The Mental Health Status of Chinese International Students in Hungary

Focus on Depression and Other Negative Emotions

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Abstract
This thesis focuses on the mental health status of Chinese international students in Hungary and describes what factors cause them to have depressed symptoms and other negative emotions. In the literature review I summarized some studies about the mental health status of international students and Chinese students in other countries, according to these studies I identified many influencing factors and how these factors affect mental health of Chinese international students. I used qualitative and quantitative research methods in this thesis. I gathered some basic information and analyses statistical data through the questionnaire surveys. Then I made 10 in-depth individual and 6 online individual interviews to understand what reasons cause the Chinese international students to have depressed symptoms and negative emotions. I used SPSS to analyze what is relationship between each factor with depression. The main influence reasons are cultural, social, individual and other factors. The thesis reflects the level of depression and other negative emotions among Chinese international students.
Acknowledgements

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References:
Introduction

Mental health has become one of the important social problems, which is attracting greater interest and attention from all over the world. Most seriously, it even involves suicide. International students can be regarded as a special group when they study abroad. They have more negative emotions, such as stress, loneliness, sense of loss, anxiety, and even depression. Consequently, the negative emotions and mental health problems of overseas students are serious problems in the field of mental health. Especially, many students with depression do not even know that they are suffering from depression. Thus, they are at risk since they receive no treatment.

At present, Chinese students have become the largest group of international students. With the economic and social development of China, Chinese students have more opportunities to learn in a foreign country. Gradually, more and more ordinary people are choosing to study abroad in addition to elites. According to the No.5 Annual Report on the Development of Chinese Students’ Studying Abroad (Wang and Miao, 2016), there were more than 5 million students studying abroad, and the enrollment number of Chinese international student was 1.26 million in 2015. Most of them were studying in English countries and the countries with Chinese culture, such as the USA, Canada, the UK, Australia, Japan, Korea and Singapore.

Compared with other international students, Chinese international students may have more negative emotions than, because they go into a country which is different from their own. There are many problems and troubles for them such as culture, language, lifestyle and study. These will lead to mental health problem or trouble. Based on the study report about 203 Chinese international students made by Cheung and Poi (2011), 47.5% of Chinese international students had depression symptoms, and 48% of them showed anxiety symptoms. Those students did not seek any help from any institution, such as the department of mental service in school and hospital. Besides, there are more and more Chinese international students studying in Hungary. In the opinion of the
author, they also have these problems. Nevertheless, few researchers have studied and focused on their situation of mental health in Hungary.

This paper focuses on the status of the Chinese students’ mental health in Hungary. It mainly researches the cause of mental health trouble and the reason for their existence in Chinese students. Many people know mental health problem just from the aspects of medicine and psychology. They only understand its features and treatment. The author calls these aspects as the inside functions of mental health problem. Nonetheless, people tend to ignore its outside functions from the perspective of sociology. This paper analyses and investigates this problem from the perspective of sociology. The author believes that an understanding of mental health problem from the perspective of sociology can better prevent and solve the mental health problems of students.

1. Literature review

A literature review is needed for this study. The articles of predecessors can provide much useful information and help realize information gaps. Therefore, I found some researches, reports, journals and data on the mental health of international students and Chinese international students studying abroad. These articles may explain the reasons for their negative emotions and psychological problems. All the research and reports on the mental health of Chinese international students are based on three sections. The following literature review will be divided into three parts, namely culture, society, and help-seeking.

1.1 Cultural factors

1.1.1 Chinese/eastern traditional culture

1.1.1.1 Confucianism

As an old and very important culture in China, Confucianism has been strongly affected every Chinese person (Yip, 2005) and other Asian counties such as Korea and Japan. In short, Confucianism lays an emphasis on personal cultivation, personal relationship
with others, as well as the relationship between individual and social groups, which are all important features. The philosophy of harmony is one of the important philosophies in Confucianism, but the action of acceptance is passive and yielding (Oldstone, 2002). Chinese people prefer to inhibit emotions and desires (Yip, 2005) through self-control and self-discipline (Liu, 2009) to achieve harmony, even if the process is very difficult to finish. These actions are called ‘eating bitterness’, which means enduring suffering (Ran, 2014). Chinese people think that ‘eating bitterness’ is a virtue. Everyone should endure suffering (Ran, 2014). This virtue is more important for young people. In this case, many students do not want to tell about their negative emotions and feelings to others, including parents, friends and some psychology service institutions.

1.1.1.2 Collectivism/family culture

Collectivism/family culture has a big influence in Asia. International students from the countries with collectivism culture have higher levels of depression than those from the countries with individualism culture (Steptoe et al., 2007). Compared with individualism culture, collective values are more important than individual values in collectivism culture. Hence, people always choose to sacrifice their own benefits or even themselves when their benefits conflict with the collective (Ran, 2014). Similarly, Chinese people seldom express their emotions and real ideas under the influence of collectivism, especially when they are in a different cultural environment. Family is also one source of negative emotions. The behavior of each family member would implicate the whole family (Kenneth et al., 2012). Chinese international students may have more stresses when they study abroad. In addition, Chinese students do not want to pour stresses and troubles to their family members, because they may cause them to worry. At the same time, the old members of family are honored. Chinese parents always want to know and control everything about their children. They regard it a duty of them to their children, and they think that their children have the obligation to do whatever they ask them to do (Liu, 2009). Additionally, Chinese students are more likely to miss their family and relatives when they study abroad alone, which is called homesickness. This is because that family is not only a central thing in the Chinese society (Wu, 2011), but
also the basis and backup force for every Chinese person.

1.1.1.3 Perfectionism and self-criticism
Most eastern Asian people pursue perfectionism, which is also a culture in Asia. Manifestation means that people always set higher and better standards for themselves (Slaney et al., 2002). There are positive influences and negative influences for Chinese students (Kenneth et al., 2012). Self-criticism is one of the operationalization forms of perfectionism (Dunkley and Blankstein, 2000), which exert strong influences to emotional well-being (Wei et al., 2007). According to the stress enhancement model, perfectionists have more possibilities to change and become the patients with depression under stressful conditions (Kenneth et al., 2012). Based on the research report made by Fritz, Chin, and DeMarinis (2008), Asian students have higher levels of anxiety than American and European students, because they pay attention to their weaknesses and defects more than their advantages and strong points (Kenneth et al., 2012). This propensity would turn them into a better or perfect person, and decrease their defects (Kenneth et al., 2012)

1.1.2 Cross-culture, transculturation and acculturation
Cross-cultural adaptation is not only the cultural pattern of the group-level changes, but also a process of resocialization. It is for those in a society who have completed the change from a ‘natural people’ to a ‘social people’ belonging to certain social groups. Intercultural adaptation is the psychological adjustment process of individuals. The unfamiliarity with other social symbols would cause deep psychological anxiety. That is to say, people with a cross-cultural shift performance are in a negative state of mind (Oberg, 1960).

Chinese students have their specific and traditional cultures, which are different from Western or European cultures. They have their own language, thinking and life style. In consequence, Chinese students face more huge cultural challenges and stresses than
Western and European international students do when they study abroad, because of the more extreme cultural experience (Xuesong et al., 2013). For example, Chinese international students feel stresses, anxiety and depression when they translate their values from collectivism to individualism. (Ran, 2014) These cultural challenges and stress mainly come from cross-culture, culture change, transcultural adjustment and acculturation.

Chinese international students study and live under the condition of different cultures, values, languages and habits. They try to communicate and blend in local societies and cultures. In this case, cultural adjustment is one of the important roles for them, but they are alone with stresses in the process of cultural change. Even if they do not change their culture or have the ability to change some aspects such as language, they also have stresses. This is because that culture shocks exist as the barriers between Chinese students and local societies as well as cultures (Liu, 2009).

In transcultural adjustment, the process of acculturation is one of the most important characteristics. Acculturation means a transculturation of culture and psychology between two cultural groups. Acculturative stress means that someone cannot blend in or live the new cultural society (Berry, 1998). Homesickness, the sense of loss, culture shock, discrimination, loneliness and anxiety are common among international students (Kaifang and Cirecie).

Asian international students have a higher level of acculturative stress than European and American students do. Among them, Chinese international students have more acculturative stresses, as the acculturative stress also involve cultural experience. For instance, Indian students have lots of experiences about western culture in their living environment. English is also one of the official languages in India (Kenneth et al., 2012). According to an article (Kaifang and Cirecie), researchers have studied the relations among acculturative stress and acculturation, mental health and psychological adjustment of Chinese students. They have found that Chinese international students
have lower acculturative level and more stress from acculturation. 50-71.4% of Chinese international students would feel stress.

1.1.2.1 Culture shock
Culture shock is the key term in transcultural study. It means that people have negative feelings when they stay in an unknown cultural environment. This theory was put forward by the anthropologist Cora DuBois for first time in 1951. Kalervo Oberg used and expanded this theory in his classic article in 1954 (Bruce). Then, other researchers began to research this filed.

According to articles (Guilherme and John), culture shock has four stages, namely honeymoon stage, losing stage, adjustment stage and fusion stage. In honeymoon stage, people are interested in new things and curious about everything in a new cultural environment. They have high-level expectations for their new life and learning, because all things are fresh and school administrators can help them at the beginning. As time goes by, difficulties and challenges disappoint them step by step. Then, they would feel huge stresses and have negative emotions at the same time. For instance, they may feel discriminated in their subconscious, for they cannot understand and blend in the local society. Meanwhile, they would also have a sense of failure. Under this condition, they would feel uncomfortable, miss their home culture and become homesick. The second stage is the biggest challenge for them. Some interviews have reported this situation in the United State (Jude et al., 2015). Most Chinese international students have expressed that they cannot chat and hang out with local students and other international students, because they do not have common interests and hobbies. For example, American and European students like to go into clubs, pubs and parties with drinks and loud music, but Chinese students cannot accept noisy music and rude men. In the third stage, people start to adjust their psychology and behaviours in order to blend into a new environment quickly. They learn to respect local cultures and try to understand their customs. In the last stage, people accept new cultures and customs, although they cannot understand all of them. Anyway, they would have blended in the new cultural environment in this
stage.

In fact, we often use a U-curve to explain culture shock. The model of U-curve was put forward for first time by Lysgaard in 1955 (Bruce), which is very suitable for trainers and international students. At present, this model has been used for more than fifty years. At the beginning, U-curve model could only explain three stages of culture shock, namely honeymoon stage, losing stage and adjustment stage. After the studies of Lysgaard, it was improved. Usually, the duration of culture shock is 3-6 months. Because of individual difference, its duration is also likely to become longer a shorter.

1.1.2.2 Intercultural adjustment and learning

Culture shock would bring huge stresses and negative emotions to Chinese international students, but the process of intercultural adjustment is also a big challenge for them. International students experience more stresses when they adapt themselves to a new one culture environment and society, especially for Chinese international students. This is because that they would experience more extreme cultures (Xuesong et al., 2013), such as collectivism, individualism, Eastern culture and Western culture. Furthermore, the process of intercultural adjustment and learning can easily lead international students to depression. This phenomenon is caused by cultural comparison. International students always compare new cultures with their own cultures when they are in a new environment (Omodona, 2012). Nevertheless, this process has negative influences on international students. Some theories hold that there is an optimal stress in the process of intercultural adjustment and learning. In accordance to these theories, optimal stress can stimulate students to improve their learning and blend in a new society faster (Jude et al., 2015). Moreover, sex, age and marriage can affect cultural adjustment. Girls are less adjustable than boys are. Older students are harder to adjust than younger students are, and it is more difficult for single students to adjust in comparison with married students (Tian and Farida, 1990)

1.1.2.3 Schooling
The difference in education system makes Chinese students feel uncomfortable. According to the article written by Wang et al. (2015), European and American students have better learning skills and more knowledge than Chinese students. American schools implement open teaching, and knowledge is not taught only in school. Teachers are willing to listen to the opinions of students and enlighten them. Students also have more time to present themselves and communicate with teachers in activities, such as presentation. In the Chinese education system, there are only listening students and only speaking teacher in the classroom. They seldom communicate with each other. This education style is called spoon-feeding education. What is more, Chinese students have poor spoken English, because less than half of Chinese international students consider their spoken English to be good. As a result, strange teaching approach and poor English level cause Chinese international students to have more academic stresses (Jiandong et al., 2011).

1.1.2.4 Life style
Life style involves many aspects such as food, weather and entertainment, which is one kind of cultural form. There are different life styles in every country, which would affect students. An example will be given based on a study made by Omodona (2012). There are four clear seasons in most cities in China. However, most Chinese students think that there are two seasons in Hungary, namely summer and winter. In winter, it is very cold and the sky darkens early in Hungary. Most of the time, the sky is very dark, which would render people into tension, loneliness and depression. Of course, some Chinese students might find the climate in Hungary better, if they come from a place with a large pollution.

1.2 Social factors
1.2.1 Social support and connectedness
Social support and social connectedness are two important elements for Chinese students studying abroad, which have some influences on their psychology, social
relations and acculturative stress. According to many studies (Kaifang and Cirecie), social support and connectedness can decrease international students’ acculturative stress and help them to adapt to a new environment quickly.

Social support refers to moral and material support. It can be divided into four parts, namely emotional support, informational support, instrumental support, which includes service, and embedded support, which means the identity affirmation in social life (Jude et al., 2015).

Social support is more likely to happen in transculturation. It may control international students’ emotion and psychology. Some researchers have reported that the support of parents can help students to stay away from depression (Kaifang and Cirecie). The lack of social supports would have some influences on international students as well. Studies have shown the relationship between the loss of social supports and psychological problems. International students have more life stress, acculturative stress, homesickness, sense of loss and loneliness, as they suddenly lose all of their social supports in a new environment (Liu, 2009).

Based on the studies made by Liu (2009), social connectedness refers to the relation between people and others which involves the mediums of relation. Actually, social connectedness may also affect Chinese international students as social support does. The majority of Chinese international students do not have their support connectedness in other countries as they do in China. They would lose their friends and parents at the moment when they go overseas. The loss of connectedness would make them feel depressed. This phenomenon is called cultural loneliness (Omodona, 2012).

1.2.1.1 Co-national community

Co-national community is not only one form of social connectedness, but also a way to solve the lack of social support. Mostly, Chinese international students are staying in co-national or co-cultural community. According to Jude et al. (2015), there are some
reasons for the formation of co-national community and the stay of most Chinese international students. Firstly, co-national community is an important source of social support. Chinese students can easily get some useful emotional and informational supports for living and leaning. This solution is highly safe and low-cost, for collective force is stronger than individual force in accordance to the Chinese collective thinking. Secondly, a lot of transcultural and acculturative challenges lead them to co-national community without stresses. Home cultures make them feel comfortable and help them to adjust their psychology and learn better. Students can contact home culture and host culture at the same time, which is the best progress of learning. Nonetheless, co-national community is a soft trap for most Chinese international students. They would spend more time in co-national community than in host community, which will cause them to have a poor social net, less social supports from the host country, and limited communications with local society and friends (Tian and Farida, 1990). Moreover, Chinese international students can be said as the largest group studying abroad. The number of Chinese internal students accounts for more than half of the total number of international students in many school classrooms. This phenomenon has also led to the establishment of a small Chinatown in school. Co-national community would also result in a poor social net for Chinese international students. According to a report on interview, 18 Chinese international students said that their best friends are all Chinese from co-national community. (Jude et al., 2015)

1.2.1.2 Internet/network
The internet is a special tool for social support and a medium for social connectedness, which has shortened the time needed to get home-state social supports. On the one hand, Chinese international students usually use the internet to search for the information that they need, such as school information, house rental information and information of host-country. The internet also promotes co-national communities. Specifically, the internet makes the establishment and development of co-national communities faster and earlier, and facilitates to expand their scale. The existing co-national communities, even many co-communities, were established before Chinese international students
started to study abroad. On the other hand, the use of internet makes it easier for Chinese international students to steep in internet life or online co-national community (Jude et al., 2015), which would lead to anxiety, depression and internet addiction among Chinese international students. Based on a data analysis and a report (Xuesong et al., 2013), they have found that Chinese international students who spend less time on the internet have less internet addiction, anxiety and depression.

### 1.2.1.3 Language

Symbolic interactionism was founded by the American psychologist, philosopher and sociologist George Herbert Mead in 1937. Symbol means the symbolic things to some extent. Symbolic interactionism can be divided into four dimensions, namely view, symbol, mind and role, which are interconnected (Michael and Celene, 2015). People may have some difficulties in social interaction when they are lack of certain abilities in the process of interaction. Obviously, language is one of the important aspects in interconnection. If Chinese students cannot speak English or the language of the host state, they would have troubles due to this shortage in interactional process.

### 1.2.2 Social role

Social role is a sociological word. According to the article of B. J. Biddle (1986), it means the characteristics of people in the society, including their role and behavior. This explains the roles of social members in a given society. At the same time, they expect for the behaviors of themselves and other people. This theory has thrived since the 1920s and 1930s. People can still find it in some articles today. It has become more prominent in sociological discourses through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Ralph Linton. Role theory involves role playing, the position of role and role conflict, etc. Each person has different roles in different scenarios or groups. If a person has many roles or a big gap among roles, it will cause role chaos, conflict and burden. For example, Indian international students have more advantages compared with Chinese international students, because India was
colonized by Britain before and English is their official language (Kenneth et al., 2012).

1.2.2.1 Expectation
Before they go to study abroad, Chinese international students always have high-level expectations for themselves on aspects, such as overseas society, language, academic, life, self-worth and future development. Actually, there is big difference between expectation and reality. Higher expectation would bring more challenges and stresses. Under the background of the Chinese culture, Chinese students many bear pressure from some expectations of their family and relations (Jiandong et al., 2011) even including their parents’ friends. Overmuch expectations and the huge gap with the reality would lead Chinese students to have anxiety, weariness and depression.

1.2.2.2 Life skills
In China, children have the central position in every family, especially for the one-child family. The majority of Chinese students do not need to do anything other than learning. They are nicknamed princes and princesses. Transculturation and social role change is bound to cause identity development, and change Chinese students from mother babies into independent people. However, they will feel stresses when they start to consider trivial affairs and learn life skills, such as renting a room, cooking, shopping, repairing furniture and keeping a house.

1.3 Help seeking

1.3.1 Individual
According to the article written by Kaifang and Cirecie, it is found that Chinese international students have the lowest rate of asking for counseling service in professional institutions. They hardly seek help from professional institutions, even when they have the symptoms of depression. They think that they can solve their emotional and psychological problems by themselves under the help from their family. This phenomenon is resulted from the Chinese traditional culture, since enduring
suffering is a virtue in China (Ran, 2014). This idea would easily lead to negative emotions and psychological problems of Chinese international students.

1.3.2 Institutions

Many social professional constitutions have not played their roles. They have failed to make an adequate investigation for international students, which is their duty. There even are fake institutions and unprofessional administrators in school (Kaifang and Cirecie). Although the professional institutions of schools are very important for students, some institutions of schools have never worked and attended to students. Some schools even have no relevant institution.

1.4. Reflection on literature review

These results of the previous studies are useful for this research, because they could help determine the direction of this research. For the studies mentioned above, the major influencing factors are cultural factors and social factors. Therefore, this research will focus on these two kinds of factors based on their results. In addition, there are other factors affecting the emotions of Chinese international students, such as location, weather, and individual abilities. For this reason, this research also studies the impacts of these factors on the mood of students.

2. Methodology

2.1 Methodological perspective

A qualitative research method is one of the foundations for this research. The researcher intends to use three methods for this research. The first method is literature review for exploring the sociological theories and the researches of predecessors. They are important for identifying the gaps in knowledge, and helpful for researching the topic and explaining the observed phenomena. The second method integrates qualitative interview and interpretive approach, for figuring out some reasons. On the basis of
literature reviews, these reasons or phenomena will be explained. The third method is use quantitative data to support or oppose the results of literature review and qualitative interview. This mixed approach can make the results more scientific and real.

2.2 Ethics

The author would abide by the ethical rules of International Sociological Association’s Code of Ethics (ISA, 2001). As the research topic is related to negative emotions and psychological illnesses, the research ethics is very important for researchers and participants. The participants of the qualitative interview were volunteers. Before the qualitative interview, they were informed of the author’s identity and the research, and then given informed consents. They signed the informed consents and accepted video recording. It was guaranteed that all the interview data and information about the interviewees would be confidential through anonymity, to protect their privacies and respect their religions, sex and thinking. Furthermore, the researcher did not accept any interest or donor.

2.3 Research methods

Firstly, online questionnaires for Chinese international students were utilized to screen volunteers, research a huge sample group and get a lot of samples. However, the researcher could neither ask for more detailed information nor observe and capture interviewees’ details, which is a big limitation of online questionnaire. Therefore, the researcher needed some interviews to get details. Then, more people were recruited. The number of these people was more than that needed for the research, as some people might not come in the end. For balance, 6-8 interviewees were chosen for focus group interview, and the rest 6-8 interviewees for individual interview. Similarly, the number of the two genders should be equivalent, so half of the interviewees were females and the other half males. Structured individual interview method was applied to ensure that each interview could be given exactly the same questions in the same order. The aim was to guarantee that their answers could be reliably aggregated and comparisons could
be made among different sample subgroups or different survey periods. This method is close to the unstandardized or semi-structured interview, because it can help easily control interviews based on the research. The individual interview was more detailed than the focus group interview, because the researcher had enough time for listening. Under this condition, the researcher could get more details. In comparison, the focus group interview was much faster, which could lead to the loss of some data sometimes. Nevertheless, it can help collect different information and realize less repetition of data. This is an advantage of using focus group interview.

3. Analysis

Self-Rating Depression Scale (SDS) put forward by Zung (Duan and Sheng, 2012) and Zung (1965), as it has been discussed in the literature review, is considered as a useful tool for depression evaluation. Within my questionnaire, Chinese version of Self-Rating Depression Scale has come into existence through modification and translation from the original one from Zung, focusing on Chinese students. My survey contained 20 questions to assess the level of depression, each of which was attached with a point with a scale scope from 1 to 4. The total point score of more than 41 indicates that the participant is equipped with some symptoms for depression while a lower score reflects an absence of problems. The level of depression is estimated by multiplying the total number of points by 1.25 (result is final point), there are three ranges of points which classify diverse level of depression, the point score ranges from 53 to 62 refers to slight depression, 63-72 moderate depression, 72 and above severe depression. Based on corresponding statistics and interviews, this paper intends to analyze samples, equipped with diverse levels of depression, through questionnaire.

<table>
<thead>
<tr>
<th>Total Point</th>
<th>&lt;41</th>
<th>≥41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>Normal</td>
<td>Depression</td>
</tr>
</tbody>
</table>
Table 2. Method of Measurement for Final Point

<table>
<thead>
<tr>
<th>Final Point</th>
<th>53-62</th>
<th>63-72</th>
<th>&gt;72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression Range</td>
<td>Mildly Depressed</td>
<td>Moderately Depressed</td>
<td>Severely Depressed</td>
</tr>
<tr>
<td>(Total point multiply by 1.25)</td>
<td></td>
<td></td>
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</tr>
</tbody>
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Table 3. Flowchart of Measurement

3.1 Sample information and basis of statistical data for questionnaires

3.1.1 Total students (103 samples)

There are a total of 103 students in my survey, the number of males is 34 (33%), the number of females is 69 (67%). 73 students are studying in Budapest (70.9%), other 30
students are studying non-Budapest cities. They are all studying in Hungary, 46 students are studying at Corvinus University of Budapest (44.66%), 17 students are studying in University of Pecs (13.59%), 6 students are studying in Eotvos Lorand University (5.83%), the other students are from Budapest Business School, Szent Istvan University, Budapest University of Technology and Economics, University of Miskolc, University of Szeged, Semmelweis University, McDaniel College, Obuda University, International Business School, Budapest Business School, Budapest Metropolitan University, University of Debrecen, National University of Public Service, Eotvos Jozsef College, etc. 24 students are preparing for degree courses by taking intensive language supervision (23.3%), I call these students preppies, 65 students are undergraduate students (63.1%), 13 students are graduate students (12.6%) and 1 student is a Ph.D student.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Preppy Student</th>
<th>Undergraduate Student</th>
<th>Graduate Student</th>
<th>Ph.D Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>24</td>
<td>65</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Rate</td>
<td>23.3%</td>
<td>63.1%</td>
<td>12.6%</td>
<td>1%</td>
</tr>
</tbody>
</table>

There are 8 students have lived in Hungary less than 3 months (7.8%), 26 students have lived 3 to 6 months (25.2%), 5 students have lived 6 to 12 months (4.9%), 27 students have lived 12 to 24 months (26.2%), 20 students have lived 24 to 36 months (19.4%), 17 students have lived more than 36 months in Hungary (16.5%).

<table>
<thead>
<tr>
<th>Time Length (Month)</th>
<th>&lt; 3</th>
<th>3 - 6</th>
<th>6 - 12</th>
<th>12- 24</th>
<th>24-36</th>
<th>&gt; 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>8</td>
<td>26</td>
<td>5</td>
<td>27</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Rate</td>
<td>7.8%</td>
<td>25.2%</td>
<td>4.9%</td>
<td>26.2%</td>
<td>19.4%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>
All students are in the 16 to 30 age bracket, 94 out of all students are in the 18 to 24 age bracket (91.26%), 18 and 19 years old group are largest number of the sample and each group has 19 students (18.4%).

### 3.1.2 Depression of the students (62 samples)

Among the 103 Chinese international students, 62 out of them have different levels of depressed symptom, the screening rate of depression is 60.2%, there are 19 (30.6%) males and 43 females (69.4%).

![Graph 1: Screening Rate of Depression](image1)

![Graph 2: The Gender in Depression](image2)

The number of students with a mildly depressed symptom is 34 (54.8%), there are 21 (33.9%) students have moderately depressed symptom, and 7 (11.3%) students have severely depressed symptoms.
In the 62 Chinese international students among the depression category, 47 (75.8%) students are from universities in Budapest, other 15 (24.2%) students are from universities in non-Budapest cities, like Pecs and Miskolc. Most students are undergraduate students, there are 37 undergraduate students (59.7%), 18 preppies (29%), 6 graduate students (9.7%) and 1 Ph.D student.

<table>
<thead>
<tr>
<th>Table 6. Degree for Depressed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Rate</td>
</tr>
</tbody>
</table>

There are 8 students have lived in Hungary for less than 3 months (12.9%), 15 students have lived 3 to 6 months (24.2%), 4 students have lived 6 to 12 months (6.5%), 15 students have lived 12 to 24 months (24.2%), 9 students have lived 24 to 36 months (14.5%), 11 students have lived more than 36 months (17.7%).
### Table 7. Time Length for Depressed Students

<table>
<thead>
<tr>
<th>Time Length (Month)</th>
<th>&lt; 3</th>
<th>3 - 6</th>
<th>6 - 12</th>
<th>12- 24</th>
<th>24-36</th>
<th>&gt; 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>8</td>
<td>15</td>
<td>4</td>
<td>15</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Rate</td>
<td>12.9%</td>
<td>24.2%</td>
<td>6.5%</td>
<td>24.2%</td>
<td>14.5%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

#### 3.1.3 The depression screening rates in each factor

This section aims to consider which group has a higher screening rate of depression and which group more easily among depressed symptom. According to results with SPSS, the incidence rate of depressed symptoms for males is 55.88%, the female is 62.32%. The incidence rate of Chinese students who study in Budapest is 64.38%. In other non-Budapest cities Chinese students among the incidence rate of depressed symptom is 50%.

### Table 8. The Depression Screening Rates for Gender and Location

<table>
<thead>
<tr>
<th>Factor</th>
<th>Male</th>
<th>Female</th>
<th>Budapest</th>
<th>Non-Budapest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>55.88%</td>
<td>62.32%</td>
<td>64.38%</td>
<td>50%</td>
</tr>
</tbody>
</table>

For different degrees, the incidence rate in the preparatory course is 75%, the undergraduate is 56.92%, the graduate is 46.15%, the Ph.D data is needed to omit in this section because there is only one Ph.D student sample in all of questionnaire feedback.

### Table 9. The Depression Screening Rates for Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Preppy Student</th>
<th>Undergraduate Student</th>
<th>Graduate Student</th>
<th>Ph.D Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>75%</td>
<td>56.92%</td>
<td>46.15%</td>
<td>100%</td>
</tr>
</tbody>
</table>

There are different data exist in different time ranges, the incidence rate of depressed
symptom is 100% in less than 3 months, the incidence rate is 57.69% in 3 to 6 months, the incidence rate is 80% in 6 to 12 months, the incidence rate 55.56% in 12 to 24 months, the incidence rate is 45% in 24 to 36 months, the incidence rate is 64.71% in more than 36 months.

Table 10. The Depression Screening Rates for Time Length

<table>
<thead>
<tr>
<th>Time Length (Month)</th>
<th>&lt; 3</th>
<th>3 - 6</th>
<th>6 - 12</th>
<th>12-24</th>
<th>24-36</th>
<th>&gt; 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>100%</td>
<td>57.69%</td>
<td>80%</td>
<td>55.56%</td>
<td>45%</td>
<td>64.71%</td>
</tr>
</tbody>
</table>

3.1.4 The descriptions of points in each factor

3.1.4.1 Total students (103 samples)

For the total Student sample, the mean is 43.41, the median is 44, scale scope is from 20 to 76. The mean of males is 41.44, the median is 42, scale scope between 26 and 54, the mean of females is 44.32, the median is 44, scale scope is from 20 to 76. The mean of the preppies is 47.63, the median is 48.5, scale scope is from 26 to 65, the mean of undergraduate students is 42.45, the median is 43, scale scope is from 20 to 76, the mean of graduate students is 39.62, the median is 38, scale scope is from 29 to 52, the Ph.D datum is needed to omit in this section because there is only one Ph.D student sample in all of questionnaire feedback. The mean of students who stay in Budapest is 44.07, the median is 44, scale scope is from 20 to 76, the mean of non-Budapest is 41.67, the median is 40.5, scale scope is from 26 to 61. In the student group which is staying in Hungary less than 3 months, the mean is 50.5, the median is 49.5, scale scope is from 43 to 59, for 3 to 6 months group the mean is 43.88, the median is 43.5, scale scope between 26 to 76, for 6 to 12 months group the mean and median are 46, scale scope is from 31 to 57, for 12 to 24 months group the mean is 41.42, the median is 43, scale scope is from 20 to 59, for 24 to 36 months group the mean is 40.85, the median is 39.5, scale scope is from 29 to 59, for more than 36 months group the mean is 44.52, the median is 45, scale scope is from 26 to 69.
### Table 11. The Basis of Statistical Data for Total Point in Total Samples

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>43.41</td>
<td>44</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Male</td>
<td>41.44</td>
<td>42</td>
<td>26</td>
<td>54</td>
</tr>
<tr>
<td>Female</td>
<td>44.32</td>
<td>44</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Preppy</td>
<td>47.63</td>
<td>48.5</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>42.45</td>
<td>43</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Graduate</td>
<td>39.62</td>
<td>38</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>Ph.D</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Budapest</td>
<td>44.07</td>
<td>44</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Non-Budapest</td>
<td>41.67</td>
<td>40.5</td>
<td>26</td>
<td>61</td>
</tr>
<tr>
<td>&lt; 3 Months</td>
<td>50.5</td>
<td>49.5</td>
<td>43</td>
<td>59</td>
</tr>
<tr>
<td>3-6 Months</td>
<td>43.88</td>
<td>43.5</td>
<td>26</td>
<td>76</td>
</tr>
<tr>
<td>6-12 Months</td>
<td>46</td>
<td>46</td>
<td>31</td>
<td>57</td>
</tr>
<tr>
<td>12-24 Months</td>
<td>41.42</td>
<td>43</td>
<td>20</td>
<td>59</td>
</tr>
<tr>
<td>24-36 Months</td>
<td>40.85</td>
<td>39.5</td>
<td>29</td>
<td>59</td>
</tr>
<tr>
<td>&gt; 36 Months</td>
<td>44.52</td>
<td>45</td>
<td>26</td>
<td>69</td>
</tr>
</tbody>
</table>

#### 3.1.4.2 Depression of the students (62 samples)

For the total of the students with depressed symptoms, the mean is 50.19, the median is 49, scale scope is from 41 to 76. The mean of males is 47.47, the median is 47, scale scope between 41 and 54, the mean of females is 51.20, the median is 50, scale scope is from 41 to 76. The mean of preppies is 52, the median is 51.5, scale scope is from 43 to 65, the mean of undergraduate students is 50.03, the median is 49, scale scope is from 41 to 76, the mean of graduate students is 45.83, the median is 44.5, scale scope is from 42 to 52, the Ph.D data is needed to omit in this section because there is only one Ph.D student sample in all of questionnaire feedback. The mean of students who stay in Budapest is 49.94, the median is 49, scale scope is from 41 to 76, the mean of
non-Budapest is 51, the median is 50, scale scope is from 41 to 61. In the student group which is staying in Hungary less than 3 months, the mean is 50.5, the median is 49.5, scale scope is from 43 to 59, for 3 to 6 months group the mean is 52.07, the median is 51, scale scope between 41 to 76, for 6 to 12 months group the mean is 49.75, the median is 49.5, scale scope is from 43 to 57, for 12 to 24 months group the mean is 49.4, the median is 49, scale scope is from 43 to 59, for 24 to 36 months group the mean is 48.45, the median is 46, scale scope is from 41 to 59, for more than 36 months group the mean is 50.09, the median is 47, scale scope is from 41 to 69.

Table 12. The Basis of Statistical Data for Total Point in Depressed Samples

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Depressed Students</td>
<td>50.19</td>
<td>49</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>Male</td>
<td>47.47</td>
<td>47</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>Female</td>
<td>51.20</td>
<td>50</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>Preppy</td>
<td>52</td>
<td>51.5</td>
<td>43</td>
<td>65</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>50.03</td>
<td>49</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>Graduate</td>
<td>45.83</td>
<td>44.5</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>Ph.D</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Budapest</td>
<td>49.94</td>
<td>49</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>Non-Budapest</td>
<td>51</td>
<td>50</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td>&lt; 3 Months</td>
<td>50.5</td>
<td>49.5</td>
<td>43</td>
<td>59</td>
</tr>
<tr>
<td>3-6 Months</td>
<td>52.07</td>
<td>51</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>6-12 Months</td>
<td>49.75</td>
<td>49.5</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>12-24 Months</td>
<td>49.4</td>
<td>49</td>
<td>43</td>
<td>59</td>
</tr>
<tr>
<td>24-36 Months</td>
<td>48.45</td>
<td>46</td>
<td>41</td>
<td>59</td>
</tr>
<tr>
<td>&gt; 36 Months</td>
<td>50.09</td>
<td>47</td>
<td>41</td>
<td>69</td>
</tr>
</tbody>
</table>
3.2 Information of samples for in-depth interviews

In-depth/qualitative analysis on 16 interviewees has been presented among depressed symptom in this research, 5 interviewees demonstrate mildly depressed symptom, 6 interviewees show moderately depressed symptoms and the other 8 interviewees have severely depressed symptoms. All these interviewees had been screened based on questionnaires in the whole process. The interviews strictly stick to the ethical rules of the International Sociological Association’s Code of Ethics (ISA, 2001) and participants voluntarily participated in interview for this study. All the interviews were divided into two forms, one of which was presented through individual interviews for 10 students, another of which was launched through individual online interview for 6 students. Since some students are not living in Budapest, parts of the interviews were conducted online. Each interview time length was approximately from 40 to 90 minutes.

In all interviewees, 12 out of them are females and other 4 students are males. Their age range is from 17 to 26, one 17 years old student, four 18 years old students, four 19 years old students, two 21 years old students, three 23 years old students, one 24 years old student and one 26 years old student. They are from 8 universities, Corvinus University of Budapest (6 students), University of Pecs (4 students), International Business School (1 student), National University of Public Service (1 students), Eotvos Jozsef College (1 student), Budapest University of Technology and Economics (1 student), University of Szeged, Szent Istvan University (1 student). In these interviewees, 6 interviewees are studying in preparation/foundation course (usually focused on language), 8 interviewees are learning BA courses and other 2 interviewees are learning MA courses. There are 2 interviewees have lived in Hungary less than 3 months, 6 students have lived 3 to 6 months, 1 student has lived 6 to 12 months in Hungary, 3 students have lived 12 to 24 months in Hungary, 1 student has lived 24 to 36 months in Hungary, 3 students have lived more than 36 months in Hungary.

3.3 Findings
After reviewing the statistical data for questionnaires and all of interviews, I identified some reasons which explain why the Chinese students were experiencing depression and negative emotions. In general there are four types which are: (3.3.1) culture shocks, (3.3.2) social reasons, (3.3.3) individual reasons and (3.3.4) other reasons. These findings are based on all the questionnaires and interview processes.

3.3.1 Culture shock

Chinese international students as a cross-cultural group are confronted with many challenges and stresses. No matter for language, education system, lifestyle or food, they are both parts of culture. Culture shock exists in the daily life of overseas students. 15 interviewees have indicated that these students were tortured by more depressed and negative emotions when they staying Hungary and they were more likely to harbor these emotions.

3.3.1.1 Schooling

The study mostly concentrates on analyzing for each Chinese student staying in Hungary, a frequent issue appeared when I was talking with interviewees: students thought that their negative emotions were mostly related to learning life.

A key finding lies in that diverse systems of education remain problematic for Chinese students. There are a lot of universities in China, where students are more capable of being graduated and it is very simple to pass their courses at university, they just need to be a quiet listener because there is no communication, let alone giving presentations, reports or essays. The teacher doesn’t have time to talk with students, the last month before the final exams decides whether you pass a course or not. In comparison, the Hungarian system indicates that every day should be filled with hard work and students have to pay attention in class in order to pass the course, because there are many assessments, midterm exams and final exams. Meanwhile, students are assigned with a lot of reading work, homework and papers, all of which are also a part of the grade.
Sometimes students have to devote much more efforts in study. They study at the home and stay up very late, but still can’t get a nice grade, during this time they feel very confused and depressed.

“......In China, I didn’t make many presentations, I didn’t have group works or team work. But there are many things we should do here, such as individual presentation, assessments, be active in class and team work. Exams are only one part of the course, cooperation is very important for professors, Hungarian education system is comprehensive...... I had huge stresses when I was preparing for exams, sometime I just got a 2 grade in exams but I was spending all time to prepare it before, I felt a strong sense of failure.” (by sample 51)

In Hungary, professors want to know individual views from students, so professors will be eager to ask each student or a group to discuss questions, in some courses, students need to make a presentation when each student can express their own opinions. Independent study is of great importance here, but Chinese students might not be accustomed to this type of education, because they have been influenced by 12 years of education with enforcement of ideas and there was basically less interaction between teachers and students in class. It is the reason why they don’t want to show their point of view. On the other hand, I noted in the literature review that collective attitudes come to be important for Asian students, in fact collective values are more important than individual ones (Ran, 2014). Thus, students sometimes are afraid to express a more individualistic viewpoint in their academic work.

Secondly, collectivism and self-criticism lead to a sense of failure, stress and other negative emotions in class. In the meantime, when students couldn’t pass their course or their classmates have a better grade or stronger capabilities than them, they are inclined to receive often create a sense of failure, especially for some foundation courses like mathematics, they have to delay graduation because they can’t learn some other courses associated with the major because they failed mathematics I.
“......I'm not used to the curriculum plan of the university, there are courses I. and II. In the first half and second half of the year, I can't go to course II, because I didn't pass course I., so I have to delay course II till next year. But some courses in the next year are related to course II., that means I have to delay my planned graduation time......” (by sample 17)

The third area of concern is language, it is a kind of social communication ability. Almost all of the in-depth interviews reflected that they were confronted with huge stresses and challenges because of poor English levels at the beginning of the first months of study, therefore, they have to spend much time improving their English level as well as trying to understand knowledge introduced in courses. This area of concern is studied by Jiandong., et al. (2011) in the literature review.

3.3.1.2 Stresses among intercultural learning and cultural adjustment

It is discovered that the total trend of depression screening rates were reduced with time, in other words, the aggregation level of depression tends to be the lower, the longer a student stays in Hungary. As time passes by, they started to adjust and accept different cultures little by little, this data provides support for the model of U-curve by Lysgaard in 1955 (Bruce). Some researchers insisted that in most cases, the length of culture shock ranges from 3 months to 6 months because the first 3 months is honeymoon stage where students are interested in new things and curious about everything in new cultural environment. During this stage, they have high level expectation for their new life and learning because everything is fresh (Guilherme and John) and (Bruce). However, compared with the status for Chinese students, there are few differences taken place at this stage. The period of 6 to 12 months and more than 36 months are small peaks in the overall trend. In addition, the depression screening rate is 100% for this group during the stage of less than 3 months, this means that Chinese students get stresses faster and have longer duration time with adjustment than theoretical time length.
On the other hand, the depression screening rate of the preppies ranks the highest and the rate of MA students the lowest. Combined with the above data and interviews, three sections should be taken into consideration, the reason for the first peak lies in that preppies chose to give up Chinese universities and go abroad for more unexpected challenges and troubles. The second peak happened in 6 to 12 months because this was the beginning time of undergraduate courses when students had to adapt to new education style. The students were overwhelmed by negative emotions when emerged in learning for receiving graduation and that is the reason why the third peak existed.

Moreover, some interesting findings, including the one presented by Tian and Farida (1990), revealed in the literature review that girls are less adaptable to the environment than boys while older students appeared to be harder to adjust than younger students, single students are more adjustable than married students. According to my data and interviews findings, contradiction exists in terms of such a gender assessment because females in my data had higher depression point and rate and their other results were opposite to the above findings because depressed symptoms were almost associated with younger students and single students.
3.3.1.3 Stereotypes

Some interviewees reported they were discriminated because they are Chinese, they felt so bad and sad about it. In some cases, discrimination even came from class by teachers and schoolmates.

“......the deepest impression is received by some rude words. As an Asian, I have a very different face from westerners, sometimes some local people speak rude Hungarian languages to scold you, to tell you to get out of here.” (by sample 1)

“I had a human rights course last semester, I think I received some discrimination and unequal treatment in this class from the teacher. The professor of human rights thinks China has no human rights, thus he/she always made some troubles for you in class and exams. This situation also happened to other students if you came from developing countries or professor thinks there no human rights in your country, such as Ecuador.” (by sample 42)

“I remember there were some term work in a health management course, a Chinese didn’t do her project work for a group presentation as a sign of protest against the non Chinese members of the group expressing the words ‘Fuck the Chinese’ on the first powerpoint slide in the classroom when they made the presentation, the teacher didn’t stop that. We were so angry about that!” (by sample 78)

3.3.2 Social parts

3.3.2.1 Co-national social circle/community and interpersonal relationship

Social contact is one of the important elements for international students. Chinese students’ social circle appear to be too small in terms of cross-cultural interaction, almost all of interviewees mentioned that their friends were also Chinese who were their schoolmates and roommates because there were a lot of Chinese. They also had some
friends who were non-Chinese but they interacted with foreign students passively in the classroom, because the main cause of interaction in the study was to give a common presentation to the class. There were some students who have spent some time to make contact with foreign friends, but they gave up some time later because they thought that different cultures, life styles and values had limited their communication. Thus they were more willing to be in close contact with the Chinese who more close association was shared with each other.

“......Most international students like to drink and go to pubs or parties, but I don’t like that and we can’t understand each others’ values sometime. I communicate with foreign students passively only when we have some team work. Most of the time, I just said Hi when we saw each other or chatted in class. Instead, I actively communicated with my Chinese friends, because we had the same cultural background and hobbies, we were all Chinese international students, I would be more dependent on Chinese student groups or Chinese culture groups......” (by sample 46)

The other way for co-national community to be founded is social support. They think collective force is stronger than individual one. Meanwhile, Chinese students are inclined to receive social support and remain safe in a co-national community, including useful information and emotional supports. This idea has been proved through conclusion of some research in the literature review P9. On the other hand, interpersonal relationship tends to be one of the ways for achieving social support and connection because students may feel loneliness and helplessness without good relationships with other Chinese.

“ I stand in the self-accusation and criticism everyday, I don’t know how to get along with others, I often feel their anger, so I have no friends, I feel sad.” (by sample 96)
3.3.2.2 Internet

Internet plays similar roles of creating co-national community support for students. Through application of Internet, students can get information easily and fast. Other interesting things were also discovered, students hoped to get a lifestyle like in China but they couldn’t, nor could they be integrated into the local life. They stayed in a blank gap between Chinese and Hungarian, emerging in a liminal state, without going back to a Chinese lifestyle and also staying outside of Hungarian lifestyle. So they watched some Chinese TV shows and news, through which they could perceive what life they wanted to get, some students usually spent all day on the internet. At the same time, I founded that level of depressed symptoms was related to the length of time spending on the internet. This is also mentioned in the literature review (Xuesong et al., 2013).

“My life is quite boring, usually I study and have meals these are my main things, sometimes I go shopping with my friends. I don’t go to clubs and I don’t have local friends, so I often spend time on the internet when I have free time, such as internet games, soap operas. That is why I have many friends with internet addiction when staying in Hungary.” (by sample 94)

3.3.2.3 Family

A phenomenon discovered during communication with interviewees was similar to studies by researcher in literature review. Approximately four of the interviewees mentioned that they had a bad or weak relationship with their family which they made seldom contact, the reasons are demonstrated in the quotations below. Family influences Chinese international students in the way of acting important roles in supplies and contacts.

“I have a bad relationship with my parents, my father looks like stranger for me, I think they don’t care about me and I never contact them...... The whole family and other family issues are major causes for my depression.” (by sample 34)
At the same time, family is also regarded as a cause for stress for Chinese international students. In Chinese traditional view on family culture and Asian collectivism, individual behaviors may be related to reputation of your family. For example, if you can’t graduate from university or receive a delayed graduation, your relatives and parents’ friends must mock or censure you and your parents. Thus, parents always hope they can get the best grade, Hungarian university education appears to be different with Chinese one, sometimes students are confronted with great obstacles in learning or they couldn’t achieve ideal result, so they felt lost.

By the way, most of students indicating symptoms of depression are singles. The result is interesting because partners sometimes could help them to cope with stress. That means a partner plays important roles in social support and contact, like the role of their parents and best friends.

3.3.2.4 Public opinions

Public opinions at current stages have brought much stress on Chinese international students, for example, if they tell others that they are studying abroad, people may think their family is very rich, and they waste time and money only to enjoy life abroad, so I think such public opinion also causes huge stress onto Chinese overseas students.

3.3.2.5 Daily life

In general, almost all of the in-depth interview samples told me that their life is boring, with most of the time spent in school or in study room, they don’t know where to go when even they have free time. In the meantime, they had to do everything by themselves, such as contacting with landlord, moving houses, going to immigration office, going to police office, cooking and going shopping. On the other side, without favorite approaches for entertainment, they don’t like go to pubs and parties, thus in the questionnaires, 49.5% of total students thought that they don’t think their life is interesting in Hungary all the time or for most of the time. Therefore, much smaller negative things or emotions appeared to be stronger depression in their boring life.
3.3.3 Individual

3.3.3.1 Personal abilities and skills
Firstly, personal abilities are necessary for them. There are more than half of the interviewees hoped to improve their quality of learning and living, but they are too young to control themselves, instead, they get rid of control from parents and teachers. That’s why self-management ability is the most important for them.

Secondly, lack of life skills should be counted as another reason leading to individual stress. They feel stressful when starting to consider of trivial affairs and learning life skills, such as renting a room, cooking, learning, looking after oneself, going to hospital alone, shopping, repairing furniture and moving house etc. Most students reported that they never thought about these things when staying in China. On account of the Chinese one child policy, this phenomenon almost exists in every Chinese family.

3.3.3.2 Expectation
According to above views from Jiandong et al. (2011) in the literature review, the sense of anxiety deriving from high expectations remains the cause for great stress, as some students find it impossible to reach a state of perfection. Almost all of the interview samples had high level of expectations for their overseas life and learning experience before leaving China. However, the huge gap exists between expectation and realities, and gives rise to the powerful cultural shock to Chinese students.

3.3.4 Other
Although the depression screening rate is higher in Budapest than other cities, there is high level and mean of depression in the other cities as well. Therefore, the location refers to one of the influencing factors for Chinese students’ mental well-being.

“I think nearly 40% of unhappy emotions is associated with the fact that I’m in a small city. I can walk round the whole city in forty minutes, there no big malls,
good Chinese restaurants and interesting places for me. I often feel upset because I can’t buy some things I need or because I don’t know where I can go. On the other side, there are few Chinese students, so I don’t have many friends here.” (by sample 9)

As Omodona (2012) pointed out, weather can affect psychological status. Some interviewees have mentioned that the winter is very cold and dry, the sky darkens early in Hungary, the dark sky and cold air cover upon the whole city and give them the feeling of tension, loneliness and depression. Definitely, some students prefer the Hungarian environment because their cities suffer from high pollution.

Furthermore, unknown future ahead of them is also considered as the cause for stress. There are approximately a third of the interview samples insisting the idea that they have no hope or few hopes for the future. Considering of this phenomenon in accordance with response from interviewees, it can be found that almost all interviewees thought that they were confused about and afraid of their future.

3.4 Help seeking

3.4.1 Individual

In the quantitative survey and the in-depth interview, every interviewee mentioned that they had a lot of unhappy experiences but few happy emotions, impressive grades is only the one thing which might make them feel happy. Most of the interviewees didn’t or couldn’t tell their feelings to others, especially to their parents because they were worried about their parents would feel tensed if heard some bad news. Such idea originates from traditional Confucianism and family culture, the ‘eating bitterness’ by oneself and the ‘filial piety’ for parents play a crucial role in every Chinese opinion, people will think you are weak, unsuccessful and lazy when you tell your feeling to them. The study from Ran (2014) also made similar conclusion. By the way, these traditional cultures influence cognition of Chinese on psychological illness, all
interviewees told me that they don’t need any help from anyone or any institution because they think no one can help them.

At the same time, they had conducted certain practice to solve negative emotions, but these didn’t take any positive role for them. They chose to see a movie, crying, hiking, running and eating, etc., however these things can only temporarily transfer their attention and their negative emotions will fast come back again. There were even interviewees who mentioned extreme strategies, such as self-harm and suicide. 16.5% of total students chose ‘I feel that others would be better off if I were dead’ (I should state I found this disappointing but as the survey was anonymous there was no way in which I could contact the respondent and give help but I did).

“Look at my wrist, I don’t know why I often harmed my body, like cutting wrist. I wasn’t feeling pains when harming myself, on the contrary, I felt better. I also tried to kill myself many times, that’s why my mom came here from China to stay with me......By the way, a few years ago in my school, an international student died by jumping from the building, I’ve heard that it was because of some psychological reasons.” (by sample 3)

“...... I have tried to suicide many times, but failed......” (by sample 92)

3.4.2 Institutions of support

All of the interviewees reported that they had no idea there are some relevant institutions to give support or mentioned that there weren’t any relevant institutions in their university. I was amazed to find that each interviewee actually looked the same as normal people because they were conversable and had sweet smiling face when I was talking with them, it is called smile depression. A small proportion of interviewees had known the fact that they were suffering from depression, but most of the depressed students didn’t know they were among those members confronted with depression
before I told them this might be the case according to my classification scale. These findings provide strong evidence for the literature review. Meanwhile, the professional institutions and experts can effectively help students if they play their roles, otherwise students’ psychological status might aggravate because no one has any idea of their psychological health.

3.5 SPSS analysis for data

In order to further deeply study and support the reliability of the above findings, I used the SPSS to analyze depression relationships with various factors.

3.5.1 Total students (103 samples, $N=103$)

3.5.1.1 What is the relationship between gender and the level of depression? Females tend to suffer from depression more and get more point than males?
The screening rate of male among depression is 55.9%, the female is 62.3%. The rate of female is higher than male. But I made a Crosstabs with Chi-Square Tests, the results show that $X^2=0.394$, $P=0.530$. P value is more than 0.05, thus no difference for male and female. There is no significant relationship between gender and the level of depression based on this sample. Therefore, the hypothesis is not proven. I used Bivariate analysis with Spearman because one value is scale value (point), other one value is category value (gender). The $P=0.229$, thus no correlation between point and gender. There is no linear correlation in the population between the level of depression and gender. This is an important point of divergence between my data result and research by Tian and Farida, I noted their studies in literature review P7.

3.5.1.2 What is the relationship between place of residence and the level of depression? Students who live not in Budapest tend to have higher depression level and point than the ones living in Budapest?
The results of Chi-Square Tests show that $X^2=1.836$, $P=0.175$. Here unfortunately again the significance level belonging to Chi-square P value is greater than 0.05, which does
not support our hypothesis. So there no difference for Budapest students and non-Budapest students who get depression easily. In Bivariate analysis with Spearman P=0.365 means no correlation between location and depression, point of depression.

3.5.1.3 Do students who spend more time in Hungary have a lower level and point of depression?
In the Crosstabs with Chi-Square Tests, the results show that \(X^2=8.491, P=0.131\). P value is more than 0.05. I used Bivariate analysis with Spearman, the P = 0.211, thus no correlation between the length of time spent in Hungary and level, point of depression.

3.5.1.4 Do lower degree students tend to get depression and higher point of depression?
The results of Chi-Square Tests show that \(X^2= 4.217, P=0.239\). P value is greater than 0.05. In the bivariate analysis with Spearman, the P = 0.211, thus no correlation exist in degree students and depression, there no data to support lower degree students get higher point of depression.

3.5.1.5 Do young students easily get depression and have higher point of depression than older students?
In the bivariate analysis with Spearman, the P = 0.042, which less than 0.05 and more than 0.01, thus there are some correlations but not significant. The correlation coefficient is -0.201 means some young students get depression easier than old students. In the bicariate analysis with Pearson P=0.081 which means there no liner correlation exist in age and point of depression.

3.5.2 Depression of the students (62 samples, \(N=62\) )
3.5.2.1 What is the relationship between gender and the level of depression? Females tend to suffer from more serious depression and get more point than males?
In Crosstabs with Chi-Square Tests, the results show that $X^2 = 4.057$, P=0.132 P value is more than 0.05, thus no difference for male and female. In the Bivariate analysis with Spearman P = 0.071. Therefore, the hypothesis is not proven.

3.5.2.2 What is the relationship between place of residence and the level of depression? Students who do not live not in Budapest tend to have more serious depression levels and higher point than the ones living in Budapest?

The results of Chi-Square Tests show that $X^2 = 0.472$, P=0.790. Here unfortunately again the significance level belonging to Chi-square P value is greater than 0.05, and in Bivariate analysis with Spearman P=0.284 which does not support our hypothesis because no correlation here.

3.5.2.3 Do students who have spent more time in Hungary have a lower level of depressed symptom and lower point of depression?

In the Crosstabs with Chi-Square Tests, the results show that $X^2 = 2.677$ P=0.988, the value P is more than 0.05. I used Bivariate analysis with Spearman, the P = 0.422, thus no correlation between the length of time spent in Hungary and level of depressed symptom, point of depression.

3.5.2.4 Do lower degree students tend to get more serious level of depression and higher point of depression?

The results of Chi-Square Tests show that $X^2 = 0.993$, P=0.424 which is greater than 0.05. thus no correlation exist in degree and level of depression. But in the bivariate analysis with Spearman, the P=0.044 which more than 0.01 and less than 0.05, the correlation coefficient is -0.25 which is negative correlation and it means the lower degree students get higher point of depression easier than higher degree students in group among depression.

3.5.2.5 Do young students easily get depression and have more serious depressed symptom and higher point of depression than older student?
In the bivariate analysis with Spearman, the $P=0.156$, which more than 0.05, thus there no correlations exist in age and level of depression. In the bicariate analysis with Pearson $P=0.149$ which means there no liner correlation exist in age and point of depression.

3.6 Limitations and strengths of research
The first point to make is about my interviews, through structured individual interviews and online methods, this research analyzes students confronted with depression. However, interviews for students with normal psychological condition were not conducted based on my feedback of questionnaires, I think I should make a group interview for those with normal condition because I will know what physiological situations exist in normal people. The second idea is related to data, all of my findings and studies are constructed based on data of questionnaires, but there are some research limitations deriving from data. It is not hundred percent random and comprehensive, such as there is one Ph.D student and most of answers are received from females because males were not interested in some tests. The third is associated with the fact that all of studies on negative emotions were based on depression test, thus it has little limitations for whole study of negative emotions.

4. Conclusion
This paper investigates the mental health of Chinese students in Hungary and focuses analysis on depression and other negative emotions. According to the above results, it can be concluded that most of the Chinese international students are experiencing strong negative emotions. Diverse factors, mainly from social and cultural fields, have delivered influence on such negative feelings. Chinese international students are more vulnerable to negative emotions when emerged into a cross-cultural group. In addition, gender, location, weather, age, degree and time are also considered as influential factors, but they are not the deciding factor. For example, Tian and Farida (1990) thought gender, age and marriage can affect cultural adjustment, girls are less adaptable than boys, older
students appear to be harder to adapt than younger students, single students are more adjustable than married students. However according to the conclusion from SPSS data in this research, the opposite points of views can be put forward: there is no relationship among emotions gender and age. In addition to external factors, individual factors also play an important role in affecting their emotions, like language and life skills.

Chinese students should actively face and respond to cultural, social and other problems, devoting efforts in adapting to the Hungarian life styles and cultures, such as taking an active part in school activities and outdoor sports and interacting with non Chinese students. They should positively handle difficulties and challenges in daily life and learning. In the process, they should try to solve these problems, try to tell others their troubles and feelings, like their parents, friends, teachers or even psychological counselors.

At the same time, relevant institutions should play their functions, helping students to get over negative emotions. Firstly, the university should inform the students of institutional psychological support services and provide necessary information, by making students know what kind of help they can receive at the university. Secondly, a university should conduct some regular questionnaire or survey like psychological ones in order to understand the difficulties of students and to help them solving these problems. Thirdly, some activities should be organized regularly for international students, like mental health lectures, international day and introduction and promotion of Hungarian and Chinese cultures. Not only will these actions help international students but they have marketing values for universities.
Appendix 1. Questionnaire (Zung, 1965)

There are 20 questions, each question has four options and each of them has different meaning. You should choose which best describes how often you felt or behaved this way during the past several days.

A: A little of the time
B: Some of the time
C: Good part of the time
D: Most of the time

Suggested time: 5-10 minute

### Zung Self-Rating Depression Scale (SDS)

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<tr>
<td>1.</td>
<td>I feel down-hearted and blue.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>2.</td>
<td>Morning is when I feel the best.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>3.</td>
<td>I have crying spells or feel like it.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>4.</td>
<td>I have trouble sleeping at night.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>5.</td>
<td>I eat as much as I used to.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>6.</td>
<td>I still enjoy sex.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>7.</td>
<td>I notice that I am losing weight.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>8.</td>
<td>I have trouble with constipation.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>9.</td>
<td>My heart beats faster than usual.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>10.</td>
<td>I get tired for no reason.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>11.</td>
<td>My mind is as clear as it used to be.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>12.</td>
<td>I find it easy to do the things I used to.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>13.</td>
<td>I am restless and can’t keep still.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>14.</td>
<td>I feel hopeful about the future.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>15.</td>
<td>I am more irritable than usual.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>16. I find it easy to make decisions.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>17. I feel that I am useful and needed.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>18. My life is pretty full.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19. I feel that others would be better off if I were dead.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20. I still enjoy the things I used to do.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

Score:

Forward Score A, B, C, D by 1, 2, 3, 4 score;

Reverse Score A, B, C, D by 4, 3, 2, 1 score.

Reverse Score Title: 2, 5, 6, 11, 12, 14, 16, 17, 18, 20.
Appendix 2. Informed consent

Informed Consent

Dear;

Thank you for your participation, I’m a student of Sociology Department of Corvinus University of Budapest, my study topic is ‘The Mental Health Status of Chinese International Students in Hungary: Focus on Depression and Other Negative Emotions’, please confirm the following statements before accepting an interview:

1. Interviewee volunteered for the interview;

2. During the interview, the interviewee agreed to accept the recording or video and know these information will be converted to text and to facilitate the researcher to conduct finishing analysis;

3. The study will not be used for commercial purposes without the sponsorship of any organization or personnel;

4. The researcher will keep absolutely confidential for all the interview information and the information of the interviewee;

5. Interviewee and researcher check and agree to the above statement together.

Interviewee: 
Researcher: 
Date: 

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Appendix 3. Interview questions

1. Would you please introduce your basic information? (Gender, age, subject of study)
2. How long have you been in Hungary?
3. How did you choose to come to Hungary?
4. What is your impression of Hungary?
5. How about your university life? Such as classes, students, environment and schooling system. What are differences with Chinese?
6. Can you tell me something about class?
7. Can you talk about your daily life?
8. Do you miss your parents, girl/boyfriend and friends? How do you contact them?
9. Do you have friends here? Do you talk to them?
10. Have you had some unhappy things happen in Hungary?
11. Have you had some happy things happen in Hungary?
12. Have you ever encountered difficulties and challenges about your learning and living?
13. Did you have some negative emotions sometimes? Such as sense of loss, confused, anxiety, loneliness, depression, self-contemptuous? Why?
14. How did you solve your kind of negative emotions?
15. Did you tell your feeling to your parents or friends?
16. Did the university provide help? What could the university do to help more?
17. Do you have any idea for after graduation?
18. Do you think your negative emotions are related to where are you living in? Why?
   (For non-Budapest students)
References:


Omodona Oluwakemi Oluwafunmilola (2012), Depression Among International Students. Source: https://www.theseus.fi/bitstream/handle/10024/44723/KEMI_OMODONA.pdf?sequence=1


