

Copyright  
by  
Gozde Tura  
2023

SENSE OF BELONGING AND THE IMPOSTER PHENOMENON AMONG  
INTERNATIONAL COLLEGE STUDENTS

by

Gozde Tura, BS

THESIS

Presented to the Faculty of  
The University of Houston-Clear Lake

In Partial Fulfillment

Of the Requirements

For the Degree

MASTER OF SCIENCE

in General Psychology

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

MAY, 2023

SENSE OF BELONGING AND THE IMPOSTER PHENOMENON AMONG  
INTERNATIONAL COLLEGE STUDENTS

by

Gozde Tura

APPROVED BY

---

Amanda M. Johnston, Ph.D., Chair

---

Lisa Sublett, Ph.D., Committee Member

RECEIVED/APPROVED BY THE COLLEGE OF HUMAN SCIENCES AND  
HUMANITIES

---

Mary B. Short, Ph.D., Associate Dean

---

Glenn M. Sanford, J.D., Ph.D., Dean

## **Dedication**

I dedicate this thesis to my dear brother Abdullah Tura, who changed my perspective on life, helped me come out of my shell, believed in me more than I believed in myself, always supported and loved me, and was the biggest motivator and support behind me in making this master's degree today.

## **Acknowledgements**

"This thesis is a product of my efforts for many years, and I would like to thank first and foremost, to the founder of Turkey and the father of Turks Mustafa Kemal ATATÜRK, to whom I owe the existence of science in my country, my inspiration, my hero, my constant guide with his bright ideas and thoughts, with the phrase "Science is the most reliable guide in life".

My mentor Dr. Amanda Johnston, who enlightened me in the world of science with her knowledge, experience and contributed greatly to my development in the academic field, guided my work in line with scientific and ethical values, and whose disciplined and devoted working approach I modeled.

To, Dr. Sublett, who contributed to the development of my thesis with her valuable opinions and suggestions by examining my work.

To my mom, Hasibe Tura, and my dad, Musa Tura, who from the first moment I was born, always worked hard for me to be a better person, loved and supported me unconditionally, who made me who I am today and who always gave me strength with their presence.

To my husband, Birkan Semi Cakar, who lifts me up stronger every time I fall, who always loved, motivated and always made sure I felt it, and with whom I share a peaceful life with respect, love and understanding.

To my mother in America, Aysen Ebik, who unconditionally opened both her home and her heart to me.

To my sister, Goksen Findik Tura, who always helped me with her knowledge and experience and encouraged me.

To my mother, Selma Cakar and my father, Hakan Cakar, who has always cheered me on during this process and loved me.

To everyone in America and Turkey who touched my life, helped me, believed in and supported me,

And lastly myself, who came to another country alone and tried and struggled to exist on her own feet in a different culture and system.

ABSTRACT

SENSE OF BELONGING AND THE IMPOSTER PHENOMENON AMONG  
INTERNATIONAL COLLEGE STUDENTS

Gozde Tura  
University of Houston-Clear Lake, 2023

Thesis Chair: Dr. Amanda Johnston

This study examined the association between the imposter phenomenon (IP) and sense of belonging and planned to examine the differences between international students and domestic students on these psychological experiences. In addition, the study also explored the effect of the imposter phenomenon and sense of belonging on the subjective well-being of individuals by examining the students' self-reported happiness. I hypothesized that lower levels of belonging would be associated with higher feelings of being an imposter. The study was conducted with a total of 127 domestic students, including 65 first generation students and 62 continuing-generation students, recruited from the University of Houston-Clear Lake Psychology Participant Pool. Participants completed the Social Connectedness and Social Assurance Scale (Lee & Robbins, 1995), the University Belonging Questionnaire (Slaten et al., 2017), the Clance IP Scale (1985), and the General Happiness Scale (Lyubomirsky & Lepper, 1999). No significant

differences were found between the first-generation students and continuing-generation students except for subjective happiness, with first-generation students reporting less happiness than their peers. Across all participants and consistent with my hypotheses, I found a significant negative correlation between belonging and imposter phenomenon, and between subjective happiness and imposter phenomenon. The results suggest that students who feel more belonging are also more likely to feel happy and less likely to feel like an imposter, reminding us of the importance for universities to cultivate a sense of belonging for their students.

*Keywords:* Sense of belonging, imposter phenomenon, happiness



## TABLE OF CONTENTS

List of Tables .....	x
CHAPTER I: INTRODUCTION.....	1
Sense of Belonging and the Imposter Phenomenon among International College Students .....	1
Study Overview .....	3
CHAPTER II: METHOD .....	5
Participants.....	5
Materials .....	5
Sense of Belonging .....	5
Imposter Phenomenon .....	6
Happiness.....	6
Procedure .....	6
Analysis Plan .....	7
CHAPTER III: RESULTS .....	8
CHAPTER IV: GENERAL DISCUSSION.....	10
REFERENCES .....	13

LIST OF TABLES

**Table 1** Student Status Group Descriptives..... 8  
**Table 2** Correlation Matrix..... 9

## CHAPTER I: INTRODUCTION

### **Sense of Belonging and the Imposter Phenomenon among International College Students**

Within universities in the U.S., most students are domestic students with only around 1 million college students identified as international students (Nafsa, 2020). At University of Houston Clear Lake (UHCL), approximately 6% of students in fall 2021 were international students, making them a small minority at this institution. Studies have revealed that international students feel less belonging at a university than their domestic peers (Guan, 2018). International students may have a poor sense of belonging due to cultural and linguistic differences, lack of social support, political factors, and the fact that universities and institutions are mostly organized according to American students (Pawa, 2019). A sense of belonging is critical in the lives of students as it impacts the academic success of students, their length of stay at school, and their being active students at school (Strayhorn, 2019). Feeling a lack of belonging at a university may impact not only the level of academic success but also the perception of your success, as being a result of luck more so than personal ability. The imposter phenomenon (IP) is experienced when someone thinks they do not deserve the success they have achieved, and that what they achieve is not based on their talents and intelligence, but because of luck, so they believe they are deceiving people and feel themselves as an imposter (Clance & Imes, 1978). Individuals who experience the imposter phenomenon may experience lower well-being, including lower self-esteem and feelings of shame and worthlessness (Langford & Clance, 1993). This study intended to examine if international students experience lower belonging than domestic students, and the associations between imposter phenomenon, belonging, and well-being.

Fiske (2018) states that belonging is one of the five core social motives and arguably the most important of the five motives, with the other four social motives all connecting to belonging. People are not fit to live as a solitary individual (Fiske, 2018), and belonging can be

considered as critical for survival as food, water, and shelter (Baumeister & Leary, 1995). People with high social support are healthier both psychologically and physiologically (Fiske, 2018). Therefore, it is important for university students to feel that they belong in their university environment. However, international students may have difficulty in adapting to this new U.S. university environment and feeling a sense of belonging as a result of being away from their own social environment and culture (Lauren, 2014). Studies reveal that international students may experience problems in sociocultural adaptation, psychological well-being and satisfaction, and academic abilities in terms of motivation and commitment to the institution (Wang & Sun, 2022). International students experience academic adjustment problems because they come from different learning and teaching systems, have problems in adapting to the new culture, have language inadequacy and therefore have anxiety about attending classes and making presentations, and being unfamiliar with the American education system and university culture. In addition, longing for home and their own country, loneliness and other personal characteristics, and limited opportunities due to immigrant status can also cause difficulties in adapting to a U.S. culture (Wang & Sun, 2022). For instance, students from a collectivist culture (e.g., other-oriented) may have difficulty in feeling that they belong to America, which is a more individualistic (e.g., self-oriented) culture.

Although universities include in their missions that there should be a two-way learning between international students and American culture, the research have revealed that university applications are not like this, lack of academic, social and cultural support and the existence of discriminatory attitudes towards international students. As a result, this may communicate that adapting to the culture is the responsibility of international students, which may cause students to feel isolated and culturally alone, and their academic success may be affected by this (Wang & Sun, 2022). Further, Ahn and Davis (2019) stated that a sense of belonging to their university positively affects the academic success of students and students with a higher sense of belonging have a lower dropout rate.

According to a systematic review of 62 studies with a total of 14,161 participants, the imposter phenomenon was identified in 9% of participants to 82% of participants, depending on the participant samples (Bravata et al., 2020). However, existing research on the imposter phenomenon demonstrates that women and BIPOC, social groups typically viewed as “minorities” across various domains, are most likely to feel as imposters. Within the U.S., these social groups are associated with less social status and more likely to experience discrimination than White men. Clance and Imes (1978), conducting some of the initial imposter phenomenon research, suggested that the imposter phenomenon is more common in women than men. Unlike women, who attribute their failures to lack of talent, men attribute their success to their talents and their failures to bad luck (Clance & Imes, 1978). Further, men are more encouraged to achieve than women, so men could be less afraid to take a professional step than women, even though they may feel the imposter phenomenon as much as women (Clance & Otoole, 1987).

Cokley et al. (2017) suggest that because of the discrimination experienced by minority groups, especially Black students, and the depression and anxiety caused by it, the imposter phenomenon is more common among racial minority groups. In studies conducted with students, the African-, Asian-, and Latino-American students who are in a minority situation felt like an imposter more than other students due in part to the discrimination they experience (Bravata et al., 2020). However, as Bernard et al. (2020) notes, most of the imposter phenomenon studies conducted in the last 30 years have been on White people; thus, less is known about the imposter phenomenon among BIPOC. Further, I am unaware of existing research on the imposter phenomenon among international college students but given existing work demonstrating the imposter phenomenon being more common among minority groups, it is reasonable to expect that international students, who are generally a minority at U.S. universities, will be more likely to experience the imposter phenomenon than their domestic peers.

### **Study Overview**

The study was designed to examine the differences in belonging and imposter phenomenon for international and domestic students, and the association between sense of

belonging and imposter phenomenon. My primary hypothesis was that international students would have a lower sense of belonging, higher experience of the imposter phenomenon, and lower well-being than domestic students. My secondary hypothesis was that these psychological experiences are related, with the lack of belonging negatively correlated with the experience of imposter phenomenon, but positively correlated with well-being.

## CHAPTER II:

### METHOD

#### **Participants**

Participants included 127 domestic UHCL students recruited during the fall semester from the UHCL Psychology Participant Pool. In this study, in which a total of 126 participants indicated their age, the age range was between 18 and 59 years ( $M = 25.2$ ,  $SD = 7.45$ ). Of these participants, 17 (13.5%) identified themselves as cisgender men, 100 (79.4 %) identified as cisgender woman, 3 (2.4%) identified as non-binary, 4 (3.2%) identified themselves as genderqueer/gender non-conforming and 2 (1.6 %) identified as other. One of these two people who chose the other option identified as demi-girl and second person did not clarify their other response. Of these domestic students, 65 (51.2%) identified as first-generation students and 62 (48.8%) of them identified as not first-generation students, so these students were classified as continuing-generation students. Unfortunately, less than 20 responses were provided by international students due to challenges with recruitment; thus, only the responses of the domestic students will be utilized for analyses and discussion.

#### **Materials**

##### **Sense of Belonging**

Two different measures were utilized to examine sense of belonging; one measured the level of belonging of the students to their environment and the other measured how much the students feel they belong to their school.

The Social Connectedness and Social Assurance Scale (Lee & Robbins, 1995) consists of two subscales with eight questions each, with responses provided on a 6-point scale from Strongly disagree (1) to Strongly agree (6). A sample question was, "I feel disconnected from the world around me." All items on the Social Connectedness scale were reverse-scored and then the questions on the two subscales were summed, with higher scores on the two subscales indicating greater connectedness.

The University Belonging Questionnaire (Slaten et al., 2018) consists of three factors and 24 questions answered on a scale from Strongly disagree (1) to Strongly agree (4). Factor one measures university affiliation and includes 12 questions such as, "I tend to associate myself with my school." Factor two measures university support and acceptance, and includes eight questions such as, "My university provides opportunities to engage in meaningful activities." Factor three focuses on relations with faculty and staff and includes four questions such as, "I believe that a faculty/staff member at my university cares about me." Responses were totaled with a higher score being associated with higher university belonging.

### **Imposter Phenomenon**

The Clance IP Scale (1985) was used as a measure of imposter phenomenon. This measure includes 20 questions answered using a 5-point scale ranging from not all true (1) to very true (5). A sample question is, "I can give the impression that I'm more competent than I really am." Responses were totaled with a higher score associated with the more frequently and severely the individual's life is affected by the imposter phenomenon.

### **Happiness**

The General Happiness Scale (Lyubomirsky & Lepper, 1999) is designed to measure subjective happiness with four questions that include sentence fragments completed with one of the seven response scale options. For example, one question is "In general, I consider myself " with the response options ranging from not a very happy person (1) to a very happy person (7). After reverse-scoring one question, responses on the four questions were summed for a total happiness score; higher scores indicate greater happiness.

### **Procedure**

Participants were directed to a Qualtrics study where they first reviewed the informed consent document and indicated if they agreed to participate in the study. After consenting, participants completed the four primary measures in a standard order: The Social Connectedness and Social Assurance Scale (Lee & Robbins, 1995) and The University Belonging Questionnaire (Slaten et al., 2017), the Clance IP Scale (1985), and The General Happiness Scale



(Lyubomirsky & Lepper, 1999). Participants then answered general demographic questions about their age, gender identity, race/ethnicity, and level of education, their status of being a domestic or international student, and their status as a first-generation student. If they indicated they are an international student, they were asked how long they have lived in the U.S. and what country they consider home. After completing all measures, participants were thanked and provided with a brief debriefing statement. If participants who were recruited from outside the Psychology Research Participant Pool, they were offered the opportunity to submit their name and email address for a gift card raffle.

### **Analysis Plan**

Unfortunately, due to recruitment challenges, I was unable to recruit a sufficient sample of international students. However, in exploring my data, I noticed that approximately half of my domestic students identified as a first-generation student. As research (Stephens, Hamedani, & Destin, 2014) has highlighted the challenges of belonging and success for first-generation students compared to continuing-generation students, I decided to consider differences between these two populations of students. For my primary hypothesis, independent samples *t*-tests analyses were conducted to examine the differences in belonging, imposter phenomenon, and happiness between first-generation and continuing-generation students. For my secondary hypothesis, correlational analyses were conducted to examine the associations between belonging, imposter phenomenon, and well-being.

CHAPTER III:  
RESULTS

I used jamovi to conduct my analyses. I first conducted an independent samples *t*-test with student status (first-generation or continuing) as my independent variable and social connection, social assurance, university belonging, imposter phenomenon, and subjective happiness as my dependent variables.

**Table 1**

*Student Status Group Descriptives*

Group Descriptives						
	Group	N	Mean	Median	SD	SE
socialconnectionR	1	65	24.5	25.0	9.29	1.153
	2	62	26.0	26.0	7.54	0.957
socialassurance	1	65	25.2	25.0	7.17	0.890
	2	62	24.8	26.0	7.50	0.953
Universitybelonging	1	65	69.8	69.0	12.10	1.501
	2	60	68.7	69.0	10.11	1.305
Impostersyndrome	1	64	63.8	64.0	15.39	1.924
	2	62	61.8	64.0	15.15	1.925
Subjectivehappiness	1	61	17.2	16.0	5.84	0.747
	2	61	19.1	18.0	4.21	0.539

There were no significant differences between these two groups for social connection scores,  $t(125) = -1.012, p = 0.31$ , social assurance,  $t(125) = 0.338, p = 0.74$ , imposter phenomenon,  $t(124) = 0.754, p = 0.45$ , or university belonging,  $t(123) = 0.549, p = 0.58$ . For subjective happiness, first-generation students ( $M= 17.2, SD = 5.84$ ) reported being less happy than continuing-generation ( $M=19.1, SD=4.21$ ) students,  $t(109) = -2.028, p = 0.045$ .

Given the similarities on the psychological measures for the two student groups, the correlational analyses were conducted with all students as one group rather than across the two different groups.

**Table 2***Correlation Matrix*

Correlation Matrix		socialconnectionR	socialassurance	Universitybelonging	Impostersyndrome	Subjectivehappiness
socialconnectionR	Pearson's r	—				
	p-value	—				
	N	—				
socialassurance	Pearson's r	-0.155	—			
	p-value	0.081	—			
	N	127	—			
Universitybelonging	Pearson's r	0.219	-0.046	—		
	p-value	0.014	0.608	—		
	N	125	125	—		
Impostersyndrome	Pearson's r	-0.413	0.311	-0.153	—	
	p-value	<.001	<.001	0.090	—	
	N	126	126	124	—	
Subjectivehappiness	Pearson's r	0.613	-0.149	0.361	-0.534	—
	p-value	<.001	0.101	<.001	<.001	—
	N	122	122	121	121	—

First, focusing on belonging and imposter phenomenon, as I predicted, there was a significant negative correlation between social connection and imposter phenomenon,  $r(124) = -0.413$ ,  $p < .001$ , but a significant positive correlation between social assurance and imposter phenomenon,  $r(124) = 0.311$ ,  $p < .001$ . However, there was no significant correlation between university belonging and imposter phenomenon,  $r(122) = -0.153$ ,  $p = 0.09$ . For my belonging measures, there was a positive correlation between university belonging and social connection,  $r(123) = 0.219$ ,  $p = 0.014$ . Second, focusing on happiness, there was a significant negative correlation between subjective happiness and imposter phenomenon,  $r(119) = -0.534$ ,  $p < .001$ , significant positive correlation between subjective happiness and social connection,  $r(120) = 0.613$ ,  $p < .001$ , and significant positive correlation between subjective happiness and university belonging  $r(119) = 0.361$ ,  $p < .001$ . Thus, students who feel a greater sense of belonging are happier and less likely to feel like an imposter.

## CHAPTER IV: GENERAL DISCUSSION

My primary hypothesis was that international students would have a lower sense of belonging, higher experience of the imposter phenomenon, and lower well-being than domestic students. My secondary hypothesis was that these psychological experiences are related with the lack of belonging negatively correlated with the experience of imposter phenomenon. Unfortunately, I was unable to recruit a sufficient sample of international students; thus, I examined my secondary hypothesis with only domestic students. A significant negative correlation was found between sense of belonging and imposter syndrome. This means that students who feel a higher sense of belonging are less likely to feel like imposters, supporting my hypothesis. Also, a significant negative correlation was found between subjective happiness and imposter syndrome, and significant positive correlation was found between subjective happiness and social connection and university belonging. This means students who feel more belonging are more likely to feel happy and less likely to feel like an imposter, again supporting my hypothesis. Overall, my results highlight the importance of belonging for college students – when they feel they belong, they are happier and less likely to question their abilities and success.

With these promising results in mind, it is important to acknowledge the limitations and future directions of my study. A sufficient number of international students were not recruited, as the international student's office's process of sending the research study information to students was delayed and more complicated than initially explained. Future research should consider alternative means of recruiting international students, as well as other social groups relevant to college students. In my study, I was able to recruit an almost equal number of first-generation students and continuing students, allowing me to compare these two groups. According to my results, these two groups did not differ in their experience of belonging or imposter phenomenon but did slightly differ on subjective happiness. Future research might continue to consider the

possible different experiences between first-generation and continuing-generation students as related to the imposter phenomenon, belonging, and happiness, as this was not my initial focus, and my study was not designed to explore those questions. The research was conducted through the UHCL Psychology Participant Pool, and this platform is for students who are currently enrolled in a class within the College of Human Sciences and Humanities (HSH); thus, most of my students were likely HSH students. Future research should consider recruiting students from a more diverse selection of disciplines as your discipline and college may influence your sense of belonging. Last, my research presents a correlational analysis, which cannot speak to causality. Since there is no controlled variable here, it does not show the effect of hidden variables that may impact the associations between belonging, happiness, and feeling like imposter, or if one of these variables is causing the other. Therefore, the results are limited to correlational interpretation.

My aim in this study was that feeling less belonging can be effective in making students feel more like imposters. As most of the previous research on the imposter phenomenon focused on social identities associated with gender and race, specifically women and people of color as these social groups have historically not been treated as they belong in educational and professional spaces. This study intended to consider if international students are also likely to experience the imposter phenomenon due to their lack of belonging in university spaces that are designed primarily for domestic students. Even though I could not recruit enough international students in the research, previous studies demonstrate that language skills, the culture they come from, and social and interpersonal relations are important for the belonging of international students (Darwish, 2015). Domestic students who are new to an undergraduate degree, and particularly first-generation domestic students, may also struggle to adapt to the social environment and academic life on the campus, including facing some issues regarding their race and ethnicity, impacting their sense of belonging (Singh, 2018). Students may have a lower sense of belonging due to the differences between the culture that students come from with the dominant culture at the university (Garcia, 2020).

International students may have difficulty in establishing a sense of belonging because they come from different cultures, have homes and family aspirations, or need to improve interpersonal relationships, have language difficulties, must adapt to a new academic system, and have limited opportunities to access and participate in activities outside the campus (Katsumoto & Bowman, 2021). In addition, the fact that they have high expectations from their families and the difficulties they experience financially may have a negative impact on the anxiety and depression levels of international students (Hasnain & Hajek, 2022). Future research may investigate the specific cultural influences underlying the imposter phenomenon among international students who feel lower belonging at U.S. universities. That is, research should examine the role of cultural orientation (e.g., collectivism), language fluency, cultural or religious traditions, or cultural representation at the university have on buffering against lower belonging and the imposter phenomenon. This study, which reveals that feeling like an imposter negatively affects the well-being of domestic students, should encourage future research on how the sense of belonging can be increased to prevent students from feeling like imposters.

## REFERENCES

- Ahn, M. Y., & Davis, H. H. (2019). Four domains of students' sense of belonging to University. *Studies in Higher Education, 45*(3), 622–634.  
<https://doi.org/10.1080/03075079.2018.1564902>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments a fundamental human motivation. *Psychological Bulletin, 117*, 497-529.
- Bernard, D. L., Jones, S. C., & Volpe, V. V. (2020). Impostor phenomenon and psychological well-being: The moderating roles of John Henryism and school racial composition among Black college students. *Journal of Black Psychology, 46*, 195-227.  
<https://doi.org/10.1177/0095798420924529>
- Bravata, D. M., Madhusudhan, D. K., Boroff, M., & Cokley, K. O. (2020, August 24). *Commentary: Prevalence, predictors, and treatment of Imposter Syndrome: A systematic review. Journal of Mental Health & Clinical Psychology.* <https://doi.org/10.29245/2578-2959/2020/3.1207>
- Clance, P. R. (1985). *Clance impostor phenomenon scale*. [Database record]. APA PsycTests.
- Clance, P. R., & Imes, S. A. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice, 15*(3), 241–247. <https://doi.org/10.1037/h0086006>
- Clance, P. R., & Otoole, M. A. (1987). The imposter phenomenon. *Women & Therapy, 6*(3), 51–64. [https://doi.org/10.1300/j015v06n03\\_05](https://doi.org/10.1300/j015v06n03_05)
- Cokley, K., Smith, L., Bernard, D., Hurst, A., Jackson, S., Stone, S., Awosogba, O., Saucer, C., Bailey, M., & Roberts, D. (2017). Impostor feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among racial/ethnic minority college students. *Journal of Counseling Psychology, 64*(2), 141–154.  
<https://doi.org/10.1037/cou0000198>

- Darwish, R. (2015). *Sense Of Belonging Among International Students Enrolled In Graduate-Level Business Programs: A Case Study* [ Master's thesis, Bowling Green State University]. OhioLINK Electronic Theses and Dissertations Center.
- Fiske, S. (2018). *Social Beings: Core Motives in Social Psychology*. Wiley.
- Garcia, C. E. (2020). Belonging in a predominantly white institution: The role of membership in Latina/o sororities and fraternities. *Journal of Diversity in Higher Education*, 13(2), 181–193. <https://doi.org/10.1037/dhe0000126>
- Guan, K. (2018). *The bulletin*. Understanding International Students' Experiences with Social Integration. <https://www.acui.org/resources/bulletin/bulletin-detail/2018/11/12/understanding-international-students-experiences-with-social-integration>
- Hasnain, A., & Hajek, J. (2022). Understanding International Student Connectedness. *International Journal of Intercultural Relations*, 86, 26–35. <https://doi.org/10.1016/j.ijintrel.2021.10.008>
- Katsumoto, S., & Bowman, N. A. (2021). The link between high-impact practices and college success among international students in the U.S. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000364>
- Langford, J., & Clance, P. R. (1993). The imposter phenomenon: Recent research findings regarding dynamics, personality and family patterns and their implications for treatment. *Psychotherapy: Theory, Research, Practice, Training*, 30(3), 495–501. <https://doi.org/10.1037/0033-3204.30.3.495>
- Lauren, W. (2014). *International students' sense of belonging* [Master's thesis, University of the Pacific]. ProQuest Dissertations & Theses Global, Stockten.
- Lee, R. M., & Robbins, S. B. (1995) *Social Connectedness and Social Assurance Scales*. [Database record] APA PsycTest.s. <https://doi.org/10.1037/t01359-000>
- Lyubomirsky, S., & Lepper, H. S. (1999). *Social Indicators Research*, 46(2), 137–155. <https://doi.org/10.1023/a:1006824100041>



- Slaten, C. D., Elison, Z. M., Deemer, E. D., Hughes, H. A., & Shemwell, D. A. (2018). *University Belonging Questionnaire*. [Database record]. APA PsycTests. <https://doi.org/10.1037/t75836-000>
- Signh, A. (2018). *Investigating the sense of belonging for international students through a predictive model*. [Dissertation, Iowa State University]. ProQuest Dissertations.
- Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science, 25*, 943-953.
- Strayhorn, T. L. (2019). *College Student's Sense of Belonging*. Routledge.
- NAFSA. (2020, November 16). *New NAFSA data show first ever drop in international student economic value to the U.S.* <https://www.nafsa.org/about/about-nafsa/new-nafsa-data-show-first-ever-drop-international-student-economic-value-us>
- Pawa, V. (2019). *Sense of belonging for international students: How can we foster it and why do we need to?* The EvoLLLution. <https://evollution.com/attracting-students/retention/sense-of-belonging-for-international-students-how-can-we-foster-it-and-why-do-we-need-to/>
- Wang, X., & Sun, W. (2022). Unidirectional or inclusive international education? An analysis of discourses from U.S. International Student Services Office websites. *Journal of Diversity in Higher Education, 15*(5), 617–629. <https://doi.org/10.1037/dhe0000357>