

Cross-Cultural Educational Experiences Of International Students In Chinese Universities

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ABSTRACT

This research emphasises primarily on the academic, social, and cultural shifts that occur among overseas students who are attending Chinese institutions. It investigates the cross-cultural educational experiences of these students. The findings of this study, which are based on qualitative interviews and modern literature, demonstrate that students from all different cultural origins face a variety of prospects and obstacles. For example, issues with communication, social integration, negotiating one's own identity, and overcoming language limitations are all examples of such factors. In addition, the study investigates the possibility that intercultural competency and institutional support are factors that influence the performance and happiness of an individual student. During the process of acclimating to their new environment, international students may encounter a few challenges; nevertheless, the findings indicate that their experience is much improved with the assistance of intercultural contact and specific university support systems. This article provides an explanation of the complexities involved in Chinese international education and provides suggestions for the construction of classrooms that are welcoming to all students and respectful of their historical and cultural backgrounds..

Keywords Chinese Institutions, Modern Literature, Intercultural Competency, Institutional Support, International Students

1. INTRODUCTION:

Searching for first-rate education, people from all across the world are swarming to China's universities. Chinese academics, who observe a definite trend towards further globalisation in China, have lately under closer examination the chances for overseas education for Chinese college students. The different experiences of these students show both advantages and challenges of studying overseas. The aim of this study is the intricate mechanisms of intellectual and social integration of outside students into Chinese universities. China's one-of-a-kind environment for cross-cultural interaction as a result of its storied past, fast modernisation, and changing global presence sets challenges for international students studying there including cultural dissonance, language barriers, pedagogical differences, and varying degrees of institutional support. Deeper knowledge of these links would help institutional efforts supporting diversity, cultural competency, global citizenship, student satisfaction, and academic performance to be more effective. Investigating the viewpoints of overseas students on the instructional approaches, classroom dynamics, and socio-cultural environment of Chinese educational institutions is the main goal of this paper. Additionally discussed will be the researchers' methods for bridging cultural differences in order to promote real friendships and intellectual collaborations. Inspired by principles of global education, acculturation, and intercultural communication, this project will compile first-hand narratives from overseas students enrolled in different regions of China utilising a quantitative approach grounded on theme analysis and in-depth interviews. This narrative analysis essay aims to understand the interaction among the cultural identity, institutional environment, and interpersonal relationships among overseas students. The results may be used by Chinese legislators, educators, and managers to support continuous debates on internationalisation in China's university system as well as to establish more cosmopolitan and friendly classrooms. This study primarily aims to shed light on how cross-cultural learning experiences of foreign students affect their academic performance, personal development, and intercultural sensitivity. Its secondary objective is to highlight the friendly surroundings Chinese colleges provide for foreign students.

1. BACKGROUND OF THE STUDY

China has grown to be a desirable location for foreign students because of its developing academic infrastructure, multiple program alternatives, and worldwide impact as a result of the great increase in student mobility brought on by the globalisation of higher education. Attracted by government initiatives like the Belt and Road Initiative and the Study in China Program, many international students from the Americas, Europe, and Asia have gone to China's institutions in recent years. Because of the great chances for cultural immersion China offers, it is still one of the most often visited study abroad locations.

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<https://acm.ingenta.com/>anges, the academic and social adaptation of overseas students to Chinese institutions is still a dark and uncharted field. Because Mandarin is so widespread, students often struggle with cultural adaptability, language competency, and adjusting to new approaches of education, communication, and learning. Furthermore influencing host country policies and support systems are cultural preconceptions, which are inappropriate for the various demands of international students. People not knowing one other could lead to misinterpretations, social disengagement, or poor classroom performance. Still, this dynamic provides access to foreign education, cross-cultural knowledge, and worldwide networking. Scholars are increasingly curious in learning about the academic and cultural experiences of overseas students enrolled in China as well as the methods in which Chinese institutions could inspire an enthusiasm in intercultural communication. Though there is little study on cross-cultural communication in Chinese academic environments, the material that is already in publication mostly tackles political and financial aspects of globalisation. This study aims to close a significant information gap about the localisation of global education in a fast changing higher education environment by including the viewpoints of foreign students inside the larger context of China's educational reforms and worldwide outreach activities. The results support debates on cross-cultural education, global student mobility, and university adaptation to non-Western settings.

2. PURPOSE OF THE RESEARCH

The researchers who are responsible for this study have the objective of gaining a deeper understanding of the influence that communication has on the cross-cultural learning experiences of international students who are attending universities in China. The primary purpose is to investigate the ways in which language usage, communication styles, and intercultural contacts have an impact on the academic engagement, social integration, and cultural adaptation of students. The purpose of this study is to shed light on how universities may better aid foreign students by introducing more effective communication practices and culturally sensitive techniques. This will be accomplished through an examination of communication-related obstacles and facilitators. The ultimate objective is to enhance the learning experience that these children have.

3. LITERATURE REVIEW

In recent times, there has been a significant need for academic attention to be paid to the cultural interaction that may occur between international students attending Chinese colleges. It is very frequent for these students to struggle with challenges pertaining to communication, cultural diversity, language proficiency, institutional aid, and other areas. An investigation that was conducted not too long ago found that the most significant obstacle to academic integration is language aptitude. Among students from other countries, 78% of them reported that this was a significant hurdle, while just 38% of them believed that their institutions provided adequate assistance in this area. Students from other countries who have difficulty understanding and using colloquial language, idioms, and slang may experience feelings of isolation and discover that their ability to communicate is significantly hindered. There is a wide range of opportunities and challenges available on a campus that is culturally diverse. The incorrect management of varied environments can lead to social conflict and cultural misunderstanding. This is despite the fact that studying in different environments may boost students' chances of learning. The channels of communication have a significant impact on the modifications that students make. A researcher by the name of Chu emphasised the need of having both cultural intelligence and psychological resilience in order to facilitate effective communication across cultural boundaries. Students acquire benefits not just from their intellectual experiences but also from their social experiences. In addition, the support of the institution is quite important; emphasised that faculty members should give cross-cultural sensitivity training and mentorship efforts in order to assist students who are studying abroad. According to Zhang, one further problem with the present institutional frameworks is that they do not provide individualised services such as digital platforms that enable several languages and mental health treatment. International students in China require comprehensive policies that enable them to overcome language hurdles, enhance cultural inclusivity, develop their communication skills, and get strong institutional help. This is because the complexity and diversity of their university experiences demands that they have access to these policies. Emotionally and intellectually, the resolution of these issues might be of assistance to international students studying in China.

4. RESEARCH QUESTION

- How does communication influence the cross-cultural educational experiences of international students at Chinese universities?

5. RESEARCH METHODOLOGY

a. Research design:

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data collected via surveys, polls, and questionnaires, as well as data altered by computing tools for statistical analysis.

b. 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 questionnaires. The researchers got 512 back, and they excluded 62 due to incompleteness, so researchers ended up with a sample size of 450.

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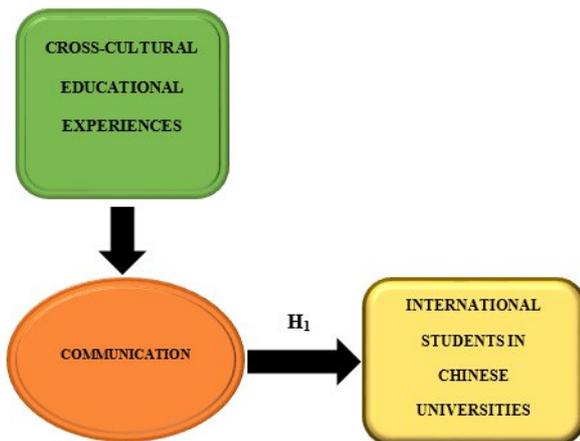
<https://doi.org/10.1108/0950-71710510000000000>

The primary method of collecting data for research was questionnaire surveys. In section A, participants were requested to provide fundamental demographic data; in section B, they were instructed to evaluate the significance of many channels, both online and offline, using a 5-point Likert scale. A diverse array of secondary sources, including online databases, was meticulously examined to get the necessary information.

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 favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

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Table: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.920
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered good by the Kaiser-Meyer-Olkin measure when the result is 0.920. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

❖ INDEPENDENT VARIABLE

• Cross-cultural educational experiences

Students have the opportunity to connect with educational situations that are different from their own environment, which opens up opportunities for cross-cultural learning. Throughout the course of these interactions, you will be required to manage differences in academic standards, social norms, values, communication styles, instructional techniques, academic terminology, and academic pedagogy. When students adjust to new cultural contexts, they often display a variety of emotions and actions. These behaviours and feelings include enhanced global competency, empathy, and awareness of global challenges. The ways in which the academic and cultural environment of the host nation interacts with the students' home countries throughout their time spent studying abroad have a significant impact on the experiences that students have (Vespestad & Smørvik, 2019).

❖ DEPENDENT VARIABLE

• International students in Chinese universities

People from other nations who come to China to study at universities are known as foreign students. Their goal is to get a degree from a Chinese university. Undergraduate, graduate, and vocational students from a wide range of academic backgrounds enrol in these courses. These students contribute to the globalisation of China's higher education system by bringing diverse perspectives to the table, fostering cross-cultural understanding, and connecting academic communities throughout the world. Moreover, they contribute to the development of global networks. In addition to helping to improve education, these individuals are a huge boon to China's ambitions to become a global financial and educational powerhouse (Wen & Hu, 2023).

❖ FACTOR

• Communication

The process by which one entity passes ideas, facts, and emotions to another is known as "communication." Valid are spoken, nonverbal, written, or visual forms of communication. It is a basic human activity that helps ideas to be shared and mutual understanding to grow. Every stage of the communication process serves a specific function: the sender encrypts and delivers the message; the media conveys it; the recipient interprets it. The researcher regards the communication as successful when the recipient shows a complete understanding of the message. Many factors can affect the procedure. These comprise the clarity of the message, the selected mode of communication—face-to-face, email, or social media—as well as other challenges such as background noise, language barriers, or personal psychology. From the individual to the business to society at large, every aspect of life calls for the ability to communicate effectively to enable decisions, team projects, relationship building, and activity planning. Among the several aspects that are much impacted by inadequate communication in organisational environments are leadership, employee engagement, conflict resolution, and overall performance. Among numerous benefits of employee engagement are improved alignment of organisational goals with employee efforts and more openness and simpler communication style. Thus, being able to communicate effectively is rather valuable in all spheres and is absolutely necessary for success in both personal and professional life (Yang et al., 2025).

• Relationship between Communication and International students in Chinese universities

One important determinant of the educational experiences international students have while enrolled at Chinese colleges is their degree of successful communication ability. Many obstacles might so possibly hinder social integration and intellectual development. Among these obstacles include cultural misinterpretation, language problems, and diverse communication styles. Conversely, Intercultural Communication Competency (ICC) training gives students the means they need to manage situations like these, therefore improving their interest, involvement, and development both inside and outside of the classroom. Direct or indirect, studies on intercultural interaction have found that it increases intercultural competence (ICC). Conversely, the fastest and most effective approach to raise one's cultural understanding and communication skills is in-person contacts. Furthermore, the adoption of digital communication tools like as WeChat Moments helps overseas students

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<https://www.cerjournal.com/> there are still other youngsters who have a difficult time making friends and feeling like they are a part of the school community. Not only do multiple civilisations exhibit a wide range of languages, but they also exhibit a diversity of norms for student participation, varying degrees of formality, and the utilisation of indirect communication in speech. It is possible that these variances will result in disagreements or misunderstandings. It is possible that academic performance could deteriorate, and that social isolation and misunderstandings will result as a consequence of these issues. Students will benefit intellectually as well as personally by attending schools that foster communities that are inclusive of a wide range of perspectives and that acknowledge and encourage them. It is possible that programs that collaborate to enhance language acquisition, intercultural education, and peer mentorship might be of assistance in achieving this goal. Students who live in dorms or who participate in online contacts have the opportunity to conduct informal conversations that promote tolerance across cultural lines and have a substantial influence on the communities in which they reside. The ability of a student to communicate has an impact on all aspect of their life, including their capacity to take in and remember information, their mental health, their academic success, and their way of thinking about other civilisations. According to the findings, schools should immediately begin using effective cross-cultural communication strategies in order to aid international students in achieving academic achievement, developing personally, and gaining admittance into Chinese institutions

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