

A study on intercultural adaptation of international students in universities from the perspective of cultural understanding

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Abstract: This paper aims to sum up some experiences in international student enrollment and management, so as to provide some experience reference and intelligent support for the international student work in universities. From the perspective of pedigree, this paper tries to answer and analyze the following three questions: the current situation of learning adaptation of Chinese students in Thailand, the dynamic influence process of different educational factors on learning adaptation of Chinese students in Thailand, and the improvement strategies of learning adaptation of Chinese students in Thailand. In this study, Krirk was tested by the cross cultural sensitivity scale designed by the American cross-cultural communication scholars Starosta and Chen Guoming, the cross-cultural awareness scale designed by K. Ushner, and the cross-cultural communication competence scale questionnaire designed by Spitzberg and William. A questionnaire survey was conducted among 58 universities by students. The results show that (1) there are significant differences in digital variables such as grade and language classification in cross-cultural awareness among Chinese students in Thailand; (2) There are significant differences in cross-cultural sensitivity of Chinese students studying in Thailand and on demo variables of language placement; (3) There are significant differences in demographic variables such as gender and grade in intercultural communication competence of Chinese students studying in Thailand; (4) There is a significant positive correlation between intercultural awareness and intercultural communication ability of Chinese students studying in Thailand, and intercultural awareness has a positive predictive effect on intercultural communication ability; (5) There is a significant positive correlation between cross-cultural sensitivity and cross-cultural communication competence of Chinese students studying in Thailand, and cross-cultural sensitivity has a positive predictive effect on cross-cultural communication competence.

Key words: international students; cultural understanding; management of education

1 Introduction

Due to differences in culture and religious beliefs, Chinese students studying in Thailand may experience certain cultural collisions between cultures. Cross-cultural sensitivity and awareness are important components of cross-cultural communication ability. Therefore, it is necessary to investigate and study the cross-cultural awareness, sensitivity, and communication ability of Chinese students studying abroad in Thailand [1]. This study adopts a combination of quantitative and qualitative research methods to identify factors that affect the learning adaptation of international students

through literature research and questionnaire surveys. Interview and observation methods are used to conduct in-depth analysis of relevant educational factors, and from two aspects of cross-cultural awareness and sensitivity, it is analyzed how to better improve the cross-cultural adaptation ability of Chinese international students in Thailand and further improve their level of learning adaptation.

2 Research purpose

Research has found that students studying in Thailand generally have good psychological and academic integration, but there are significant deficiencies and difficulties in social integration [2]. This is mainly related to the length of time spent studying abroad, language proficiency, and significant academic pressure. In addition, influenced by different values, fixed thinking patterns and unconscious ethnocentrism have deeply hindered communication between the two sides. From the investigation and analysis, it is found that most international students live in self created "Chinese communities". The degree of psychological integration of international students is mainly positively correlated with academic aspects, and the correlation with social integration is not significant. International students themselves lack active participation in a wider range of social activities, and most of the problems they encounter in social activities adopt avoidance methods. However, international students all believe that in the process of studying abroad, they have gained great personal development and enrichment [3]. Based on empirical research, this study proposes strategies and suggestions to address the adaptation issues of Thai international students.

3 Research overview

3.1 Research on international students' learning issues

The learning issues of international students are of utmost importance in the management of international student education. The quality of education not only affects the development of students themselves, but also affects the development of universities and receiving countries for studying abroad. The research on international students' learning by scholars from various countries is mainly divided into two parts: one is the macro learning management of international students [4]. Grayson believes that compared to domestic students, international students face more difficulties in learning and development, and are at a disadvantage in resource utilization. Lebcir et al. argue that due to cultural differences in different countries, international students still face serious cross-cultural adaptation problems before learning pressure. If cannot be solved well, their academic and educational achievements cannot be successfully completed [5]. From the perspective of research content, domestic research mainly focuses on international student education management policies, education management models, problems and countermeasures in education management, and the development of international student management personnel.

3.2 Relevant literature on "cross-cultural perspective"

3.2.1 Research on the direction of "cultural symbol theory"

Under the "cross-cultural perspective", scholars from various countries have proposed the theory of cultural symbols, among which Larry A. Samovar, Richard E. Porter, and Edwin R. McDaniel believe that defining the term "culture" is complex and difficult, and should be based on different principles and contexts [6]. The famous Swiss linguist Ferdinand de Saussure proposed in the early 20th century that symbols are the connection between concepts and sound images, and have two functions: signifier and signified [7]. American semiologist Charles Peirce believed that a symbol is something that represents something to someone in a certain way or with a certain ability. Thus, the fundamental theory of contemporary semiotics is proposed -- the "trinity theory", referring to the trinity of the expressive body, object, and interpreter

3.2.2 Research on the direction of "cultural pressure"

Young Yun Kim is committed to studying the current situation of cross-cultural communication among Korean international students in the United States and proposes a comprehensive adaptation analysis model based on stress adaptation growth. She explores the difficulties faced by international students in cross-cultural communication and learning from the perspective of international students, pointing out that the main obstacles to international students' learning include: oral ability, classroom speaking, classroom questioning, participation in in-depth discussions, research-based writing, communication with teachers, and a new learning environment [8]. Jin Yongying believes that the education system, cultural differences, and language barriers are the biggest problems that foreign students encounter when adapting to the American environment. Therefore, she suggests providing academic admission education for international students, improving consulting services for international students, strengthening language education, and engaging in more interactive communication between teachers and international students.

3.2.3 Research on cross-cultural awareness

Samover defines empathy as "viewing things from the perspective of others". Therefore, empathy refers to understanding the other person from their cultural background and treating them in their own way to generate emotional resonance. According to Bryan, it is "suspicion of other cultures and confidence in one's own culture". Consciousness is the awareness of cultural differences, which is the foundation and core of cross-cultural communication awareness.

3.2.4 Research on cross-cultural sensitivity

Chen Guoming and Starosta define cross-cultural sensitivity as the subjective willingness of individuals to understand, appreciate, and accept cultural differences, which should be limited to the emotional level. As an independent concept, cross-cultural sensitivity includes the following five factors: communicative participation, differential identification, communicative confidence, communicative pleasure, and communicative participation.

4 Research assumptions

4.1 Research model

This study mainly explores the interrelationships between cross-cultural communication adaptation, cross-cultural life adaptation, and cross-cultural academic adaptation among Chinese international students from the School of Education and Management at Krirk University. At the same time, it explores the differences in background variables such as gender and grade in each variable. In the research model of this article, cross-cultural communication adaptation is the independent variable. Cross cultural academic adaptation is the dependent variable, and cross cultural life adaptation is the mediating variable. The research model is shown in Fig.1.

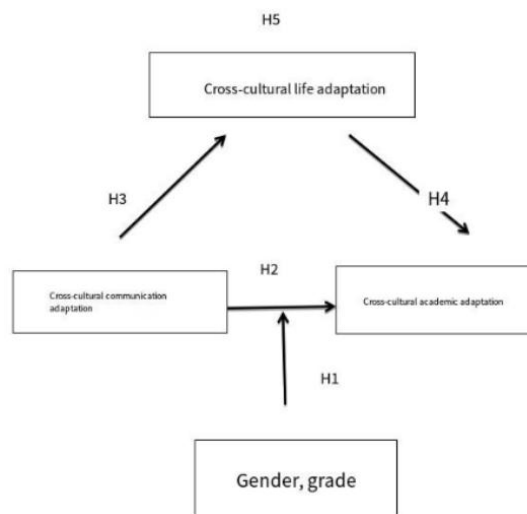


Fig. 1. Research model diagram (source of data: compilation of this study)

4.2 Research assumptions

Based on the previous inference, this article proposes the following research hypotheses.

H1: There are significant differences in cross-cultural communication adaptation, cross-cultural academic adaptation, and cross-cultural life adaptation among different background variables (gender, grade) of Chinese international students from the School of Education and Management at Krirk University.

H1a: There are significant gender differences in cross-cultural communication adaptation, cross-cultural academic adaptation, and cross-cultural life adaptation among Chinese international students from the School of Education and Management at Krirk University.

H1b: There are significant differences in cross-cultural communication adaptation, cross-cultural academic adaptation, and cross-cultural life adaptation among different grades of Chinese international students from the School of Education and Management at Krirk University.

H2: The School of Education and Management at Krirk University has a significant negative impact on cross-cultural communication adaptation and cross-cultural academic adaptation among Chinese international students.

H3: Chinese international students' cross-cultural communication adaptation has a significant positive impact on cross-cultural life adaptation.

H4: Krirk University School of Education and Management has a significant negative impact on cross-cultural life adaptation and cross-cultural academic adaptation among Chinese international students.

H5: Krirk University School of Education and Management has a mediating role in the cross-cultural adaptation of Chinese international students to life between cross-cultural communication adaptation and cross-cultural academic adaptation.

5 Research methods

5.1 Literature method

This article conducts text analysis on the existing research achievements in the current academic community, summarizes the mature research viewpoints of predecessors, analyzes their research perspectives and entry points, and combines typical case studies with text materials to conduct in-depth and detailed thematic research.

5.2 Questionnaire method

The questionnaire survey method, also known as the questionnaire method, is a survey method in which researchers use a uniformly designed questionnaire to inquire about the situation or seek opinions from the selected survey subjects. By distributing questionnaires to Chinese international students, management staff of Chinese international students, study secretaries of secondary colleges, and mentors at Krirk University, we aim to further understand the current situation and shortcomings of Krirk University's international student education management work, and provide basic materials for the writing of this article.

6 Research results

(1) There are significant differences in cross-cultural awareness among Chinese international students in demographic variables such as grade and language classification.

(2) There is a significant difference in cross-cultural sensitivity among Chinese international students in terms of demographic variables related to language classification.

(3) There are significant differences in cross-cultural communication abilities among Chinese international students in demographic variables such as gender and grade.

(4) There is a significant positive correlation between cross-cultural awareness and cross-cultural communication

ability among Chinese international students, and cross-cultural awareness has a positive predictive effect on cross-cultural communication ability.

(5) There is a significant positive correlation between cross-cultural sensitivity and cross-cultural communication ability among Chinese international students, and cross-cultural sensitivity has a positive predictive effect on cross-cultural communication ability.

According to the above research by the author, there is a significant positive correlation between cross-cultural awareness and cross-cultural sensitivity among Chinese students studying in Thailand. The higher the cross-cultural awareness, the higher the cross-cultural sensitivity. Chinese students studying in Thailand having a better understanding of the cultures of other ethnic groups, a clearer understanding of their behavior towards other ethnic cultures, and a better understanding of their beliefs will result in a higher level of cross-cultural awareness. The more Chinese students studying in Thailand inspire themselves to understand the cultures, behavioral habits, and religious beliefs of other ethnic groups, the more they can accept other ethnic cultures in terms of emotions, and cultural differences. The more Chinese students studying in Thailand understand the etiquette, attitudes, religious beliefs, and behavioral habits of other ethnic groups, the more they can inspire themselves to understand, appreciate, and accept cultural differences.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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