timely completion of assignments. This recent view underscores the importance of a supportive educational environment in facilitating academic adaptation. The existing literature establishes that academic adaptation is a multifaceted and dynamic process. It entails the interplay of diverse elements, including individual traits, social support networks, the nature of the academic institution, and the specific academic challenges encountered. Successful adaptation is characterized by seamless integration into the academic community, contentment with the educational journey, and attaining academic objectives. This review underscores the complexity inherent in academic adaptation and highlights the necessity for comprehensive support strategies, especially for international students.

Research Method

This research utilized the scoping framework outlined by Arksey and O'malley (2005). A scoping study aims to broadly map existing literature within a particular area of interest, covering diverse topics and accommodating various study designs. Unlike systematic reviews, scoping studies do not evaluate the quality of the included literature (Arksey & O'malley, 2005). Following the outlined framework, the researchers adhered to the following five steps:

Define The Research Questions

The research questions are:

What are the key factors influencing the academic adaptation of international students, including but not limited to language proficiency, cultural differences, teaching methods, and social support?

What strategies and methods are reported in the literature that international students use to adapt academically to their new academic environments, and how do these strategies vary across different disciplines and cultural backgrounds?

Identify Relevant Studies

Under the guidance of the corresponding author, relevant studies on international students' academic adaptation were identified through searches in three databases: Science Direct, SCOPUS, and Web of Science, which yielded most of the pertinent and impactful papers. The search and review process spanned three weeks, focusing on articles published from 2004 to 2024. A peer-reviewed approach was implemented to ensure this review's reliability (Merriam & Tisdell, 2015).

According to Arksey and O'malley (2005), using a comprehensive definition of key terms in search queries ensures extensive coverage of the literature. We devised vital concepts and search terms to include studies on international students' challenges and academic adaptation, emphasizing international perspectives. A university librarian with expertise in teaching and learning was consulted, providing valuable insights for refining search terms and identifying the most relevant databases. The search strategies employed included using educational subject headings and Boolean operators to refine and combine literature searches. Table 1 presents the critical search terms developed for guiding the search process. To comprehensively identify primary evidence while considering time and budget limitations (Kenny et al., 2013), we established inclusion and exclusion criteria, detailed in Table 2.

Table 1: Key Search Terms

Search terms
("academic adaptation" OR "academic adjustment")
("international students " OR "foreign students" OR "overseas students ")

Table 2: Inclusion And Exclusion Criteria

Criterion	Inclusion	Exclusion
Time	2004 to 2024	Research published outside the specified date range
Language	English	Studies not conducted in English
Type of article	Original research published in a peer-reviewed journal	Articles lacking peer review or not presenting original research
Ethics clearance	Studies with approved ethics notification	Studies without approved ethical clearance
Study focus	International students in higher education	The research focused on student populations other than international students.
Literature focus	Articles where the overwhelming theme relates to academic adaptation	Articles that only briefly or superficially mentioned academic adaptation.

		Articles are categorized as editorials, discussions, or personal opinion pieces.
Population and sample	International students registered in an accredited academic program.	Any students are not participating in an accredited academic program.

Study Selection

The search procedure concluded on June 16, yielding 161 references. After removing 47 duplicates found across multiple databases, 114 articles remained. Despite "academic adaptation" being a search criterion, 64 articles were excluded for not addressing the topic, leaving 50 articles. After a full review, 2 more articles were excluded for various reasons. Following Arksey and O'malley (2005) suggestion, the reference lists of the excluded literature reviews were examined, but no additional references were identified. Consequently, 37 articles were retained for analysis. Figure 1 illustrates the article selection process, and Table 1 provides an overview of each selected article.

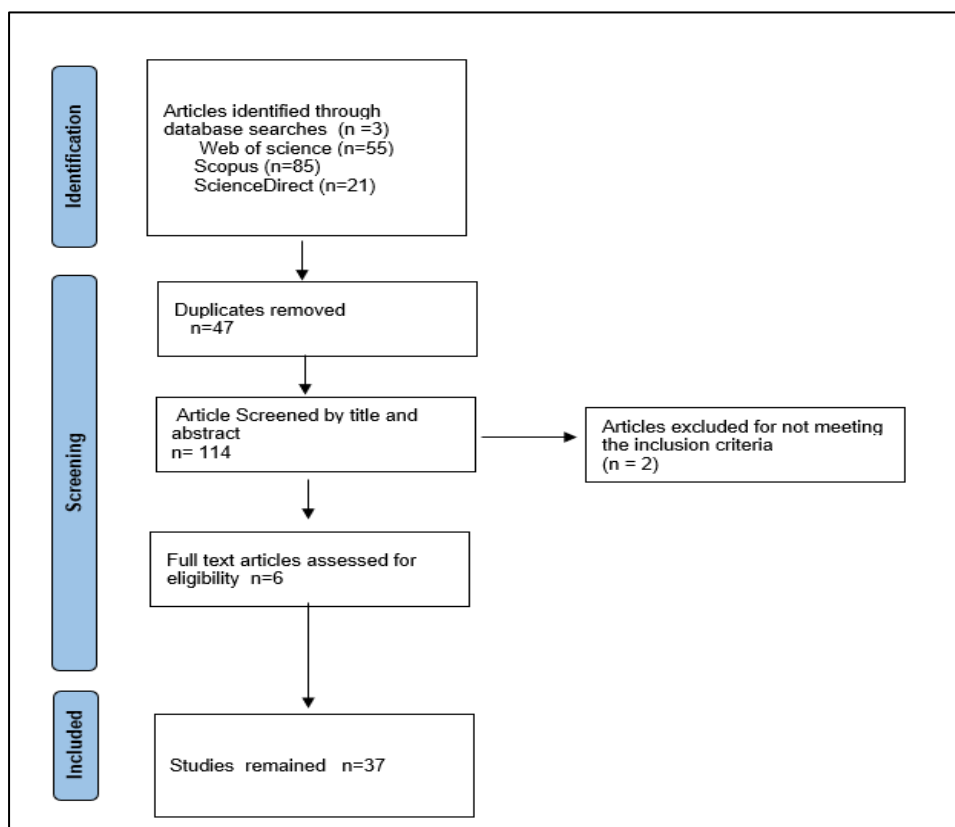


Figure 1: Flow Diagram For The Process Of Article Selection

Screening of Literature

In the initial screening, non-journal articles and studies without authors were first excluded. Subsequently, after reviewing the titles and abstracts, studies related to the academic adaptation of international students in higher education were considered for further inclusion. For example, studies focusing on areas outside of higher education, non-international student populations,

non-peer-reviewed articles, studies without ethics clearance, and articles with little relevance to academic adaptation were excluded. However, if an article was deemed relevant to addressing the research questions, it could still be included in the final list of review articles, even if it did not strictly meet the researchers' screening criteria.

Determining the Final Literature

The first and last authors thoroughly reviewed all 37 articles. Data were extracted from each and recorded in a "data charting form" Arksey and O'malley (2005), as shown in Table 1. Initially, descriptive quantitative data such as author names, publication year, study context, objectives, study design, sample, and theoretical approach were extracted and summarized. Subsequently, the articles were reviewed multiple times to determine how academic adaptation was addressed about various research topics, and they were categorized accordingly.

Table 3: Literature review overview matrix

NO.	Year	Authors	Sample characteristics	Country and recruitment setting	Study design	Analytical methods	Findings on Academic Adaptation
1	2005	Zeynep Cemalcilar	280 first-year	Austin	a web survey	structural equation model analysis	C.M.C. use is linked to better academic adaptation for international students by supporting social connections and cultural identity, which are crucial for their adjustment to new educational settings.
2	2007	Moiria Peelo	Chinese students in a "2+2" programme	U.K.	Embedded course design within a Social Science degree	Qualitative and quantitative feedback, focus groups	The course contributed to improved academic performance and confidence, a better understanding of British culture, and enhanced ability to engage in academic assessments such as essay writing and oral presentations
3	2008	Zeynep Cemalcilar	90 graduate students	U . S . A .	Longitudinal study	MANOVA	Significant decline in psychological well-being post-transition. Increased identification with host culture, stable identification with home culture. Students with a separation strategy had the lowest social adaptation, while bicultural and marginalized students showed better social and academic adaptation.
4	2006	Huay Jun	10 international	Australia	semi-structured in-	Thematic analysis	International students initially faced language barriers and cultural differences in classroom interaction. They gradually adjusted, finding

5	2008	Poh Yuefang Zhou	Students 257 Chinese postgraduate students	U.K.	depth interviews Longitudinal study	thematic content analysis	advantages in the quiet, less distracting regional area, which helped them focus on their studies. Students initially faced difficulties with academic reading and lectures, which decreased over time. Peer support and pre-departure preparation were crucial for adaptation, with group arrivals benefiting more than individuals.
6	2013	Qingchun	5 Asian international students	Belgium	Photovoice project	Descriptive thematic analysis	International students faced challenges with extensive reading in English, using academic resources, language barriers, and time management. Peer support and pre-departure preparation aided their adaptation. Group arrivals benefited more than individual ones.
7	2015	Maribel Blasco	35international full-degree students	Denmark	Exploratory study	Qualitative content analysis	Students struggled with implicit aspects of the local learning culture, like informal student-teacher interactions and self-directed learning. Making these expectations explicit improved adaptation and academic performance.
8	2016	Ümit Cura	298international students	Turkey	Descriptive- correlational study	SPSS	Academic adjustment was negatively correlated with acculturative stress and positively with social

9	2016	Kathryn Nel	18 first-year undergraduate students	South Africa	Qualitative exploratory study	Thematic Content Analysis	support. Acculturative stress had a more significant impact on academic adjustment than social support.
10	2016	Rose Quan	20 Chinese postgraduate students	UK	Qualitative study	Thematic and template analysis	Positive academic adaptation included support from departments and lecturers and financial assistance through bursaries—negative experiences involved unsupportive lecturers, a high workload, different teaching methods, and a lack of accommodation.
11	2017	Joel R. Anderson	68 China-born students	Australia	quantitative research	GNAT NOVA	The study identified a four-stage model: overconfidence before departure, stress, engagement, and gaining competence. Key factors include pre-arrival preparation, stress management, system engagement, and compatriot support, with strategies varying by stage. This aligns with your research questions on factors and strategies for academic adaptation.
12	2018	Gilberte Bastien	122 international students	U.S.A.	hierarchical regressions	Descriptive statistics	Chinese students in Australia identified more with Chinese culture, resulting in higher acculturation stress and lower life satisfaction and academic motivation. Cultural reaffirmation may help mitigate educational challenges.
13	2018	Sana Anwar		Malaysia		AMOS 23	The study identifies duration in the U.S., English proficiency, and help-seeking as key to academic adaptation for international students while noting age impacts on psychological adaptation. It

14	2018	Lashari	200 postgraduate s	U.S.A.	cross- sectional research	case and cross-anal ysis	highlights the separate influences on academic and psychological adjustment.
			international students				The study found that social support is significantly linked to better academic and psychological adjustment for international students. It mediates the impact of acculturation stress, underscoring the vital role of social support in facilitating international students' adaptation to new academic settings.
15	2017	Jiaqi	13 East Asian international students	Belgium	consensual qualitative research	S.E.M.	The study identified challenges in academic adaptation, such as language proficiency and course preparedness, and highlighted students' mixed emotions and self-reliance strategies. It also emphasized the importance of goal-setting and peer support for improvement.
		Qian Meng	206 Chinese international students				
16	2018			Germany	quantitative research		English and local language proficiency significantly predict global competence. Global competence then substantially impacts social connectedness, social adaptation, and academic adaptation.
		Jianni Zhu	Chinese international students				
17	2014			Belgium	Longitudinal Qualitative study	thematic and content analysis	Key factors influencing academic adaptation included language proficiency, cultural differences, and teaching methods. Strategies reported include building self-confidence through participation,
	2019			Malaysia		Thematic analysis	

18	2019	Qingchun Wang	South American International Students		Photo elicitation methodology		adapting to Western academic styles, and leveraging social support networks.
19	2017	Seyedali Ahrari	10 international Postgraduate students	Russia Belgium	Qualitative study	Thematic analysis	Adjustment processes do not automatically lead to adaptation. Individual factors such as students' acculturation strategies and coping mechanisms, and situational variables like social interaction and cultural discomfort affect their adjustment.
20	2018	O. A. Beregovaya	310 international students		quantitative research	Descriptive Statistics Correlations Analyses	Highlight the importance of English language proficiency, adaptability to diverse teaching methods, and the utilization of academic support services. It also underscores the challenges faced due to language barriers and the need for effective guidance and practical application of learning approaches in the Malaysian education system.
	2021	Chun Cao	202 Chinese International students	Turkey	cross-sectional research	EFA CFA SEM	International students in Russia struggle with academic adaptation due to language barriers and differences in teaching methods. They need targeted support to overcome these challenges and successfully integrate into the educational system.
21	2020			South Korea			
	2021	Nilufer Demiral Yilmaz	127			SPSS NVivo 10	
22	2021		132	U.S.A.	mixed-method		
23	2019	Madhu Sudhan Atteraya			Quantitative	Pearson Correlation	The study found that more extended residence and participation in academic orientation programs improve academic adaptation among Chinese international students. Local language proficiency influences academic adaptation indirectly through

				Kazakhstan			social connectedness and support satisfaction. English proficiency has a direct effect, partially mediated by these social factors.
24	2021	HyunJin Cho	321		S.E.M.		
	2022	Gulzhana Kuzembayeva	171	New Zealand	Quantitative		Themes included educational goals, different studying habits, accommodation and transportation conditions, access to academic advisors, and scholarship-related pressures. Students faced difficulties adjusting to a different education system and heavy course loads.
25	2022			UK	Quantitative	Descriptive statistics correlation statistics	
26		Radiah Othman	62	Germany		Interviews	These findings emphasize the importance of addressing acculturation stressors, particularly perceived fear and discrimination, to facilitate better academic adjustment for international students in South Korea.
27		Hanh Pho			mixed-methods		
	2022		3837	Canada		SPSS NVivo	The study highlighted the critical role of both personal determination and systemic support in facilitating international students' academic adaptation, with a clear emphasis on the need for institutional measures to address the unique challenges faced by these students.
28		Hüseyin Hilmi Yildirim	3 Chinese international students	UK	Longitudinal study		
	2023				Qualitative	Mplus	Academic adaptation was significantly and positively related to the G.P.A. scores of second-year students.
		Ju Huang					
29	2023		8 Chinese			Thematic analysis	Academic adjustment is a gradual process, suggesting future research to include international

30	2023	Guangxiang Liu	international students	Australia	Qualitative		students at different stages of study better to understand coping strategies and relationships with academic achievements
						Thematic analysis	Provided emotional and academic support, contributing positively to academic adaptation
31	2023	Jasvir Kaur Nachatar Singh	55	Hungary	Qualitative		
						Reflexive	These findings highlight the importance of a sense of university belonging for the academic and psychological adaptation of international students in Germany and suggest that interventions to promote belonging may enhance students' adaptation and academic success
32	2022	Aigerim Yerken	42	Malaysia	Qualitative	Thematic analysis	These findings underscore the complexity of academic adaptation for Chinese international students and the critical role of language, cultural understanding, and institutional support in facilitating their adjustment process
			Purposive Sampling	China	Qualitative		
33		Safrena Noreen Abd Malek	642/12	China		Thematic analysis	These findings highlight the complex interplay of pandemic-related and pre-existing challenges in the academic adaptation of Chinese international students and underscore the importance of multifaceted support systems to facilitate their adjustment
		Yuezu Mao					

34		134/9	China	Mixed longitudinal design	Multiple regression Thematic analysis	Language barriers, cultural differences, and limited prior research experience. These issues affected their communication with supervisors, participation in group work, and overall academic performance students often struggle with the Western educational system's distinct approaches to teaching and learning.
	Huichun Ning		G.C.C	mixed-methods	SPSS AMOS	
35		259				Significant language barriers and cultural differences impact their understanding of lectures and participation in class. Despite these challenges, support from peers, faculty, and university resources played a crucial role in facilitating their academic adaptation and success.
36	Zhang Wenyan	303	China	Quantitative study	Multinomial logistic regression Marginal effects analyses	These findings highlight the importance of acculturation strategies and social support in facilitating academic adjustment for international students in China.
	Kausar Yasmeen			Cross-sectional survey	Structural Equation Modeling	
37		2540 international Students		Quantitative study		This study suggests raising the academic standards to ensure their educational progress, improving teacher-student relations, establishing a supportive peer network, enhancing academic resources, and offering increased opportunities for cultural exchange.
	Junqi Zhu					

Psychological adaptation has a direct positive influence on international students' academic adaptation. Sociocultural Adaptation has an indirect influence on international students' academic adaptation.

These findings suggest that improving psychological factors and addressing language challenges can significantly enhance the academic adjustment of international students in the GCC countries.

These findings suggest targeted interventions by universities and the government to improve the academic adaptation of international students in China, emphasizing the importance of course learning and self-regulation support.

Findings

In studies on academic adaptation of international students from multiple countries, there is a notable diversity in sample sizes and participant backgrounds. Sample sizes ranged from 3 to 3837 individuals, involving countries such as the U.S.A., Australia, the U.K., Belgium, Denmark, Turkey, South Africa, Malaysia, Germany, and China (Townsend & Poh, 2008; Wang & Hannes, 2014), among others. The study designs were primarily qualitative, quantitative, and mixed-methods. Qualitative studies were the most common, employing semi-structured in-depth interviews, thematic analysis, and longitudinal qualitative studies. Quantitative studies included cross-sectional and descriptive-correlational studies, using techniques such as Structural Equation Modeling (S.E.M.), Analysis of Variance (ANOVA), and hierarchical regressions. Mixed-methods studies combined qualitative and quantitative tools to analyze the data comprehensively.

The findings indicate that social and cultural integration is crucial in academic adaptation. Many studies highlighted the importance of social connections and cultural identity in supporting academic adjustment (Cemalcilar et al., 2005; Cura & Işık, 2016; Lashari et al., 2018; Meng et al., 2018). Peer support, pre-departure preparation, and social support networks were identified as essential factors for better adaptation (Nel et al., 2016; Wang & Hannes, 2014; Yildirim et al., 2021). Language barriers significantly affect academic adaptation (Othman et al., 2021; Quan et al., 2016; Singh & Jack, 2022), particularly proficiency in English or the local language, often impacting students' academic performance. High levels of acculturative stress were negatively correlated with academic adjustment, while social support mediated these stresses (Atteraya, 2021; Nel et al., 2016).

Differences in teaching methods and academic practices between home and host countries were common challenges (Anderson & Guan, 2018). Adapting to new academic styles and understanding local learning cultures were necessary for academic success. Both psychological well-being and sociocultural adaptation are critical for academic success, with psychological adaptation having a direct positive influence and sociocultural factors having an indirect impact (Liu et al., 2022). Institutional support, including financial assistance, support from lecturers, and access to academic resources, significantly contributed to positive academic adaptation.

For instance, Zeynep Cemalcilar's study utilized a web survey and Structural Equation Modeling analysis to link computer-mediated communication (C.M.C.) use with better academic adaptation by supporting social connections and cultural identity (Cemalcilar & Falbo, 2008; Cemalcilar et al., 2005). Moira Peelo's study focused on Chinese students in a "2+2" program in the U.K. (Peelo & Luxon, 2007), using qualitative and quantitative feedback to show improved academic performance and cultural understanding. These studies, among others, provided unique insights into factors influencing academic adaptation, such as duration of residence, pre-departure preparation, peer support, and personal determination.

Overall, the data indicates a rich diversity in the research on academic adaptation of international students, highlighting the importance of social support, language proficiency, cultural adaptation, and institutional resources. The findings underscore the need for targeted interventions to address international students' unique challenges in various academic environments.

Discussion

This review aimed to identify and describe how academic adaptation has been studied across various contexts and to pinpoint potential research gaps in the literature from recent years. The analysis of the studies revealed several knowledge gaps and areas needing further exploration. Despite numerous studies on academic adaptation, a consistent theoretical model has not been prominently developed or universally applied. As seen in most studies, the predominant use of qualitative designs suggests a need for more diverse methodological approaches, particularly those involving quantitative and mixed-methods designs. This would enhance the robustness and generalizability of findings. A significant finding was the research's limited representation of less affluent countries. Most studies were carried out in the United States, Australia, Canada, and the United Kingdom, probably due to the emphasis on English-language sources in the literature search. This highlights a crucial knowledge gap concerning how academic adaptation theories apply to students from less affluent regions. Expanding research to include diverse geographic and cultural contexts would provide a more comprehensive understanding of global academic adaptation processes.

The demographic characteristics of study participants also indicated gaps. There was a predominance of middle-aged or older participants, with fewer studies focusing on younger individuals or male participants. Moreover, vulnerable groups, such as refugees and individuals from socio-economically disadvantaged backgrounds, were underrepresented. Given the increasing inequality and socio-political challenges globally, future research should aim to include these groups to understand better their unique academic adaptation experiences and needs. Furthermore, there was a notable lack of studies focused on health promotion in the context of academic adaptation. Although some research suggests that theories of academic adaptation can be applied to health promotion, this link remains underexplored. Future studies should investigate how academic adaptation frameworks can contribute to health promotion, potentially providing holistic support to international students.

Another area requiring attention is developing and applying instruments to measure academic adaptation. This review and previous studies, such as Grajo and Boisselle (2018), found a lack of clear definitions and measurement tools for academic adaptation. Developing standardized instruments would facilitate more consistent and comparable research findings, aiding in the refinement of theoretical models. Finally, it is crucial for future research to systematically test theoretical models of academic adaptation in new and evolving contexts. As the global educational landscape changes, so do the challenges and needs of international students. By continuously refining and testing theoretical models, researchers can ensure their work remains relevant and practically applicable, ultimately enhancing international students' academic success and well-being worldwide.

Conclusions

This scoping review successfully identified and described how academic adaptation has been studied across different contexts and highlighted several knowledge gaps in the literature. The findings suggest that while there is significant research on academic adaptation, the theoretical frameworks and empirical research supporting these concepts require further development and application. The review also emphasizes the importance of expanding research to include diverse geographic and cultural contexts, particularly those from less affluent regions, to understand global academic adaptation processes comprehensively. Developing standardized instruments to measure academic adaptation is crucial for consistent and comparable research

findings. Future research should include underrepresented demographic groups, such as younger individuals and vulnerable populations, and explore the link between academic adaptation and health promotion. Researchers can enhance international students' academic success and well-being by continuously refining and testing theoretical models.

Acknowledgement

The authors have no conflicts of interest.

References

- Ameen, S. T., & Najeeb, D. D. (2023). Overcoming Hurdles In English Language Acquisition: Exploring Themes And Remedies For Speaking Challenges Among Basic School Students In Duhok City. *Russian Law Journal*, 11(5), 910-922.
- Anderson, J. R., & Guan, Y. (2018). Implicit Acculturation and the Academic Adjustment of Chinese Student Sojourners in Australia. *Australian Psychologist*, 53(5), 444-453.
- Arksey, H., & O'malley, L. (2005). Scoping studies: towards a methodological framework. *International journal of social research methodology*, 8(1), 19-32.
- Atteraya, M. S. (2021). Acculturation stressors and academic adjustment among nepalese students in south korean higher education institutions. *International Journal of Environmental Research and Public Health*, 18(12), Article 6529.
- Cemalcilar, Z., & Falbo, T. (2008). A longitudinal study of the adaptation of international students in the United States. *Journal of Cross-Cultural Psychology*, 39(6), 799-804.
- Cemalcilar, Z., Falbo, T., & Stapleton, L. M. (2005). Cyber communication: A new opportunity for international students' adaptation? *International Journal of Intercultural Relations*, 29(1), 91-110.
- Cura, Ü., & Işık, A. N. (2016). Impact of acculturative stress and social support on academic adjustment of international students. *Eğitim ve Bilim*, 41(184).
- Gautam, P., Singh, B., Singh, S., Bika, S. L., & Tiwari, R. P. (2024). Education as a soft power resource: A systematic review. *Heliyon*.
- Hanada, S. (2023). Reassessing the Overall Trends of the Push and Pull Factors in Student Mobility Under the Work 4.0 Framework. In *Student and Skilled Labour Mobility in the Asia Pacific Region: Reflecting the Emerging Fourth Industrial Revolution* (pp. 109-128). Springer.
- Hill, J. (2023). Enhancing international student achievement and well-being: Exploring the significance of support mechanisms during their academic journey in Canada.
- Hofhuis, J., Hanke, K., & Rutten, T. (2019). Social network sites and acculturation of international sojourners in the Netherlands: The mediating role of psychological alienation and online social support. *International Journal of Intercultural Relations*, 69, 120-130.
- Huang, Y.-S. (2017). Academic challenges and strategies: an S.R.L. comparison of Canadian-domestic and Chinese-international students' transition to university.
- Hussain, M., & Shen, H. (2019). A Study on Academic Adaptation of International Students in China. *Higher education studies*, 9(4), 80-91.
- Kelly, N. (2021). International Students As Immigrants Transition Challenges And Strengths Of Current And Former Students.
- Kenny, A., Hyett, N., Sawtell, J., Dickson-Swift, V., Farmer, J., & O'Meara, P. (2013). Community participation in rural health: a scoping review. *B.M.C. health services research*, 13(1), 1-8.

- Lashari, S. A., Kaur, A., & Awang-Hashim, R. (2018). Home away from home - The role of social support for international students' adjustment. *Malaysian Journal of Learning and Instruction*, 15(2), 33-54.
- Lin, A. F.-Y. (2020). Internationalization initiatives of Taiwan's higher education: A stepping stone to regional talent circulation or reproduction of unbalanced mobility scheme? *Higher Education Evaluation and Development*, 14(2), 69-91.
- Liu, G., Li, W., & Zhang, Y. (2022). Tracing Chinese international students' psychological and academic adjustments in uncertain times: An exploratory case study in the United Kingdom. *Frontiers in Psychology*, 13, Article 942227.
- Malay, E. D., Otten, S., & Coelen, R. J. (2023). Predicting adjustment of international students: The role of cultural intelligence and perceived cultural distance. *Research in Comparative and International Education*, 18(3), 485-504.
- Meng, Q., Zhu, C., & Cao, C. (2018). Chinese international students' social connectedness, social and academic adaptation: the mediating role of global competence. *Higher Education*, 75(1), 131-147.
- Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. John Wiley & Sons.
- Mukminin, A. (2012). Acculturative experiences among Indonesian graduate students in U.S. higher education: Academic shock, adjustment, crisis, and resolution. *Excellence in Higher Education (E.H.E.)*, 3(1), 14-36.
- Nel, K., Govender, S., & Tom, R. (2016). The social and academic adjustment experiences of first-year students at a historically disadvantaged peri-urban university in South Africa. *Journal of Psychology in Africa*, 26(4), 384-389.
- Othman, R., Laswad, F., & Mat-Roni, S. (2021). Academic adjustments and learning experiences of government-sponsored accounting students in a foreign university. *Accounting Education*, 30(5), 472-494.
- Peelo, M., & Luxon, T. (2007). Designing embedded courses to support international students' cultural and academic adjustment in the UK. *Journal of further and Higher Education*, 31(1), 65-76.
- Quan, R., He, X., & Sloan, D. (2016). Examining Chinese postgraduate students' academic adjustment in the UK higher education sector: A process-based stage model. *Teaching in Higher Education*, 21(3), 326-343.
- Rienties, B., Beusaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education*, 63, 685-700.
- Shamionov, R. M., Grigoryeva, M. V., Grinina, E. S., & Sozonnik, A. V. (2020). Characteristics of academic adaptation and subjective well-being in university students with chronic diseases. *European Journal of Investigation in Health, Psychology and Education*, 10(3), 816-831.
- Singh, J. K. N., & Jack, G. (2022). The role of language and culture in postgraduate international students' academic adjustment and academic success: Qualitative insights from Malaysia. *Journal of International Students*, 12(2).
- Townsend, P., & Poh, H. J. (2008). An exploratory study of international students studying and living in a regional area. *Journal of Marketing for Higher Education*, 18(2), 240-263.
- Volchenkova, K. N. (2023). Studying challenges faced by international students enrolled in English Medium Instruction programs at Russian University. *Science for Education Today*, 13(2), 192-209.

- Wang, Q., & Hannes, K. (2014). Academic and sociocultural adjustment among Asian international students in the Flemish community of Belgium: A photovoice project. *International Journal of Intercultural Relations*, 39, 66-81.
- Wilczewski, M., & Alon, I. (2023). Language and communication in international students' adaptation: a bibliometric and content analysis review. *Higher Education*, 85(6), 1235-1256.
- Yadak, S. M. (2017). The impact of the perceived self-efficacy on the academic adjustment among Qassim University Undergraduates. *Open Journal of Social Sciences*, 5(01), 157.
- Yildirim, H. H., Zimmermann, J., & Jonkmann, K. (2021). The Importance of a Sense of University Belonging for the Psychological and Academic Adaptation of International Students in Germany. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 53(1-2), 15-26.