



ANALYSIS OF THE ROLE OF ACCULTURATION STRATEGIES ON STUDENTS' LIFE AND LEARNING ACHIEVEMENT: A CASE STUDY OF A THAI PRIVATE UNIVERSITY

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ABSTRACT

Acculturation is the change in the original culture of one or both parties when people of different cultural groups are in continuous direct contact. Acculturation strategies divide acculturation into four types of strategies: assimilation, separation, integration, and marginalization. This study used a mixed-methods approach to investigate the acculturation strategies and the effects of the chosen strategies on student life and learning achievement of Chinese students at a private university in Thailand. The sample consisted of 159 Chinese students from the target population of 263 Chinese students enrolled between 2019 and 2020 Academic Year. The instruments were 35-item questionnaire and in-depth semi-structured interview. The results of both quantitative and qualitative data analysis showed that most of the Chinese students in the sample used integration strategy, which had positive effects on student life and learning achievement. This study suggests that universities provide more help during the acculturation stage of international students, and that international students can prepare themselves in advance to better adapt to the new environment.

Keywords: Acculturation Strategies, Integration, Effects, Students' life, Learning Achievement

1. Introduction

In today's society, people from all over the world communicate more conveniently, globalization of culture has become commonplace in the context of globalization. It transcends narrow national boundaries and is gradually accepted by people of different communities, cultures and religions. The impact of globalization on culture is most easily felt by ordinary people. Tsaliki (2021) pointed out that globalization has penetrated into local culture. In the realm of values and norms, the entire world is increasingly falling into a process of interdependence, mutual restriction, and cultural interaction. It is undeniable that the boundless world plays a significant role in globalization of cultures.

Chen and Wu (2014) reported that with the rise of the globalization, education is also undergoing a quiet revolution. Facing the new opportunities and challenges brought by globalization, many countries have made changes in education, and it has also ushered in the internationalization of education.



Acculturation is a process by which a person or a group in one culture adopts or rejects the practices and values of another culture (Berry, 2005). However, at the individual level, acculturation may involve all the same things that happen at the group level, but the motivations and circumstances may be different. For example, people who travel to a foreign country of a foreign culture and spend a long time in the country may deliberately or unintentionally engage in the process of acculturation to learn and experience new things, enjoy their accommodation, and reduce cultural differences.

In the same way, during the period of studying abroad, students are not only exposed to knowledge, but also the way of life in that country. The cultural shock caused by the differences in historical and cultural background is something every overseas student would encounter and must face. Although the international students have been prepared before they go to the host country, they will encounter some unpredictable situations when they arrive. At this time, they will feel anxious and uneasy. In severe cases, they will be depressed if they cannot adjust themselves.

Ward (2015) identified many reasons for the transitional discomfort of international students, ranging from climate, diet, language, clothing, behavior, population density, political and economic environment. There are more spiritual factors than physical factors. In a brand-new cultural environment, poor communication, variables, changes in state or positioning in a new environment, cultural shock makes the affected person at a loss as to what to do, and even the entire psychological balance and value judgment standards are completely lost.

After a certain period of acculturation, students will choose different acculturation strategies. Berry (1980) point out that altogether there are 4 major acculturation strategies at work. First, when acculturating, individuals value not only maintaining the original culture, but also paying attention to daily interactions with other groups: the strategy they adopt is "integration." Second, when individuals are unwilling to maintain their original cultural identity, but have regular daily communication with other cultural groups, the strategy they use is defined as "assimilation". Third, when these individuals value their original culture, but want to avoid communicating with other groups, it is "separation". Finally, when these individuals have little chance of maintaining their original culture and lack of interest in communicating with other groups, the acculturation strategy is "marginalization".

Therefore, what is certain is that under the background of the internationalization of education, studying abroad has become a commonplace movement, so when these many international students face the new culture, the old and new culture meet, they have to adapt themselves to the new environment. It is worth exploring the effects of acculturation strategies in student life and learning achievement.

Chinese students who study abroad have different motives for studying abroad such as pursuing high-level academic quality, obtaining a degree, seeking self-employment, continuing education, realizing personal interests or entering a specific industry. With the chosen acculturation strategies, what kind of effect will they have on their own life and learning? This is a question the researcher was interested in. The sample groups have studied in



Thailand for 2-3 years, they were believed to have the experience of choosing acculturation strategies and managing their life and learning.

The private university of this research has a total of 1,162 Chinese students. These students were not different from other international students and would face the same acculturation situations. This study attempted to explore whether the chosen acculturation strategies of Chinese students at this private university had any effects on their life management and learning achievement.

This study may benefit students in that it can help students understand their own status and make adjustments to the new culture, live a more comfortable life and better adapt to their study abroad life. The findings of the study can help the department provide at guidance to targeted students before and after enrollment so that when students go into a new cultural environment, and help them to feel most comfortable faster. For interested people, the findings can be a useful body of knowledge.

2. Objectives of the study

- 2.1 To study the acculturation strategies of Chinese students at a Thai private university
- 2.2 To study the effects of the chosen acculturation strategies on student life
- 2.3 To study the effects of the chosen acculturation strategies on learning achievement

3. Materials and methods

This study adopted a mixed-methods approach. Quantitative data were collected by the questionnaire, and the qualitative data by in-depth semi-structured interview.

3.1 Questionnaire

The questionnaire had 34 Likert five-level scale items (Likert, 1932), and one open-ended question. The 4 parts were: 1) Participants' personal basic information; 2) Acculturation strategies; 3) The effects on student life; and 4) The effects on learning achievement. The second part of acculturation strategies questions had 14 items, which were modified from the Barry's East Asian Acculturation Scale (2001) (based on literature review and suggestions of 3 IOC experts). The interpretation of the item were based on Plansangket (2016) as follows: 'Strongly disagree' (1.00-1.80); 'Disagree' (1.81-2.60); 'Neutral' (2.61-3.40); 'Agree' (3.41-4.20); 'Strongly agree' 4.21-5.00.

3.2 In-depth Semi-Structured Interview

A total of 7 interview questions were prepared : 1) Could you tell me about your study life in Thailand? 2) How do you handle the situations in the new culture? 3) How do you make a relationship or communicate with others? 4) How do you manage your daily life? 5) Are you satisfied with your academic grades? Why? 6) In what areas of your study have you made improvement? 7) What skills do you get in life or study?

In order to ensure the validity of the questionnaire and in-depth semi-structured interview questions, the researcher invited 3 University lecturers to evaluate the questionnaire items and the interview questions, the IOC



score were 0.96 (questionnaire) and 0.91 (interview questions) respectively. For reliability of the questionnaire, a pilot study was conducted with a group of 30 Chinese students from different universities. Based on the pilot study with 30 students, the Cronbach's Alpha was 0.857; hence, the questionnaire is reliable.

The 159-student sample size was calculated using Yamane's formula. Then stratified sampling is used to extract the corresponding sample sizes from 3 different colleges, which were 56 Chinese students at the International College, 81 Chinese students at the International Chinese College and 22 Chinese students at the College of Design; 2) Quantitative data were collected from 159-student sample size, qualitative data were collected from 9 Chinese students who volunteered. The data were collected and analyzed.

4. Results

The quantitative data from questionnaire were filled by 159 Chinese students who were sampled. The details of the demographic information of participants were shown in Table 1 below:

Table 1 Demographic Information (Questionnaire)

Items	Choice	N	Percentage
College	International College	56	35.2%
	International Chinese College	81	51%
	College of Design	22	13.8%
Total		159	100%
The study abroad experience in another foreign country except Thailand	Have study abroad experience before	9	5.7%
	Don't have study abroad experience before	150	94.3%
Total		159	100%
The duration of study abroad experience in another foreign country except Thailand	Less than 1 year	8	89%
	More than 1 but less than 3 years	1	11%
	More than 3 years	0	0%
Total		9	100%
The duration of study abroad experience in Thailand	Less than 1 year	57	38%
	More than 1 but less than 3 years	41	27.3%
	More than 3 years	52	34.7%
Total		150	100%

The qualitative data from in-depth semi-structured interview were collected from 9 Chinese students who volunteered. The details of the demographic information of interviewees were shown in Table 2 below:



Table 2 Demographic Information (In-depth semi-structured interview)

Items	Choice	N	Percentage
College	International College	4	44.5%
	International Chinese College	3	33.3%
	College of Design	2	22.2%
Total		9	100%

4.1 Research Question 1: What are the acculturation strategies of the Chinese students at a private university?

The second part of the questionnaire (questions 5-18) is about acculturation strategies, and the analysis of all students for the total sample is shown in Table 3.

Table 3 Descriptive Statistics of Sample (Acculturation Strategies)

Items	Mean	N	S.D.	Interpretation
1. I spend most of my time with my Thai friends rather than Chinese.	3.11	159	1.20	Neutral
2. I choose to participate in Thai cultural activities both on campus and outside.	3.34	159	1.22	Neutral
3. I use Thai most of the time.	2.89	159	1.13	Neutral
4. If I post in social media, I write in Thai most of the time.	2.92	159	1.03	Neutral
5. I admire Thai manners.	3.36	159	1.08	Neutral
6. I prefer to make Chinese friends rather than Thai friends.	2.85	159	1.24	Neutral
7. I plan to get married with a Chinese rather than a Thai.	2.96	159	0.98	Neutral
8. I prefer going to a party where most the people are Chinese.	2.62	159	1.15	Neutral
9. I use Thai in my daily life as little as possible.	2.96	159	0.98	Neutral
10. I try to learn the Thai language as well as possible to the level of my native language	3.87	159	1.09	Agree
11. I try to make both Thai and Chinese friends.	3.67	159	1.04	Agree
12. I watch both Chinese videos and Thai videos.	3.75	159	1.04	Agree
13. I try to familiarize myself with Thai dishes.	3.67	159	1.16	Agree
14. I feel comfortable around with both Thais and Chinese.	3.69	159	1.04	Agree



According to the quantitative data of the questionnaire, it can be found that the scores of Q14-Q18 in the entire sample data are higher than those of other items, The scores of Q5-Q9 are a little higher than Q10-13. The highest score comes from Q14: “I try to learn the Thai language as well as possible to the level of my native language”, while the lowest score comes from Q12: “I prefer going to a party where most the people are Chinese.”

When the samples of 3 colleges are divided into samples to observe the data separately, there will be some similarities and differences. The data of the International College and the International Chinese College samples are similar to the data of the whole sample. The highest scores come from Q14-Q18. However, the quantitative data of the College of Design shows that the results will be more complicated. Unlike other groups, Q5 and Q9 appear in the higher scores, while the highest score comes from Q18, and the lowest score comes from the score levels of Q10 and the score of Q17 lower than other group with the ‘Neutral’ interpretation, but the whole scores of Q14-Q18 are higher than other items.

The part of acculturation strategies questions were modified from Barry’s East Asian Acculturation Scale (2001), showing Q14-Q18 in consistent with the integration strategy implying that the Chinese student mostly use integration strategy.

According to the qualitative data obtained from in-depth semi-structured interview, the acculturation strategies of the 9 interviewees can be divided into 6 aspects: 1) Do group work with classmates; 2) Language use; 3) Make friends; 4) Activities participated; 5) Admire Thailand; 6) Future plan and personal thoughts.

In the first aspect, do group work with students, all interviewees have done group work with Chinese students, but not all students have teamwork with foreign students, but they also expressed that they would not refuse to work with foreign students, even two students expressed that they would be more willing to form teams with foreign students. The examples were shown:

“There must be some group work, and there will be cooperation with foreigners, but it is a short-term cooperation, not a long-term one, but most of group works are done with Chinese students.” (Interviewee 1)

“I can form a group with whoever that I want. Even now, I prefer to form a team with foreigners, because sometimes I feel embarrassed to put pressure on the Chinese classmates, while foreigners are more casual and more purposeful.” (Interviewee 3)

In the second aspect, most of the interviewees usually use Chinese more, but all the interviewees mentioned that they learned Thai language and can speak daily Thai. The example was shown:

“In my daily life, I used Chinese mostly, followed by English, and I can also speak some daily Thai, such as paying the bill, asking for directions, ordering food, and taking a taxi.” (Interviewee 3)

In the third aspect of make friends, most of them have both Chinese friends and foreign friends, and liked to make relationship and communicate with others, not care about friends’ and lover’s nationality. The example was shown:

“I have a lot of Chinese friends, as well as foreign friends.” (Interviewee 6)



As for the participation in the activities, all of them have participated the cultural and festival activities in Thailand, and most of them watch Thai dramas. The example was shown:

“I went to temples, the festival activities, such as Magha Puja Day, Songkran Festival, and Loy Krathong Festival.”(Interviewee 2)

Regarding the admiration, there is a lot of content. All of the interviewees like and respect Thai culture, and they have a good impression of Thailand. The example was shown:

“I think the overall environment in Thailand is relatively relaxed and free, which is quite suitable for me.” (Interviewee 3, March 9)

When talking about the future plan, some interviewees said they will continue the master degree in Thailand, and some said they will come back to develop themselves in Thailand, and buy a condo. The example below:

“I really like Thai culture, otherwise I would never have wanted to go there, I even plan to go to Thailand to buy a small apartment.” (Interviewee 8, March 7)

In the current situation, most of the interviewers mentioned that they have found a comfortable way of life and feel integrated into the country, some of them try to integrate but feel not really integrated, because of the language and the lack of courage. In all 9 interviewees, the interviewee 9 had encountered some problems before, had problems getting along with classmates before, and encountered impolite behavior in the mall. The current situation is the sleep, but he is looking for various ways to relieve stress, such as Fitness, and pay more attention to own feelings, and have found a comfortable lifestyle. The example was shown:

“I have found my own comfortable state. I don't feel that I have become worse. I am very satisfied with the continuous improvement.” (Interviewee 4, March 9)

In general, most of the Chinese students in the sample have adopted ‘Integration’ acculturation strategy.

4.2 Research Question 2: What are the effects of the chosen acculturation strategies on student life?

The third part of the questionnaire (questions 19-26) is about The effects on students’ life on chosen acculturation strategies. The data is shown in Table 4:

Table 4 Descriptive Statistics (The Effects on Students’ Life)

Items	Mean	N	S.D.	Interpretation
15. I can get along well with my classmates at university.	3.87	159	0.89	Agree
16. I have good relationship with the teachers at university.	3.62	159	0.92	Agree



17. I can work in teams with other classmates.	3.67	159	0.91	Agree
18. I can plan my study effectively.	3.58	159	0.91	Agree
19. I always can do things according to the plan that I make.	3.52	159	0.98	Agree
20. I can reflect over yesterday happenings in order to do better in the future.	3.62	159	0.88	Agree
21. When I face of emergency, I usually can turn to people around me for help. (Classmates, teachers, other people I know)	3.49	159	0.90	Agree
22. My routine is well-organized.	3.53	159	0.92	Agree

According to the results of the questionnaire, the interpretation of each item is 'Agree', and the highest score is Q19, "I can get along well with my classmates at university".

Pearson correlation was used to analysis report on the correlation between the degree of acculturation strategies and the index of students' life. It is generally considered that: <math><0</math> has negatively correlation, <math><0.3</math> has no correlation, $0.3 \sim 0.7$ has weak correlation, and >0.7 has strong correlation. The correlation between the degree of acculturation strategies and the index of students' life are followed: Assimilation (0.59), Separation (-0.22), Integration (0.76). It was found that assimilation strategy weakly correlated with effects on student life, separation strategy negatively correlated with effects on student life, and integration strategy were strongly correlated with effects on student life.

According to the qualitative data obtained from in-depth semi-structured interview, the effects of the chosen acculturation strategies on student life of the 9 interviewees can be divided into 4 aspects: 1) Satisfied; 2) Self-management; 3) Interaction with others; 4) Life situations.

In the first aspect, 8/9 of the interviewees mentioned that they are satisfied with their current life, only interviewee 9 mentioned the sleep problem affect the life a little bit, but have try to solve this. The example was shown:

"Yes, I was satisfied with my life and study, I feel like I've adapted pretty well, and I like Thailand very much." (Interviewee 2)

About self-management, all interviewees mentioned that they can handle things well, arrange life well, do self-reflection, and do the thing should to finish. Some of them also said like to plan in advance. The example was shown:

"I think it's quite fulfilling. I will arrange my life well. If I don't arrange it in advance, I will feel a little uncomfortable." (Interviewee 6)

In the third aspect, the interaction with others, most of them like to make relationship with classmates, and have communication with teachers. The example was shown:



“I prefer to communicate with people, and I also ask for help. It’s more sincere to get along with people, and I also like to helping others.” (Interviewee 2)

The final aspect, life situations, all interviewees mentioned their independent ability have great improved, and have improved other ability, like ability to deal with emergencies. Some of them said like to help others, and know the life exactly want, and try to learn and master something, enrich self. The example was shown:

“I seem to be able to do things by myself, and my ability to solve things independently has greatly improved.” (Interviewee 7)

In general, The effects on students’ life of chosen acculturation strategies are positive.

4.3 Research Question 3: What are the effects of the chosen acculturation strategies on learning achievement?

The fourth part of the questionnaire (questions 27-34) is about the effects on Learning achievement on chosen acculturation strategies. The data is be shown in Table 5:

Table 5 Descriptive Statistics (The Effects on Learning Achievement)

Items	Mean	N	S.D.	Interpretation
23. Teachers usually admire my learning attitude.	3.87	159	1.02	Agree
24. My test scores are generally pretty good.	3.52	159	0.93	Agree
25. I learn more knowledge in each day.	3.47	159	0.91	Agree
26. I fully understand what I study in my program.	3.42	159	0.91	Agree
27. The progress that I get during my studies can make me more motivated to study hard.	3.57	159	0.85	Agree
28. I have mastered well the knowledge and skills I have learned in my major study.	3.52	159	0.96	Agree
29. Beside what I learn in this major, I have also mastered other knowledge and skills.	3.52	159	0.93	Agree
30. My graduation plan is in progress according to the schedule.	3.54	159	0.90	Agree

According to the results of the questionnaire, the interpretation of each item is ‘Agree’, and the highest score is Q27, “Teachers usually admire my learning attitude”. Pearson correlation was used to get the analysis report on the correlation between the degree of acculturation strategies and the index of learning achievement. It is generally considered that: <0 has negatively correlation, <0.3 has no correlation, 0.3 ~ 0.7 has weak correlation, and >0.7 has strong correlation. The correlation between the degree of acculturation strategies and the index of learning achievement are followed: Assimilation(0.59), Separation(-0.22), Integration(0.64). It was found that assimilation



strategy and integration strategy weakly correlated with effects on student life, but the correlation index of integration strategy is higher than assimilation strategy. Separation strategy were negatively correlated with effects on student life.

According to the qualitative data obtained from in-depth semi-structured interview, the effects of the chosen acculturation strategies on learning achievement of the 9 interviewees can be divided into 5 aspects: 1) Satisfied; 2) Grade and students' mission complete; 3) Skills mastered; 4) Ability improved; 5) Graduation. Which is shown in Table 4.7

In the first aspect, all interviewees said they are satisfied with their academic performance, as seen in the example:

“Satisfied, the knowledge that should be mastered is probably mastered.” (Interviewee 9)

When talked about the grade and students' mission complete, all interviewees mentioned they mastered the knowledge well and completed the student's mission well. Some of them also mentioned the grade come from hard-working, they studied hard and had a good performance in class. The example is shown below:

“The knowledge that we learned has been studied hard, and the grades can be regarded as a result of hard work.” (Interviewee 1)

In the third aspect, skill mastered, each interviewee has mastered different skills, such as writing a novel, game streaming, running own official account, cooking skill, with the use of Thai language as one thing in common. The example is shown below:

“I have learned how to search for knowledge independently. Of course, I also learned a third language” (Interviewee 4)

Speaking of ability improvement, some of interviewees mentioned the self-learn ability made a big improvement, and interviewee 8 mentioned the university teaching atmosphere pay more attention to practice, so students' practical ability and self-understanding ability will be further improved more. The example is shown below:

“My self-learning ability has greatly improved, ability to adapt to the environment has also been strengthened.” (Interviewee 4)

When interviewed the current study status, the interviewees all know their current status and what to do next. They know the graduation plan and graduation is in progress. The example was shown:

“Generally speaking, I am satisfied with my academic performance, and the graduation thesis is also progressing steadily.” (Interviewee 1)

In general, The effects on learning achievement of chosen acculturation strategies are positive.

5. Discussion

In this section, the issues related to acculturation strategies and the effects on students' life and learning achievement are discussed:



5.1 Acculturation strategies

With the use of the questionnaire survey and in-depth semi-structured interview, the results of the data analysis showed that the acculturation strategy adopted by the majority of students was the integration strategy, both in the aggregate and in each of the 3 faculties individually, as all option scores related to the integration strategy showed agree. It is similar to the studies before, the integrated strategy was the most common acculturation strategy (Berry et al., 2006).

Integration refers to the maintenance of the original cultural identity, while at the same time regular interaction and participation with the larger dominant culture (Berry, 2017). Among them, students are more interested in language learning and use. The acculturation hypothesis proposed by Schumann (1978) emphasizes the importance of culture in second language acquisition, and the factors studied can be classified into two categories: social factors and psychological factors. Schumann calls it social distance and psychological distance. To acquire a second language, one must understand and acquire the target language culture, and shortening the social and psychological distance from the target language culture is an important condition for second language acquisition. So there is an important connection between language and acculturation.

In this study, it can be found that the attitude and the reaction after entering the environment is also a key factor in determining the subsequent integration results.

5.2 The effects of chosen acculturation strategies on student life

Through the quantitative data analysis of the questionnaire and the qualitative data analysis of the in-depth semi-structured interview, it can be seen that the effects of chosen acculturation strategies of the students is positive.

In this study, the problems students face after entering the new environment basically revolve around the natural environment, food, clothing, housing and transportation. Similar to this finding, international students experience too many changes as they try to adapt themselves to the new culture, making them feel stressed, anxious and frustrated (Khawaja and Stallman, 2011).

The important issue in this study is that students' life is interact with others. Daily affairs such as living arrangements, bill payment and enrollment issues are issues that international students must face (Jang, 2010; Yan and Berliner, 2011). Obviously, new food, housing, different climates, and learning how to buy and pay is particularly challenging for international students, because in addition to classes, they must also learn how to pay tuition and fees, write checks, decrypt new business terms, and find general information about the campus and surrounding area (Jang, 2010). These all need to interact with people to solve problems.

In this study, most of the students' communication with others showed a positive attitude, and they did not show any rejection of contact with their own country or other countries.

5.3 The effects of chosen acculturation strategies on learning achievement



From the questionnaire survey and in-depth semi-structured interview, it is found that the effects on students' learning achievement are generally positive.

Many of students agreed the good academic performance, and according to their main acculturation strategy is integration strategy, which means the integration strategy have a positive effect on learning achievement. Which similar to research of Kathleen(2020), the study point out that a consistent pattern in the different acculturation domains that participants with the integrated and assimilated profiles reported higher GPAs than participants with the marginalized, ambivalent, and separated profiles. This finding is also consistent with the pattern found in previous research that the integrated and assimilated profiles are associated with higher academic performance compared to the other profiles (Kim et al., 2015; Makarova and Birman, 2015; Nguyen and Benet-Martinez, 2013).

The students also mastered new skill and get the improvements, and self-learning ability have mentioned also, which means use of integration strategy will have a good academic competence. Which provide support for Yeh et al.'s (2008) study that found that participants' English language proficiency was related to higher comfort and willingness to seek academic help. The students in the group like to ask for help in academic issues, which is positive for learning achievement, there have studies have indicated that academic competence was positively associated with academic help seeking behavior (Marchand and Skinner, 2007; Ryan et al., 2001).

6. Conclusion

6.1 The major findings

The major findings are following: 1) Students in this study use the integration strategy for the main acculturation strategy. 2) The effects of chosen acculturation strategies on student life is positive. 3) The effects of chosen acculturation strategies on learning achievement is positive.

6.2 Recommendation for universities and students

1) For universities, it is important to provide more careful help when students first enter school, such as visa services, registration assistance, and teachers' concern for students' learning status, which will have a useful help on students' life and learning achievements of students.

2) For students, when first entering a new environment, students can communicate with as many people as possible. It is very important to actively seek help when encountering problems. The help of teachers and classmates will give positive feedback, avoid encountering problems, and adapt to the life of studying abroad faster. Secondly, the attitude after encountering a problem is also very important. Optimistic attitude will also help the life of studying abroad more Smooth, in terms of study, communicate with classmates and teachers more, enhance communication skills and self-learning ability at the same time, and can also help students who study abroad alone to obtain a better study abroad experience



6.3 Recommendation for future research

This study adopts in-depth semi-structured interview to obtain qualitative data. Based on the depth of privacy, further research can adopt the method of focus group interview, and free-style discussions may obtain more answers. Secondly, in terms of population and sampling, the further research can choose countries that are farther away from China, and the population range is wider. Even the type of schools can range from primary and secondary schools to universities, not just limited to college students. Interesting results should be obtained. In terms of sampling, purposive sampling can be done, the results will be more representative. Finally, in terms of method, this research adopts Berry's Multidimensional Model of Acculturation. A future study can explore the factors during acculturation, from Berry's Acculturation framework, which is very meaningful and interesting.

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