

# The Role of International Exchange Programs on Nanchang University Students' Views in China

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## Abstract

This quantitative study investigates the experiences, motivations, challenges, and outcomes of students participating in international exchange programs at Nanchang University in China. Employing a cross-sectional research design, the study aims to shed light on the impact of language proficiency, cultural exposure, and academic support on cross-cultural adaptation and overall satisfaction among participants. The sample size of approximately 491 students is determined using the Krejcie and Morgan (1970) table, and a stratified random sampling approach ensures diverse representation across academic disciplines, years of study, and gender categories. Structured questionnaires and statistical analysis are used to gather and interpret data, focusing on variables including language proficiency, cultural exposure, motivations, challenges, cross-cultural adaptation, and satisfaction. Ethical considerations ensure participant consent, privacy, and confidentiality. The findings are expected to contribute to a comprehensive understanding of the international exchange experiences at Nanchang University, offering insights for the enhancement of these programs and their alignment with students' needs.

**Keywords:** International Exchange Programs, Cross-Cultural Adaptation, Language Proficiency, Cultural Exposure, Academic Support.

## Introduction

In today's increasingly interconnected world, international exchange programs have established themselves essential to students' development as individuals and as global citizens. These programs provide a rare opportunity for students to gain first-hand experience in a new academic environment while also being exposed to new perspectives. Their impact goes beyond national boundaries, fostering global citizenship and international understanding (Torres & Bosio, 2020).

One of the primary goals of international exchange programs is to expose students to new classroom environments and pedagogical approaches. Students who take advantage of the opportunity to study abroad gain exposure to new methods of instruction, curricular formats, and research techniques. This broadens their academic horizons and helps them adjust more easily to new situations. Chinese engineering student might gain from exposure to European

teaching methods, which could broaden their perspective and improve their capacity to solve problems.

The advantages of participating in an international exchange program are not limited to the classroom. These programs rely heavily on cultural immersion to expose students to new ways of life, tongues, and customs (Parmegiani, 2022). Having the ability to communicate effectively across cultural barriers is becoming increasingly important in today's globalized society. This kind of experience not only helps people become more appreciative of different cultures, but it also helps them gain the skills necessary to speak effectively across cultural boundaries. Students create a worldwide community of individuals who understand and value diversity while simultaneously recognizing and identifying shared ideals via their interactions with peers who come from a range of backgrounds. This community is global in scope.

International exchange programs also have a significant impact on participants' individual development. Resilience, independence, and self-confidence are bolstered via the experiences of moving to a new place, adjusting to daily living in an alien culture, and generally stretching one's boundaries. When they come back, students who participated in student exchange programs often report having a greater understanding of themselves as well as a deeper appreciation for the variety of possible human experiences (Fukuda & Nishikawa Chávez, 2021). These life-altering experiences broaden their perspectives and strengthen their ability to empathize with and find solutions to pressing global problems.

The global pandemic, and the COVID-19 crisis in particular, have had serious effects on global exchange initiatives. There has been a reevaluation of the viability and safety of these programs due to travel limitations, health concerns, and doubts about the sustainability of academic activities abroad. The epidemic may have stifled progress in physical transportation, but it has sparked creativity in the field of digital commerce (Verma & Gustafsson, 2020). Students can now work on cooperative projects, attend seminars together, and participate in cultural exchanges with their international peers without leave their homes. This shift highlights the resilience of international education and its dedication to preserving cross-border linkages despite challenges.

The transforming power of foreign exchange programs is increasingly being acknowledged and promoted by universities and schools around the world. In addition to enhancing the reputation of the university and expanding its international connections, these programs are a major draw for students looking for meaningful educational experience. Education is a significant instrument for establishing bridges between nations, and collaborations between universities promotes academic research, cultural interaction, and diplomatic ties (Laufer et al., 2021).

However, obstacles remain within the framework of exchange programs abroad. Students, especially those from economically disadvantaged homes, may face financial constraints that prohibit them from making full use of these chances. Even though scholarships and financial aid programs are crucial to making exchange programs accessible to more people, more work has to be done to raise public knowledges of these options and find ways to alleviate financial barrier for students.

As a result of its long history and recent fast industrialization, China has become a focal point to international exchange and cultural understanding. China's dedication to cultivating global competence among its students and enhancing its place in the global education landscape is shown in the widespread popularity of its international exchange programs within the country.

China's commitment to international education is reflected in the nation's universities' eagerness to embrace globalization (Ebrahimi & Yusoff, 2020). As a result of the establishment of connections between Chinese universities and their equivalents in other areas of the world, a broad variety of exchange programs have been developed with the intention of fostering the intellectual, cultural, and personal growth of students. These initiatives not only promote mutual learning, but also help participants better comprehend Chinese culture and customs.

Immersion in a society undergoing fast transformation is a unique element of international exchange programs in China. China's rich cultural history and position as an economic superpower make the country an excellent educational destination. Ancient temples and modern buildings provide a striking visual for students, demonstrating how the two eras may coexist. The learning opportunity presented by this novel fusion of historical breadth and cutting-edge innovation is unparalleled.

China places a high value on language learning as its international exchange programs (DeWitt et al., 2022). By living with locals and delving into the great breadth of Chinese literature and media, students studying in China are immersed in the language and culture. Learning a new language is a great way to improve your exchange experience and your professional possibilities in today's globalized economy.

With growing tech industry and focus on innovation, students who participate in international exchange programs in the STEM fields are exposed to the most recent findings in their respective fields. The scientific community benefits from collaborations with Chinese scientists, institutions and students gain valuable exposure to real-world issues.

However, there are difficulties that must be taken into account while planning international exchange programs in China. Foreign students may feel overwhelmed at first by the cultural contrasts they encounter with, especially the huge gap between Western and Chinese social conventions (Nam et al., 2023). It takes flexibility and open-mindedness to master many modes of expression, social norms, and cultural customs. Chinese universities are aware of this, thus they frequently provide students with cultural orientation courses to help them adjust.

Students who do not speak Chinese may also struggle due to language problems. While English-taught courses are becoming increasingly common at Chinese institutions, fluency in Mandarin is still helpful for facilitating communication and assimilating into Chinese society. To help their students improve their linguistic abilities, many universities offer linguistic resources including language classes and discussion partners.

International exchange programs may also be affected by the Chinese government's policies and laws (Tajudeen, 2023). International exchange programs in China faced extraordinary challenges due to the current COVID-19 outbreak. Physical mobility has been reevaluated due to travel constraints, quarantine regulations, and concerns about the sustainability of academic activities. China, like many other nations, has embraced virtual exchange projects, using the internet to keep in touch with people around the world and promote cooperation between nations.

### **Problem Statement**

Although foreign exchange programs in higher education are becoming increasingly common and important, little is known about how students' experiences differ depending on their school. This is especially true at China's Nanchang University. There is a shortage of research that specifically examines the perspectives of students in this type of university context, despite the fact that the existing literature provides useful insights into the overall benefits and problems of international interaction (Nsanzumuhire & Groot, 2020). This study seeks to fill that void by investigating the following major issues:

First, the majority of the literature focuses on the benefits of international exchange programs, such as increased intercultural competence, personal development, and academic enrichment. However, there is a lack of comprehensive research into what drives students at Nanchang University to take part in such initiatives. Students will be more invested in and satisfied with the program if the offerings and support mechanisms are designed and their goals in mind (García-Peñalvo, 2021).

Second, although issues like as language hurdles, adaption difficulties, and financial limits are recognized in the literature, there is little empirical research that investigates how these difficulties emerge within the specific settings of Nanchang University. The specifics of these obstacles that Chinese students face may vary depending on their cultural norms, language skills, and socioeconomic status. In order to effectively create targeted treatments to addresses these obstacles, a comprehensive examination of these issues is required.

Thirdly, the COVID-19 epidemic has changed the faces of exchange programs and disturbed international education (Laar et al., 2021). Despite this, there is a dearth of studies examining how the epidemic affected students at Nanchang University, specific in terms of their outlooks, choices, and encounters. Examining the impacts that students' worries about safety, program continuity, and health have on their decisions to engage in international exchange programs. shows how worldwide migration is changing as a result of global challenges.

While financial aid and scholarships have been shown to help students participate in international exchange programs, little is known about how well-known and accessible these opportunities are among students at Nanchang University. Strategies to enhance inclusion and equitable access can be informed by a thorough assessment of students' awareness of available funding choices and the extent to which financial restrictions impede their involvement (Fung et al., 2022).

Finally, the perspectives of returned exchange students are generally underrepresented in academic studies. The long-term advantages of exchange programs can be better understood

if participants share how their overseas experience has affected their studies, job goals, and outlook on life. The discussion of the long-term effects of exchange programs is enriched by an examination of the post-exchange paths of students at Nanchang University.

Finally, there hasn't been a thorough study of how students at Nanchang University feel about international exchange programs, so there's room for investigation there. This research aims to fill this knowledge vacuum by exploring the unique perspectives, experiences, and expectations of Nanchang University students (Rosli et al., 2022). This research intends to add to the current body of knowledge by exploring these issues in order to inform the development of more targeted and effective foreign exchange programs, as well as measures to provide ongoing support to students participating in such programs. This study fills a gap in the literature by examining how the COVID-19 epidemic affected international students' ability to study abroad, and it provides valuable insight into the resilience of the higher education system in the face of global disruptions.

### **Research Aim**

The purpose of the assessment focuses on the student's perspective of the university on international collaboration study based on globalisation in the Nanchang University of Jiangxi Provinces of China.

### **Research Objective**

1. To investigate the impact of cultural exposure on cross-cultural adaptation among students participating in international exchange programs at Nanchang University.
2. To examine the relationship between language proficiency and cross-cultural adaptation among students participating in international exchange programs at Nanchang University.
3. To determine the impact of financial support on cross-cultural adaptation among students participating in international exchange programs at Nanchang University.
4. To identify the relationship between virtual/online engagement and cross-cultural adaptation among students participating in international exchange programs at Nanchang University.
5. To assess the mediating impact of cultural competence on cross-cultural adaptation among students participating in international exchange programs at Nanchang University.

### **Literature Review**

As a result of the phenomenon of globalization, which has brought about both of these results, opportunities and problems have evolved in the sphere of education and cultural contact. These implications have been brought about as a consequence of globalization. The landscape of foreign exchange programs has been radically affected as a result of the influence of this phenomena, which has led in both positive and negative outcomes as a consequence of its influence. With the goal of satisfying the ever-evolving requirements and expectations of all parties involved, including the teaching staff as well as the students, these programs were developed with the objective of catering to the needs and expectations of all parties concerned. In particular, this is due to the fact that the world is becoming more interconnected, which has led to the expansion of a variety of initiatives. This is the primary factor that is responsible for this phenomena. When it comes to foreign

exchange programs, globalization has an impact in a wide variety of different ways and on a large variety of different occasions. There are many instances of these effects, some of which include the design of the program itself, as well as the experiences that students have while they are participating in the program. Over the course of the past few years, the idea of globalization has been getting more and more traction as time has gone on.

The number of foreign exchange programs that are open to the general public has increased as a direct result of globalization. These programs are offered to both individuals and businesses. Globalization has resulted in a number of large implications for these initiatives, and this particular effect is among the most significant of those big effects. Globalization has also brought about a number of other significant consequences. Additionally, the process of globalization has resulted in the emergence of other channels of communication that are able to cross international borders. There are currently more students than ever before who are able to pursue their education in a jurisdiction that is located outside of their own nation. This is a phenomenon that has become increasingly prevalent in the modern world. Within the next few years, it is anticipated that this number will continue to increase. Specifically, this is a direct result of the technological improvements that have been made in the areas of transportation and communication. A greater number of people have been able to join in exchange programs as a direct result of this improvement in accessibility, which has led to an experience that is also more satisfying for all of those individuals who actively participated in the program (Chan, 2020). As a consequence of this, there has been a rise in the number of individuals who are currently taking part in exchange programs. The process of globalization has resulted in an increase in the number of different program possibilities that are currently available to individuals. This is a consequence of the fact that globalization began. This category of activities encompasses the opportunity to participate in traditional exchanges that last for the duration of a semester. Traditional exchanges, as well as chances for short-term and virtual exchanges, are also covered in this category. Additionally, this category encompasses opportunities for virtual exchanges. When programming of this kind is designed, it is done so with the purpose of catering to a wide variety of preferences and requirements in a large variety of various locales.

Furthermore, globalization has had an effect on the goals and characteristics of programs that are intended to enhance educational exchanges between countries all over the world. These programs are designed to improve educational exchanges between countries. Another topic that piques people's curiosity is this one. Within the framework of the contemporary educational system, the development of students' global skills is receiving an increasing amount of attention and stress. This is something that is becoming increasingly important. According to Bahri and Lugo's 2020 research, some examples of competences that fall under this category are the capacity to communicate across cultural barriers, the ability to adapt to new situations, and an understanding of the problems that are experienced in different parts of the world. These are only a few examples of the competencies that fall under this category. There are many more. One of the features that is gaining more and more recognition as being vital in a society that is becoming more and more international is this particular attribute. Within this culture, individuals are more likely to engage in personal and professional interactions with others who come from a variety of cultural origins. This is true in both personal and professional contexts. This holds true for interactions that are both personal and

professional in nature. This holds true for interactions that are of a professional nature as well as those that are of a personal nature.

The greater emphasis that is placed on environmentally responsible trip planning and the maintenance of sustainable environments is one of the most prominent effects that globalization has had on international exchange programs. This is one of the most notable effects that globalization has had. One of the most significant effects that globalization has had on the design of international exchange programs is profound. The process of globalization has had a substantial impact on the programs that are aimed to develop international interactions. This impact has been brought about by the fact that globalization has occurred. The general public's knowledge of environmental issues has increased, which has led to an increase in the number of exchange programs that are incorporating sustainability into their one-of-a-kind curriculum and operations. This has led to an increase in the number of exchange programs that are embracing sustainability. The level of environmental consciousness among the general population is directly proportional to the outcome of this association. Attributes that are included in this category include the dissemination of information regarding environmentally responsible travel options, the cultivation of cultural and environmental stewardship among participants, and the incorporation of topics related to sustainability into academic content (Berketova & Volodina, 2020). These are just some examples of the things that fall under this category. These are just some of the things that fall under this category; there are many more possibilities.

The function that technology plays in international exchange programs has undergone a significant amount of change as a direct consequence of globalization. The function that technology plays in these projects has been impacted as a result of this evolution. This influence has been so substantial because globalization has had a big impact, which is the reason why this impact remains so significant. During the time that they are attending school in a different country, it is now much simpler for students to maintain communication with their families as well as the educational institutions that they are attending. This aspect of the problem may be traced back to the proliferation of digital communication technology, which is primarily responsible for it. It is now possible for us to communicate with them because of the technologies that have been developed. Furthermore, the emergence of virtual exchange programs, which received a great deal of attention during the COVID-19 outbreak, has led to an even greater extension of the field of international education. International education has become more widespread as a result of this. (Szoke & Department of International Studies and Communication Széchenyi István University, Győr, Hungary, 2020) These programs have made it possible for students who might not have the financial means or the desire to go to participate in cross-cultural learning experiences. This has made it possible for students to participate in these experiences. The kids in question have been given the opportunity to take part in these events. These children have been provided with the opportunity to take part in the activities that are being discussed. These children have been given the opportunity to take part in the activities that are being mentioned, and they have participated in those activities. Moreover, the development of globalization has made it more difficult for projects that aim to encourage communication and connection on a global scale. This is an additional point of interest that should be taken into consideration. Accessibility and equality are two of the most significant variables that need to be addressed in order for the organization to achieve its goals and be successful in its undertakings. When it comes to accessibility, equity is the most

important factor. There is still a large level of difference between the individuals who are qualified to take part in exchange programs and those who did not meet the conditions for participation. In the majority of instances, these differences are related with characteristics such as socioeconomic standing, nationality, and the resources that are accessible to institutions. In spite of the fact that there are currently more opportunities than ever before to take part in exchange programs, there are still those that are not accessible (Biswas & Dygas, 2021). In spite of the fact that there are today more possibilities than there were in the past, this is the case. To ensure that the benefits of participating in foreign exchange are available to a more diverse group of students, it is imperative that these injustices be eliminated. This is a fundamental requirement that must be met.

worries have been raised over the potential cultural influence that may be generated by foreign exchange programs. These worries have arisen as a result of the growing interconnection of the world. In addition, in addition to the restrictions that are frequently associated with access, there are a number of other considerations that really need to be taken into consideration. The cultural homogeneity phenomenon raises the issue that local cultures and traditions run the risk of becoming eclipsed by strong global influences. This is a concern that is tied to the phenomenon of cultural homogeneity. In connection with the phenomenon, there is a problem that has been identified. Within the context of the phenomenon, this is a hurdle that needs to be conquered. To be more specific, we are discussing a problem that is connected to the phenomena of cultural uniformity of expression in this particular instance. It is of the utmost necessity for exchange programs to place a strong emphasis on the preservation of cultural traditions and to encourage connection with host cultures that is not only culturally respectful but also culturally relevant, as stated by Alekseeva et al. (2019). This is because it is of the biggest essential for exchange programs to be successful.

From the statement that is supplied on the page that follows, this is the conclusion that can be drawn from the information offered. For the purpose of catering to an audience that is located in various regions of the world, these programs are undergoing updates on a regular basis in order to meet the needs that are necessary. There have been a lot of changes that have been made, some of which include the incorporation of global skills and sustainability, as well as improvements in accessibility and diversity for the subject matter. These are just some of the changes that have been implemented. However, there are still obstacles that need to be overcome, such as issues around equity and access, in addition to the possibility of cultural fusion. These are only some of the challenges that need to be overcome. The challenges that need to be overcome are not restricted to just a few examples each and every one of them. In order to ensure that international exchange programs will continue to offer participants experiences that are not only helpful but also pleasant and respectful of their cultural backgrounds, it is of the utmost significance to take action in order to identify solutions to the problems that have been identified.

### **Theoretical Framework**

Cultural adaptation theory and social cognitive theory form the basis of the study's theoretical framework. Within the context of foreign exchange programs at Nanchang University in China, these frameworks give a lens through which to study the processes and mechanisms that affect students' experiences, problems, and outcomes.



**Cultural Adaptation Theory:** The study of how people deal with and adapt to new cultural contexts is at the heart of Cultural Adaptation Theory, which has its origins in the study of intercultural communication (Eko & Putranto, 2019). According to this view, the process of adjusting to new cultural surroundings involves several steps. When the novelty of the new culture wears off and people start to face difficulties and differences between their own cultural norms and those of the host culture, this is known as the "culture shock" period. The "adjustment" phase is reached when an individual puts in the time and energy necessary to learn about and adapt to the host culture.

Cultural Adaptation Theory provides a theoretical framework for analyzing the impact of international exchange programs on students. It offers a framework for examining the difficulties students have during the "culture shock" phase and the methods they use to overcome those difficulties and adapt to their new environment (Ali et al., 2021). This study incorporates this idea to illuminate the elements that aid or impede students as they progress through various stages, which in turn affect their total cross-cultural adaptation.

**Social Cognitive Theory:** According to social cognitive theory, which has its origins in psychology, people learn and change through observation, imitation, and engagement with the world and the people in it. Self-efficacy, or a person's confidence in his or her own abilities to complete tasks and produce desired results, is emphasized throughout this theory. Mastery experiences (previous successes), vicarious experiences (observing others), social persuasion (feedback and encouragement from others), and physiological states (physical and emotional conditions) all play a role in shaping one's sense of self-efficacy (Jenlink, 2020).

This research makes use of Social Cognitive Theory to examine how students' confidence in their own talents and the resources available to them at Nanchang University affect their success in adjusting to a new culture. According to the notion, those who have a high sense of their own ability to accomplish a task or achieve a goal are more likely to feel comfortable in unfamiliar cultural settings. In addition, students' observations of peers who have successfully transitioned to the host culture might impact the students' own views and behaviors, highlighting the importance of the function of vicarious experiences.

Nanchang University's international exchange programs can benefit greatly from the synergy between Cultural Adaptation Theory and Social Cognitive Theory (Li et al., 2023). While Social Cognitive Theory adds a psychological layer by looking at how students' self-efficacy beliefs and social influences alter their experiences, Cultural Adaptation Theory sheds light on the course of students' adaptation.

It is the hope of the study, which draws on these two theoretical frameworks, to shed light on the complex interplay between students' cultural adaptation processes, their confidence in their own skills, and the support networks that foster their adjustment. Students' experiences and outcomes in international exchange programs can be improved by having a more complete picture of the factors that contribute to effective cross-cultural adaptation and the mechanisms that can be leveraged to do so (Asarta & Schmidt, 2020).

### Conceptual Framework

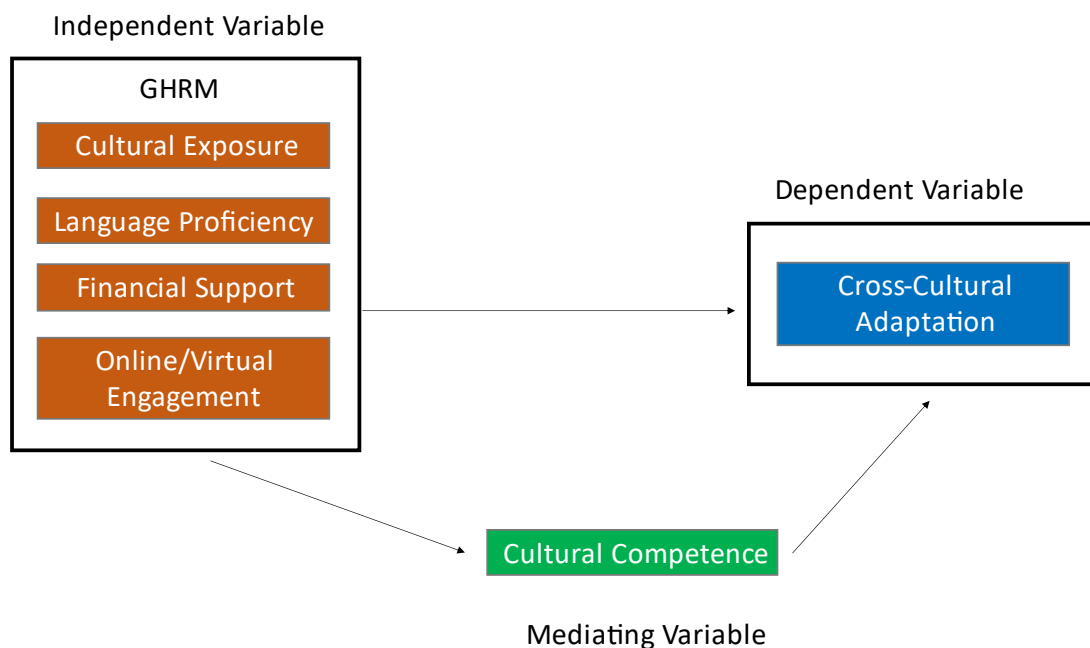


Figure 1: Conceptual Framework  
Source: Self-developed

### Methodology

Students at Nanchang University in China who took part in an international exchange program had their experiences, perspectives, and outcomes studied using a quantitative research design. The chosen research strategy is geared toward collecting quantifiable data amenable to statistical analysis, opening the door to the discovery of previously unnoticed connections, patterns, and tendencies.

Participants' data were collected using a cross-sectional research design at a single, predetermined time point. This method offers a snapshot of exchange students' lives at Nanchang University while participating in an international program. Cross-sectional designs are great for studying the state of affairs at a given time and examining the relationships between different variables.

Students currently enrolled or recently participating in international exchange programs at Nanchang University in China make up the study population. There are currently 130 foreign students studying at Nanchang University. Because of its reputation, Nanchang University attracts students from all walks of life and all corners of the globe. Individuals participating in international exchange programs within a particular cultural and educational context present a rare opportunity to study their experiences, motivations, challenges, and outcomes.

Students at all levels of education, from freshmen to graduates, participate in international exchange programs at Nanchang University. Diversity in cultural background, academic interest, and individual motivation for taking part in international exchange programs can be seen among the student body. The study's target population is college students because doing so will allow researchers to learn more about the dynamics of international experiences, the

effects of such programs on students' growth, and the factors that contribute to their satisfaction and success.

Several factors led to Nanchang University being chosen as the study's focus. Because of its location in Nanchang, the capital of Jiangxi Province in China, the university's focus on international exchange programs benefits from a rich environment. Because of its status as the provincial capital, Nanchang is well-positioned to take advantage of a variety of opportunities for international exchange and cooperation. The university's central location makes it easier for students to travel to other countries and visit other universities, creating an atmosphere that is ideal for international exchange.

Students from all walks of life can find something of interest at Nanchang University thanks to the breadth of study options. The diversity of disciplines fosters an exciting and stimulating multicultural atmosphere on campus. Jiangxi Province's recent economic growth and increased international involvement provide a timely context for studying the effects of international exchange on its students. Students' reasons for participating in such programs and their potential outcomes may be affected by the changing economic climate.

Interactions between international students and Nanchang's local community are facilitated by the city's urban character and the university's academic initiatives. Opportunities for cultural exchange extend beyond the classroom and into everyday life, enriching research into cultural adaptation in its entirety. The push for internationalisation at Nanchang University is in line with a worldwide movement in the field of higher education. The study's findings can enrich the conversation about international exchange programs by providing insights that are applicable to other institutions around the world.

Students currently enrolled or recently participating in international exchange programs at China's Nanchang University constitute the study's sample population. A representative and generalizable sample is essential for any study if its findings are to be applied beyond their specific context. The Krejcie and Morgan (1970) table, a standard tool for estimating sample sizes in scientific studies, is used to this end. The Krejcie and Morgan table offers a methodical means of computing the sample size needed for a given population. The table below can be used to determine a suitable sample size for a representative cross-section of the student body at Nanchang University participating in international exchange programs, considering the fact that this population size may change between academic years.

Using the Krejcie and Morgan table, we can estimate that a sample size of about 491 students would be ideal for this study. This number ensures that the results are representative of the larger population of students participating in international exchange programs at Nanchang University and thus statistically significant. Stratified random sampling is used to recruit students from a range of majors and years of study, as well as both sexes. This approach improves the sample's ability to reflect the population as a whole and takes into account possible differences in experience across subgroups.

## Data Analysis and Results

*What is the impact of cultural exposure on the cross-cultural adaptation process among students enrolled in international exchange programs at Nanchang University?*

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.725	.467		5.833	.000
	Cultural Exposure	.861	.022	.867	38.409	.000

a. Dependent Variable: Cross-Cultural Adaptation

There is an estimated increase of 0.861 units in cross-cultural adaptation for every unit increase in cultural exposure, provided that all other variables remain the same. This conclusion can be reached in light of the fact that the unstandardized coefficient (B) for cultural exposure is 0.861. It has been proved that this coefficient is statistically significant, with a p-value that is lower than 0.001 in the statistical analysis. The fact that this is the case suggests that there is a significant connection between the kids' exposure to a variety of cultures and their ability to adjust to different cultures.

0.867 is the value of the standardized coefficient (Beta) for cultural exposure when it is compared to the other components that are included in the statistical model. The findings of this study suggest that cultural exposure is a relatively significant factor in comparison to the other components. It is via this that one can accomplish the goal of gaining an awareness of the relative significance of cultural experience. According to the presence of a Beta value that is quite close to one, it can be deduced that exposure to other cultures has a significant impact on the capacity to adapt to different cultures. In light of this, it is clear that cultural exposure is significant in terms of the impact it has on the process of adaptation that occurs among students.

*What relationship exists between language proficiency levels and cross-cultural adaptation among students engaged in international exchange programs at Nanchang University?*

### Correlations

		Language Proficiency	Cross-Cultural Adaptation
Language Proficiency	Pearson Correlation	1	.874**
	Sig. (2-tailed)		.000
	N	491	491
Cross-Cultural Adaptation	Pearson Correlation	.874**	1
	Sig. (2-tailed)	.000	
	N	491	491

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The fact that the coefficient of correlation between language proficiency and cross-cultural adaptability is 0.874 suggests that there is a significant positive connection between these two variables. This can be derived from the fact that the coefficient of correlation is

substantial. The conclusion that can be drawn from this is that when students' levels of linguistic competence rise, there is a tendency for them to also enhance their capacity to adapt to different cultures. This is something that can be deduced from the information shown here. There is an additional factor that should be taken into consideration, and that is the correlation coefficient. This coefficient, which has a high level of significance ( $p < 0.01$ ), indicates that this connection is not likely to be the result of random chance. On the contrary, it is proof that there is a strong correlation between the ability to communicate in different languages and the ability to adapt to the cultures of other people.

*How does financial support affect the cross-cultural adaptation process for students participating in international exchange programs at Nanchang University?*

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.019	.410		4.931	.000
	Financial Support	.905	.020	.900	45.546	.000

a. Dependent Variable: Cross-Cultural Adaptation

There is an anticipated rise of 0.905 units in cross-cultural adaptation for every unit increase in the amount of financial assistance that is provided to students. This is indicated by the fact that the unstandardized coefficient (B) for financial support is 0.905, which suggests that all other components are held constant. It is worth noting that the coefficient under consideration is very significant ( $p < 0.001$ ), which suggests that there is a strong association between the supply of financial assistance and the capacity of students to adapt to diverse cultures.

This indicates the relative significance of financial help in contrast to the other variables that are included in the model. The fact that the standardized coefficient (Beta) for financial assistance is 0.900 demonstrates this. The relevance of this aspect in influencing the adaptation process among the students is highlighted by the fact that a Beta value that is close to one indicates that financial support has a considerable impact on cross-cultural adaptation.

*What is the influence of virtual/online engagement on the cross-cultural adaptation experiences of students involved in international exchange programs at Nanchang University?*

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.467	.426		5.786	.000
	Virtual/Online Engagement	.883	.021	.888	42.706	.000

a. Dependent Variable: Cross-Cultural Adaptation

There is an estimated increase of 0.883 units in cross-cultural adaptation for every unit increase in virtual/online engagement, provided that all other variables remain unchanged. This conclusion can be reached in light of the fact that the unstandardized coefficient (B) for virtual/online engagement is 0.883. Given that this coefficient is extremely significant ( $p < 0.001$ ), it shows that there exists a strong link between the students' engagement in virtual or online activities and their capacity to adjust to other cultures.

The value of 0.888 for the standardized coefficient (Beta) for virtual/online engagement represents the relative significance of virtual/online engagement in relation to the other variables that are incorporated into the model. This is because the value of the Beta coefficient is based on the other variables that are incorporated into the model. As a result of the fact that the Beta value is reasonably close to one, it is possible to draw the conclusion that intercultural adaptation is significantly impacted by engagement that takes place online or in virtual environments. Taking into consideration the fact that this component has the ability to impact the process of adaptation among pupils, this fact shows the significance of this component.

To what extent does cultural competence mediate the relationship between various factors (such as cultural exposure, language proficiency, financial support, and virtual/online engagement) and cross-cultural adaptation among students at Nanchang University participating in international exchange programs?

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.651	.298		2.183	.029
	Cultural Competence	.964	.014	.950	67.219	.000

a. Dependent Variable: Cross-Cultural Adaptation

It is possible to derive the conclusion that there is an estimated gain of 0.964 units in cross-cultural adaptation for every unit increase in cultural competence, provided that all other variables remain the same. This result may be reached in light of the fact that the coefficient for cultural competence is 0.964. According to the statistical analysis, this coefficient is extremely significant ( $p < 0.001$ ), which implies that there exists a strong positive connection between cultural competency and cross-cultural adaptability among the students who are enrolled in this particular educational establishment.

#### Conclusion

The findings of this research make an important contribution to our understanding of cross-cultural adaptation among students who are engaging in foreign exchange programs at Nanchang University. This is the perspective from which this study is examined. A large amount of information regarding the diverse nature of adaptation processes and the variables that facilitate successful adaptation experiences has been presented as a result of this study. Obtaining these conclusions requires doing an examination into the ways in which cultural exposure, language proficiency, financial help, virtual involvement, and cultural competency

all play a role in determining the outcomes of adaptation. The research highlights the value of comprehensive support services, activities that involve intercultural interaction, and institutional policies in the process of encouraging individuals' capacity to adjust to new situations and preserve their well-being while participating in exchange programs. This is an additional point of interest that is brought to light by the research. Nevertheless, it is of the highest significance to realize the limits of the study, which include its reliance on data that was self-reported, the characteristics of the sample, and the breadth of the statistical analysis. Despite these limitations, the study provides a platform for future research endeavors that aim to expand our understanding of the mechanisms involved in cross-cultural adaptation. These attempts have the additional goal of upgrading methodological techniques and addressing current trends and problems in the area. By building upon the insights that were collected from this study, researchers have the ability to continue to improve our understanding of cross-cultural adaptation and to provide information that can be used to inform the design of appropriate support services, treatments, and policies for exchange students all over the world.

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