

## Students' Cross-Cultural Adaptation Process and Their Main Difficulties Encountered

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**ABSTRACT:** Progressively, more understudies have decided to read up for their certification in upper northern Thailand since the public authority of China carried out new approaches of opening up in the field of schooling lately. Notwithstanding, Chinese understudies' multifaceted variation process has turned into a significant element influencing their scholarly accomplishments. The point of this exploration is to examine the Chinese understudies' presentation in four fields (social-social, scholastic, ecological and mental field) of diverse transformation. Also, it recognizes the principle challenges Chinese understudies experienced during their time at the upper northern Thai colleges. The chose test size was 314 understudies from the eight upper northern Thai colleges. Inside and out interviews, center gathering conversations and organized surveys were utilized for information assortment. The information investigation strategy for deciding the fundamental troubles was numerous relapse. The consequences of the exploration showed: a) Chinese understudies' diverse transformation process was generally in a state of "U-Curve", moreover, unique Chinese understudies bunch performed distinctively in the four fields of multifaceted variation; b) Eleven primary challenges were viewed as contributing elements influencing the course of Chinese understudies' culturally diverse variation, among which 'being not familiar with grounds life', 'experiencing issues in getting courses', 'not having great job possibilities', and 'experiencing issues in finding a place with Thai society' were the most compelling things. At last, some valuable ideas for both Chinese understudies and Thai colleges were advanced to assist these understudies with turning out to be better adjusted to the host Thai climate.

**KEYWORDS:** Cross-culture transformation; challenges; Chinese understudies; Thai colleges; Language Education.

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### I. INTRODUCTION

With the development of the economy of China and the execution of new opening-up policies by the public authority of China, increasingly more Chinese understudies have picked Thai colleges as their abroad review objective lately: a report from SINA site instruction area showed that more Chinese understudies had decided to read up in Thailand for pragmatic reasons beginning around 2014 (Yu, 2019). As indicated by measurements of Thailand's Office of Higher Education Commission (OHEC), absolutely, 18,814 global understudies were enlisted and considered in 155 universities or foundations of Thailand in 2015, among these around 3/4 were understudies from China. One more report from Ifeng.com (Li, 2016) additionally showed a comparative circumstance: the quantity of Chinese understudies contemplating in Thai colleges had expanded almost ten times in the past 15 years, and the quantity of Chinese understudies positioned most elevated among worldwide understudies in Thailand.

By and large, having worldwide understudies helps the host country and explicitly, its schooling framework in numerous ways. For instance, Thai researcher VeenunkarnRujiprak brought up in his review that global understudies bring a part of variety and worldwide environment for Thai colleges (Rujipak, 2016), also, worldwide understudies have significantly expanded the income for the advanced education area in Thailand in the course of the most recent ten years. In spite of the likely advantages for have nations, for a considerable lot of the global understudies themselves, traveling to another country to study is a difficult cycle. This interaction is brimming with hardships and stresses, particularly those brought about by the course of multifaceted transformation (Berry, 1997). Global understudies' mental and actual angles, even their future vocation have been impacted by the test of their diverse transformation process (Berry and Sam, 1997).

Albeit some Chinese understudies at Thai colleges got extraordinary achievement, other Chinese understudies experienced hardships while learning at colleges in Thailand. Mama (2016) showed that Chinese understudies experienced numerous hardships identified with day to day existence, scholastic and

correspondence while contemplating in Thailand. As per Liu et al. (2014's) review on 34 Chinese students from abroad from Honghe University, the multifaceted challenges of these understudies during their investigations in Thailand essentially center around language, relational correspondence, outsider traditions, practice works, and social qualities. Deng and Yang (2009) depicted a few social contrasts among Thailand and China, which incorporates non-verbal communication, dress, diet and social graces. They brought up that in the multifaceted setting, one will attempt to comprehend the nonverbal way and practices, in order to work on diverse capacity and advance culturally diverse correspondence. As Chinese understudies establish a huge wellspring of worldwide understudies in Thailand, along these lines, it is important to find out with regards to their circumstances at Thai colleges. Additionally, it is likewise crucial for the groups of Chinese understudies to comprehend the multifaceted transformation cycle of these understudies, since they are key allies and chiefs in this interaction.

On one hand, confronted with furious contest in the advanced education area by western nations and other south-east Asian nations, Thai colleges are attempting to draw in more Chinese understudies, hence, they need to find out about Chinese understudies and their circumstance in Thailand. Then again, China news report showed that around 10.31 million Chinese understudies took GaoKao (National Matriculation Exam) in the year 2019, this uncovered the number understudies taking GaoKao got back to the size of 10 million beginning around 2009, and along these lines it was turning out to be more aggressive to enter the best colleges in China. (Guo, 2019) Under these conditions, considering in Thailand and other Asian districts had turned into a significant decision for some Chinese understudies and their families.

Step by step instructions to effectively get a degree from Thai colleges is a central issue of numerous Chinese understudies and their folks, they need to comprehend the primary hardships they might experience and how to defeat them. Understanding Chinese understudies' multifaceted variation interaction could benefit the host foundations as well as the actual understudies. Phang (2013) referenced that advanced education (HE) has turned into an undeniably serious area in a worldwide setting, so it is crucial to comprehend global understudies to draw in them to study in the host nations. Notwithstanding, a few troubles worldwide understudies experienced in the culturally diverse variation process impact their lives, assuming they can defeat the principle challenges, it could assist them with effectively adjusting to the new climate (Earley and

Mosakowski, 2004). The reason for building up the fundamental troubles Chinese understudies experienced while examining in Thailand is to give ideas to them to more readily adjust to the Thai climate and to assist them with working on their scholastic accomplishments.

With the expanding public strength of China, an ever increasing number of outsiders are learning Chinese language and culture. Abroad Chinese Affairs Office of the State Council (2019) brings up that starting around 2003, the quantity of Chinese educators shipped off Thailand has reached 17,169, covering in excess of 1,000 colleges, auxiliary and elementary schools in 73 regions in Thailand. Among numerous Chinese language organizations, the Confucius Institutes are the biggest specialists, which are devoted to addressing the requirements of individuals from everywhere the world for Chinese language picking up, upgrading the comprehension of Chinese language and culture among others.

As per the Constitution and the By-Laws of the Confucius Institutes, Hanban, the base camp of Confucius Institutes, is a non-benefit instructive association, which is partnered to the Ministry of Education of China. The Confucius Institutes have two significant capacities: showing Chinese language and spreading Chinese culture. The world's first Confucius Institute was set up in 2004, and as indicated by measurements delivered by the authority DOI: 10.14456/rjes.2020.10 Rangsit Journal of Educational Studies Volume 7, No.1 (January-June 2020) 23 site of the Confucius Institute, as of September 30, 2019, there were 535 Confucius Institutes everywhere. The determination and employing of educators at Confucius Institutes all throughout the planet follows a similar normalized model, and their instructors have two-work headings, to be specific: showing Chinese language and spreading Chinese culture.

This paper centers around the social correspondence viewpoint, which can likewise be viewed as social transmission, social scattering or social presentation. This is on the grounds that the vast majority of the current articles about Confucius Institutes center around the Chinese language instructing, with somewhat couple of articles on social correspondence. Also, there is an absence of articles on the subject of Chinese social correspondence of Confucius Institutes in Thailand. Consequently, this paper focuses on the social correspondence of the Confucius Institutes in Thailand and investigates the current issues by breaking down their social correspondence model. The reasons for existing are to give a reference to the Confucius Institutes and their instructors in Thailand and to empower the Confucius Institutes in Thailand to accomplish better outcomes in Chinese social correspondence. Lasswell's (1948) 5W model of correspondence is utilized to break down the situation with social correspondence in the Confucius Institutes in Thailand with a point of building up the current issues. Modules of human asset the board are utilized to additionally break down the principle part of the communicators/instructors.

#### The Model of Cultural Communication

Harold Lasswell (1902-1977), a political researcher and a researcher in the United States, in his paper "The Structure and Function of Communication in Society", first proposed the most common way of comprising correspondence in 1948, and organized them in a specific primary request, shaping an interaction mode that was subsequently called "5 W model". These five Ws are the main letters of five inquisitive pronouns in English, to be specific: Who, to Whom, express What, through Which channel and with What impacts. In this paper, these five W's individually compare to communicators, crowd, substance, media and the impacts of social correspondence in Confucius Institutes in Thailand.

#### Communicators Cultural

Communicators are the responses to the inquiry "Who" in 5 W model. In the social correspondence of the Confucius Institutes, the communicators are separated into two classes, one is the senior members and the other is the instructors. The senior members incorporate a Chinese dignitary and an unfamiliar nearby dignitary. Since the Confucius Institutes embrace the method of Sino-unfamiliar college collaboration the executives according to the base camp guidelines, that is, a Chinese college helps out an unfamiliar college to set up a Confucius Institute in this neighborhood college, there is thusly need for the two senior members here to perform administrative work. Coherently, the dignitaries ought to be the communicators, however Ye (2010) calls attention to that the senior members are fundamentally occupied with organization and don't have a lot of energy for social correspondence work. Thusly, the fundamental assortment of social communicators is in this way the educators. Rangsit Journal of Educational Studies Volume 7, No.1 (January-June 2020) 24 The educators of the Confucius Institutes who are liable for social correspondence comprise of Chinese college instructors, students and postgraduates from China. As to instructors, Ye (2010) brings up that the proficiency of educators isn't sufficient to meet the neighborhood understudies' comprehension of the fundamental beliefs of Chinese culture, and the turnover of instructors is high. Also, Ye (2014) shows that there is an absence of expert group for social engendering. Du (2015) contends that it is important to work on the nature of the communicators and to balance out the group, and fortify the development of the neighborhood instructors. Then again, Xie (2016) demonstrates that the vast majority of the Chinese educators, following one year of working, return to China for work or study, therefore, the students need to re-acquaint with the new instructors. The capability of instructors should be improved, yet the neighborhood educators are inadequate.

Likewise, Li (2019) calls attention to that language hindrances have turned into a significant impediment to Chinese language learning. The Chinese instructors are essentially utilizing English as the method of guidance, lacking educators who are familiar with Thai. From the above conversation, it is apparent the primary issues with communicators/instructors are: (1) the Chinese social stores of educators are sufficiently not; (2) the turnover pace of instructors is high; (3) a large portion of educators don't can convey in Thai; and (4) neighborhood educators/locals are lacking. These issues have not been tackled for a long time, 2010 through 2019, and it is thusly important to be considered and settled.

#### Crowd

Crowd is the response to the inquiry "to Whom" in 5W model. Enlisted college understudies and local area individuals are the principle crowd of social correspondence in Confucius Institutes in Thailand. Numerous Confucius Institutes in Thailand, for example, the ones at Chulalongkorn University and Bansomdejchaopraya Rajabhat University have social projects and exercises for local area individuals, which incorporates migration authorities, money managers, among others. Xie (2016) demonstrates that in 2015, there were 1.9 million enlisted understudies from the Confucius Institutes around the world, incorporating 121,454 in Thailand, representing 6.4% of the world complete enrolled number. Out of the 121,454, enrolled college understudies represented 62%, business administration staff represented 20%, and managerial offices represented 14%. This shows that understudies are the primary body of the crowd, yet different gatherings additionally assume significant parts. The spread of Chinese culture to the local area grows its impact, yet additionally the impacts of relational correspondence. The impacts of correspondence will be better compared to simply focusing on undergrads. The crowd comes from various spaces of society. The variety and broadness of the crowd adds to the spread of Chinese culture.

#### Substance

Social correspondence substance are the responses to the inquiry "express What" in 5W model. The most delegate Chinese social substance of Confucius Institutes social correspondence in Thailand is introduced in four viewpoints: (1) official Chinese language contests; (2) social exercises; (3) social classes; and (4) Chinese celebrations festivities. Contests incorporate Chinese Bridge and different structures facilitated by every Confucius Institute. As per Wang (2015), Mahasarakham University coordinated the Chinese characters correspondence rivalry that pulled in 5 colleges including Chiang Mai University and 30 center schools to take part in 8 areas in that year. Social exercises, then again, incorporate different shows and projects. Liu (2016)

demonstrates that Prince of Songkla University had coordinated social experience exercises, remembering singing and moving for that year. Indeed, notwithstanding the above highlights, as per Confucius Institute Headquarters' suggestion, there are social classes and Chinese celebrations festivities, which are the most widely recognized. The most suggested social tasks by the base camp are hand to hand fighting, paper cutting and calligraphy. What's more, the exhibitions addressed by the Spring Festival additionally created a decent reaction. In any case, Feng (2014) demonstrates that the substance of social correspondence depend on some essential social experience courses, which scarcely contact the profound significance of the way of life. Then again, Du (2015) contends that the spread of social meanings isn't sufficient. There is an absence of the spread of current mainstream society. What's more, Xie (2016) set forward that Cultural exercises give a lot of consideration to shape, and just stays on the outer layer of the material culture, and need comprehension of the profound culture. This paper, from these and more writing, contends that the substance of the social correspondence are shallow and repetitive, on the grounds that the substance are predominantly founded on shallow social images and absence of removal of Chinese social undertones. Also, it focuses harder on conventional culture and somewhat disregards present day culture.

## **II. LITERATURE REVIEW**

### **Diverse Adaptation Process Theories**

The first importance of 'adaption' alludes to the natural idea of living beings which change their actual attributes or living propensities to adjust to the general climate. 'Multifaceted Adaptation' is an idea in sociology which alludes to the sojourners' changing their demeanor and conduct after nonstop contact with individuals from various social foundation. It is additionally applied to clarify an adjustment of one's exhibition while working in the new climate, steps in the change would be known as a course of variation.

Above all else, language securing is a significant viewpoint for unfamiliar understudy's diverse transformation process. As per Schumann (1978) the course of diverse transformation for global understudies can be characterized into two viewpoints: social variation and mental variation. The previous incorporates local language learning by contact with the local speakers, while the last option includes the course of mental development in the wake of opening up to the host climate. Bochner (1982) likewise accept that the multifaceted transformation cycle can be partitioned into social-social variation, and mental transformation, where social-social transformation alludes to the capacity to more readily coordinate with the general public of the host country and mental transformation partners with sensations of prosperity during the progress time frame. Oberg (1960) was renowned for his diverse idea of 'Culture Shock', which he saw as 'Word related Disease'. Oberg brought up that individuals typically feel 'debilitated with nervousness' by experiencing new social signs and images like words, customs, signals, looks. He saw culture shock as an ordinary course of culturally diverse transformation. Later researchers likewise perceived and fostered Oberg's idea of 'Culture Shock' (Oberg, 1960; Weaver, 2000), and it was perceived that it could happen to any individual who was acquainted out of nowhere with another culture. Oberg has portrayed a 'four phases' of diverse variation, those stages can be recorded as the phase of: 'special night', 'emergency', 'recuperation' and 'change'. The justifications for why global understudies experience 'Culture Shock' possibly different. Nonetheless, Chinese researcher Zhu (2013) summed up those reasons as Four struggles: 'language and social', 'class social', 'balance and autonomy status', 'mental elements.'

Lysgaard's (1955) portrays the sojourner's degree of transformation as a 'U' formed capacity in a host culture. Lysgaard's 'U-Curve' showed that the crosscultural variation process appeared to follow a U-Curve after some time: rookies normally went into a 'cheerful' stage at the earliest reference point, then, at that point, they experienced 'emergency' in which one feels desolate, miserable and less adjusted, lastly they moved to a 'superior stage and becoming incorporated into the unfamiliar local area through self-change.

In this way, it very well may be seen that the course of diverse variation is a course of changing one's conduct bit by bit in another climate over the long run. Li (2011) depicted the multifaceted transformation process as 'during the period a migrant lives in another climate, the person encounters different challenges in the neighborhood social setting, and it likewise alludes to the course of positive changes of an outsider to adjust to another culture. The meanings of 'social transformation' in past examinations make us focus closer on the presentation of Chinese understudies during the time spent their diverse variation, which is one of our exploration targets.

### **Parts of Cross-social Adaptation**

There have been a few investigations identifying with culturally diverse transformation cycle of Chinese understudies. Past investigations center around the parts of understudies mental, social and social transformation. A portion of these were found to have affected Chinese understudies' multifaceted transformation: for instance, Yang (2009) isolated these into social, passionate, and ecological. Also, late examinations on Chinese understudies abroad learning demonstrated there were a few impacting angles identified with understudies multifaceted transformation, which incorporate scholarly advancement, social

variation, social help, and mental change (Lilasetthakul and An, 2011; Ma, 2016) recommended Chinese understudies contemplating in Thailand need to change in five perspectives in order to improve crosscultural variation, these viewpoints incorporate scholastic, social, social, ecological, and mental.

As indicated by Searle and Ward (1990) and different researchers, the meaning of diverse variation incorporates social, social, and mental perspectives. This review expects to acquire a general comprehension of Chinese understudy's crosscultural variation, accordingly scholastic and natural perspectives were added. The review attempted to investigate significant multifaceted changes for Chinese understudies examining in the upper northern Thai colleges, so their diverse transformation was explored utilizing the accompanying four fields: social-social field, scholarly field, ecological field, and mental field.

The multifaceted transformation includes the previously mentioned four viewpoints; in any case, it has diverse accentuation on the versatility of Chinese understudies while they were learning at the upper northern Thai colleges. Since Thailand is a particular area, the Chinese understudies' culturally diverse experience and execution likewise presents another trademark, that is, more provincial and explicit. The reason for discovering the primary hardships experienced by Chinese understudies during the time spent their diverse variation is to assist them with adapting to that, moreover, to give down to earth ideas to both Chinese understudies and their host Thai colleges. These are what we need to concentrate also.

### Research Objectives

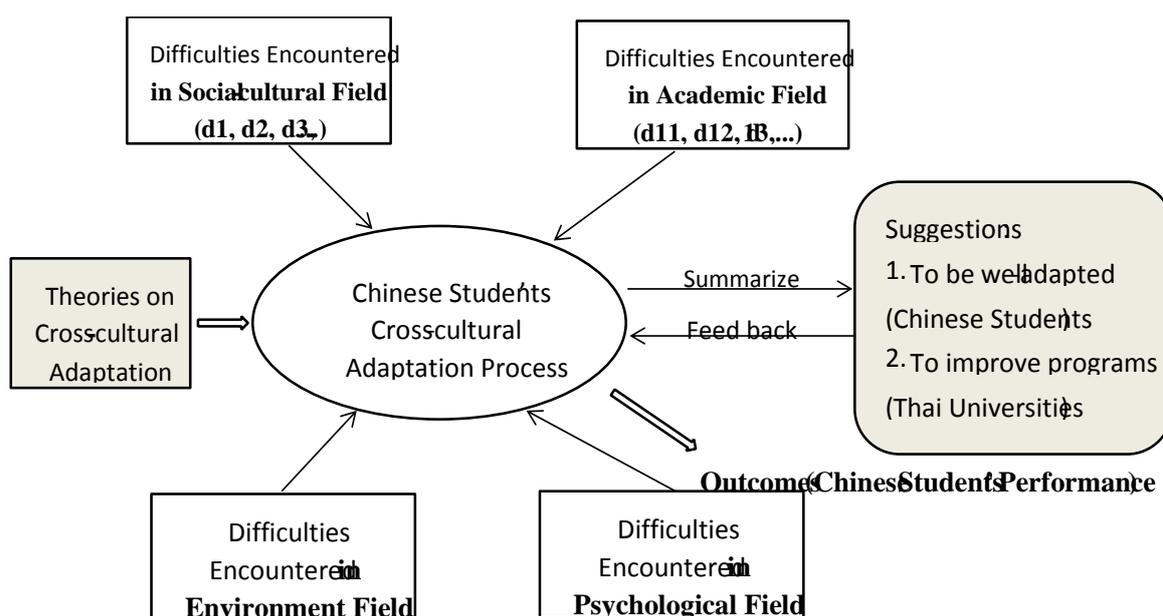
(1) To examine Chinese understudies' exhibition in the four fields of crosscultural transformation while they are contemplating in the upper northern Thai colleges.

(2) To distinguish the fundamental challenges which essentially affect Chinese understudies' multifaceted variation process.

(3) To give ideas to Chinese understudies in assisting them with turning out to be better adjusted to the host climate and to Thai colleges as far as working on their instructive projects.

### Applied Framework

The calculated system of this review depends on the writing audit and three examination destinations, and this theoretical structure can be shown as follows (see Figure 1):



**Figure 1**

### Research Approach

#### Subjective Method and Quantitative Method

As per Myers (1997), subjective exploration strategies were initially evolved in inherent science to empower the analyst to concentrate on regular and social peculiarities, the creator further clarified that subjective techniques are intended to assist scientists with getting individuals and social settings inside which they live. A few instances of subjective techniques incorporate reviews, inside and out interviews, center gathering conversations, contextual analysis, activity research, members' perception and so forth In light of the targets of the review, the scientists of this concentrate deliberately picked two of them: I) top to bottom meetings, and ii) center gathering conversation.

The main subjective strategy was intended to set up the Chinese understudies' multifaceted transformation process while they were contemplating in the upper northern Thai colleges. The essential information for this subjective technique was gathered through top to bottom meetings. To get the information, the examination went to a few exploration destinations to meet the Chinese understudy respondents up close and personal during the three months time of field overview. The second subjective strategy was intended to advance commonsense ideas to help Chinese understudies and Thai colleges. To acquire the information, the analysts coordinated three meetings of center gathering conversation at three colleges in Chiang Mai, Chiang Rai and Lampang individually.

Quantitative exploration strategy centers around get-together, portrayal and investigation of quantitative data in sociologies or to clarify a specific peculiarity. There are numerous techniques for quantitative examination, the majority of which includes factual investigation. In light of the goals of the review, the analyst of this concentrate deliberately picked two of them: I) T-test, and ii) various relapse investigation.

The over two quantitative strategies were applied to address the accompanying two inquiries: a) Are there any various exhibitions between various Chinese understudy bunches in their culturally diverse variation process? b) What are the fundamental hardships that Chinese understudies experienced during their review at the upper northern Thai colleges? The essential information were gathered through organized polls, which were filled by various Chinese understudy bunches during the field study.

### Information Collection Tools

#### (1) A Structured Questionnaire Design

The organized surveys comprise of three sections: the initial segment is inquiries on Chinese understudies social-segment data, which incorporates name, sex, age, beginning spot, programs joined in, majors, educational expenses and so on; the subsequent part incorporates 24 inquiries for assessing the distinctive exhibition of the Chinese understudies in the four fields of diverse variation (with 6 inquiries for each field); the third part incorporates 44 inquiries for testing the primary multifaceted transformation troubles which Chinese understudies were confronting while at the same time examining in Thailand. The appropriate responses were determined in the accompanying ways: (a) The responses to the initial segment of survey was summed up by story language, which gives the fundamental data of Chinese understudy respondents; (b) The responses to the second piece of the poll were scored with mathematical qualities. As the Chinese understudies' assessment of their diverse exhibition is positive outcomes in the four fields, the method of organizing the information is by a five-point Likert Scale, going from 5 (=strongly consent) to 1 (=strongly conflict). What's more, T-test was utilized as a factual strategy to decide the distinctive diverse variation between various Chinese understudy gatherings; (c) The responses to the third piece of the poll were scored with mathematical qualities also. As the Chinese understudies' assessment of their multifaceted challenges is adverse outcomes, thusly the method of orchestrating the information is by a five-point Likert Scale, going from 1 (=strongly consent) to 5 (=strongly deviate), the least score implies less trouble and the most elevated score implies the most trouble. Likewise, different relapse was utilized as a measurable technique to decide the primary hardships the Chinese understudies experienced while they study in the upper northern Thai colleges.

#### (2) An top to bottom Interview Design

The top to bottom meeting comprises two sections, the initial segment was intended to show the Chinese understudies' diverse assessment in the distinctive time-frame (Phase I = 0-6 months, Phase II = 6 a year; Phase III = north of a year), they were approached to stamp these stage as simple period (=3), normal period (=2), and hard period (=3); the subsequent part was intended to show in which fields is multifaceted variation turns out to be more troublesome, the Chinese understudies were approached to list the most trouble fields dependent on their own sentiments. The reason for this plan to test Chinese understudies' presentation in various multifaceted transformation viewpoint, which is more identified with the principal research objective.

#### (3) A Focus Group Discussion Design

The Focus Group Discussion (FGD) comprise of two sections, the initial segment is the acquaintance of goals and data with members, the subsequent part is FGD itself and keeping record/notes of the conversation. The motivation behind FGD is to gather thoughts and key data for creating functional ideas to help Chinese understudies become better adjusted to the host climate and to Thai colleges to work on their instructive projects. Three FGD were held at Chiang Mai University, Chiang Rai Rajabhat University, and Lampang Rajabhat University during the field study period, and gathering of related people were welcomed, which incorporates Chinese understudy delegates, Thai educators, Chinese understudy guides, school chairmen, global understudy organizers.

### Choice of Samples

The objective topographical space of this review is the upper northern locale of Thailand, and a sum of thirteen colleges are set up around here. Anyway just eight colleges with medium-term and long haul understudies (more than 90 days, whose life changes can be noticed) were chosen. The name of target colleges

was recorded as: Maejo University (MJU), Chiang Mai University (CMU), Chiang Mai Rajabhat University (CMRU), Far Eastern University (FEU), Payap University (PYU), Chiang Rai Rajabhat University (CRRU), Mae Fah Luang University (MFU), Lampang Rajabhat University (LPRU).

In view of an essential study, there were 1034 long haul Chinese understudies considering in the above-chose eight Thai colleges (review period: Nov first, 2017 to Jan 31st, 2018). By utilizing Taro Yamane (1967's) recipe, the example size was processed as 289. Considering these understudies were dispersed at eight unique colleges, Proportional Stratified Random Sampling strategy was applied in choosing tests, in this way the example extent for every college was roughly 28% (289/1034), and the scientist changed it to 30% (n=314) for better taking care of, the example size per college was as Table 1 (see beneath).

The specialist went to the previously mentioned eight upper northern Thai colleges and met the Chinese understudies haphazardly with the assistance of Thai chairmen/instructors from global understudy issues office. Polls were dispersed by 35% of the complete number of understudies in every college, then, at that point, 30% of legitimate surveys were chosen as test. Since just the drawn out understudies were planned as the objective interviewees for inside and out screening, the specialist re-chose 10% of Chinese understudies (concentrate on period incredible than a year) from the poll tests in every college haphazardly, in this manner a complete number of 32 (314x10% ≈32) understudies interviewees were chosen for the top to bottom Interview review systems, these understudies expected to fill the organized surveys, yet additionally be met exclusively by the analyst.

**Table 1**

<b>Universities/Provinces</b>	<b>Chiang Mai</b>	<b>Chiang Rai</b>	<b>Lampang</b>	<b>Total (P/s)</b>
Rajabhat University (P/s)	CMRU 102/31	CRRU 209/63	LPRU 51/16	362/110
Public University (P/s)	MJU 81/25 CMU 272/82	MFU 212/64		565/171
Private University (P/s)	FEU 19/6 PYU 88/27			107/33
<b>Total (P/s)</b>	562/171	421/127	51/16	1034/314

#### Assessment of Research Tool Quality

##### Trial of Validity

The created research apparatuses (survey) were shipped off five specialists to check for legitimacy and the objectivity of the inquiries, these five specialists freely appraised each question of the examination on the poll by utilizing 4-point Likert scale (1=irrelevant; 2=weak relevant; 3=relevant; 4=very significant), then, at that point, they were broke down to distinguish the list of Item Objective Congruence (IOC). The reason for recognizing the file of IOC is trying substance legitimacy and inside consistency of 68 inquiries (section two and section three) shaping the polls. To acquired IOC esteem, two sorts of record to quantify IOC will be registered: the main kind includes the substance legitimacy of individual things (questions), it is entitled ICVI (Individual Content Validity Index), and the subsequent sort includes the setting legitimacy of the general scale (survey). It is entitled SCVI (Scale Content Validity Index).

The Calculation of ICVI, SCVI and Kappa Statistic- $K\alpha$  and the equation of these terms are recorded underneath: (1)  $ICVI = n/N$ , and  $SCVI = t/P$ ; Where n=number of specialists giving a rating of 3 or 4; N=total number of specialists; P = likelihood of progress understanding; t=number of inquiries.

Accordingly, the IOC worth of the survey is figured as  $SCVI = 328/340 = 0.965$ , it uncovers that the general size of the legitimacy of the examination devices is great and adequate. Simultaneously, kindly note that last form of poll was planned by the ideas of five specialists, the analyst utilized individual inquiry which had Kappa measurement  $K\alpha$  Value more noteworthy than 0.8 (implies great to acknowledge).

##### Trial of Reliability

There were twice of unwavering quality testing in the review. The initial time is to ascertain the Cornbach coefficient for the 68 things in 'pilot study' for 30 examples: before the primary review, the organized surveys were 'gave a shot' with 30 Chinese understudy respondents at Uttaradit Rajabhat University (URU) and afterward checked for inner consistency. This is viewed as one significant part in the inspecting system, for 'a

limited scale' preliminary will be significant before the principle study by ascertaining Cronbach's Alpha coefficient (Cronbach, 1951) for the pilot study was acquired as 0.950, which support the genuine field overview in the subsequent stage.

The second time unwavering quality testing for the genuine overview on 314 examples was done thereafter, by utilizing SPSS to ascertain Cronbach's Alpha, the analysts acquired an aftereffect of alpha coefficient= 0.901, proposing that all things have high interior consistency.

## Results and Discussions

### Chinese Students' Social-segment Information

Around 3/4 of Chinese understudies contemplating in the upper northern Thai colleges were female, the majority of the understudies (91.7%) were somewhere in the range of 18 and 22 years old. Most of Chinese understudies came from Yun Nan (77.7%) and Guang Xi (7.6%) area. The greater part (62.1%) of these understudies were considering on single guy programs, and another third (33.8%) of understudy were in a joint program between Thai colleges and Chinese colleges. With respect to choice of majors of Chinese understudies, Thai language was the most chosen (represents 57.6%), trailed by Business Administration (8.9%), English Language (8.0%), Software Engineering (5.4%) and so on. Albeit the educational expense fluctuates among various colleges in the upper northern Region of Thailand, the majority of the Chinese understudies paid between 50,000 baht and 200,000 baht each year.

### Chinese Students Cross-social Adaptation Process

#### Aftereffects of inside and out Interview

As per the record of inside and out talk with, there were self-evident

changes in most Chinese understudy life during their time in the upper northern Thai colleges. Most understudies announced that they turned out to be more adjusted to their staying optimistic contrasted and the earliest reference point. By counting the most incessant event, we can see this sort of progress in the diverse time span: (a) the quantity of understudy positioned 'Normal Period' on their life was 24 (represents 75%) for the Phase I; (b) the quantity of understudy positioned 'Hard Period' on their life was 21 (represents 65.6%) for the Phase II; (c) the quantity of understudy positioned 'Simple Period' on their life was 20 (represents 62.5%) for the Phase III.

Along these lines, it demonstrated that the Chinese understudy's culturally diverse variation process is generally in a state of 'U-Curve'. This is an overview according to the point of view of certain understudies contemplating in the upper northern Thai colleges; be that as it may, a comparative circumstance was accounted for by different specialists with a gathering of Chinese understudies examining in Bangkok: 'Around 48% of Chinese understudies adjusted to Thai life in the initial not many weeks, another 34% of Chinese understudies step by step adjusted to Thai life following a few months, and 18% of Chinese understudies required longer an ideal opportunity to adjust to their review and life in Thailand' (Liu et al., 2014). Furthermore, the consequences of Chinese understudy's assessment of the most troublesome fields were positioned as: natural (12 checked, 37.5%), social-social (9 stamped, 28.1%), scholastic (8 stamped, 25.0%), and mental (3 checked, 9.3%).

#### Aftereffects of Structured Questionnaire (section two)

In this part, the Chinese understudy multifaceted execution was estimated by a rating scale with 24 things/questions, the rating scale is set by Likert 5 levels, then, at that point, the analyst determined the amount of the mean score for each diverse transformation field (social-social, ecological, scholarly, and mental). By contrasting the amount of mean score of each field, the Chinese understudy diverse transformation execution can be accounted for. The amount of mean scores was grouped into 5 span scales, which were determined as follows: The stretch level  $1 = (\text{greatest worth} - \text{least worth})/n = (30-6)/5=4.8$ , in this way, the models and amount of mean scores are set as five levels:

Level 1: extremely low level = Score range 6.00-10.80; Level 2: low level = Score range 10.81-15.60; Level 3: moderate level = Score range 15.61-20.40; Level 4: significant level = Score range 20.41-25.20; Level 5: exceptionally undeniable level = Score range 25.21-30.00.

The factual examination results on the Chinese understudy multifaceted variation execution was displayed on

Table 2.  
Table 2: Sum of Mean Score of Chinese Students Cross-social Adaptation Execution

Cross-cultural Fields	Mean	S.D.	Lower Range	Upper Range	Criteria
Social-Cultural Adaptation	23.00	3.580	22.61	23.40	high level
Academic Adaptation	22.32	4.148	21.86	22.78	high level
Environmental Adaptation	19.91	3.560	19.52	20.31	moderate level
Psychological Adaptation	22.14	3.832	21.70	22.57	high level

Based on the amount of mean scores of the Chinese understudies' crosscultural transformation execution in Table 2, we can see that they performed somewhat well in the four fields of diverse variation. Notwithstanding, it showed that the Chinese understudies scored a moderate level in adjusting to the climate however scored an undeniable level in adjusting to social and social, scholarly and mental fields. This outcome is generally in accordance with the assessment from the 32 Chinese understudies' interviewees.

To comprehend the diverse exhibition in multifaceted transformation process between various Chinese understudy gatherings, a factual investigation of the second piece of survey was led, and autonomous examples T-test strategy was utilized to decide if these distinctions were critical or not. The factual investigation results are displayed in Table 3, Table 4, Table 5 and Table 6.

Table 3: Independent Samples T-test for Four Fields of Cross-Cultural Adaptation between Male and Female Chinese Students  
T-Test for Equality of Mean

Parameter	F	T	df	Sig (2-tailed)	M.D	S.E.D
Social & Cultural Adaptation	4.59	-2.45	312	0.01*	-0.27	0.11
Academic Adaptation	2.67	-3.24	312	0.00*	-0.37	0.12
Environmental Adaptation	0.01	-2.23	312	0.03*	-0.25	0.10
Psychological Adaptation	2.53	-2.64	312	0.01*	-0.28	0.10

\*Significant at 0.05 level; M.D = Mean Difference, S.E.D = Standard Error Difference

The factual investigation results showed that there was diverse crosscultural variation execution between various Chinese understudy gatherings. It very well may be finished up as:

(a) Male understudies performed better compared to female understudies in every one of the four fields of diverse transformation.

(b) Yunnan understudies performed preferred in mental transformation field over Non-Yunnan understudies.

(c) Thai significant understudies performed better in friendly social transformation, and ecological variation than Non-Thai significant understudies.

(d) Long-term understudies performed better in every one of the four fields of crosscultural variation than medium-term understudies. (It is likewise in accordance with Chinese understudies' 'U-bend' assessment).

#### Conversations

The Chinese understudies had positive changes in the four fields of crosscultural transformation while learning at the upper northern Thai colleges, the course of their multifaceted variation generally follow a U shape, this was upheld by Lysgarrd's 'U-Curve' hypothesis. Furthermore, a large portion of Chinese understudies performed well in friendly social, scholarly, and mental fields, however they just had moderate transformation in climate field. The explanation is that ecological elements can't be changed effectively and understudies needed to acknowledge it inactively. Besides, unique Chinese understudies bunch performed distinctively in the four fields of diverse variation, the potential reasons were talked about as follows:

- Male understudies performed better compared to female understudies in all culturally diverse variation fields. Reason 1: Male understudies will in general show improvement over female understudies in adapting to new climate like new convenience, distinctive type of transportation.

Reason 2: Male understudies were better in looking for data (disconnected and on the web) furthermore, making companions in an outside country than female understudies, these attributes assisted them with turning out to be better adjusted in a host climate.

Reason 3: Due to the little extent of male Chinese understudies in Thai colleges, they felt less rivalry than female Chinese understudies, and they were more fulfilled with regards to the school life.

Reason 4: Compared to male Chinese understudies, female Chinese understudies were more delicate and showed more mental issues during their first stay in the host climate.

- Yunnan understudies performed better compared to Non-Yunnan understudies in mental transformation field

Reason 1: The south and west piece of Yunnan has comparative climate and food or even culture (Dai Minorities) with Thailand, it diminished the abnormality and 'Culture Distance' for Yunnan understudies, and assisted them with being settle down rapidly and adjust better compared to understudies from different territories of China.

Reason 2: Yunnan understudies make up the greatest extent of Chinese understudy bunches examining in the upper northern Thai colleges, thus, they can help each other while living in a far off country, the so-called 'Reconciliation Effect' will assist them with bettering adjust to the host climate.

- Thai significant understudies performed better in friendly social, and natural variation than Non-Thai significant understudies.

Reason 1: The upside of understanding Thai language assisted Thai with majoring understudies have better execution in friendly social variation field.

Reason 2: The language advantage likewise assisted Thai with majoring understudies adjust well in the host climate, for example, it is simpler for Thai language significant understudies to track down a superior convenience or transportation because of their familiarity with Thai.

Reason 3: Thai significant understudies were the biggest gathering in the upper northern Thai colleges, they can help each other during their time in Thailand, 'Coordination Effect' helps for this situation too.

Reason 4: Most Thai significant understudies partook in "3+1" or "2+2" joint instructive program between Thai colleges and Chinese colleges, they had a Chinese educator responsible for the gathering and had an unmistakable report plan for a couple of years, thusly, they as a rule realized how to utilize the restricted a couple of year time span to learn at Thai colleges, then, at that point, gotten the necessary credits upon their re-visitation of China.

- Long-term Chinese understudies performed better in every one of the four fields of crosscultural transformation than medium-term Chinese understudies.

Reason 1: Long-term understudies made some more drawn out memories to diminish 'Culture Shock' and it at long last added to the improvement of their diverse variation.

Reason 2: Long-term understudies ordinarily have longer an ideal opportunity to get acquainted with the have climate and had positive changes during the time of their review, so they will continuously work on their diverse flexibility.

Reason 3: Long-term understudies were more ready prior to going to study in Thailand, this assisted them in adapting to monetary and mental transformation issues or different challenges.

#### The Main Difficulties Chinese Students Encountered

Aftereffects of Structured Questionnaire (section three)

The Multiple Regression Analysis (MRA) was utilized to discover the primary challenges Chinese understudies experienced while they were contemplating in Thailand, and the results of MRA model were recorded (see Table 7).

Table 7: Multiply Regression Analysis Model Summary

Independent Variables	MRA Model				
	Unstandardized Coefficient	Standardized Coefficient	Regression Coefficient	t-value	Significant Level
	B	Std. Error	Beta		Sig.(p)
Constant	1.367	0.895		1.527	0.128
X <sub>1</sub> : be accustomed to Thai campus life	0.733	0.130	0.242	5.653	0.000***
X <sub>2</sub> : be able to understand courses	0.575	0.119	0.197	4.829	0.000***
X <sub>3</sub> : having good job prospect	0.529	0.114	0.191	4.639	0.000***
X <sub>4</sub> : be adapted to Thai customs and habits	0.430	0.141	0.122	3.050	0.002**
X <sub>5</sub> : getting enough support from Thai universities.	0.474	0.151	0.118	3.152	0.002**
X <sub>6</sub> : be able to use Thai transportation	0.381	0.119	0.121	3.206	0.001**
X <sub>7</sub> : be fitting-in Thai society	0.329	0.092	0.130	3.579	0.000***
X <sub>8</sub> : optimistic on the prospects of studying abroad	0.338	0.154	0.092	2.201	0.028*
X <sub>9</sub> : can find ways to deal with depression	0.273	0.109	0.101	2.519	0.012*
X <sub>10</sub> : be adapted to Thai style of teaching	0.233	0.111	0.082	2.105	0.036*
X <sub>11</sub> : having internship opportunities	0.300	0.149	0.089	2.013	0.045*

The consequences of MRA investigation showed that eleven parts of issues were critical indicators of Chinese understudies' multifaceted variation process. These eleven issues were considered as fundamental hardships that Chinese understudies experienced during their time of study in the upper northern Thai colleges. Moreover, the MRA Model with eleven hardships could decipher 60.6% (Adjusted R<sup>2</sup>) of the VARIANCE in the general understudies' crosscultural transformation process.

The MRA model can be composed as:

$$Y = 1.367 + 0.242X_1 + 0.197X_2 + 0.191X_3 + 0.122X_4 + 0.118X_5 + 0.121X_6 + 0.130X_7 + 0.092X_8 + 0.101X_9 + 0.082X_{10} + 0.089X_{11}$$

Where, Y=Chinese understudies' multifaceted variation process, X<sub>1</sub> to X<sub>11</sub> are principle troubles Chinese understudies experienced.

The MRA model demonstrated the solid connection between the Chinese understudies' culturally diverse variation process and the principle challenges they experienced. Since we denoted each question thing utilizing the five-point Likert Scale going from 1 (emphatically consent) to 5 (firmly deviate), the higher the score understudies gave, the lower the exhibition they encountered, for example the more trouble they were confronting. All in all, the eleven autonomous factors (hardships) Chinese understudies scored had huge negative effects on their diverse variation process. The primary hardships Chinese understudies experienced can be recorded as follows:

- (1) Not acquainted with Thai grounds life ( $\beta=0.242$ ,  $p<0.0001$ ).
- (2) Having trouble in getting courses ( $\beta=0.197$ ,  $p<0.001$ ).
- (3) Not having great job possibilities ( $\beta=0.191$ ,  $p<0.001$ ).
- (4) Having trouble finding a place with Thai society ( $\beta=0.130$ ,  $p<0.001$ ).
- (5) Not adjusted to Thai traditions and propensities ( $\beta=0.122$ ,  $p<0.01$ ).
- (6) Having trouble in utilizing Thai transportation ( $\beta=0.121$ ,  $p<0.01$ ).
- (7) Not getting sufficient help from Thai colleges ( $\beta=0.118$ ,  $p<0.01$ ).
- (8) Cannot track down ways of managing misery ( $\beta=0.101$ ,  $p<0.05$ ).
- (9) Not hopeful with regards to concentrating on abroad and the future ( $\beta=0.092$ ,  $p<0.05$ ). (iv: mental transformation issue)
- (10) Hard to track down entry level position openings ( $\beta=0.089$ ,  $p<0.05$ ).
- (11) Not adjusted to Thai way of instructing ( $\beta=0.082$ ,  $p<0.05$ ).

#### Conversations

The factual investigation shows that 11 parts of troubles are essentially compelling to the Chinese understudy's culturally diverse variation process. As indicated by the coefficient Beta and critical level (<

0.001), 'Being not acclimated with Thai grounds life' positions first that would influence understudies' crosscultural variation most, 'experiencing issues in understanding courses' positions the second compelling, 'not having great job possibilities' positions the third powerful, and 'experiencing issues finding a place with Thai society' follows. These are the main four impacts. The potential reasons were talked about as beneath:

- Not being acquainted with Thai grounds of life

Reason 1: The Chinese understudies didn't comprehend Thai advanced education framework, didn't get acquainted with Thai method of educating, curious about the standards and guidelines in grounds. Some of them felt an incredible 'culture shock' toward the start of their review life;

Reason 2: Language hindrance, outsider climate like sweltering climate, Thai food, transportation issues carried more troubles to Chinese understudies' transformation in Thai grounds life too.

Reason 3: Being far away from their old neighborhood, Chinese understudies typically experienced mental issues like dejection, achy to visit the family, sorrow, tension, stresses. These forestalled them becoming acclimated with grounds life.

- Having trouble in getting courses

Reason 1: Most of the Chinese understudies answered to experience issues in understanding a course because of their poor unknown dialect level (both English and Thai), the correspondence issues were the as a matter of first importance trouble Chinese understudies experienced while concentrating abroad.

Reason 2: Some Chinese understudies had low inspiration to concentrate abroad because of various reasons, for example, a lot of amusement or voyaging. This additionally prompted helpless scholastic presentation during their time at Thai colleges.

- Not having great job possibilities

Reason 1: The Chinese understudies graduated with a Thai college's single guy degree didn't have a lot of seriousness in the work markets both home and abroad, a few organizations like to select understudies with college degree from western nations like USA and UK.

Reason 2: The upper northern Thai colleges had insufficient global programs for Chinese understudies to pick, most Chinese college understudies were studying Thai dialects. What's more, the instruction nature of the upper northern Thai colleges isn't comparable to the well known colleges in Bangkok or different locales of Thailand, so they can't rival them.

Reason 3: The quantity of Chinese understudies examining in Thai colleges has expanded quickly lately, and more Chinese alumni are remaining in Thailand to secure positions, particularly in business and the travel industry areas, this has prompted an increment in rivalry for work in work markets.

- Having trouble finding a place with Thai society

Reason 1: Cultural issues for the most part thwart Chinese understudies to fit in Thai society, these issues incorporate newness to Thai societies, customs, accepted practices, religions. Social misconception and poor relational relations had the most unfavorable impact.

Reason 2: The supposed Ethnic Social Communication (ESC) had negative effects on the Chinese understudies' multifaceted transformation. ESC on understudies means to collaborate and speak with Chinese gatherings just in the outside country, this aides Chinese understudies to become settled rapidly toward the start of their abroad life, but it forestalls Chinese understudies' positive changes in the host climate and it prevents the course of their multifaceted transformation over the long haul. The more Chinese understudies depend on ESC, the less they became acclimatized with Thai society.

#### Ideas

In view of the aftereffects of inside and out interviews, center gathering conversations and factual examination of the organized survey, the pragmatic ideas were advanced to Chinese understudies in assisting them with turning out to be better adjusted to the host climate and to Thai colleges as far as working on their instructive projects. Moreover, a portion of the ideas are valuable not exclusively to Chinese understudies and Thai colleges, yet additionally to different specialists and specialists.

#### Ideas to Chinese understudies

- In social-social variation field

(a) Try to get acquainted with Thai grounds existence with assistance of Chinese cohorts who came to Thai college before or Thai instructors and companions at the college.

(b) To foster relational abilities, to extend friend network while considering in Thailand, take an uplifting perspective toward troubles in the multifaceted variation process, and bit by bit acclimatize Thai society.

(c) Try to learn more information on Thailand, society and its kin, put oneself into the host social setting, lastly adjust to Thai traditions and propensities.

(d) To look for social backings to work on one's finding a place with Thai society, this social help for the most part comes from relatives, Thai heads, Thai educators and colleagues, it additionally incorporates web-based media and online assets.

● In scholastic transformation field

(a) To pick a significant which you are truly intrigued, buckle down on unknown dialects (Thai and English) to get courses.

(b) Try to take part mid-term/last term temporary job organized by the host colleges if accessible; To find in-grounds and off-grounds entry level position openings with the assistance of educators, understudies or instructive specialist.

(c) Try to change one's review propensities to Thai way of educating, utilize Thai college offices.

(d) To fabricate trust in scholarly region and figure out how to be hopeful with regards to concentrating on abroad and future vocation.

● In climate variation field

(a) To get ready for the new transportation and traffic states of Thailand, and figure out how to ride a bike on state of remaining safe.

(b) To get to know Thai college framework, guidelines, majors and projects, and make an honest effort to be familiar with Thai grounds life.

● In mental variation field

(a) To look for help from proficient brain research expert or specialist while in the circumstance of sorrow, upset, nervousness.

(b) Try to keep up with mental wellbeing and to tackle mental issue with the assistance of relatives, family members, educators, and companion understudies.

(c) To utilize current correspondence innovation and web-based media like WECHAT and LINE to keep contact with loved ones.

Ideas to Thai colleges

● In social-social transformation field

(a) To give more backings to Chinese understudies while they are learning at upper northern Thai colleges, these backings incorporates both scholarly perspectives and social-social angles.

(b) To arrange direction meetings for Chinese understudies toward the start of every semester, and to acclimate them with grounds life, offices, instructing staffs.

(c) To assist Chinese understudies to build up great associations with Thai educators and understudies.

(d) To orchestrate nearby exercises to assist Chinese to connect with Thai individuals.

● In scholastic transformation field

(a) To help Chinese understudies in their unknown dialect learning, to give short instructional classes in English and Thai language for recently enlisted understudies toward the start of every semester.

(b) To change its training style to address Chinese understudy's issues, however attempt to keep up with its global showing mode and climate.

(c) To give get-away and graduation entry level position openings for Chinese understudies and offering assistant grant to them if conceivable; to offer guidance on Chinese understudies' temporary job practice and vocation.

(d) To give assistance and data on Chinese understudies work chasing or help them in proceeding with learn at expert or Ph.D. level.

● In climate variation field

(a) To give nearby transportation transport to every single worldwide understudy.

(b) To keep up with its overall quite safe climate in grounds, attempt to build interest in its showing offices, dorm offices and so forth, and give grants to draw in more Chinese understudies.

● In mental transformation field

(a) To give mental directing and vital assistance to Chinese understudies when they experience mental issues.

(b) To assign full-time educator for every Chinese understudies' gathering while they are contemplating in the upper northern Thai colleges.

(c) To urge Chinese understudies to learn at the upper northern Thai colleges by further developing showing quality and generally intensity of the college. This draws in more Chinese understudies to come, yet additionally makes them more hopeful with regards to their future.

●Extra Suggestions to Thai colleges

Under the structure of the 'Belt and Road Initiative'(BRI), China are escalating all-round social and instructive participation with nations along the courses and hubs of BRI, Thai government could make a move to fortify high schooling collaboration among Thailand and China. Along these lines, additional ideas to the upper northern Thai colleges are recorded as follows:

(a)To offer more worldwide projects with serious educational expenses, which are appropriate for Chinese understudies.

(b)To work on its global climate and scholastic related perspectives like worldwide grounds, ideas in training, showing technique and style, educational program plan.

(c)To utilize its local benefit and attempt to draw in Chinese understudies through instructive presentations, affirmation advancement fairs or other instructive trade exercises.

(d)To develop association with more China colleges and build up more joint instructive projects with Chinese colleges with local benefit like Yun Nan and Guang Xi region.

Table 4: Independent Samples T-test for Four Fields of Cross-Cultural Adaptation between Yunnan and Non-Yunnan Students

T-Test for Equality of Mean

Parameter	F	T	df	Sig (2-tailed)	M.D	S.E.D		
Social & Cultural Adaptation			4.26	1.48	312	0.14	1.69	0.11
Academic Adaptation	0.24		1.50	312	0.13	0.18	0.12	
Environmental Adaptation			0.69	0.05	312	0.96	0.05	0.11
Psychological Adaptation			0.07	1.83	312	0.05*		0.20

\*Significant at 0.05 level; M.D =Mean Difference, S.E.D = Standard Error Difference

Table 5: Independent Samples T-test for Four Fields of Cross-Cultural Adaptation Between Thai Major Students and Non-Thai Major Students

T-Test for Equality of Mean

Parameter	F	T	df	Sig (2-tailed)	M.D	S.E.D		
Social & Cultural Adaptation			1.02	2.60	312	0.01*		0.25
Academic Adaptation	0.44		1.26	312	0.21	0.13	0.10	
Environmental Adaptation			1.11	2.10	312	0.04*		0.20
Psychological Adaptation			0.20	0.99	312	0.32	0.09	0.09

\*Significant at 0.05 level; M.D=Mean Difference, S.E.D=Standard Error Difference

Table 6: Independent Samples T-test for Four Fields of Cross-Cultural Adaptation between Medium-term Students (months  $\leq$  6) and Longterm Students ( $\geq$  6 months)

T-Test for Equality of Mean

Parameter	F	T	df	Sig (2-tailed)	M.D	S.E.D		
Social & Cultural Adaptation			4.35	-1.80	312	0.05*	-1.71	0.10
Academic Adaptation	5.02		-2.51	312	0.01*	-0.26	0.10	
Environmental Adaptation			0.32	-2.04	312	0.04*	-0.21	0.09
Psychological Adaptation			1.13	-2.15	312	0.03*	-0.20	0.09

\*Significant at 0.05 level; M.D=Mean Difference, S.E.D=Standard Error Difference

### III. CONCLUSIONS

Based on the long periods of distributions of the writing, these issues have existed since the foundation of the primary Confucius Institute and have not yet been settled. The Confucius Institutes are tremendous and complex instructive and social associations. They are dissipated everywhere, situated in nations with various social foundations and public conditions. The topographical scattering and significant distance present extreme difficulties to the board and assessment. These issues are hard to settle by customary administration strategies. In any case, as of now, the fast advancement of science and innovation has given groundbreaking thoughts and specialized help, which make issues settling conceivable . Tian (2018) shows that in the present time, how to viably utilize large information to assist ventures with overseeing HR—ability enrollment, work arrangement, execution assessment, to streamline the coordinating of staff and positions, work on the proficiency of HR the board while further developing effectiveness—is a significant theme worth contemplating. What's more, Hayden (2019) calls attention to that Internet of Things (IoT) applications in schooling will be the establishment on which homerooms work. Understudies will be naturally considered present or late when the ringer rings. Wearable gadgets will decide when the class is excessively drained or withdrawn and may require a break, and whiteboards will record all notes taken in a class. Shrewd mouthpieces might even perceive when an instructor

makes reference to there is a schoolwork task due and update understudies' organizers as needs be. The rise of new procedure, for example, the Internet of Things (IoT) and Big Data have exhibited its immense information examination abilities in horticulture, enterprises, and transportation. Later on, the Internet of Things (IoT) and Big Data will be connected to the coordinating of work force and positions, to address more misuse of HR, confuse issues, and ideal portion of social assets. With the expansion of the contribution to the sight and sound study hall and other showing assets in schools and colleges, how to make the showing climate extensively canny to viably utilize and oversee media showing hardware has turned into a central issue. Using these procedures, the information of the social correspondence of Confucius Institutes can be sent to the base camp continuously, and the attributes and exceptional meetings of the instructors will likewise be broke down by the Big Data framework and the ideal task plan will be gotten right away. These can guarantee the credibility, productivity, adequacy and instantaneousness of social correspondence.

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