

## International Students' Cross-Cultural Educational Experiences In Chinese Universities

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### ABSTRACT

This study intends to identify trends, correlations, and crucial factors influencing the academic and social integration of overseas students seeking cross-cultural education in Chinese universities by applying a quantitative research methodology. China's participation in international higher education which is in turn a consequence of an influx of foreign students has presented new possibilities and problems in diversity and academic inclusion. Among the 450 foreign students registered at ten Chinese institutions surveyed comprehensively, questions on language competence, cultural distance, academic satisfaction, institutional support, and degrees of social interaction with local students and teachers emerged. Orientation, language lessons, and ongoing academic assistance helped students to be much more involved and content. Asian pupils, more culturally similar to their Chinese counterparts, performed better than their Western and African counterparts on tests of adaptability. Students' social integration and institutional foreign programs and extracurricular activities showed a favourable relationship even if the sample's overall performance was somewhat dismal. The results underline the importance of proactive institutional efforts to improve communication, create more inclusive classrooms, and provide periodic intercultural training in order to better serve international students. The research ends with suggestions for policy and practice to enhance the educational experience of international students, therefore enabling campus life to be more enjoyable for students from all backgrounds. This study clarifies, within the context of Chinese higher education, the procedures involved in cross-cultural adaptation, therefore adding to the growing body of knowledge on international education.

**Keywords** International students, Chinese universities, cross-cultural experiences, quantitative research, cultural adaptation, institutional support

### 1. INTRODUCTION:

As China has become a worldwide education powerhouse dragging students from all across the globe and exposing them to a broad range of viewpoints, languages, and cultures, higher education in the nation has altered dramatically. China's Belt and Road Initiative, more scholarships, and policies to internationalise higher education help it to be the top Asian nation for student exchanges right now. This predisposition presents challenges notably for international students attempting to blend in at Chinese colleges, even if it reveals China's growing worldwide reach and impact. Students' whole academic performance and personal development may be much affected by the challenges of adjusting to a new cultural and educational environment including coping with non-native teaching approaches, language barriers, different classroom expectations, and fresh kinds of social interaction. Academic guidance, language assistance, orientation programs, mental health services, and extracurricular activities supporting social inclusion provide institutional support that might be fairly important in deciding how effectively students integrate into new cultural situations. Studies on institutional support indicate that raising the cultural background friendliness of foreign education settings will help to improve the engagement, contentment, and retention probability of the students. Although a lot of anecdotal data on the experiences of overseas students in China exists, quantitative study on how different kinds of institutional support influence students's chances for cross-cultural learning is scarce. This paper uses a quantitative approach to evaluate the effect of institutional assistance on the academic and cultural adaptation of international students to their stay in China, therefore addressing this disparity. This research intends to identify which support services are most beneficial to international students and how these services influence their possible capacity to perform academically, adjust to their new surroundings, and feel like they belong by means of survey data from multiple universities. Apart from providing particular suggestions to enhance the support given to overseas students, the outcomes should support the larger general debate on international education. Legislators and university officials should find use for these proposals. This study stresses the significance of creating friendly, adaptable, and culturally sensitive classrooms for

<https://academic.oup.com/ajcr/> they may develop intellectually and socially while they are in China (Nadeem & Zabrodskaia, 2023).

## **1. BACKGROUND OF THE STUDY**

Chinese universities have been drawing international students lately because to their rising importance and large expenditure in higher education. Different scholarship programs as well as the Belt and Road Education Action Plan have attracted a diverse student body to Chinese universities. Even if sometimes international students find it challenging to meet China's specific academic culture and criteria, this inflow encourages global learning and cultural interaction. Among these difficulties include language barriers, various educational strategies, and few chances for social integration. Apart from raising students' academic performance, institutional assistance encourages them to be cross-cultural adversaries, a vital capacity for Programs include language support, orientation lectures, and intercultural engagement initiatives clearly benefit international students, according to recent research. (Zhang, 2024) underlines the need of targeted institutional support addressing sociocultural issues to demonstrate the possibilities for increased psychological resilience and academic success among students. Linguistic competence and institutional support are among many elements influencing the degree of academic integration of overseas students into China. Notwithstanding these results, no quantitative research on how foreign students enrolling in Chinese universities benefit from cross-cultural learning opportunities provided by their institutions exists. This research addresses this information gap by means of a quantitative method to examine the effects of different forms of institutional support on foreign students's academic adjustment, cultural adaption, and happiness while enrolled in China's higher education system (Vespestad & Smørvik, 2019).

## **2. PURPOSE OF THE RESEARCH**

Given this initiative seeks to boost chances for cross-cultural learning, international students enrolled in Chinese universities would be much valued. Given the increasing worldwide relevance of Chinese higher education, it is essential to understand how institutional limitations affect general satisfaction, academic adaptation, and cultural flexibility of abroad students. Adapting to new procedures and circumstances might be difficult for overseas students. This study seeks to assess as possible paths for this development the effectiveness of orientation programs, language courses, academic counselling, and efforts of intercultural engagement. This quantitative research intends to create a link between many kinds of institutional support so that one may better grasp what constitutes effective cross-cultural adaption. Academics, administrators, and politicians in China should utilise the outcomes to establish and use student-centered support systems so that university campuses are friendlier to international students, scholars, and officials.

## **3. LITERATURE REVIEW**

In recent years, there has been considerable scholarly interest in the cross-cultural learning possibilities for international students at Chinese institutions. This is particularly applicable to the challenges these students encounter in communication, cultural diversity, language proficiency, institutional support, and other areas. Academic integration is mostly obstructed by language proficiency; 78% of international students reported this as a significant issue, while only 38% believed their schools provided enough support in this regard (Zhang, 2024). International students may struggle with effective communication and may experience isolation due to their inability to comprehend colloquial language, idioms, and slang (Li, 2023). The cultural diversity on a campus offers both advantages and challenges. Some assert that diverse environments might improve learning opportunities; yet, improper management of these environments may lead to social discord and cultural misinterpretation (Tsegay et al., 2018). The students' adaptations mostly depend on communication routes. Researcher Chu emphasised the significance of psychological resilience and cultural intelligence in facilitating effective cross-cultural communication (Chu & Zhu, 2023). The intellectual and social experiences of students mutually enhance each other. Another crucial component is institutional support; Zhang advocated for staff to establish cross-cultural sensitivity training and mentorship programs to aid international students more effectively. Zhang also observes that a deficiency of the current institutional systems is the lack of tailored services, including multilingual digital platforms and mental health care. Due to the complexity and diversity of experiences at Chinese colleges, comprehensive policies that address language difficulties, promote cultural inclusivity, enhance communication skills, and provide robust institutional support for foreign students in China are essential. Addressing these issues would facilitate the emotional and intellectual development of international students in China (Zhang, 2024).

## **4. RESEARCH QUESTIONS**

What role does institutional support play in enhancing the cross-cultural educational experiences of international students at Chinese universities?

## **5. RESEARCH METHODOLOGY**

**6.1 Research Design:** The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at  $p < 0.05$ . A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

**6.2 Sampling:** Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 430 people in the research population, so researchers sent out 550

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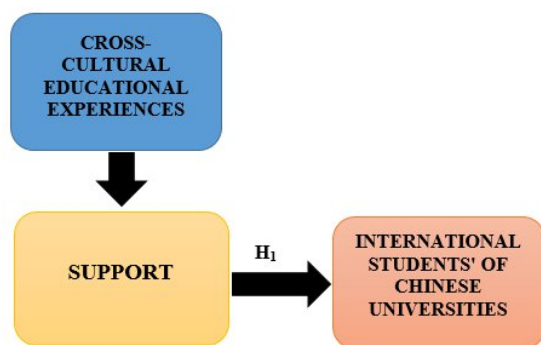
<https://academic.oup.com/advancesinconsumerresearch/article/doi/10.1093/acn/raq011/5511111> researchers got 512 back, and they excluded 62 due to incompleteness, so researchers ended up with a sample size of 450.

**6.3 Data and Measurement:** A questionnaire survey served as the principal tool for data gathering in the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly on internet databases.

**6.4 Statistical Software:** The statistical analysis was conducted using SPSS 25 and MS-Excel.

**6.5 Statistical Tools:** To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

### 6. CONCEPTUAL FRAMEWORK



### 7. RESULT

#### Factor Analysis

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They] verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .920

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.920 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This substantiates that assertions on the execution of a sample are valid. Researchers used Bartlett's Test of Sphericity to evaluate the importance of the correlation matrices. The Kaiser-Meyer-Olkin metric deems the sample satisfactory when the value is 0.920. The p-value obtained from Bartlett's sphericity test is 0.00. The statistically significant findings of Bartlett's sphericity test indicate that the correlation matrix differs from an identity matrix.

## ❖ INDEPENDENT VARIABLE

### • Cross culture educational experiences

Participating in educational systems and cultural settings different from one's own may result in complex social and intellectual interactions often referred to as opportunities for cross-cultural learning. Great influence might come from interactions among many instructional tactics, communication techniques, social mores, institutional expectations, student learning and growth. These sorts of events would be quite helpful for students studying overseas as they allow for breakthrough in foreign cultural surroundings. Among the many chances and hazards cultural variety offers are linguistic challenges, various instructional strategies, and diverse ways of social integration (Zhang and Wang, 2024). The writers underline the requirement of institutional support programs including orientation, language assistance, and intercultural interaction activities thus helping students to fit and gain from a cross-cultural learning environment. Teachers have to be aware about and ready to handle cross-cultural learning environments if they want to build friendly classrooms where international students could grow emotionally and intellectually.

## ❖ FACTOR

### • Support

Students, especially those from culturally and linguistically diverse backgrounds, are equipped with the formal and informal skills they need to thrive in school and in life via international education programs. Help with accommodation, visas, and course registration are only a few of the administrative services offered by the student support system. Other services include language learning and tutoring programs. Peer mentorship, counselling, and multicultural activities that emphasise inclusion and belonging make up the social and emotional support system. Through the use of specialised services, international students have the opportunity to improve their mental well-being, conquer culture shock, and excel academically while attending a college abroad. Argue that the amount of help that institutions provide has a substantial impact on how well foreign students adjust to life in China. Giving back to foreign students is a great way to help them become more adaptable and proficient in other cultures. Helping children in the right way does more than just make learning more fun; it also improves their memory, ability to create connections, and overall academic performance. The need for easily available support services that are culturally competent has increased as universities attract students from all over the world. This is in response to schools' efforts to create inclusive classrooms (Liu & Zhao 2020).

## ❖ DEPENDENT VARIABLE

### • International students of Chinese universities

Chinese universities register international students for a variety of academic programs including language immersion, Bachelor's degrees, and more. Chinese institutions attract foreign students eager to study Chinese, seize financial assistance prospects, and participate in China's growing intellectual reputation from all across the world. Students enrolling in English or Chinese classes nevertheless experience great difficulties adjusting to school, adjusting to a new culture, and forming friends. Researcher note that enrolment of overseas students in China is shifting both directionally. Apart from the general social and political surroundings, institutional policies and assistance projects also define their experiences (Li & Guo, 2023). These students support two goals: expansion of China's intellectual influence and internationalisation of her educational system. China's universities' ranking and global competitiveness are on the line, even if their own academic performance is average.

### • Relationship between support and International students of Chinese universities

Chinese students studying overseas have to be actively involved in support projects for their success and adaptation. Among the institutional support methods foreign students most usually use to assist them fit a new academic system and culture are language aids, academic counselling, cultural orientation programs, and peer mentorship. Availability and effectiveness of these programs greatly affect students' total degree of contentment, emotional state, and academic achievement. Typical issues among these kids include varied techniques of education, language challenges, and social integration issues. Studies



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<https://afrjournal.com/> adequately support abroad students, campus life involvement, social integration, and academic achievement rise. These extra projects improve students' whole experience at Chinese universities by allowing seamless transfers and an inclusive academic atmosphere. Cooperation therefore benefits not just international students but also China's institutions. Strong support systems help students to reach more frequently, therefore campus life gains from the many points of view and ideas given by abroad students who are both content and well-supported (Chen & Liu 2022).

On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between support and International students of Chinese universities.

***“H<sub>0</sub>: There is no significant relationship between support and International students of Chinese universities.”***

***“H<sub>1</sub>: There is a significant relationship between support and International students of Chinese universities.”***

Table 2: H<sub>1</sub> ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	128	5236.413	1182.835	.000
Within Groups	492.770	321	4.427		
Total	40081.390	449			

In this study, the result is significant. The value of F is 1182.835, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***“H<sub>1</sub>: There is a significant relationship between support and International students of Chinese universities.”*** is accepted and the null hypothesis is rejected.

## 8. DISCUSSION

This study produced some significant findings on the main influence institutional assistance offers to increase the opportunities for cross-cultural learning for foreign students enrolling in Chinese universities. The findings underline the great need of support services including language assistance, academic advice, cultural orientation, and peer mentoring in guaranteeing children reach academically and sufficiently adapt to their new environment. The study revealed that the provision of support services favourably linked the satisfaction, academic performance, and social interaction of abroad students. Students from overseas engaged in language-based projects claimed better social skills and more academic confidence. Still, the study did notice some minor differences. While most students benefited from institutional assistance, those from cultures more dissimilar from Chinese society—including Western students—recorded substantial degrees of early anxiety and discomfort. Usually, students' degree of help needed as well as their integration ease depend on their cultural proximity to China. The poll shows that some students still feel alienated and disconnected from their culture when using support services, hence a more all-encompassing strategy for student health is obviously justified. This emphasises the importance of providing intellectual help in addition to possibilities for social integration and international communication. Chinese scholars came at the end because the national higher education system evolved and support services for abroad students had to be flexible enough to suit evolving needs. Should universities be worried about the wellbeing of their international student body, they have to provide more pleasant and culturally relevant social services.

## 9. CONCLUSION

International students enrolled in Chinese universities are more likely to have cross-cultural learning experiences if they are able to communicate well, according to this study's results. The results show that students' communication skills and the quality of their contacts with faculty, administrators, and peers have a significant impact on their ability to adapt to a new academic and cultural environment. Lots of individuals who are thinking about going overseas for college weigh the pros and cons of learning several languages. Though some kids have no problem striking up conversations with anybody at school, there are still plenty of kids who struggle to fit in socially and don't feel like they belong. Not only do different cultures use different languages, but they also have different expectations for how students should participate, how serious things should be, and how often to use indirect speech. These differences may cause people to misunderstand or disagree with one another. A decline in academic achievement, as well as increased likelihood of social isolation and misunderstandings, may ensue from such problems. Schools that cultivate communities that welcome and value many viewpoints will provide students with academic and personal benefits. This objective might be better accomplished by programs that work together to improve language learning, intercultural education, and peer mentoring. College students may make a big difference in their local communities via casual interactions that encourage tolerance across ethnic divides, whether they live in dormitories or engage in online connections. Every facet of a student's life is affected by their communication skills. This includes their memory, their mental health, their academic performance, and their perspective on other cultures. In order to help overseas students succeed academically, grow as individuals, and get into Chinese universities, the research suggests that schools should start using effective cross-cultural communication tactics right away

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