

The Empirical Study on the Intercultural Survival Issues of Chinese International Students Studying at Prince of Songkla University in Phuket Campus

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Abstract

The objectives of this research were: 1) To study the connection between Chinese students and local Overseas Chinese society in Phuket. 2) To Study the practical significance of studying international students' cross-cultural survival and development. 3) To Study the Chinese students independently adapt to the study environment in Thailand. The researcher will select 127 students as the subjects of this survey. The researcher will adopt the statistical method of sampling the survey. After collecting data, this article will use the "percentage" method for statistical data analysis. In the year 2023, Prince of Songkla University, renowned for its academic excellence and international diversity, boasted a total enrollment of 187 students hailing from the People's Republic of China, thereby reflecting the institution's commitment to fostering global educational exchanges. Within the scholarly discourse of this article, the imperative of methodological rigor is duly acknowledged, prompting the utilization of the established Taro Yamane formula, as delineated by Yamane (1973), to ascertain an appropriate sample size representative of the university's overarching student body composition and demographics.

The research results were found as follows: 1) Social and cultural adaptation of Chinese students who have studied in Thailand positively affects academic adaptation. 2) Psychological adaptation of Chinese students who have studied in Thailand positively affects academic adaptation. 3) The psychological adaptation of Chinese students who have studied in Thailand positively affects social and cultural adaptation.

Suggestion: Improving language skills is the key to enhancing the cross-cultural adaptation of Chinese students in Thailand. Proficiency greatly contributes to academic pursuits and social support, promoting communication and friendships. Overcoming language barriers is critical for academic and social assistance. At the same time, maintain good contact with the local society or Chinese society to effectively relieve the pressure of foreign countries.

According to research, Chinese international students who first come to PSU will have certain limitations in language communication. Regarding academics, they usually have a strong professional ethics and focus on academic excellence. In addition, it can be highly integrated with the local Chinese and overseas Chinese society, and there are no problems related to exclusion.

Keywords: Cross-Cultural Survival; International Students; New-Immigrants; Overseas Chinese

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Introduction

The Chinese are the highest number of international students studying in Thai higher education institutions. The latest total number of students in 2022 is 21,419 (The Government Public Relations Department, 2023). The demand for studying abroad is rising rapidly, particularly in Thailand, where the amicable ties with China have significantly increased the number of Chinese students. The low cost of studying in Thailand, coupled with its comprehensive educational infrastructure, makes it an attractive destination for Chinese students.

Focusing on the growth trajectory of foreign students in Thailand, the primary aim is to identify the characteristics and demands of Chinese international students at Prince of Songkla University's Phuket Campus. In addition, through this study, we will learn more about the more specific cross-cultural adaptation and development of international students in Thailand, analyze their living and learning conditions overseas, interactions, interpersonal relationships, social support systems and other factors, and provide countermeasures and suggestions to This helps more international students better adapt to overseas cross-cultural life. As a crucial group in today's cross-cultural survival and growth, foreign students assess their conditions abroad, including communication and interpersonal connections, to determine their level of cross-cultural adaptation. Building relationships and social support networks can facilitate better adjustment for foreign students in a cross-cultural living environment.

Cross-cultural survival involves adapting to a new cultural context, overcoming culture shock, and making adjustments in communication, living habits, thinking, and values. This essay delves into the cross-cultural adaptation of Chinese students at Prince of Songkla University, Phuket Campus, exploring their living and studying environments, relationships, and support networks that aid in their adjustment to cross-cultural living. While teaching quality, language adaptation, and cross-cultural communication are receiving attention, there's a need for more research into the connection between international students and local societies. In 2018, GUOKAI Group collaborated with Prince of Songkla University to allow high school students to study at the renowned university at a low cost.

The research examining the interconnection between international students and the local Chinese community, their growth, and the practical value of investigating cross-cultural survival. The positive growth in the China-Thailand relationship, established 47 years ago, has led to a comprehensive strategic alliance. The research also traces the significant increase in Chinese students studying in Thailand over the past 30 years and evaluates their current status at Prince of Songkla University. The analysis delves into their foreign cross-border experience, covering living, learning, interpersonal communication, and social interaction systems. The essay aims to strengthen inter-school education between China and Thailand, foster friendly exchanges, and provide advice to Chinese students studying abroad in Thailand.

Research Objectives

1. To study the connection between Chinese students and local Overseas Chinese society in Phuket.
2. To Study the practical significance of studying international students' cross-cultural survival and development.
3. To Study the Chinese students independently adapt to the study environment in Thailand.

Research Significance

1. This research systematically analyzes the cross-cultural adaptation of Chinese international students in Thailand in five aspects: basic life, learning, interpersonal communication, and social relationship system.
2. Do the part to strengthen inter-school education between China and Thailand, deepen friendly exchanges between the two countries, and provide some suggestions for Chinese students studying in Thailand to facilitate Chinese students adapting to the study abroad environment more quickly.

Theoretical Frameworks

According to Theory of Migration, Everett S. Lee (2009) develops a migration theory that includes a basic model. Certain assumptions are based on it, including the quantity of migrants, the formation of streams and countercurrents, and the migrants' characteristics. The goal is to build a meaningful collection of hypotheses within a larger framework and refine them regarding immigrant assimilation and the effects on regions gained and lost. Fortunately, acknowledgment of the significance of internal migration in social and economic growth has sparked study, and many nations are providing precise migration statistics from censuses or demographic registers. A more in-depth investigation of migratory patterns will be required in the future, along with additional data.

Considering transnational diaspora, the early study literature on high-skilled immigrants from a transnational viewpoint stressed that the "elite" class maintained a favorable position in transnational social space, constantly grew their capital accumulation, and had high mobility, which means the "Elite" Class has High Mobility. For example, Wang Aihua's (1999) "flexible citizenship" thesis holds that overseas Chinese elites maximize their rights under diverse identities by adopting numerous nationalities. The explanation for studying abroad in the late 1990s shared "elite" traits. Brooks & Waters (2011) argue that Asian student's study in wealthy nations like Europe and the United States for capital accumulation.

In the unequal distribution of global educational resources, transnational geographical mobility allows students to receive superior educational resources worldwide, boosting their competitiveness in the "local" labor market (Waters, 2005). Wang Bingyu(2020) used the flow imagination perspective to demonstrate how Chinese returning scholars are constantly transforming as a result of the intertwining of structural factors, individual capital accumulation, and subject agency when they are frustrated in realizing "transnational identity capital," which affects their future planning. Mobility trajectories and tactics.

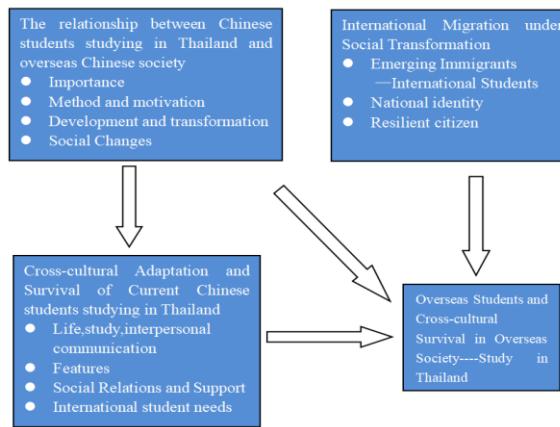
By focusing on Returnees of Overseas Students and Transnational Diaspora, since the reform and opening up, the dramatic increase in Chinese students studying abroad has been accompanied by a growing number returning home annually since 2000. Graduates choose either to return to their home country or remain in their study-abroad destination. Many independent specialists and academics abroad maintain academic connections with Chinese research institutes, contributing to the global expansion of China's scientific research efforts. The Chinese government values this collaboration, emphasizing it through high-level talent introduction programs like the "Changjiang Scholars Program." The concept of virtual transnational diaspora, as discussed by Lei Ling & Guo Shibo(2022), highlights a phenomenon freed from physical space and temporal constraints. This virtual diaspora allows individuals to relocate and disconnect from specific social and cultural hubs, facilitated by the

internet. It is an ongoing, dynamic process establishing various social and cultural centers and international networks without a distinct starting or ending point.

Many researches studied on Cross-cultural Aspects of Chinese Students Studying Abroad. In the context of cross-cultural survival and development, particularly regarding new media usage and cultural adaptation among contemporary Chinese students studying in Europe, social media has emerged as a globally prevalent form of media consumption (Deng Zhang, 2022). The aquatic life of current Chinese international students is intricately tied to content produced by new media technologies, with a notable reliance on their social capabilities. Despite the constraints of studying abroad, Chinese students heavily depend on new media, especially social media, over traditional channels. The study found no significant variations in media consumption or cross-cultural adaptation between focus group participants based on the duration of their studies abroad.

Culture shock refers to the sensations that a person may have upon entering a cultural milieu that is different from their own; it may also occur while immigrating or visiting a new nation, changing social situations, or just shifting to a new life. Personal bewilderment that one may experience after encountering a foreign lifestyle (Wikipedia, 2020).

New media and social relationships play pivotal roles in promoting cross-cultural adaptation and alleviating the stress associated with adapting to a foreign country. These findings serve as the cornerstone for exploring cross-cultural adaptation, interpersonal communication, and social support among Chinese international students at Prince of Songkla University's (PSU) Phuket campus in Thailand. This study aims to provide a theoretical basis for understanding the adaptation challenges faced by contemporary Chinese students in Thailand, addressing elements of cultural shock and psychological changes outlined by scholars like Berry (2002) and Forbush & Foucault-Welles (2016). The research will utilize historical materials to deepen the understanding of cross-cultural adaptation and provide valuable assistance to international students in Thailand. Oberg (1960), an American anthropologist, created the notion of "cultural shock," which is defined as the uneasiness generated by persons entering a foreign cultural setting and losing familiar symbols of social interaction. This study will use historical research and materials to examine the cross-cultural adaptation, interpersonal communication, and social support and connections of Chinese international students who attended the Prince of Songkla University (PSU), Phuket campus, deepening the meaning of research for international students in Thailand and providing them with the assistance they require.



The Flow of Framework Research Analysis

Research Methodology

1. Research Instruments

This study will use a variety of research methodologies, with questionnaires and in-depth interviews as the major means of examination. Furthermore, it depends on relevant materials, research to identify facts through questionnaire observations and in-depth interviews, and analysis of phenomena using appropriate link theory.

2. Data collection

2.1. Questionnaire

The supporting data for this survey is derived from the natural replies of Chinese foreign students at Prince of Songkla University (PSU) and is based on relevant research and associated literature to help comprehend the research background and assess the research facts in conjunction with relevant theories.

This article will utilize Cronbach's coefficient to verify the questionnaire's reliability and create a statistical model for evaluating measurement error to certify that the survey is trustworthy and valid, ensuring item-goal consistency. *The Cronbach coefficient formula:*

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

In the formula, α is the reliability coefficient, K is the number of test items, S_i^2 represents the score variation of all participants on question i , and S_x^2 is the variance of the total score obtained by all participants. In this survey, the first step is to extract test papers for verification according to certain requirements, and first calculate the variance of the total test scores for these individuals S_x^2 ; These individuals will have a score on each question, calculate the variance of their scores on each question, and calculate the value S_i^2 ; Finally, calculate the value according to the Cronbach coefficient formula α .

The higher the coefficient, the more reliable the tool is. In fundamental research, dependability should be at least 0.80. In exploratory research, reliability should not exceed 0.70. A score between 0.70-0.98 is deemed excellent dependability, however a level less than 0.35 is considered poor and must be rejected.

2.2. In-depth interviews

In-depth interviews are an essential approach of gathering research data. This study performed in-depth interviews with crucial informants from three selected groups: Prince of Songkla University (PSU) Chinese students, Prince of Songkla University (PSU) teachers and dormitory administrators, and Chinese bosses in Phuket, Thailand.

2.3. Statistical methods

This article will utilize the "percentage" approach to statistically examine the data. Because the purpose of this essay is to investigate the cross-cultural survival of Chinese foreign students attending Prince of Songkla University (PSU), percentages may be used to intuitively compare the various student viewpoints and better comprehend the proportion of each question and response in the survey.

2.4. Population sample

To reduce survey costs and time and ensure the sample's representativeness, the researcher will adopt the statistical method of sampling the survey. After collecting data, this article will use the "percentage" method for statistical data analysis. The researchers selected Chinese students from the Phuket campus of Prince Songkla University from 2018 to 2023 for this study. In the year 2023, Prince of Songkla University, renowned for its academic excellence and international diversity, boasted a total enrollment of 187 students hailing from the People's Republic of China, thereby reflecting the institution's commitment to fostering global educational exchanges. Within the scholarly discourse of this article, the imperative of methodological rigor is duly acknowledged, prompting the utilization of the established Taro Yamane formula, as delineated by Yamane (1973), to ascertain an appropriate sample size representative of the university's overarching student body composition and demographics. Therefore, the researcher will select 127 students as the subjects of this survey. This survey will last a month, and each international student participating in the study will be asked to complete a brief questionnaire. Fifteen individuals will be selected for a brief in-depth interview, followed by a summary and analysis.

Taro Yamane's Formula, as proposed by Yamane in 1970, represents a seminal methodological tool in the realm of research methodology for determining an optimal sample size from a given population (Yamane, 1973: 580-581). This formula is particularly valuable in instances where researchers seek to achieve a balance between statistical precision and practical feasibility in their sampling endeavors.

The formula is expressed as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n represents the desired sample size.
- N denotes the total population size.
- e signifies the margin of error, expressed as a proportion.

This formula facilitates the systematic selection of a representative subset from a larger population, thereby enabling researchers to draw reliable inferences from their sample to the broader population with a predetermined level of confidence. In practical application, researchers must judiciously consider factors such as the desired level of confidence, the variability within the population, and the resources available for data collection and analysis. By adhering to the principles espoused by Taro Yamane's Formula, researchers can ensure

methodological rigor and validity in their sampling procedures, thereby enhancing the credibility and robustness of their research findings.

Results

1. Reliability analysis

This article analyzed the data through SPSS software, so testing the reliability and validity of the questionnaire is the main task. Table 1 below shows the reliability of these three parts of the questionnaire, indicating that the scale has a certain degree of reliability and, therefore, the survey is credible.

Table 1 Reliability analysis

	Cronbach's Alpha	Number of items
Sociocultural adaptation	0.961	19
Academic adaptation	0.982	16
Psychological adaptation	0.916	9

2. Investigation and analysis of basic information of research objects.

This paper uses the purposive sample statistical approach to survey 127 international students who studied in Thailand. A questionnaire with 54 items was provided to international students, which included 71 male students (55.9%) and 56 female students (44.1%). Participants ranged from under 20 (6.3%) to over 25 (3.9%). Southern China has 34 individuals (26.8%), whereas northern China has 93 (73.2%). Seventy-seven individuals (60.6%) have lived and studied in Thailand for over three years, while nearly nine people (7.1%) have done so for less than a year. 116 (91.3%) participants were religiously unaffiliated, while others practiced Buddhism, Christianity, or other beliefs. Fifteen individuals (11.8%) said they understood Thailand's local culture very well, 46 people (36.2%) said they knew it well, 62 people (48.8%) said they had a broad awareness of Thai culture, and nearly 4 people (3.1%). Over half have low Thai proficiency (59.8%), 45 have moderate Thai proficiency, and just 6 are competent Thai speakers. Regarding English competence, 35 individuals (27.6%) can speak fluently in English, whereas 81 people (63.8%) have moderate English proficiency and can satisfy their everyday communication needs. When asked why they came to Thailand to study abroad, 40% cited the school's exchange program. Over twenty percent of the reasons were as follows: "The study experience at a Thai university will help me in my future work," "I want to understand Thai people and their customs," and "Thailand university tuition fees are low."

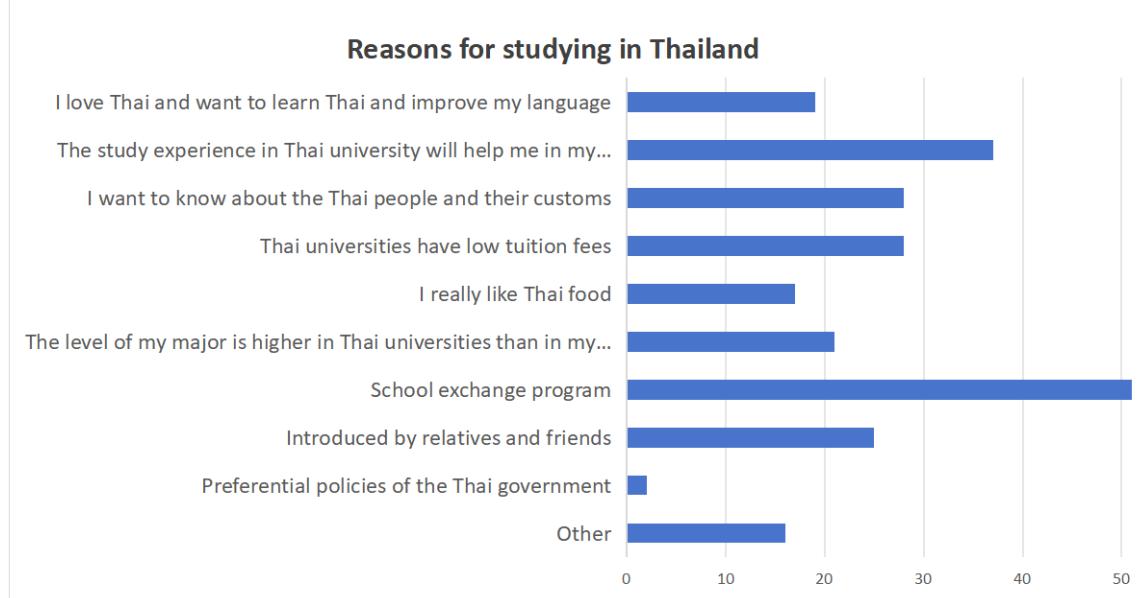


Figure 1 Reasons for studying in Thailand

3. Social and cultural research results

The average value of one question is below 3.0, indicating Chinese international students are adept at making friends with peers from different countries. However, due to an inefficient service system, international students require assistance in adjusting to dorms, canteens, gyms, and other facilities. Table 2 reveals that responses to all questions, all other questions have means greater than 3, highlight significant challenges faced by Chinese students studying in Thailand. Improved social and cultural adaptability is essential. In-depth interviews with students show many choose Prince of Songkla University (PSU) for exchange and cooperation initiatives, believing it benefits their professional development. The Academy's location in Phuket, with beautiful beaches and pleasant weather, adds to the appeal. The cost-effectiveness of tuition and living expenses is reasonable, and sharing life experiences with senior students enhances comfort. Initially facing linguistic communication barriers, students find both international visitors and Thais kind and willing to assist. Familiarity with mobile phone software is crucial. Another aspect involves integrating into the local society, including the overseas Chinese community. Interviews with classmates reveal an increased awareness of cultural differences and identity changes, emphasizing the importance of appreciating cultural diversity. They report no cultural disputes or identity issues. Interviews with local overseas Chinese executives confirm a welcoming attitude, organizing events to facilitate Chinese students' adaptation. This indicates the local society's tolerance, respecting and embracing both foreigners and Chinese individuals. To integrate into the Chinese society, on the one hand, the local Chinese language can allow Chinese students to quickly understand local social customs and living habits, so as to better adapt and integrate into the local society; on the other hand, maintaining close contact with Chinese society can allow Chinese students to have a better experience in a foreign country. The feeling of being in a foreign country. On the other hand, it can help Chinese students achieve transformation after completing their studies locally, such as finding local employment

Descriptive statistics	Number of cases	Average value	Standard deviation	Minimum value	Maximum value
Viewing Different Cultures from the Perspective of Thai People	127	3.11	1.163	1.00	5.00
Understanding Thailand's worldview	127	3.15	1.209	1.00	5.00
Understanding racial and cultural differences	127	3.17	1.369	1.00	5.00
Understanding Thailand's Value System	127	3.16	1.244	1.00	5.00
Accustoming to local etiquette norms	127	3.08	1.337	1.00	5.00
Understand local accent and language	127	3.06	1.353	1.00	5.00
PSU always seeks to create opportunities to use Thai language	127	3.12	1.349	1.00	5.00
Likes to eat Thai food	127	3.1	1.413	1.00	5.00
Participate in social activities, gatherings, ceremonies	127	3.12	1.289	1.00	5.00
Accommodation comfort	127	3.06	1.335	1.00	5.00
Looking at cross-cultural issues from both sides	127	3.20	1.254	1.00	5.00
In PSU, I only like to be friends with international students	127	2.81	1.295	1.00	5.00
Getting used to the pace of life in Thailand	127	3.17	1.298	1.00	5.00
Adapt to Thailand's climate	127	3.14	1.302	1.00	5.00
Recognizing the Way	127	3.15	1.285	1.00	5.00
Using transportation systems	127	3.23	1.370	1.00	5.00
Whether on campus or off campus, I often try to make friends with Thai people	127	3.16	1.428	1.00	5.00
Regularly watching Thai movies and TV programs to learn about Thailand	127	3.02	1.351	1.00	5.00
Can adapt to local Chinese society and have friendly exchanges	127	3.25	1.363	1.00	5.00

Table 2 Descriptive statistics of sociocultural adaptation

4. Research results on academic adaptation

According to the ranking of mean values, the values of all questions are greater than 3 but less than 3.5, indicating distinct challenges in academic adaption. However, via in-depth interviews, the researcher discovered that overseas students can still adapt to these projects with little tweaks. As a result, Chinese students have a positive attitude toward studying in Thailand. In-depth discussions with students revealed that they believe the most significant problem is language. They should develop their English language abilities to improve their communication skills while becoming acquainted with Prince of Songkla University (PSU) and area services to provide a more comfortable living environment. Chinese overseas students may encounter difficulties reading English textbooks and academic literature because they need more time and energy to understand the content. Secondly, writing is an important part of academic research, but the difference in language level may affect the writing ability of Chinese overseas students. They may need help with grammatical errors, poor wording, etc. In class discussions and academic presentations, Chinese students may feel less confident and struggle to need help to express their ideas fluently due to language differences. In addition to the difference in language level, there are differences in English levels among Chinese overseas students. Additionally, academic performance. As shown in Table 3

Through interviews with Thai teachers, the researcher knows their evaluation of Chinese overseas students is still very high, and their learning attitude is relatively good. Chinese overseas students are generally diligent and dedicated. They typically have a strong work ethic and a focus on academic excellence. However, they may need additional support in language skills and acculturation. They share the same goal of obtaining a quality education and pursuing academic success. Thai teachers argue that Chinese overseas students often have access to a robust education system focusing on rigorous academic training. Chinese overseas students may emphasize STEM fields more, be more familiar with advanced technology have strong STEM skills, and excel in math and science. Chinese overseas students may have experience with global competitions and standardized tests, which can be an advantage in an academic setting. Thai students are likely to have more diverse academic interests and can excel in the humanities and arts. Chinese and Thai students may face language barriers due to differences in their mother tongue, especially in English-speaking countries. They may face challenges related to cultural differences and social integration.

Table 3 Descriptive statistical table of academic adaptation

Descriptive statistics	Number of cases	Average value	Standard deviation	Minimum value	Maximum value
Classroom speech	127	3.17	1.320	1.00	5.00
Passing the exam	127	3.39	1.345	1.00	5.00
Taking notes in class	127	3.17	1.283	1.00	5.00
Accustomed to PSU teacher's teaching methods	127	3.26	1.358	1.00	5.00
Complete assignments on time	127	3.34	1.565	1.00	5.00
Accustomed to PSU teacher rating methods	127	3.25	1.431	1.00	5.00
Being able to fully grasp the knowledge learned	127	3.23	1.267	1.00	5.00
Very satisfied with PSU's website and international communication	127	3.21	1.372	1.00	5.00
Choose the courses you want to learn in PSU	127	3.17	1.346	1.00	5.00
Persist in class	127	3.26	1.580	1.00	5.00
Comply with PSU regulations	127	3.25	1.593	1.00	5.00
Very satisfied with the teaching facilities at PSU	127	3.21	1.467	1.00	5.00
Establishing harmonious relationships with PSU teachers	127	3.24	1.530	1.00	5.00
Participate in extracurricular activities	127	3.19	1.495	1.00	5.00
Using PSU Library	127	3.02	1.422	1.00	5.00
Satisfied with PSU's schedule	127	3.23	1.508	1.00	5.00

5. Research results on psychological adaptation

The overall average score, less than three for two questions, indicates that overseas students can adjust to projects and aspire to work in Thailand. Other questions, scoring above 3 but below 3.5, suggest a need for assistance in adjustment. Consequently, Chinese students demonstrate strong psychological adaptation while studying in Thailand. Factors such as awareness of Thai culture, language competency, and English proficiency impact their psychological adaptation. Interviews reveal feelings of overwhelm and apprehension, yet refining goals and exercising patience garners peer support, aiding in successful completion of tasks. This process enhances understanding of attitude and mindset changes while studying abroad at Prince of Songkla University (PSU) as shown in Table 4.

Descriptive statistics	Number of cases	Average value	Standard deviation	Minimum value	Maximum value
The pressure of settling down in Thailand	127	2.91	1.339	1.00	5.00
Preparing to work in Thailand after graduation	127	2.96	1.394	1.00	5.00
Should learn Thai to understand Thai culture	127	3.13	1.315	1.00	5.00
I will adapt to Thai culture	127	3.22	1.362	1.00	5.00
I prefer to stay at home alone in my spare time	127	3.28	1.327	1.00	5.00
I can learn Thai well through hard work	127	3.26	1.210	1.00	5.00
My life after coming to Thailand is similar to what I imagined	127	3.32	1.188	1.00	5.00
I like to make friends with locals	127	3.28	1.253	1.00	5.00
I really enjoy communicating with my family about new things I encounter in Thailand	127	3.28	1.327	1.00	5.00

Table 4 Descriptive analysis of psychological adaptation

The correlation coefficient measures the degree of linear association between two variables. A correlation coefficient larger than zero shows a positive linear association between the two variables. The two variables exhibit a negative linear connection when it is less than zero. When it equals 1, the two variables have a perfect positive connection. When it equals -1, the two variables have an absolute negative correlation. When it equals zero, the two variables have no association. Table 5 shows that all coefficients are larger than zero, demonstrating a linear connection between all components.

The significant level coefficient was 0.01, demonstrating a strong linear relationship between social, intellectual, and psychological adaptations. As a result, the correlation coefficient reflects the questionnaire data's dependability and can help explain the problem. Furthermore, the combined effect of these three elements is extremely considerable. As a result, children should be encouraged to improve their autonomous learning skills, and relevant activities should be organized to accelerate social adaptation. Schools should examine additional management strategies for overseas students so that they can adjust to Thai culture as soon as feasible.

		sociocultural adaptation	Academic adaptation	Psychological adaptability
Sociocultural adaptation	Pearson correlation	1	.726**	.680**
	Sig (Double tailed)		.000	.000
	Number of cases	127	127	127
Academic adaptation	Pearson correlation	.726**	1	.731**
	Sig (Double tailed)	.000		.000
	Number of cases	127	127	127
Psychological adaptability	Pearson correlation	.680**	.731**	1
	Sig (Double tailed)	.000	.000	
	Number of cases	127	127	127

** At the 0.01 level (two tailed), the correlation is significant.

Table 5 Correlation Analysis

Discussion

EVERETT S. LEE (2009) illustrates a simple immigration model, construct relevant hypotheses within an overall framework and further develop them regarding immigrant assimilation and impacts on areas gained and lost. He recognized the importance of internal migration in social and economic development and began to study the relationship between immigrant flows and migration. This article studies the cross-cultural survival of Chinese international students in PSU. As a new generation of immigrants, Chinese international

students include the intervention barriers and personal characteristics of Chinese international students. This article uses a simple survey to develop a framework for the number and development characteristics of new immigrants in the new environment.

Lei Ling & Guo Shibao (2022) learned that "virtual transnational diaspora frees the diaspora phenomenon from its dependence on physical space and the constraints of time and space. People can not only move physically to alienate a certain social and cultural center, but also virtually travel through cyberspace." Achieve flow and alienation. Chinese students studying abroad have grown to a considerable scale since the reform and opening up. Some international students choose to return to their country after graduation, while others choose to stay in the country of their study abroad destination. Many discrete experts and scholars who stay abroad maintain academic exchanges with Chinese research institutions and conduct academic cooperation with domestic researchers, promoting the international development of China's scientific research activities. At the same time, it has been recognized and valued by the Chinese government, and has been vigorously promoted through a series of overseas high-level talent introduction projects, such as the "Changjiang Scholars Program". In the future, we can strengthen the discussion and conduct comparative research on the experiences of other Chinese students in virtual transnational diaspora.

Zhang Hong & Hu Haochen (2022) found that new media, especially social media, has become one of the mainstream forms of media consumption worldwide. The amphibious life of contemporary Chinese overseas students overseas is inseparable from the media content provided by new media technology on the one hand, and also relies on the social functions of new media on the other hand. In this article, contemporary Chinese students in Thailand rely far more on new media, especially social media, than other media. This study showed no obvious differences in terms of cross-cultural adaptation according to the length of study abroad. They all promoted cross-cultural adaptation through new media and new social relationships, alleviating the sense of discomfort when they first arrived in a foreign country. However, this study rarely compares the differences among Chinese students in other Southeast Asian countries. Future research will compare media use and acculturation strategies among students studying abroad in different countries in Southeast Asia.

Li Shen & Jie Chen (2020), analyzed the internal and external factors of culture shock encountered by NFPC students studying at Humber College in Canada in an English-speaking country. According to the study, NFPC students suffered culture shock while away from the familiar disciplinary life and cultural environment of the police academy. Differences in behavior and thinking bring confusion and obstacles to international students' life or study. This article conducts research on Chinese international students going to PSU for exchange and study. Due to the cultural differences between China and Thailand, it can be seen that their cross-cultural survival also has cultural shock. Therefore, for Chinese students studying in Thailand, it is recommended that Chinese students at PSU find appropriate ways to cope with cultural shock with the support of colleges, teachers, and parents, effectively overcome cultural shock, improve cross-cultural communication skills, and better integrate into Thai culture.

1. Social and cultural adaptation of Chinese students who have studied in Thailand positively affects academic adaptation.

Cultural identity plays an important influence in the academic adaption of Chinese students in Thailand. Sociocultural adaptation refers to how overseas students adjust to and integrate into the social and cultural elements of their destination country. Using the Prince of Songkla University (PSU) Phuket campus as an example, integrating into the Phuket

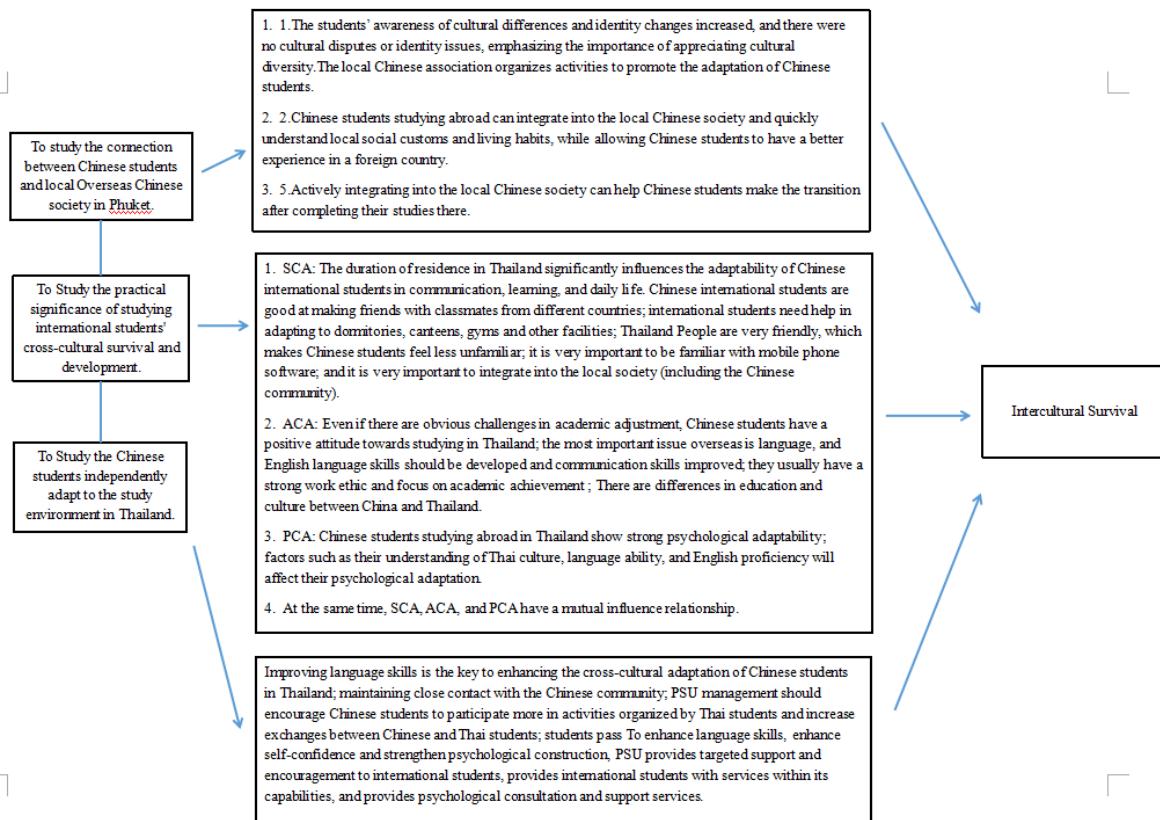
environment enables Chinese students to better understand and identify with Thai beliefs, customs, and traditions. This cultural identity, in turn, contributes to improved academic integration by assisting students in understanding and adapting to Thailand's education system and norms, so improving their overall academic adaptability. To promote this process, PSU administration should encourage Chinese students to engage in more activities organized by Thai students and increase exchanges between Chinese and Thai students.

2 . Psychological adaptation of Chinese students who have studied in Thailand positively affects academic adaptation

Psychological adaptation has a significant favorable influence on academic adaption among Chinese overseas students. They can better adjust to the new academic environment by enhancing their language abilities, increasing their self-confidence, adapting to new learning techniques, and developing a support network. As a result, throughout the academic adaptation process of Chinese overseas students, it is vital to focus on developing and supporting psychological adaptation. Schools and educational institutions can give psychological counseling and support services to assist Chinese international students in dealing with academic pressure and problems and adapting successfully academically.

3 . The psychological adaptation of Chinese students who have studied in Thailand positively affects social and cultural adaptation

Psychological adaptation significantly improves the cultural adaptability of Chinese overseas students. An optimistic attitude and an open mind, social support and interpersonal ties, cross-cultural communication, and learning all help Chinese overseas students adjust to their new cultural surroundings more effectively. To improve the cultural adaptability of Chinese international students, it is necessary to pay attention to and support their psychological adaptation process, provide specific support and encouragement to international students, provide international students with services that are within their capabilities, strengthen social support for them, and keep international students from experiencing psychological problems. Feelings of loneliness, isolation, melancholy, and frustration. Mutual help with Chinese students can also play a particular role in emotional support, which helps them better adapt to the new cultural environment and gain a richer experience in studying abroad.



Conclusion

1. Factors influencing cross-cultural adaptation of Chinese overseas students in Thailand

The duration of residence in Thailand significantly influences the adaptability of Chinese international students in communication, learning, and daily life. Long-term students undergo a temporary boost in communicative adaptability initially, followed by a decline after a year and a resurgence in the third year with substantial growth by the fifth year. Despite external assistance from Prince of Songkla University, challenges like housing subsidies and administrative delays contribute to a run-in phase with the Thai environment. After 2-3 years, students enter the third level of adaptation, showing qualitative growth, with the fifth year critical for a significant leap in cross-cultural adaptation. Researchers acknowledge the need for repeated testing to validate the hypothesis's correctness and universality.

2. Suggestions on improving the cross-cultural adaptation level of Chinese overseas students in Thailand

Improving language proficiency is key to enhancing the cross-cultural adaptation of Chinese international students in Thailand. Proficiency significantly aids academic pursuits and social support, fostering communication and friendship. Overcoming language barriers is vital for academic and social assistance. High language proficiency, especially in English, is essential for effective engagement in both academic and daily life. Meeting language certificate criteria is crucial for interactions with instructors and classmates, and language proficiency is pivotal for understanding Thai culture. Integration into Thai society requires learning both

"Thai and English," facilitated by language schools across Thailand offering tutoring sessions for linguistic adaptation.

3. Maintain close ties with the Chinese community.

On the one hand, local Chinese can allow Chinese international students to quickly understand local social customs and living habits, so as to better adapt and integrate into the local society; on the other hand, maintaining close contact with the Chinese society can allow Chinese international students to feel that they are in a foreign country. The atmosphere of the motherland can alleviate the loneliness that may arise from living in a foreign country and increase their sense of belonging; on the other hand, it can help Chinese students achieve transformation after completing their studies locally, such as finding employment locally.

Suggestions of research

1. Management Policies for university

1.1 For Other Lecturers

This research can provide insights into the particular cross-cultural issues that Chinese foreign students confront in Thailand, guiding instructional techniques and support initiatives designed to improve their academic and personal integration.

1.2 For Other Students

The research can be beneficial for the other students to be able to understand the common obstacles encountered by Chinese international students in a Thai university setting, empowering them to proactively address cultural adaptation issues and optimize their study abroad experience.

2. Further Researches

This research can contribute empirical data and qualitative analysis to the cross-cultural literature, enriching our understanding of the complexities involved in international student adaptation and providing a foundation for further exploration in this field.

2.1 The researcher can do further research by comparing the Cross-Cultural Survival Issues between foreign students and Chinese students.

2.2 The researcher can explore Cross-Cultural Survival Issues of Chinese students by applying SWOT Analysis and studying the influence in policies management that support Chinese students in Thai universities.

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