

Cultural Adoption: A study of International Students Cultural Adoption and Educational Evaluation of Wuhan Textile University.

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Abstract: One of the main educational aims of the internationalization of higher education is to organize students to purpose in an international and inter-cultural context. Annually a huge number of international student were coming Chinese college and universities for their higher education which requires them to adjust to a new environment a new culture, often accompanied by a cultural shock experience. The study focused on current situation of international student and cultural adoption of international students and educational evaluation. This paper investigates and identifies some of the major factors affecting student's adoption of culture and learning system in China and we also investigate the educational evaluation about WTU's exiting students. For this paper we made a survey Questionnaire in Wuhan Textile University. We made this Questionnaire in several parts like family background, past experience, current situation, studying, living, future planning and also cultural adoption. The sample consisted of 104 international students in Wuhan Textile University. Descriptive statistics and multiple discriminant analyses were employed for data analysis. Cultural variety on university campuses creates best social opportunities for inter-cultural learning and its one of the major issue for an international student.

Key Words: International students, Cultural adoption, Academic performance Communication, internationalization, Evaluation of WTU education.

INTRODUCTION:

International students mean starts on a great adventure. They were flying to other countries anticipating to enlarging their Academic knowledge as well as their personal knowledge of the world. Adventures can be scary, and they can be face with the unexpected. Some international students might overcome unwanted situation and adjust insignificant cultural differences, while others may hide their inconvenience and endeavor to mix in, leading to continued confusion.

This investigation focused the adjustment procedure and culture shock involvement of international students in China by taking a gander at similarities and differences among international students at Wuhan Textile University considering the factor of principle effect of cross-cultural situation And cultural shock they encountered. The Chinese higher education market is huge, and the worldwide market for brilliant international students is progressively competitive [1]. Ministry of Education (MOE) has additionally covenanted to set up a two-sided understudy's trade program, that over the forthcoming years annually year china send 2500 Chinese students to go abroad and supports 10,000 foreign students to study in china. This pipeline of two-sided trade may make ready for outside students from the Belt and the Road nations, who have as of now profit by special government approaches. Beijing presently offers 10,000 places every year for students whose nations of origin are distinguished as a piece of one belt one street. This program has contributed in excess of 200,000 understudies from 64 of the 68 Belt and Road nations. In 2012, China's authorities reported an objective of turning into a worldwide instruction center point, with an objective enlistment of 500,000 global understudies at all levels of training by 2020. From that point forward it has pulled in a huge number of understudies from crosswise over Asia, Europe, Africa, and the Americas. By any pertinent measure, the nation has gained huge ground against its objective, and seems ready to make considerably more. As indicated by information from the China Scholarship Council and Project Atlas, international enrollments dramatically increased from 2007 to 2015, when they achieved 397,635 worldwide students. China's Ministry of Education expresses that those numbers outperformed 400,000 out of 2016, making China the third most famous goal nation for international students after the U.S. also, the United Kingdom.

Going to another nation can be confused and astonishing. Regardless of whether you are contemplating in a nation with the comparable first dialect as your own or not, adjusting to another culture accompanies numerous troubles. One of the real things for worldwide understudy is encountering "culture shock." The purpose of this study is to find out the current situation of international students and also the cultural taking experience of international students in order to get a better understanding of the issue involved in this process[2]. The study also analyze how level of self-confidence, social network, and cultural background influence international students, adjustment to the Chinese culture.

LITERATURE REVIEW:

Every human being is an exceptional cultural being as a result of our nurture? And our immediate culture [2]. Ethnicity, religion, language, childrearing practices and norms of cultural subgroups within our advanced culture shape us and our awareness of those outside of our defined culture. Strong relations to our own ethnicities and customs within our groups clearly separate us from

other cultures, and meet with a new culture grounds reactions that may affect us in many ways. International students in abroad go through a new cultural experience that can reason what the literature calls culture shock, which involves more or less undecorated symptoms based on how well International students are able to adapt to the culture and handle with accompanying difficulties.

Individualism and collectivism are very common descriptors of culture, but the role of language as part and medium of culture. Hofstede [3] suggest that, “language is the most clearly recognizable part of culture”. When discuss about culture, religion is also an important element [4, 5]. Religion can be defined as “any set of attitudes, beliefs, and practices belonging to supernatural power” (Ember & Ember). From a psychological perspective, religious practices are seen as a reaction to anxieties, threats, unpredictable risks, and uncertainties that create and effect on individuals and their social groups [4].

Even though personality variables have been acknowledged as extremely related to cultural adjustment, there is inadequate empirical research observing their impact on this multifaceted adaptation process. There are two personality variables of special interest, which have constantly been recognized as influential on people’s behaviors, are self-assurance/self-possession and self-efficacy. In order to be able to make a successful transition, self-efficacy mentions that how to meet needs of physical well-being, such as food and security, comes before self-efficacy in meeting school and work requirements. Thus, self-efficacy is essential to increase self-confidence for carry on in the new culture [6, 7].

Harrison, Chadwick, & Scales [8] suggest that individuals with high general self-efficacy apparent greater degrees of general, communication, and work adjustment, and this finding applies to any adjustment process including cultural transition. Moreover, individuals with high self-efficacy tend to insist in exposing new behaviors and, therefore, have better opportunities for receiving feedback about their developed skills than those with low self-efficacy. Therefore, self-efficacy may affect not only new students’ perceptions about their abilities to perform successfully, at work and in universities, but also their skills at relating effectively [9]. Personal characteristics determine people’s self-concept, which has an impact on the ways people interact with people in their environment. In the challenge to explain culture shock experiences and their symptoms, it is important to note cultural differences combined with personality structures. The following section we discuss more closely at the culture shock phenomenon. Conceptualized by Oberg [10] culture shock is defined as the significance of pressure and nervousness resulting from interaction with a new culture and the feelings of loss, mistake, and ineffectiveness, which are due to loss of habituated cultural cues and social rules. Bandura’s [11] defines, which describes self-efficacy as an individual’s belief about his/her capability to produce desired results [12]. Academic self-efficacy is the desire to method intellectually challenging situations without unwillingness or fear of not being able to handle them [7, 13]. Social self-efficacy is assurance in one’s ability to involve in social interaction, which is essential not only to initiate but also to sustain interpersonal relationships in life [13, 14].

METHODOLOGY:

For making this report first we made a survey Questionnaire about current situation of international students, Cultural adoption, how students feel in here.so we design Questionnaire in several parts like family background, past experience, current situation, studying, living, future planning and also cultural adoption. After making Questionnaire first we did some pre-test like we were sent Questionnaire in E-mail to 5 of our senior brother and friends for their justification that is there’s any problem or not. After their review and some suggestion we re-design this questionnaire. And we were shown it to our professor, our professor read all the question and had some changes and give us some suggestion about how to make it more convenient and how to collect more information from students, finally we design this Questionnaire.

Our study sample consisted of Wuhan Textile University international students from different country about their family background, past experience, current situation, studying, living, future planning and also cultural adoption. The sample was selected all the international students of Wuhan Textile University. The survey was conducted in an electronic format and also printed copy and sent via web link and hand to hand to all international students. About 104 students received the initial invitation as well as reminders to complete the survey during Two weeks in May, 2018.

DATA ANALYSIS:

This study highlighted the factors which may affect students believe and cultural adoption. The focus on all international students’ evaluations was critical to address the self-centered implication of previous research related to international students. That research had focused on the adjustments of international students and mainly overlooked the role of local students’ attitudes and behaviors in international students’ socio-cultural combination. The present study highlighted the whole thing about international students. Based on our survey we find several things that we discuss in detail below:

About 93 students completed the survey, which represents a response rate of roughly 89.44 percent. Respondents were mostly male students 73.1 percent, with an average age of 24.4 years old. In terms of country, the largest group was from Bangladeshi student 58.1% then Pakistani students were 18.3% next from Uzbekistan, Egyptian and Russian students all are 5.4 %, and rest were from Kenya, India and Colombia. In terms of department, maximum numbers of respondents were from Textile department 31.2%, then dyeing and Fashion department 16.1%, about 10.8 % from Logistics department, Mechanical department had 8.6% and the rest are Accounting, CSC and software department. In below we detail discuss about our survey.

Basic Information:

To get better understand about international students phycology asked them about their some basic question which are as follows:

- Q1. Please try to estimate the gross (after tax) ANNUAL income of your family household?
- Q2. How many family members in your family?
- Q3. How much your family offered to you each month for your living cost in china?

Table 1: Q1-Q3 regarding Income of Family/Family Members/Living Cost

Annual Income of Family	Family Members	Living Cost in China
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		Percent			Percent			Percent
Valid	< \$ 5000	59.1	Valid	3 Person	7.5	Valid	< 500 ¥	26.9
	\$5000 to \$10000	30.1		4 Person	17.2		500 ¥ to 700 ¥	30.1
	\$10000 to \$15000	8.6		5 Person	50.5		700 ¥ to 1000 ¥	29.0
	\$15000 to \$20000	2.2		6 Person	21.5		1000 ¥ to 1500 ¥	8.6
				7 Person	3.2		1500 ¥ 2000 ¥	5.4
Total		100	Total		100.0	Total		100.0

Here we examined that maximum number 59.8% of international student’s annual family income gross was around \$5000, 31.5% was \$5000 to \$10000, and rest are \$10000 to \$20000. A half percent of international students family member are five persons, 21.5% are six persons, 17.2% are four persons and rest are three and seven person. Last part of this table is very important part here we found that 30.1% international student’s spend 500¥ to 700¥ for their living cost in china, 29% were 700¥-1000¥, 26.9% were < 500 ¥ and other rest are 1000 ¥ to 20000 ¥.

Table 2: Q1-Q3 Correlations regarding Income of Family/Family Members/Living Cost

Correlations				
		ANNUAL Income of Family	Family Members	Living Cost in China
ANNUAL Income of Family	Pearson Correlation	1	.163	.430**
	Sig. (2-tailed)		.118	.000
	N	93	93	93
Family Members	Pearson Correlation	.163	1	.100
	Sig. (2-tailed)	.118		.341
	N	93	93	93
Living Cost in China	Pearson Correlation	.430**	.100	1
	Sig. (2-tailed)	.000	.341	
	N	93	93	93

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

According to this table we can say that living cost in China (how much one student expenses) has a medium correlation with the annual income of his/her family but with the number of family members have very small correlation with their expenses.

About Education and Environment of University:

- Q4. In your free time how many hours are you study in a week?
- Q5. Are you receiving a grant or scholarship?
- Q6. How satisfied are you with the level of contact with?
- Q7. Do you have enough playground and materials in campus premises?
- Q8. What you do in Study years (1st year, 2nd year) and Vacation?

In Q4 we found that around half of the international students studied 5 to 8 hours in a week, 21.5% were studied < 5 hours and only 18.3% studied 8 to 10 hours in a week. Question regarding scholarships 78.5% of international students were getting Chinese president scholarship and only 11.8% said that they were getting Chinese government scholarship. Almost 90% of international students are very satisfied and satisfied with their accommodation.

Table 3: Q6 Satisfaction Level of Contact

		Satisfied With International Department's Staffs	Satisfied With Department's Staffs	Satisfied With Teaching Staffs	Satisfied With Fellow Students	Satisfied With Working Staffs
		Percent	Percent	Percent	Percent	Percent
Valid	Very dissatisfied	1.1	1.1	1.1	1.1	1.1
	Dissatisfied	2.2	4.3	2.2	1.1	3.2
	Neither satisfied nor dissatisfied	8.6	14	14	16.1	16.1
	Satisfied	75.3	39.8	54.8	54.8	61.3
	Very Satisfied	12.9	40.9	28	26.9	18.3
	Total		100	100	100	100

In this Table we found that, 75.3% international students are satisfied and 12.9% completely satisfied with the level of contact with international department staff whereas only 2.2% are dissatisfied. 40.9%, 28%, 26.9% and 18.3% international students are completely satisfied and satisfied where only 4.3%, 2.2%, 1.1% and 3.2% are dissatisfied with the level of contact with their departmental staff, teaching staff, fellow students and working staff respectively. In terms of playground (Q7) 60.2% respondents

were very strongly agree with that WTU have enough play ground in the campus premises and 24.7% students are agreeing with it.

Table 4: Q8 Students Work in 1st year 2nd year and vacation

1st Year			2nd Year			Vacation		
		Percent			Percent			Percent
Valid	Study	92.5	Valid	Study	4.3	Valid	Study	8.6
	Part Time Jobs	1.1		Part Time Job	16.1		Part Time Job	3.2
	Full Time Jobs	4.3		Full Time Job	20.4		Full Time Job	6.5
	Do Research	2.2		Do Research	35.5		Stay at Campus For Relaxation	5.4
				Applied For PHD	23.7		Take a Trip	48.4
						Others	28.0	
	Total	100.0		Total	100.0		Total	100.0

In table 4 most of the students said, in 1st year of their academic year 92.5% of them do only study only 5.4% student do some work where 2.2% students start doing their research. The scenario is completely different in 2nd years because maximum number of student 35.5% work on their research, 23.7% were looking for PHD and 36.5% involved with full or part time jobs only 4.3% student keep their study on going.

In vacation, 48.4% respondents love to take a trip to explore China to get more idea regarding Chinese culture and only near about 10% students go for job and rest of them stay in campus for relaxation or study.

Relationships and Cultural Adaptation:

Q9. How you mark you relation with others?

Q10. Do you have Chinese & International Friends?

Q11. Do you have any good Chinese & international friends?

Q12. Do you ask for any help to any Chinese students before?

Q13. Are you ready to help others students?

Q14. Can you Speak Chinese or understand Chinese language?

Q15. Can you understand Chinese jokes?

Q16. What kind of activity you always do with your Chinese or international friends?

Q17. Do you like Chinese foods?

Q18. When you face injured or getting ill where do you go for help?

Table 5: Q9-Q11 Relationships with Multi-Culture Students

Relationships With Others			Good Chinese & International Friends			Help From Any Chinese Students		
		Percent			Percent			Percent
Valid	Very dissatisfied	1.1	Valid	Yes, I have both good Chinese & international friends	93.5	Valid	Yes, Always	28
	Dissatisfied	3.2		Yes, I have only some Chinese good friends	3.2		Yes, Sometimes	69.9
	Neither satisfied nor dissatisfied	10.8		Yes, I have only some International good friends	3.2		No, not at all	2.2
	Satisfied	45.2						
	Very Satisfied	38.7						
	Total	100	Total	100	Total	100	Total	100

The idea of "relationships" is wide and shifts from person to person. Individual relationships mention to close links between people, formed by emotional connections and collaborations. These bonds often grow from and are reinforced by mutual experiences. When we ask Q9, more than 80% students had satisfactory relationships with each other's only 4.3% students were dissatisfied with relations with others. In terms of good Chinese and International friends 93% replied they have good friendships with them and only 3.2% said they have only either Chinese or International friends only. About 69.9% international student's take help from Chinese students or other Chinese people and 28.5% respondents said they too help always and 2.2% respondents don't take any help from any Chinese.

Table 6: Q13-Q15 Relationships with Multi-Culture Students

Ready to Help Others Students			Speak Chinese language			Understand Chinese jokes		
		Percent			Percent			Percent
Valid	Yes, Always	41.9	Valid	Yes I can	2.2	Valid	Yes I Understand	2.1
	Yes, Sometimes	54.8		I can but little	96.8		Yes I Understand a little	83.9
	No, not at all	3.2		No, not at all	1.1		No, not at all	14.0

Total	100.0	Total	100.0	Total	100.0
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To build a good relationship helping each other is the best tool, regarding Q13 most of the students were ready to help each other. Almost our entire respondent said that they were understood or speak Chinese language a little Q14. We found that 83.9% international students said that they can understand Chinese jokes Q15 a little, 14% students said that they didn't understand Chinese jokes totally, here we think they are totally new students that's why they didn't understand it.

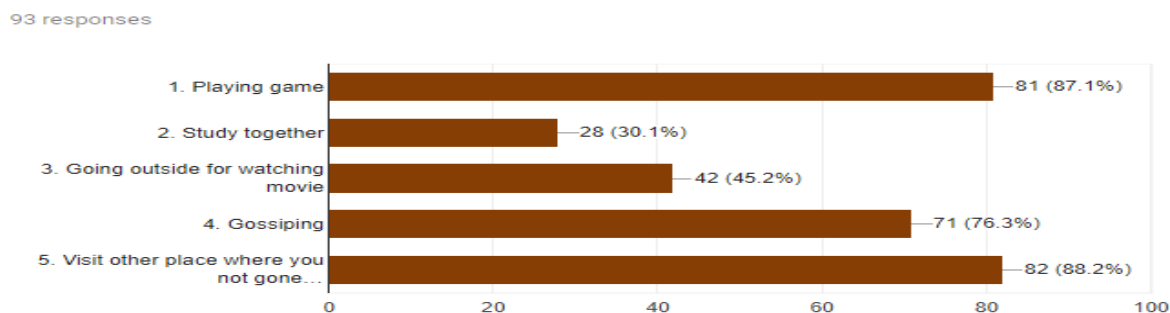


Figure 1: Q16 Activity with Chinese or international friends.

Q17, That was a multiple answer question respondents may lots of activates together, after getting this survey maximum number 88.2% visit new places with new friends, 87.1% play games, 76.3% do gossiping, 45.2% go outside to watch movies and 30.1% do their study together. In terms of Chinese foods about 89% respondents said they like Chinese food.

When they were face injured or getting ill they were going to school hospital. 20.4% said that when they face major injury or illness they were going to outside hospital for treatment and 17.2% said that maximum time when they face little illness they take some medicine which they were taken from their home country.

About University:

Q19. Are you happy with Wuhan Textile University?

Q20. Did you have job before coming here?

Q21. What is your Future Plan?

Table 6: Q13-Q15 Relationships with Multi-Culture Students

Happy With Wuhan Textile University?			Experience on the Labor Market			Future Plan		
		Percent			Percent			Percent
Valid	Dissatisfied	3.2	Valid	Yes, I had a regular paid job	65.6	Valid	Continue study (Like PHD) in China	39.8
	Neither satisfied nor dissatisfied	16.1		Yes, Casual minor job	4.3		Stay in China for job	22.6
	Satisfied	35.5		Yes, through vocational training	3.2		Back to my country	25.8
	Very Satisfied	45.2		No Experience	26.9		Move to some other country for study or job	11.8
Total		100.0	Total		100.0	Total		100.0

Out of 93 respondent 45.2% of international students were very much happy to being students of Wuhan Textile University. 35.5% students are happy and 16.1% are neither happy nor unhappy.

Before coming here maximum number of 66.3% respondents had regular paid job. 26.1% of them have no work experience before they are fresh and newly graduate students.

In terms of future plan, 39.8% international students said that they will continue their study in china like PHD, 25.8% said that they will move to their home country, 22.6% said that they will stay china for job and rest 11.8% said that they will try to move other countries for job or PHD.

PROBLEMS FINDINGS:

After the above analysis, the author has found the following questions:

First, the International students of WTU do not have enough Chinese vocabulary and reading. To understand mastery of word meaning, grammar, pragmatic environment, rhetoric and collocation Chinese vocabulary and readings are required. Moreover, Chinese strokes and pronunciation are so complicated so they feel lack of confidence in learning Chinese as well as treat as a burden on their Chinese learning.

Second, in daily communication and supportive works international students are less likely to use Chinese. Students can't adjust to link with local Chinese people. It shows that 75% of the international students are more willing to use their mother tongue to communicate with others and 25% of the students choose to communicate with others in English. Only 1% of the students will use Chinese to communicate. The main reason could be the lack of a good environment and opportunities to use Chinese to communicate. Furthermore, there are too few specific activities for them to apply Chinese knowledge and culture they learned from classes.

Third, International students understanding about Chinese culture and customs is primary stage, and further understanding should be made in many areas, mainly in the aspects of knowledge and understanding of Chinese traditional festivals and red tourist spots. Only 5% students know 6-9 red tourist attractions in Wuhan. Knowing slight knowledge about Chinese culture may due to little envelopment in Chinese culture in their learning and in the aspect of teaching methods, it may lack of gaudiness and in-depth description. Regarding Wuhan Textile University, it had not organized enough activities of Chinese culture or promoted sufficient opportunities and platforms to get to know Chinese traditional culture.

Fourth, in terms of evaluation of education, most of the student are satisfied with their department's staffs and teaching staffs. Whereas few students are not happy with the department as well as their teacher maybe it's because of their previous insinuate or cultural adaptation but it cannot be an excuse for the university.

RECOMMENDATIONS:

To solve the problems, the author gives the following suggestions:

First, international students don't have enough Chinese vocabulary and reading.

Suggestions: At first, set up special courses and lectures. Chinese vocabulary after thousands of years of development has a variation of forms, like polysemy, homonym and others. As for International students, their learning hitches in this area can be imaginary. Therefore, regarding these problems, the university should set up special vocabulary and reading courses and give academic lectures, teaching Chinese history and culture, simple lexical collocation and learning methods so that gradually expanding their interests in Chinese vocabulary and cognition of reading. Then, carry out plans of Chinese learning in each class. If International students lack an effective management, it will prominently decrease their Chinese learning accomplishments. According to this situation, each student should set up their own vocabulary and reading task weekly or monthly with teachers' direction. Having accomplished a stage of the plan, they will get prize which will stimulate their awareness in learning Chinese vocabulary and reading. Besides, Chinese teachers should also help the International students to review the grouping of words so as to enlarge students' vocabulary.

Second, International students are less likely to use Chinese to communicate in daily life and in interactive activities.

Suggestions: during the teaching development, teachers are fictional to inspire students to use Chinese to answer questions and deliberate in groups. For example, after studying a poem in class, the teacher can ask students to express their personal approaches by using Chinese. In the teaching design, there should be more games about Chinese and Chinese culture. For example, a game named Describe and Guess. The instruction of this game is that two students are in one group, one defines the picture which is about Chinese culture in Chinese and the other should predict what is in that picture so as to smart students to learn and speak Chinese happily. Teachers can arrange some local students whose Chinese and English are good and set up a voluntary organization to hold some exciting cooperative activities between foreign students and local students. During the activities, there is only Chinese can be used except for explaining the rules. These ways can be used to inspire students to use Chinese to communicate with local students.

Third, the knowledge of Chinese culture and customs for International students is preliminary. Suggestions: Firstly, authors believe Chinese culture should be considered and taught in more materials and arrangements to upgrade international students' understanding of Chinese traditional culture from many aspects and angles. For example, when celebrating the Dragon Boat Festival, Chinese teachers not only can tell the origin and the ways of celebration of the Dragon Boat Festival, but also can teach students to package traditional Chinese rice-pudding, which bring about an active atmosphere and improves students' interests in Chinese traditional culture and customs. In order to make students themselves understood the Spring Festival, Chinese teachers can hold a traditional arts party where some students perform on the stage while others sit around the desk to appreciate the performance with friends and get together to experience the cheerful, boisterous atmosphere of the Spring Festival. After the party, the teacher presents some couplets, teach some Chinese New Year blessings and then have an activity of role-playing called visiting relatives. For the sake of highlighting the biggest features of the Spring Festival, the teacher prepares some red envelopes with a four-word note before the class so that students feel more authentic atmosphere for the spring festival, which allows them to feel the happiness and sweetness of traditional Chinese festivals. Chinese teachers should create a light-hearted academic environment which is capable of promoting intensive comprehensible and interesting input, such as watching the famous Chinese movies, documentaries and drama to let students have a better understanding of the traditional culture. Then, Wuhan Textile University should organize students to visit the red tourist attractions around Wuhan. At last, the school should also conduct some traditional cultural activities and competitions, like ancient poetry contest, guess riddles games and costume play, whose activities and competitions aim to have a better understanding of Chinese culture.

Fourth, Wuhan Textile University should find the reason why students are not satisfied with their department and teachers and improve it as soon as possible.

CONCLUSIONS

With the increasing number of foreign students from different countries, the problem of cross-cultural adaptation is becoming more and more important and cross-cultural adaptation research has been given more and more attention. The research mainly analyzes the current situation of international students studying in Wuhan Textile University from the aspects of language learning and cultural customs and overall evaluation of WTU education performance. The problems mainly include lacking of Chinese reading and vocabulary, less communication in Chinese, difficulty in adapting to the teaching in China, less understanding of cultural customs and other issues.

So this study aims to help improve international student's cross-cultural adapting ability by establishing language self-confidence, developing Chinese communication activities, adjusting instructional design and increasing the content of courses of Chinese

culture in these four areas and for Wuhan Textile University to find out the dissatisfaction reason and find the best solution to improve it.

LIMITATIONS AND FUTURE RESEARCH

The current study gives insight into the experiences of international students in the China. Its findings are important for understanding international student adjustment issues, but the research needs to be replicated at other Chinese colleges and universities.

The international students participating in this study had been in China for an average of 2 to 4 years. This sample may, therefore, be reporting better adjustment than international students who have lived in the country for a shorter time.

A relatively large number of students attending the community college at which this study was done were not necessarily at what is considered college age. Age can have an impact on international student adjustment, self-confidence, and self-efficacy and may therefore have an influence on the results. In the future this study may be replicated considering the factors mentioned before to see if there are changes in the results. The current study has considered some of the many variables influencing adjustment issues of international students. The significant findings reported here provide important information for university and college personnel to reflect on their awareness of cultural and adaptation issues of international and may be valuable to their practices in dealing with this group of students.

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