

# Research on External Factors of Psychological Adaptation of International Students from the Perspective of Convergent Management

**Xiaolin Ji**

School of International Education, Beijing International Studies University, Beijing 100024, China

**Abstract:** Driven by the process of global integration, the number of international students in China has been increasing year by year and has become an indispensable part of higher education in our country. As one of the destination countries with the largest number of international students in the world, China attracts a large number of international students from Asia, Europe, Africa and America. However, although the number of international students is constantly increasing, they still face some problems in terms of cultural adaptation, academic progress, mental health, etc., especially the challenges from different cultural backgrounds. How to effectively manage and guide the cultural adaptation of international students is a major problem faced by domestic universities. This article aims to explore the external factors of psychological adaptation of international students from the perspective of convergent management, with the expectation of providing theoretical basis and practical guidance for improving the management level and cross-cultural adaptability of international students in China.

**Keywords:** convergent management; international students; psychological adaptation ; external factor issues

## 1. Introduction

With the continuous increase in the number of international students in China, universities are facing unprecedented opportunities in carrying out international education, but at the same time, it also poses a severe test for the management of international students in universities. Under such circumstances, in the process of introducing and implementing the convergent management of international students, it is also necessary to pay attention to the existing problems and discuss them, striving to create a better learning atmosphere for the growth of international students through convergent management, thereby promoting the prosperous development of domestic higher education.[1]

## 2. The theoretical basis of the convergent management of international students

The core concept of convergent management is to enable international students to smoothly integrate with China's social and educational systems through cultural integration and adaptation. Theoretically, the theoretical basis of convergent management mainly includes: the theory of cultural adaptation, the theory of social integration, the theory of cross-cultural communication, etc. First of all, the theory of cultural adaptation emphasizes that the biggest obstacle for international students in the learning process is the collision and estrangement of cultures. This process requires a period of sedimentation and accumulation of experience before it can be gradually overcome and ultimately achieve cross-cultural adaptation. Secondly, from the perspective of social integration theory, social adaptation depends not only on an individual's own efforts but also on the support of social systems and organizations. The theory of convergent management points out that the support and collaboration of international students at the organizational level are conducive to their better adaptation to the integration of society and studies.[2] Finally, the theory of cross-cultural communication focuses on the mutual understanding and integration of people from different cultures during the process of communication and interaction. Based on this, by conducting cross-cultural training and practical activities, it strengthens the communication and interaction between international students and local students, thereby accelerating cultural integration.

## 3. Analysis of External Factors for the Psychological Adaptation of International Students

### 3.1 The Influence of Cultural Differences on Psychological Adaptation

Under the background of globalization, the psychological adaptation problems of international students have become increasingly prominent, among which cultural differences are regarded as one of the key external factors affecting their psychological adaptation. Hofstede's theory of cultural dimensions points out that different cultures have significant

differences in aspects such as power distance, individualism and collectivism, and uncertainty avoidance. These differences directly affect individuals' behavioral patterns and psychological expectations. Furthermore, language barriers are an aspect that cannot be ignored in cultural differences. Language is not only a tool for communication, but also a carrier of cultural identity. For many international students, studying and living in a non-native language environment not only poses academic challenges but also brings about a sense of loneliness and frustration due to language barriers.

The influence of cultural differences on psychological adaptation is not entirely negative. Cross-cultural psychology research indicates that moderate cultural shock can promote the construction of an individual's psychological resilience, enhance their adaptability and creativity. For example, by participating in multicultural activities, international students have the opportunity to broaden their horizons and learn to understand problems from different perspectives. This improvement in cross-cultural ability helps them maintain a positive attitude when facing challenges and find effective coping strategies. Therefore, educational institutions and society should take active measures to provide support for cross-cultural adaptation for international students. This includes but is not limited to setting up specialized language tutoring courses, organizing cultural exchange activities, and providing psychological counseling services, etc. By building an inclusive and supportive environment, international students can better overcome the psychological adaptation barriers brought about by cultural differences and promote their all-round development.[3]

### **3.2 The Role and Limitations of the Social Support System**

In the process of exploring the psychological adaptation of international students, the role of the social support system cannot be underestimated. Social support, as an important buffer mechanism for individuals when facing pressure, has a significant impact on the mental health and adaptability of international students. Studies show that international students with strong social support networks have significantly higher levels of psychological adaptation than those lacking such support. However, the effectiveness of the social support system is not impeccable, and its scope of action and influence are restricted by multiple factors.

The social support system mainly includes assistance from families, friends, schools and the broader community. Family, as the first line of defense for social support, its emotional support and financial security are of vital importance to international students. However, the limitations of geographical distance and time difference make it difficult for family members to provide immediate and effective assistance, especially when dealing with emergency psychological crises. As the main social venue for international students, the academic guidance, psychological counseling and cultural integration activities provided by the school constitute an important source of social support. However, the effectiveness of school support is often limited by resource allocation and service quality. Furthermore, the insufficiency of teaching staff and the lack of cultural sensitivity may also lead to misunderstandings or exclusion for international students when they seek help. Therefore, building a comprehensive, inclusive and responsive social support network is a necessary condition for improving the psychological adaptability and quality of life of international students.

## **4. Countermeasures and Discussion on the Psychological Adaptation of International Students from the Perspective of Convergent Management**

### **4.1 Empower the power of cultural knowledge and enhance social interaction**

Culture is the deepest force and the most fundamental driving force. Although international students vary in nationality, region and cultural background, this in no way affects friendly exchanges among different ethnic groups.[4] The new environment should embrace the cultures of all countries and bring about a flourishing of diversity. International students have a strong sense of belonging to their own cultures. Therefore, through appropriate cultural activities, Chinese and foreign students can learn from each other, understand each other, and at the same time showcase the friendly, inclusive and confident side of China.

### **4.2 Provide diverse living needs and enrich after-school activities**

International students have strong learning motivation and clear goals. However, some students have shown the phenomenon of "giving up" due to adapting to the new environment, which brings certain difficulties to management. In terms of daily life management, the extracurricular activities of international students should be carried out simultaneously with their study arrangements. Only in this way can international students fully demonstrate their cultural personality and unique skills in their after-school life and gain a sense of identity and satisfaction from it. The traditional management approach based on textbooks is prone to causing negative emotions among students throughout their learning process. Therefore, when assisting international students in setting academic goals, university administrators should fully attach importance to the

physical and mental health of students. In their spare time, by organizing social activities with the characteristics of various countries and setting up booths to showcase the cultures of different nations or ethnic groups, students can become more confident and present different cultures more comprehensively. Through interaction and communication, they can promote friendship among each other and enrich their after-school life.

### 4.3 Strengthen psychological monitoring and management to enhance interpersonal trust

International students will go through a difficult mental journey during their stay in China. As a manager, one should have a clear understanding of the psychological predicaments they face, regularly monitor the psychological dynamics of international students, and strengthen educational management as a confidant. Managers should gradually shorten the psychological distance with international students through step-by-step psychological intervention, thereby enhancing mutual trust between teachers and students. In the initial stage, international students are psychologically more sensitive and vulnerable. Managers should be able to take the initiative to provide guidance, calm emotions in a timely manner, respond promptly to the psychological confusion they encounter, and have in-depth communication with them by establishing one-on-one mental rest stations. In the mid-term stage, when international students gradually adapt to the new social environment, teachers should strengthen emotional connections, provide them with regular psychological counseling, and offer support in life and spirit.[5] During the stable period, teachers should further adjust their interactions with students who are still unable to adapt to the new environment, open up their interpersonal networks, and proactively expand the interpersonal relationships between international students and local students, thereby forming a solid mutual trust relationship.

## 5. Conclusion

To sum up, this study, through in-depth analysis of the external factors of psychological adaptation of international students from the perspective of convergent management, reveals the significant role of cultural differences and social support systems in the adaptation of international students to new environments. Under the background of globalization, the cultural adaptation issue of international students has received increasing attention. This not only concerns the mental health and academic achievements of individuals, but also directly affects the quality and international image of international education in colleges and universities. The solutions proposed in this article, such as empowering the power of cultural knowledge, providing diverse life needs, and strengthening psychological monitoring and management, aim to build a more inclusive and supportive educational environment, helping international students better integrate into Chinese society and culture and achieve all-round development.

## References

---

- [1] Wang Yajing, Zhang Yanning, Wang Peng. Implementation Measures and Effect Evaluation of Homogenization Management for International Postgraduate Students [J]. Degree and Postgraduate Education, 2023, (04): 45-51.
- [2] Yuan Xi. The Dilemma and Countermeasures of Managing International Students in Higher Vocational Colleges from the Perspective of "Convergence" [J]. Journal of Huaibei Polytechnic College, 2023, 22(04): 50-54.
- [3] Chen Ling. Problems and Countermeasures of Homogenized Management of International Students in Colleges and Universities [J]. Taste & Classics, 2022, (16): 80-82+108.
- [4] Wang Caifang, Ji Wei, Xue Yang, et al. Thoughts and Suggestions on the Convergent Management of International Students in China [J]. University Logistics Research, 2022, (09): 82-84.
- [5] Lin Yonggang, Liu Yang, Ma Yan. A Preliminary Study on the Homogenization Management Problems and Countermeasures of International Students in Higher Vocational Colleges [J]. Journal of Weifang Vocational College of Engineering, 2022, 35(04): 100-104.