IJACT 24-6-46

The impact of Academic Resilience of Chinese Students Participating in Sports on their Adaptation to College Life

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Abstract

The purpose of this study is to determine the impact of Chinese international students' academic resilience on acculturation stress and college life adjustment. In order to achieve this research objective, the research subjects were Chinese students participating in sports in Korea. The sampling method was convenience sampling, and a total of 300 people, 150 men and 150 women, were selected as research subjects through sharing the questionnaire link online and email. The research tool used in this study was a questionnaire. Based on the questionnaire that had secured reliability and validity in previous research, it was modified and supplemented to suit this study. The statistical analysis used for data analysis was frequency analysis, exploratory factor analysis, reliability analysis, and multiple regression analysis using SPSS Windows 22.0 Version. The conclusions obtained in this study through data analysis according to these methods and procedures are as follows. First, the academic elasticity of Chinese students participating in sports has partially influenced by cultural adaptation stress. Second, the academic elasticity of Chinese students participating in sports has partially influenced by university life. Third, the acculturation stress of Chinese students participating in sports was found to partially affect their adaptation to university life.

Keywords: Sports Participation, Academic Resilience, Acculturation Stress, Adapting to College

1. INTRODUCTION

Since the 80s of the 20th century, the international mobility of Chinese students in higher education has continued to increase, and students receiving higher education internationally has become a global trend. In recent years, the number of Chinese students studying abroad in Korea has been increasing, and the size continues to expand. The number of Chinese visitors to Korea in 2021 was 932,503, accounting for the largest proportion among foreigners. The increase in the number of Chinese students studying abroad is due to the short direct distance between Korea and China, convenient transportation, and historical and cultural similarities. International students are a major group of cultural adaptations. International students experience psychological adaptation and cultural adaptation. Cultural adaptation places higher demands on students. Students must not only better adapt to university life, but also be able to adapt well to the shock of different cultures. The motivation for students to choose to study abroad is cultural, mainly for tourism and

understanding other cultures. On the other hand, the motivation for international students to study abroad is for academic reasons, to obtain better academic knowledge [1, 2]. To achieve this goal, problem solving and positive acceptance can improve students' academic resilience, and are of great help to students adapting to a new environment by solving problems positively and effectively. Students who show positive emotions when facing difficulties have higher academic resilience [3]. Teachers' perceived emotional support plays a mediating role between students' academic resilience and school commitment, and can increase students' learning happiness through support from teachers and schools [4]. Considering all of this, academic resilience is an important factor in helping international students complete their studies and feel happy. University life provides students with the possibility of comprehensive development and can continuously perfect their character by utilizing external forces. In addition, university life must not only convey knowledge but also ensure healthy growth by considering the psychological needs of students. The exploration of adaptation to university life is very meaningful and has important theoretical and practical implications. This study investigates the impact of the academic resilience of Chinese students participating in sports on stress and adaptation to college life, providing a basis for establishing policies and strategies to help international students overcome difficulties in active learning activities and adaptation to college life. There is a need for research to provide data.

2. ANALYSIS METHOD AND SURVEY TOOL

2.1 Study Subjects

The research target was set as the population of sports participants among Chinese students studying abroad in 2023.The sampling method was convenience sampling, and a total of 400 people, 226 male and 174 female, were selected as research subjects through sharing the questionnaire link online and email. The details of the study subjects are shown in <Table 1>.

Table 1. Study Subjects

Variable		N	%
Gender	Male	226	56.5
	Female	174	43.5
Korean language skills	Award	97	24
	Middle	220	55
	Under	83	21
Household income (won)	200 ↓	81	20
	200 ↑ -300 ↓	198	50
	300 ↑	121	30

2.2 Research Tool

The research tool used in this study was a questionnaire. Based on the questionnaire that had secured reliability and validity in previous research, it was modified and supplemented to suit this study. Academic resilience means that a student has the ability to overcome frustration and overcome difficulties in academic research [5]. It was composed of four factors: self-control, learning regulation, task responsibility, and parental support. Stress refers to the pain and psychological difficulties felt by an individual or group in the process of

adapting to a new culture [6, 7]. It was composed of three factors: culture shock, hostility, and social prejudice. Adaptation to university life refers to the process by which a student appropriately copes with a new educational environment during the university period in terms of three factors: academic activity adaptation, interpersonal relationship adaptation, and personal psychological adaptation [8]. It consists of five factors: academic activities, career preparation, personal psychology, interpersonal relationships, and social experience. The detailed composition of the questions on the test paper is shown in <Table 2>.

Table 2. Questionnaire Composition Indicator

Factor	Sub-factor	Number of questions
Demographic characteristics	Gender	1
	Korean language skills	1
	Household income	1
Academic resilience	Learning regulation	6
	Self control	5
	Task Responsibility	4
	Parent support	4
Acculturation stress	Culture shock	8
	Social prejudice	7
	Hostility	3
Adapting to college life	Human relationship	4
	Social experience	3
	Academic activities	4
	Personal psychology	4
	Career preparation	4

3. VALIDITY AND RELIABILITY OF THIS STUDY

3.1 Exploratory Factor Analysis

The results of the exploratory factor analysis on academic resilience are shown in <Table 3>.

Table 3. Exploratory factor analysis of academic resilience

Question		Factor 1	Factor 2	Factor 3	Factor 4
Learning regulation	Q01	0.804	0.178	0.010	0.214
	Q05	0.745	0.069	0.176	0.147
	Q03	0.683	0.036	0.289	0.191
	Q02	0.627	0.358	0.105	-0.022
Self control	Q09	0.021	0.835	0.243	-0.160
	Q10	0.254	0.701	0.181	0.146
	Q07	0.169	0.659	0.066	0.256
	Q08	0.125	0.606	0.122	0.249
Task responsibility	Q14	0.069	0.233	0.833	0.152
	Q15	0.129	0.125	0.708	0.479
	Q13	0.237	0.140	0.634	-0.186
	Q12	0.231	0.262	0.426	0.206
Parent support	Q17	0.217	0.133	0.150	0.780
	Q16	0.284	0.234	0.208	0.435

Characteristic value	2.686	2.520	2.080	1.546
Dispersion %	19.189	18.000	14.856	11.042
Accumulation %	19.189	37.189	52.045	63.087

Looking at this specifically, the four questions showing high factor loadings (over 0.627) on factor 1 are 1, 5, 3, and 2, all of which are related to learning control. Items 4 and 6 were removed due to low factor loading values. The four questions showing high loadings (over 0.606) on Factor 2 are 9, 10, 7, and 8, all of which are related to self-control. Item 11 was removed because the factor loading value was low. Factor 3 has four items showing high factor loadings (over 0.426): 14, 15, 13, and 12, all of which are related to task responsibility. Factor 4 has two questions, 17 and 16, showing high loadings (over 0.435), all of which are related to parental support. Items 18 and 19 were removed due to low factor loading values. And the cumulative ratio explaining the four factors of academic resilience - learning regulation, self-control, task responsibility, and parental support - was found to be 63.087%.

The results of exploratory factor analysis on acculturation stress are shown in <Table 4>.

Table 4. Exploratory factor analysis of acculturation stress.

Question		Factor 1	Factor 2	Factor 3
Culture shock	Q07	0.835	0.125	0.171
	Q04	0.812	0.114	0.177
	Q03	0.733	0.245	0.151
	Q06	0.731	0.137	0.331
	Q05	0.727	0.216	0.185
	Q01	0.690	0.105	0.252
	Q02	0.640	0.301	-0.048
Social prejudice	Q12	-0.004	0.823	0.097
	Q13	0.236	0.750	0.161
	Q10	0.258	0.742	0.057
	Q11	0.199	0.598	0.274
	Q09	0.155	0.540	0.370
	Q08	0.355	0.539	0.359
Hostility	Q16	0.309	0.231	0.788
	Q17	0.223	0.298	0.757
Characteristic value		4.298	3.129	1.867
Dispersion %		28.655	20.863	12.449
Accumulation %		28.655	49.517	61.967

Looking at this specifically, the seven questions showing high factor loadings (over 0.640) on factor 1 are 7, 4, 3, 6, 5, 1, and 2, all of which are related to culture shock. Item 2 was removed because the factor loading value was low. The six questions showing high loadings (over 0.539) on factor 2 are 12, 13, 10, 11, 9, and 8, all of which are related to social prejudice. Item 14 was removed because the factor loading value was low. Factor 3 has two questions, 16 and 17, showing high factor loadings (over 0.757), all of which are related to hostility. Item 15 was removed because the factor loading value was low. And the cumulative ratio explaining the three factors of acculturation stress - culture shock, social prejudice, and hostility - was found to be 61.967%.

The results of exploratory factor analysis on acculturation stress are shown in <Table 4>.

Table 5. Exploratory factor analysis of adaptation to college life

Question		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Human relationship	Q03	0.821	0.123	0.044	0.170	0.188
	Q04	0.802	0.290	0.075	0.188	0.081
	Q02	0.781	0.256	0.259	0.092	0.150
	Q01	0.504	0.384	0.013	0.395	0.172
Social experience	Q06	0.233	0.828	0.100	0.038	0.140
	Q05	0.146	0.782	0.150	0.061	0.227
	Q07	0.252	0.741	0.076	0.228	-0.052
Academic activities	Q08	0.072	0.126	0.832	0.131	0.059
	Q09	0.101	0.061	0.789	0.022	0.252
	Q10	0.171	0.150	0.581	0.320	0.234
Personal psychology	Q15	0.170	-0.018	0.278	0.804	0.150
	Q12	0.198	0.305	-0.016	0.706	0.207
	Q13	0.264	0.116	0.303	0.492	0.157
Career preparation	Q17	0.166	0.146	0.203	0.278	0.819
	Q16	0.265	0.170	0.308	0.165	0.789
Characteristic value		2.745	2.357	2.124	1.971	1.673
Dispersion %		18.297	15.712	14.163	13.138	11.153
Accumulation %		18.297	34.009	48.172	61.310	72.463

Looking at this specifically, the seven questions showing high factor loadings (over 0.640) on factor 1 are 7, 4, 3, 6, 5, 1, and 2, all of which are related to culture shock. Item 2 was removed because the factor loading value was low. The six questions showing high loadings (over 0.539) on factor 2 are 12, 13, 10, 11, 9, and 8, all of which are related to social prejudice. Item 14 was removed because the factor loading value was low. Factor 3 has two questions, 16 and 17, showing high factor loadings (over 0.757), all of which are related to hostility. Item 15 was removed because the factor loading value was low. And the cumulative ratio explaining the three factors of acculturation stress - culture shock, social prejudice, and hostility - was found to be 61.967%.

3.2 Reliability Analysis of This Study

The results of the questionnaire reliability analysis in this study are shown in <Table 5>.

Table 6. Reliability analysis

Factor	Sub-factor	Cronbach's α
Academic resilience	Learning regulation	0.77
	Self control	0.71
	Task Responsibility	0.73
	Parent support	0.70
Acculturation stress	Culture shock	0.89
	Social prejudice	0.83
	Hostility	0.74

	Human relationship	0.85
	Social experience	0.79
Adapting to college life	Academic activities	0.74
	Personal psychology	0.74
	Career preparation	0.83

Looking at this specifically, the Cronbach's α value of academic resilience was found to be 0.70 - 0.77, and the Cronbach's α value of acculturation stress was found to be 0.74 – 0.89. In addition, Cronbach's α value for adaptation to college life was found to be 0.74 - 0.85. In this study, the Cronbach's α value, which is the reliability coefficient for all factors, was found to be at a high level, making it a reliable item.

4. STATISTICAL ANALYSIS

For the collected data, double-entered and un-entered data were excluded from the analysis, and only valid samples were coded according to coding guidelines. After individually entering the information into the computer, frequency analysis, exploratory factor analysis, reliability analysis, and multiple regression analysis were performed using the statistical program SPSS Windows 20.0 Version. The statistical significance level was set at $p < 0.05$.

5. RESULTS

5.1. The impact of academic resilience on acculturation stress

The results of a multiple regression analysis to determine the impact of academic resilience on acculturation stress are shown in <Table 7>.

Table 7. Multiple regression analysis of the impact of academic resilience on acculturation stress

Variable	Culture shock		Social prejudice		Hostility	
	β	t	β	t	β	t
Constant		7.005		7.827		4.326
Learning regulation	0.129	2.088*	0.074	1.221	0.031	0.532
Self control	0.025	0.415	0.042	0.707	0.018	0.315
Task Responsibility	0.083	1.301	0.173	2.773**	0.258	4.343***
Parent support	0.087	1.360	0.105	1.680	0.197	3.293***
R^2	0.070		0.104		0.185	
F	7.427***		11.519***		22.363***	

*p<0.05, **p＜0.01, ***p＜0.001

Looking at this specifically, in the final regression equation, academic resilience was found to have a statistically significant effect at the 0.1% level on culture shock, social prejudice, and hostility of acculturation stress. It was found that only academic resilience had a significant effect at the 5% level on cultural shock of acculturation stress, and only task responsibility of academic resilience showed a significant effect at the 1%

level on social prejudice. In addition, it was found that academic resilience, task responsibility, and parental support had a significant effect on hostility at the 0.1% level. Looking at the beta (β) value, which indicates the relative contribution, academic resilience affects culture shock in the following order: learning control (0.129), parental support (0.087), task responsibility (0.083), and self-control (0.025). It was found that the explanatory power was 7%. In addition, Academic resilience was found to influence social prejudice in the order of task responsibility (0.173), parental support (0.105), learning regulation (0.074), and self-control (0.042), with an explanatory power of 10.4%. And it was found that academic resilience had an influence on hostility in the order of task responsibility (0.258), parental support (0.197), self-control (0.018), and learning regulation (0.031), with an explanatory power of 18.5%.

Looking at previous studies based on the results of this study, Academic resilience helps students develop self-regulation skills and develops their ability to understand and adapt to new cultural environments. Therefore, students with high academic resilience can more easily adapt to new cultural environments and have better cultural adaptability. At the same time, these adaptive abilities help students better adapt to new academic and social environments and achieve better academic performance and personal growth. It has been shown that social support has a positive effect on resilience recovery over time [9, 10]. Ultimately, international students with high academic resilience are better able to adapt to cultural differences, understand and respect other cultural customs and values, and are more confident and open when interacting with local students and teachers. In addition, the better the self-control, the better the learning control, while contact with a negative environment is interpreted to increase cultural hostility. This may be because as problem-solving skills increase, more problems can be solved, and as people come into contact with more cultures, they experience more cultural shock.

5.2. The impact of academic resilience on adaptation to college life

The results of a multiple regression analysis to determine the impact of academic resilience on adaptation to college life are shown in <Table 8>.

Table 8. Multiple regression analysis of the impact of academic resilience on adaptation to college life

Variable	Human relationship		Social experience		Academic activities		Personal psychology		Career preparation	
	β	t	β	t	β	t	β	t	β	t
Constant		6.534		4.909		8.772		5.064		5.458
Learning regulation	0.134	2.223*	0.029	0.481	0.313	5.423***	0.331	5.870***	0.104	1.755
Self control	-0.003	-0.050	0.021	0.361	0.186	3.261***	0.104	1.871	0.254	4.343***
Task Responsibility	0.121	1.958	0.226	3.690***	0.029	0.497	0.076	1.314	0.092	1.514
Parent support	0.162	2.595**	0.155	2.504**	-0.023	-0.385	0.056	0.964	0.004	0.064
R^2	0.158		0.104		0.175		0.207		0.134	
F	24.736***		15.322***		28.089***		34.395***		20.471***	

*p<0.05, **p＜0.01, ***p＜0.001

Looking at this specifically, in the final regression equation, academic resilience was found to have a statistically significant effect at the 0.1% level on interpersonal relationships, social experience, academic activities, personal psychology, and career preparation for adaptation to college life.

Academic resilience was found to have a significant impact on interpersonal relationships in adapting to college life, with learning control at the 5% level and parental support at the 1% level. Social experience was found to have a significant impact on academic resilience's task responsibility at the 0.1% level, and parental support at the 0.1% level. Support was found to have a significant effect at the 1% level. In addition, academic activities were found to have a significant impact on academic resilience, learning regulation, and self-control at the 0.1% level. In addition, only learning control was found to have a significant effect on the academic resilience of personal psychology at the 0.1% level, and only self-control was found to have a significant effect at the 0.1% level on the academic resilience of career preparation.

Looking at the beta (β) value indicating relative contribution, academic resilience has an influence on interpersonal relationships in the order of parental support (0.162), learning control (0.134), task responsibility (0.121), and self-control (-0.003). It was found to have an explanatory power of 11.8%. In addition, academic resilience was found to have an effect on social experience in the following order: task responsibility (0.226), parental support (0.155), learning regulation (0.029), and self-control (0.021), accounting for 13.4% of the explanation. appear. Academic resilience was found to have an effect on academic activities in the following order: learning regulation (0.313), self-control (0.186), task responsibility (0.029), and parental support (-0.023), with an explanatory power of 18.9%. . In addition, academic resilience was found to have an influence on personal psychology in the following order: learning regulation (0.331), self-control (0.104), task responsibility (0.076), and parental support (.056), with an explanatory power of 22.6%. appear. Academic resilience was found to have an influence on career preparation in the order of self-control (0.254), learning regulation (0.104), task responsibility (0.092), and parental support (0.004), with an explanatory power of 14.4%.

Looking at previous studies based on the results of this study, Difficulties in college life include academic stress, social prejudice, time management, and self-management. Students' psychological resilience and academic self-concept in a new environment can facilitate their adaptation to new university life [11, 12], and international students with high academic resilience are better able to understand and adapt to these challenges and be flexible. Equipped with, you can solve the problem. Family guidance, support, and meaningful participation can promote academic resilience in at-risk students while cultivating optimistic and strong character traits [13. 14]. A positive college experience itself can improve students' academic resilience. Academic resilience reflects the ability to solve problems with a positive attitude when solving problems in daily life. Academic resilience is the most important factor in the happiness of college students majoring in nursing, and can increase students' happiness and promote major achievement [15, 16]. Therefore, the higher the academic resilience, the higher the adaptability to college life, and good college life adaptability can further improve students' academic resilience. These positive interactions are very important for the overall development and growth of students. In conclusion, the higher the academic resilience, the higher the adaptation to college life. Therefore, cultivating students' academic resilience in college life is important for their ability to adapt to college life.

5.3. The Impact of acculturation stress on adaptation to college life

The results of a multiple regression analysis to determine the impact of acculturation stress on adaptation to college life are shown in <Table 9>. Looking at this specifically, in the final regression equation, cultural adaptation stress was found to have a statistically significant effect at the 0.1% level on interpersonal relationships, social experience, academic activities, personal psychology, and career preparation in adapting to college life.

The culture shock of acculturation stress on interpersonal relationships in adjusting to college life was found to have a significant impact at the 0.1% level, and social prejudice was found to have a significant impact at the 1% level, and the culture shock of acculturation stress on social experience was found to have a significant impact on society at the 1% level. Prejudice was found to have a significant effect at the 0.1% level. In addition, cultural shock and hostility were found to have a significant effect on academic activities at the 0.1% level and acculturation stress at the 1% level. In addition, cultural shock of acculturation stress was found to have a significant effect on personal psychology at the 0.1% level, and hostility at the 1% level. Only culture shock of acculturation stress on career preparation had a significant effect at the 0.1% level. It was found to have an effect.

Table 9. Multiple regression analysis of the impact of acculturation stress on adaptation to college life

Variable	Human relationship		Social experience		Academic activities		Personal psychology		Career preparation	
	β	t	β	t	β	t	β	t	β	t
Constant		9.328		8.942		14.049		10.051		10.749
Culture shock	0.270	4.764***	0.150	2.559**	0.305	5.439***	0.326	5.932***	0.343	5.977***
Social prejudice	0.166	2.922**	0.235	4.020***	0.073	1.298	0.026	0.479	0.093	1.615
Hostility	0.031	0.515	-0.017	-0.272	0.109	1.840	0.167	2.877**	-0.053	-0.868
R^2	0.158		0.104		0.175		0.207		0.134	
F	24.736***		15.322***		28.089***		34.395***		20.471***	

**p<0.01, ***P＜0.001

Looking at the beta (β) value, which represents the relative contribution, it was found that cultural shock (0.270), social prejudice (0.166), and hostility (0.031) of acculturation stress influenced interpersonal relationships in that order, 15.8%. The explanatory power of In addition, acculturation stress was found to have an influence on social experience in the order of social prejudice (0.235), culture shock (0.150), and hostility (-0.017), with an explanatory power of 10.4%. Culture shock (0.305), hostility (0.109), and social prejudice (0.073) were found to have an effect on academic activities in the order of acculturation stress, with an explanatory power of 17.5%. In addition, acculturation stress was found to have an effect on individual psychology in the order of culture shock (0.326), hostility (0.167), and social prejudice (0.026), with an explanatory power of 20.7%. Culture shock (0.343), social prejudice (0.093), and hostility (-0.053) were found to have an influence on career preparation in the order of acculturation stress, with an explanatory power of 13.4%.

Looking at previous studies based on the results of this study, Chinese international students experience great acculturation stress as they try to adapt to university life. The greater the acculturation stress due to cultural differences, the lower the degree of adaptation to university, and teacher support can alleviate students' acculturation stress [17]. Cultural differences between the two countries bring many difficulties and challenges, which affect the quality and stability of university life. The more culture shock you experience, the more preparation you may have to discipline yourself. This may be because people are stressed and exposed to more cultures, gain confidence, and improve interpersonal relationships in order to adapt well to Korean culture. Acculturation stress can also affect international students' academic performance and professional development. Failure to adapt to a new cultural environment can lead to difficulties in communication and understanding, which can lead to academic and professional problems. Therefore, it is very important for

Chinese students studying physical education to adapt to the new cultural environment.

5. CONCLUSION

The purpose of this study is to identify the effects of middle school students' physical education class participation on stress and school life adaptation. The results obtained to identify the purpose of this study are as follows.

First, the academic resilience of Chinese students participating in sports was found to partially affect acculturation stress. In other words, the higher the perception of learning control of academic resilience, the higher the perception of culture shock, and the higher the perception of task responsibility of academic resilience, the higher the perception of social prejudice. In addition, the higher the perceived academic resilience, task responsibility, and parental support, the higher the perception of hostility.

Second, the academic resilience of Chinese students who participate in sports was found to partially affect their adaptation to college life. In other words, the higher the perception of learning control and parental support of academic resilience, the higher the perception of interpersonal relationships, and the higher the perception of task responsibility and parental support of academic resilience, the higher the perception of social experience. In addition, the higher the perception of learning regulation and self-control of academic resilience, the higher the perception of academic activities, and the higher the perception of learning regulation of academic resilience, the higher the perception of personal psychology. Also, the higher the perception of self-control in academic resilience, the higher the perception of career preparation.

Third, the acculturation stress of Chinese students participating in sports was found to partially affect their adaptation to college life. In other words, the higher the perception of culture shock and social prejudice of acculturation stress, the higher the perception of interpersonal relationships and social experiences. The higher the perceptions of culture shock of acculturation stress, the higher the perception of academic activities and career preparation. In addition, the higher the perception of culture shock and hostility in academic adaptation stress, the higher the perception of personal psychology.

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