

The Acculturation of African Students in Northeast China

Yangning Chen and Ping Xu

Krirk University, Thailand

Corresponding Author, E-mail: la_chada@hotmail.com

Abstracts

This paper aims to investigate the acculturation of African students in Northeast China. A mix approach was adopted. 83 African students participated in this study, which used SCAS as the main measurement tool and individual interviews as an auxiliary measurement. The results show that: 1) African students are less willing to return to their countries, and satisfied with life in China; 2) all African students feel a high degree of cultural shock; 3) students who already have overseas study experience are more likely to adapt to life in China than those who are studying abroad for the first time; 4) ideological differences are the main factor that makes adaptation to life in China difficult; 5) proper guidance and fair treatment are key to promoting the intercultural adaptation of African students in China.

Keywords : Acculturation; African students; Northeast China; A mix methods

Introduction

According to the 2019 "Global Education Monitoring Report: Migration, Displacement, and Education - Building Bridges instead of Building Walls" released by UNESCO, students' decisions on where to receive higher education depend on the admission quotas of top universities in the country, their own affordability, and the quality of education both domestically and internationally. Policies that determine whether students can work can also be a driving factor. Increasing income is the main driving force for universities to recruit international students, and countries are increasingly focusing on unifying standards and quality assurance mechanisms at the bilateral, regional, or global levels. According to data released by the Chinese Ministry of Education, China has become the third largest destination country for studying abroad in the world and Asia. In 2018, over 490000 foreign students from 196 countries and regions studied in over a thousand higher education institutions across the country. Among them, the number of international students from other Asian countries ranks first, accounting for nearly 60%. At the same time, as the "the Belt and Road" initiative has been recognized by the world and responded by all countries, the number of foreign students from countries along the "the Belt and Road" has shown a significant upward trend, of which the number of African students has climbed to the second place, accounting for 16.57%. Northeast China includes Heilongjiang, Jilin and Liaoning provinces as well as northeast Inner Mongolia. Liaoning and Heilongjiang provinces rank fifth and thirteenth in the number of overseas students in China respectively.

In recent years, China's development goal for studying abroad in China has been to establish a work and service system that is suitable for the country's international status, educational scale, and level. The Ministry of Education and other ministries have also issued relevant regulations such as the "Management Measures for the Recruitment and Training of International Students in Schools" and the "Quality Standards for Higher Education of

International Students in China (Trial)". However, the development of the education management of foreign students in Northeast China is mainly the result of the country's move from "closed" to "open" in the education policy of foreign students in China. At present, there are still problems in the region's understanding of the law of the development of the education management of foreign students in China, which is not well adapted to the requirements of the development of the education management of foreign students in China, and the relevant theoretical and empirical studies with practical output effects are seriously insufficient. Compared to students from other Asian countries studying in China, African students have more significant cultural differences and greater management difficulties, making the need for relevant research to provide theoretical and practical support more urgent. As the first step of a systematic study, this paper aims to investigate the cultural adaptation of African students studying abroad in Northeast China, understand the difficulties of cultural adaptation of African students studying abroad in this region, provide a preliminary reference to improve the management model for university students in this region, and provide basic data support for further in-depth research.

The theory based on which this article is based is a theoretical explanation provided by Ward and Kennedy (1994 : 329-343.) based on Berry's two-dimensional cultural adaptation theory. One influential version of the two-dimensional model (Berry, Trimble, & Olmeda, 1986) divides cultural adaptation types into four categories, specifically described as separation (positive belonging cultural attitude and negative host cultural attitude), assimilation (negative belonging cultural attitude and positive host cultural attitude), marginalization (negative attitude towards one culture), and integration (positive attitude towards two cultures). This model assumes that immigrants can make both attitude and adaptation choices between their own culture and the host culture, that is, they have a tendency to maintain their original culture and identity, as well as communicate with the host culture. Ward and Kennedy (1994 : 329-343.) explained Berry's two-dimensional cultural adaptation theory from a new perspective, firstly through internal or psychological adaptation (such as happiness or self-esteem, sometimes referred to as "feeling good"), and secondly through socio-cultural adaptation (sometimes referred to as "doing well"), in order to connect individuals with other individuals in the new cultural group and demonstrate their ability to engage in daily cultural activities, including social relationships Achieve success in school and work, and adapt to community life (Cai, 2018 : 82-88 ; Chen et al., 2003 : 704-710 ; Hong and Lin, 2018 : 8 ; Jiao and Huang, 2015 : 103-109 ; Qiu and Xiao, 2018 : 33).

This study aims to answer the following research questions: 1) What is the overall situation of cultural adaptation for studying abroad in Northeast Africa? 2) Which or which aspects of cultural adaptation are the most difficult? 3) What are the reasons for the difficulty in adaptation? As this research is a basic investigation and research to explore the management mode of overseas students in China, the focus is to understand the cultural adaptation of African students studying abroad, try to analyze the reasons, and further research on the role of various factors in the cultural Adapted process, the modeling of the structure, and other in-depth research needs to be carried out. In addition, because the Chinese culture is complex and regional, it is difficult to simply implement the management of convergence with Chinese students in theory and practice, regardless of regional characteristics. Therefore, more extensive studies on cultural adaptation of foreign students in China need to be carefully considered.

Literature Review

1. Concept of Cultural Adaptation

The study of cultural adaptation involves different fields such as anthropology, sociology, psychology, etc. Scholars have proposed different dimensions to construct the connotation of cultural adaptation. Through literature research, it has been found that there are differences in the expression of "cultural adaptation" among domestic scholars. In the early stage, it was referred to as "acculturation", while later it was often referred to as "cultural adaptation" or "cross-cultural adaptation". The English expressions of 'cultural adaptation' also vary, including 'education', 'cultural adaptation', 'cross cultural adaptation', 'intercultural adaptation', 'intercultural adjustment', etc. Among them, 'education' is the most common.

The discussion on acculturation can be traced back to the Platonic period (Rudmin, 2009), and the English expression of acculturation was first proposed by Powell of the Ethnography Office of the Smithsonian Institution in Washington in 1880 to describe the language changes of American Indian tribal groups after contact with European immigrants (Rudmin, 2003a : Online). In 1883, Powell defined cultural adaptation as a change in thought caused by cultural imitation (Rudmin, 2003b : 24-31.). In 1935, the American Council for Social Sciences recognized the importance of cultural adaptation research and exploring issues from different perspectives, and began to study the term cultural adaptation and explore new ideas for further investigation. American anthropologists propose that cultural adaptation refers to the phenomenon of a change in the original cultural pattern of one or all groups after continuous and direct contact between individuals from different cultural groups (Redfield, Linton,&Herskovits, 1936 : 149-152.) This definition was quickly widely recognized by scholars. Yang Baoyan and Wan Minggang (2010 : 1-9) believed that the definition reflected the advanced ideas of anthropology at that time and got rid of the limitations caused by the Ethnocentrism trend. Rudmin (2003a : Online) also recognized that cultural adaptation refers to the psychological and cultural changes caused by continuous contact between people from different cultures when examining the early political and sociological concepts of cultural adaptation. Siegel and Voget (1954) published an article under the name of The Social Science Research Council in the United States, defining broad cultural adaptation as a cultural change that occurs when two or more independent cultural systems are connected.

Since anthropologists mainly study cultural adaptation at the group level, their definitions are considered to lack attention to individuals, that is, they do not reflect the psychological changes experienced by individual cultural members in the process of cultural Adapted process (Castro, 2017 : 145-153.). Therefore, Graves (1967) put forward the concept of "psychological adaptation" for the first time, and explored the changes of individual attitudes, behaviors and values in the process of cultural Adapted process from a psychological perspective (Molina, Naemi,&Mukherjee, 2017 : 241). Cultural psychological adaptation refers to the changes experienced by individuals in a group who collectively undergo cultural adaptation (Bourhis, 2017 : 298). On the basis of Graves, Berry (1980, 2005 : 697-712.) further pointed out that cultural adaptation at the group level involves social structure, policies, and cultural practices, while cultural adaptation at the individual level is a change in psychological variables. Searle and Ward (1990) distinguished between "psychological adjustment" and "sociocultural adjustment" for cultural adaptation at the individual level. They believe that psychological adaptation refers to emotional satisfaction and happiness, while socio-cultural adaptation refers to behavioral changes and the acquisition of skills to integrate into other cultures (Searle,&Ward, 1990). Ward (1996) further distinguished the cognitive change in the process

of cultural Adapted process on the basis of psychological adaptation (emotional change) and socio-cultural adaptation (behavioral change), and believed that cognitive change is the intermediary between emotional change and behavioral change.

In summary, cultural adaptation refers to the changes that occur during mutual contact between groups or individuals with different cultures, including both group level and individual level changes. The changes at the group level involve aspects such as social structure, policies, and cultural practices, while the changes at the individual level involve aspects such as emotions, behavior, and cognition. In this study, acculturation focuses on the changes of African study abroad in China.

2.2 Related research

Cultural adaptation has always been one of the most prominent research issues in the field of social sciences. Cultural adaptation and related issues have been widely concerned by scholars in the fields of anthropology, sociology, and psychology. They have formed corresponding theories of cultural adaptation from their respective disciplinary perspectives. Scholars studying cross-cultural adaptation generally believe that the research objects in this field can be divided into two categories: one is groups or individuals who have long resided in non native cultural groups within a certain culture, such as indigenous residents (such as ethnic minorities), immigrants (including their descendants), and refugees, who are relatively permanent participants in the new society. It is a group or individual known as sojourners who temporarily assume various roles and reside in a culture for a fixed purpose. Travelers include international students, diplomats, businessmen, travelers, military personnel, volunteers or guest workers, missionaries, etc. (Berry, 2017 : 15-28).

Theoretical Research on Cultural Adaptation

Scholars' initial interest in cultural adaptation research originated from their focus on European colonial rule and its impact on the rule of indigenous groups. Afterwards, it developed in sociology and flourished in psychology, becoming an academic research field with a clear research scope, mature research methods, and a complete theoretical system.

The earliest study on cultural adaptation was an anthropologist's Field research on indigenous groups and groups in European colonial areas, aiming to help the colonial rulers at that time better understand colonial culture and serve colonial management (Sun Shunu, 2018 : 214-221). The earliest achievements in cross-cultural adaptation research in this field appeared in the 1930s. Redfield et al. (1936 : 149-152.) systematically defined the content and methods of cross-cultural adaptation research for the first time, laying the foundation for cross-cultural adaptation research in the field of anthropology. From the 1950s to the 1960s, cross-cultural adaptation research became one of the main topics in anthropology. Different from the studies on cross-cultural adaptation in human culturology and sociology which focus on the level of immigrant groups, the studies on cross-cultural social psychology just focus on the individual level ignored by Cultural anthropology. Cross cultural social psychological adaptation mainly studies the psychological reactions and social integration exhibited by travelers in a new environment at the individual level.

Sociologists focus on macro level issues. Anthropological and sociological studies add the dimensions of Ethnography exploration to issues related to the policy, social and economic dynamics of immigrants or ethnic communities. In contrast, studies in Social psychology, Sociolinguistics and intercultural communication focus on individual micro level phenomena. In this approach, the research focuses on the psychological, behavioral, and cultural integration of individual new immigrants into their respective societies. Overall, these studies

indicate that individual adaptive changes are cumulative and gradual over time, thus affirming the traditional "melting pot" view of American immigration history.

In response to the shortcomings of cross-cultural social psychological adaptation theory, more and more researchers are starting to study and supplement cultural adaptation theory with a developmental perspective. Parks and Miller (1921) proposed a one-dimensional model (UDM) for cultural adaptation based on the gradual acceptance process of host culture by immigrants. The UDM describes cultural adaptation as the detachment of old culture and the inheritance of new culture. The one-dimensional model assumes that the immigrant population will ultimately fully identify with all aspects of the host culture and will no longer be influenced by the original culture. Therefore, immigrant groups are always in the process of never adapting to the original culture of the host culture to fully adapting to the host culture, and it is inevitable that immigrant groups will eventually reach a state of complete adaptation. Kim (2001) believes that cross-cultural adaptation is a dynamic process. Pressure, adaptation and growth are the essence of an individual's cross-cultural Adapted process. These three elements together form a three-dimensional dynamic psychological activity curve that moves diagonally upwards (Kim, 2012 : 623-630.). Ward et al (1994) proposed two new concepts: emotional psychological adaptation and behavioral sociocultural adaptation. They believe that although the definitions of these two concepts are different, the test results based on these two concepts are relevant in empirical research and can be used together to test the degree of cross-cultural adaptation of individuals. Psychological adaptation can be used to test individual health and psychological well-being in different cultures, while socio-cultural adaptation can be used to measure the degree to which individuals in different cultures learn and acquire cultural and life skills. Ward's model of cultural Adapted process, which summarizes the cultural Adapted process and its influence at all levels, is a systematic induction and comprehensive collation of the existing theoretical models of cross-cultural adaptation (Qiu Shan and Xiao Shucheng, 2018 : 33).

In previous studies, scholars focused on the attitudes of immigrant groups in the process of cultural Adapted process, and proposed theoretical models such as one-dimensional model and two-dimensional model. However, with the improvement of the theoretical model, scholars began to shift from horizontal research to Longitudinal study. Theoretical models are gradually shifting from cross-sectional research based on attitude orientation to longitudinal research on processes, and introducing some process mechanisms based on cognitive closure needs and decisive mechanisms, individual tendencies, and inverse derivation of outcome variables.

The influencing factors of cultural adaptation

Due to differences in disciplinary fields and cross-cultural theoretical foundations, scholars have provided different types of classification methods for factors that affect cultural adaptation. In the process of cultural Adapted process, cross-cultural groups will face various Cultural conflict, such as changes in customs, environment, political and economic systems, etc. The cultural adaptation strategies adopted by immigrant groups and the accompanying psychological changes have attracted the attention of many scholars (Jiao Can and Huang Feifei, 2015 : 103-109). Chen Hui, Che Hongsheng, and Zhu Min (2003 : 704-710) argue that cross-cultural adaptation involves changes in the psychology, behavior, and cognition of travelers during cross-cultural contact, based on different classifications of cultural adaptation. Cross cultural factors can be divided into external factors and internal factors. The former includes five aspects: life change, social support, the impact of time on psychological

adaptation, cultural distance and discrimination and prejudice, followed by four aspects: evaluation and coping style, personality, coping resources (knowledge and skills), and Demographics factors.

There has been a rise in evaluating attitudes and policies in a wider society and their impact on immigration (Ward,&Masgoret, 2008). Combining these studies with the assessment of immigrants' cultural adaptation and adjustment can help researchers determine how social attitudes towards immigrants, discrimination and other macro system factors affect the cultural Adapted process and their interrelationships.

Research Methods

1. Proposing Assumptions

Based on the research questions and objectives, this article assumes the following research hypotheses: 1) Demographic information will show significant differences in cultural adaptation of studying abroad in Africa; 2) There are significant differences in cultural adaptation difficulties among African students studying in different dimensions; 3) Common reasons lead to difficulties in cultural adaptation.

2. Design of the study

Use the Social and Cultural Adaptation Scale (SCAS) as the main measurement tool, with individual interviews as auxiliary measurements. Using a convenient sampling method, based on the researcher's network relationships in various universities in Northeast China, a survey questionnaire was distributed to universities studying in Africa. A total of 86 questionnaires were distributed, and 83 were collected. Use SPSS for statistical analysis of the collected data. After obtaining the analysis results, 15 African students of different nationalities were selected for interviews to supplement the quantitative analysis.

The Social and Cultural Adaptation Scale (SCAS) used in this study is divided into two parts. The first part is demographic information, and the second part is a scale that examines students' adaptation to five dimensions: living environment, interpersonal communication, service mode, public ethics awareness, and social support. The allocation of questions is detailed in Table 3.1. The second part of the scale adopts the Likert 5-level scoring method. In a score of 1-5, a higher score indicates more difficult adaptation, while a lower score indicates better adaptation.

Table 1 Content of Social and Cultural Adaptation Inspection

| Inspection dimension | question number | content |
|-------------------------------|----------------------------------|--|
| living environment | 2.2、 2.8、 2.15、 2.17 | Climate, diet, accommodation, transportation, shopping, customs, etc |
| Interpersonal communication | 2.1、 2.6、 2.11、 2.12、 2.14、 2.22 | Communicate and understand Chinese culture with locals, teachers, and other international students |
| Service mode | 2.4、 2.5、 2.7 | Teaching, administrative management, medical treatment, etc |
| Public morality consciousness | 2.9、 2.10、 2.13、 2.18、 2.21 | Ideology, personnel quality, etc |
| social support | 2.3、 2.16、 2.19、 2.20 | Laws and regulations, psychological support, etc |

Research Methods

This study mainly adopts literature review, questionnaire survey, and interview methods. In the preliminary preparation stage of the research, by collecting and organizing relevant literature on cultural adaptation implications, cultural adaptation strategies for international students in China, and management of international students in China, and in the process of organizing and analyzing relevant materials, summarize, understand, and reflect on the research progress, development trends, and shortcomings of the above issues. Based on the learning achievements obtained from the literature, Determine the direction and basic research plan of this study. After determining the design of the research plan, a questionnaire survey method was used to collect data for statistical analysis to validate the research hypothesis. Finally, the method of selecting individual students for interviews is used to explore possible factors beyond the preset.

Research Results

Firstly, verify the internal consistency of the scale. The overall Cronbach reliability of the scale obtained through Cronbach reliability analysis α The coefficient value is 0.854, which is greater than 0.8, indicating high reliability of the research data. Further targeting of scale items α Coefficient analysis, 'items deleted' α The "coefficient" value indicates that the reliability coefficient value after the analysis item is deleted has not significantly improved, indicating that all items should be retained, further indicating a high level of reliability in the research data.

The 83 respondents to the questionnaire were all African students from 15 countries, including Botswana, Zambia, Zimbabwe, Rwanda, Malawi, Gambia and Ethiopia. Among them, 59.04% were males, 40.96% were females, 30.12% were aged 18-20, 55.42% were aged 21-25, 7.23% were aged 26-30 and 31-35 respectively, and there were no participants aged 36 or above. In terms of educational level, 87.95% of respondents are currently receiving undergraduate education. It can be seen that the respondents in this study are concentrated at

the undergraduate level, with the majority under the age of 26, and the gender ratio is relatively balanced.

To test whether the sample demographic data will have significant differences in various dimensions of social and cultural adaptation. Through ANOVA analysis and Tukey post test, it was found that:

The samples of different genders showed a significant level of 0.01 ($F=8.158$, $p=0.005$) for item 6, with the average value for males (2.67) significantly lower than that for females (3.32). Gender showed a significant level of 0.05 ($F=4.552$, $p=0.036$) for item 19, with the average value for males (2.47) significantly lower than the average value for females (3.06).

The samples of different ages showed a significant level of 0.05 ($F=3.577$, $p=0.018$) for item 12. The comparison of average scores among the groups with significant differences showed that the average score of the 21-25 year old group (2.478) was significantly higher than the average score of the 18-20 year old group (1.640), and the average score of the 31-35 year old group (2.833) was significantly higher than the average score of the 18-20 year old group (1.640).

The samples participating in different learning projects showed 0.01 level significance ($F=4.013$, $p=0.005$) for item 4. The comparison of average scores among groups with significant differences was as follows: language students (5.000)>graduate students (3.000); Undergraduate (4.370)>Graduate (3.000); Doctoral (5.000)>Graduate (3.000).

The samples from different majors showed a significant level of 0.01 for Project 3 ($F=4.444$, $p=0.006$), and the average value of liberal arts students (4.000) would be significantly higher than that of science students (2.044).

The samples with different length of study in China showed 0.05 level significance for item 2 ($F=2.914$, $p=0.039$), and the comparison results of the group average scores with obvious differences were: less than 1 year (3.500)>1~2 years (1.000); Less than 1 year (3.500)>3-5 years (2.535).

By verifying the cultural adaptation dimensions of each project, it can be found that there is no significant difference in the demographic data of the sample in the dimension of public morality awareness. The average adaptation value of each demographic dimension in terms of public morality awareness is 2.340, which is above average.

To verify the differences between the items, Duncan's multiple range test was performed on 22 data items from all 83 samples, and the results are as follows:

Table 1 ANOVA

| | Sum of squares | freedom | mean square | F | Sig. |
|------------------|----------------|---------|-------------|--------|------|
| Inter group | 507.398 | 21 | 24.162 | 16.936 | .000 |
| Within the group | 2573.735 | 1804 | 1.427 | | |
| total | 3081.133 | 1825 | | | |

Table 2 Duncan's Multiple Range Test

| Question number | Number of cases | Subset of Alpha=0.05 | | | | | | | | | |
|-----------------|-----------------|----------------------|--------|--------|--------|--------|--------|--------|--------|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21.00 | 83 | 1.6386 | | | | | | | | | |
| 3.00 | 83 | 1.8434 | 1.8434 | | | | | | | | |
| 22.00 | 83 | 1.9036 | 1.9036 | | | | | | | | |
| 8.00 | 83 | | 2.0964 | 2.0964 | | | | | | | |
| 9.00 | 83 | | 2.2289 | 2.2289 | 2.2289 | | | | | | |
| 12.00 | 83 | | 2.2410 | 2.2410 | 2.2410 | | | | | | |
| 5.00 | 83 | | | 2.3494 | 2.3494 | 2.3494 | | | | | |
| 1.00 | 83 | | | 2.3614 | 2.3614 | 2.3614 | 2.3614 | | | | |
| 20.00 | 83 | | | 2.4217 | 2.4217 | 2.4217 | 2.4217 | | | | |
| 17.00 | 83 | | | | 2.5181 | 2.5181 | 2.5181 | 2.5181 | | | |
| 10.00 | 83 | | | | 2.5663 | 2.5663 | 2.5663 | 2.5663 | | | |
| 13.00 | 83 | | | | 2.5663 | 2.5663 | 2.5663 | 2.5663 | | | |
| 2.00 | 83 | | | | 2.5783 | 2.5783 | 2.5783 | 2.5783 | | | |
| 11.00 | 83 | | | | 2.5783 | 2.5783 | 2.5783 | 2.5783 | | | |
| 18.00 | 83 | | | | | 2.6867 | 2.6867 | 2.6867 | 2.6867 | | |

| | | | | | | | | | | | |
|-------|----|------|------|------|------|--------|--------|--------|--------|--------|--------|
| 14.00 | 83 | | | | | 2.6988 | 2.6988 | 2.6988 | 2.6988 | | |
| 19.00 | 83 | | | | | 2.7108 | 2.7108 | 2.7108 | 2.7108 | | |
| 7.00 | 83 | | | | | | 2.7952 | 2.7952 | 2.7952 | 2.7952 | |
| 6.00 | 83 | | | | | | | 2.9398 | 2.9398 | 2.9398 | |
| 15.00 | 83 | | | | | | | | 3.0361 | 3.0361 | |
| 16.00 | 83 | | | | | | | | | 3.1566 | |
| 4.00 | 83 | | | | | | | | | | 4.2771 |
| 显著性 | | .179 | .055 | .128 | .119 | .109 | .051 | .056 | .101 | .075 | 1.000 |

The average values of each group in the homogeneous subset will be displayed.

a. Use harmonic mean sample size=83.000.

From the data analysis results, it can be seen that the differences between 22 groups are significant= There is a significant difference at the 0.05 level (sig.=0.000), with at least two groups showing significant differences. Further Duncan's Multiple Range Test revealed significant differences between item 4 and other items, significant differences between item 3 and item 6, item 15, and item 16, significant differences between item 21 and item 6, item 7, item 15, item 16, and item 19, and significant differences between item 22 and item 15 and item 16. By comparing various dimensions, it can be found that there are significant differences in cultural adaptation in the five dimensions of living environment, interpersonal communication, service mode, public ethics awareness, and social support for African students studying abroad. There are also significant differences in some internal items in the two dimensions of service mode and social support.

Subsequently, interviews were conducted to collect word frequency information, which showed that studying in Africa poses significant difficulties in adapting to China's "ideology" and "religious beliefs". All 14 respondents mentioned this confusion. In addition, the frequency of "right to know" and "fairness" appearing in conversations is relatively high, with 9 out of 10 respondents indicating that they did not receive effective guidance before their first visit to China and after enrollment, resulting in feelings of "confusion" and "helplessness". Conversation analysis also found that students with experience studying or traveling in a third country, or with diverse family backgrounds, can quickly and effectively adapt to Chinese society and culture, and can quickly adapt to life in China.

Conclusion

Through quantitative research, this study found that the overall cultural adaptation of

African students studying in Northeast China is relatively lower than average, with the best adaptation of social ethics and the most difficult adaptation of service models. Demographic data will show significant differences in some dimensions of cultural adaptation, and there are also significant differences between various dimensions of cultural adaptation.

Different genders and ages will show significant differences in their adaptation to interpersonal communication, while different genders and majors will show significant differences in their adaptation to social support. Different types of projects will show significant differences in their adaptation to service models. The length of time spent in China will show significant differences in their adaptation to living environments. Demographic data shows no significant difference in their adaptation to the dimension of public morality awareness, with a moderate to high degree of adaptation. Among the dimensions with significant differences, the social environment dimension shows that students who have lived in China for less than a year have the worst adaptation; In terms of interpersonal communication, males have better adaptability than females, and students aged 18-20 have the best adaptability; In terms of service model dimensions, graduate students have the best adaptation, while language and doctoral students have the worst adaptation; In terms of social support dimension, males have better adaptation than females, while science students have better adaptation than liberal arts students. In the case of significant differences between various dimensions of cultural adaptation, there are also significant differences between internal projects in the service model and social support dimensions.

Through interviews, the author explored the causes of adaptation difficulties. The results showed that all the African students who studied in China for the first time were subjected to a relatively high level of Culture shock, and ideological differences were the main reasons for adaptation difficulties. Students who have studied in a third country, travel experience or diverse family background are more likely to adapt to life in China. During the Adapted process, students have high expectations for appropriate guidance and fair treatment.

Recommendations

In terms of research subjects, this study only focuses on studying abroad in Africa in the Northeast region, providing basic data for a systematic study to be conducted by the author. Whether there are commonalities between African students from other regions of China and foreign students from other cultural backgrounds in China, comparative studies can be carried out to verify whether there are commonalities in the cultural adaptation of foreign students in China, whether students from different cultural backgrounds face the same difficulties in different regions of China, and how to guide and manage in combination with regional characteristics to help foreign students enhance their cultural adaptability and speed up the cultural Adapted process process.

In terms of theoretical application, cultural adaptation theory has been very rich after a century of research, but the human population involves a variety of variables. How to optimize existing theories by integrating more complex factors, so that cultural adaptation

theory can be more widely applied, requires more theoretical and empirical research to enrich. In terms of research depth, further research is needed on the interrelationships between various factors, as well as the integration between cultural adaptation models and school management models, in order to fill the existing gaps from a theoretical perspective.

References

- Cai Yudi. (2018). A survey of the mainstream cultural adaptation of ethnic minority college students in Han District: an analysis of the Mesomeric effect of perceived cultural distance. *Education Academic Monthly*. (3), 82-88
- Chen Hui, Che Hongsheng,&Zhu Min (2003) A review of research on the influencing factors of cross-cultural adaptation *Progress in Psychological Science*. 11 (06), 704-710
- Hong Qiulan,&Lin Yuan. (2018). Three dimensional evaluation of the adaptation of the new generation of migrant workers to Urban culture - a finding of empirical research data *National Library Journal*. (2), 8
- Jiao Can,&Huang Feifei. (2015). Empirical analysis of cultural adaptation strategies for graduate students from other regions. *Journal of South China Normal University (Social Sciences Edition)*. 1, 103-109
- Qiu Shan,&Xiao Shucheng. (2018). Cross cultural adaptation research: important research theories and models abroad *University education*. (3), 33
- Sun Shunu. (2018). Research on Cultural Adaptation Theory from a Multidisciplinary Perspective *Zhejiang Academic Journal*. (1), 214-221
- Yang Baoyan,&Wan Minggang (2010) Cultural Adaptation: Theory, Measurement, and Research Methods *World Ethnic Groups*. (4), 1-9
- Berry, J. W. (2017). *Theories and models of acculturation*. In S. J. Schwartz, & J. B. Unger (Eds.), *Oxford library of psychology*. The Oxford handbook of acculturation and health (pp. 15-28). New York, NY, US: Oxford University Press,
- Bourhis, R. Y. (2017). *Interactive Theory of Acculturation*. In Y. Y. Kim (Ed.), *The international encyclopedia of intercultural communication*,
- Castro, J. (2017). *A short literature review about acculturation in the American Anthropologist*. *Revista Fluxos e Riscos*. 3, 145-153.
- Molina, L. E., Naemi, P. and Mukherjee, S. (2017). Acculturation. In B. S. Turner (Ed.), *The Wiley-Blackwell encyclopedia of social theory*,
- Oberg, K. (1960). Cultural Shock: Adjustment to New Cultural Environments. *Practical Anthropology*, os-7 (4), 177-182.
- Redfield, R., Linton, R., & Herskovits, M. J. (1936). Memorandum for the study of acculturation. *American Anthropologist*. 38 (1), 149-152.
- Rudmin, F. W. (2003a). Acculturation: Early political and social science conceptions. *Online*. Retrieved from <https://www.researchgate.net/publication/268177506>
- Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross-cultural transitions. *International Journal of Intercultural Relations*. 18 (3), 329-343.