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

BY

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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. This study aimed to investigate 1) the acculturation strategies of Chinese students at a Thai private university, 2) the effects of the chosen acculturation strategies on students' life and 3) the effects of the chosen acculturation strategies on learning achievement. This study employed a mixed-methods approach to collect the quantitative and qualitative data. The sample consisted of 159 Chinese students, sampled from the target population of 263 Chinese students enrolling between 2019 and 2020 Academic Year. The instruments were the 35-item questionnaire and the 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, while a few students used assimilation strategy and separation strategy, with no student using marginalization strategy. The integration strategy that most students adopted had positive effects on students' life and learning achievement. This study suggests that universities should 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.

(Total 160 pages)

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

Student's Signature …... Thesis Advisor's Signature ....

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Chapter 1

Introduction

This chapter will elaborate seven major aspects to introduce it. The first part introduces the background of the study, and the next part mentions the research objectives, to be followed by research questions. It also provides the scope, the conceptual framework, significance and limitation of the study. The chapter concludes with the definitions of terms.

1.1 Background of the Study

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.

Since the end of the 20th century and the beginning of the 21st century, "internationalization" or "globalization" has become a very popular word in the world. However, internationalization of education has a long history. According to Osman (2021), during the ancient Greece period and Warring States Period of China, cross-national preaching and learning through travels prevailed among countries. In the Middle Ages of Europe, there was an international flow of teachers and students among European universities. In addition to the internationalization of teachers and the internationalization of research and teaching, the most important manifestation of the internationalization of higher education is the internationalization of students.

Therefore, what is certain is that under the background of the internationalization of education, studying abroad has become a commonplace movement, although it is believed that Thais and Chinese have similar cultures, the Chinese students who studying in Thailand still need to adapt themselves to new culture. Besides, these Chinese students find they have some problems in terms of educational contexts (Wang, 2023). It is worth exploring what effect of acculturation strategies in students' life and learning achievement.

1.1.1 Internationalization of Education

Internationalization of education is an inevitable product of globalization, and it is also a major goal of government education strategies. According to Guangming Daily, nowadays, the flow of human resources and material resources across the world and across regions has become the norm. This kind of resource flow has penetrated into the field of education, resulting in optimization of resource allocation educational

more frequent and more intense competition.

In the QS2018 Global Study Abroad Report published by Quacquarelli Symonds (QS), it was found that among the group of international students, there were six major aspects of motivation for studying abroad. They were: 1) pursuing high-level academic quality; 2) getting a degree; 3) preparing for self-employment; 4) continuing education; 5) personal interest; 6) wanting to enter a specific industry.

In recent years, the destination countries for studying abroad have begun to change. Taking Chinese students as an example, according to statistics, the geographical distribution of Chinese self-funded students studying abroad has reached 181 countries. From the early stage of reform and opening up, they were mainly concentrated in the United States, Canada, Britain, Japan, Australia, Germany and other countries and rapidly expanded to the world. At present, in addition to the unabated popularity of traditional countries that are popular for studying abroad, destination countries for studying abroad have clearly shown a trend of developing from traditionally developed or moderately developed countries to developing countries (Educations.com, 2022).

In the context of the entire education internationalization, various educational institutions in various countries optimize the allocation of resources in response to this general trend. According to Guangming Daily (2014), in the selection of talent training goals, educational content, educational methods and methods, countries must not only take the needs of domestic social and economic development as the premise. It must also adapt to the new situation of economic and cultural exchanges and cooperation, such as international industrial division of labor and trade complementarity. Therefore, the essence of the internationalization of education, in the final analysis, is that under the background of economic globalization and trade liberalization, all countries want

to make full use of the "domestic" and "international" education markets to optimize the allocation of their own educational resources and elements. To seize the commanding heights of world education, cultivate high-quality talents that are internationally competitive, and serve the national interests of the country.

There are many forms of cooperation: cooperative education, international courses, cooperative education programs, like "3+1" (3 years study at home country and 1 year study abroad to obtain an undergraduate degree) and "2+2" (2 years study at home country and 2 year study abroad to obtain 2 undergraduate degrees), teacher exchanges, and so on. That makes the internationalization of education develop better.

1.1.2 Number of Chinese Students Studying in Thailand

Under the current background of the internationalization of education, various countries are actively promoting the optimization of educational resources, attracting foreign students to study abroad, and encouraging their own students to go out. Also due to economic globalization, the economic level of all countries in the world has generally improved, which also provides good opportunities for people to study abroad.

China has a large population, so it also plays a large part in the internationalization of education. Since the beginning of the 21st century, the state has abolished the self-financed study abroad qualification examination system, established a business park for overseas students, and established a series of national outstanding self-financed study abroad scholarships. The measures provide a smoother channel for encouraging self-financed study abroad and returning to China for services. In the context of globalization and the internationalization of education, with the rapid development of China's economy, more Chinese families have shared the dividends of

reform and opening up. Studying abroad is no longer the patent of some rich and powerful people. China has already entered the mass family. Conditions can afford the cost of studying abroad (Guangming Daily, 2014).

The Report on Chinese Students Overseas Study (2020) reviewed that in 2019, the number of students studying abroad reached 710,000. The United States is still the country with the largest number of Chinese students, while the number of students studying in the UK has increased significantly, and the number of students studying in Asia, Japan and South Korea has increased steadily. The number of students studying in Russia has grown rapidly. Among them, the number of Chinese students from neighboring Asia has steadily increased, and its unique advantages such as the top quality of education in Asia, similar cultural habits, convenient transportation, and low language threshold have attracted many Chinese students. This also includes Thailand. According to Office of The Permanent Secretary, Thailand, the statistics on the number of foreign students studying in Thailand from 2012-2022, found that there were 228,724 foreign students studying in Thailand, of which 106,869 were Chinese students, accounting for 46.72%. In 2022, there are a total of 30,837 international students studying in Thailand, including 18,771 Chinese students.

In recent years, Thailand and China have a very close relationship. With the One Belt One Road policy, there has been a lot of cooperation. Thailand's own superior natural environment and relaxed and comfortable social environment are also a major highlight. 360 Education Group (2015) and xueyc.com (2022) mentioned why Chinese students choose to study in Thailand. The reason is the Chinese students can get the European education model with the reasonable price advantage, close to home and environment is good, it is also an Asian country, the culture will not be too adaptable, and the teaching atmosphere is relaxed. Those reasons have attracted a large number of Chinese students to choose to study in Thailand.

Among the universities in Thailand, Rangsit University also has international courses and Chinese courses for Chinese students. In recent years, it has actively carried out various cooperation projects with China, including 3+1 exchange students and 2+2 double degrees. Projects, short-term study tours, 4 years of undergraduates, 2 years of masters, 3 years of doctoral students, there are about 1,162 Chinese students in total. Therefore, it can be seen that there are not many Chinese students at Rangsit University, and it is considered to be a university with a large number Chinese students among Thai universities.

1.1.3 Acculturation

Acculturation is related to "culture". Culture includes: (1) Visible cultural relics, such as food, clothing, tools, buildings and landscapes; (2) Visible behaviors based on inference rules or code systems, such as language, social roles and rituals; (3) Basic attitudes, beliefs and Values. "In any culture, the classification of things, activities and attitudes is from good to evil, from ideal to bad, from acceptable to unacceptable" (Clifford, 1973). It is difficult to list or define all aspects of a culture, especially the invisible, inferred psychological aspects. Among cultural differences, such as gender, age group, social class, occupation and region, cultural differences exacerbate the difficulty of specifying culture. No one knows his or her entire culture (Matsumoto, 2008).

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 with a foreign culture and spend a long time in a foreign country may deliberately or unintentionally engage in the process of

acculturation to learn and experience new things, enjoy their accommodation, and reduce cultural differences and the social friction caused.

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 difference in historical and cultural background is something every overseas student will encounter and must face. Although the international students have been prepared before they go to the host country, they also will encounter some unpredictable situations when they arrive. At this time, they will feel anxious and uneasy. In severe cases, they will be depressed. Students are experiencing culture shock at this time.

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 make 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) pointed 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".

Chinese students studying at Rangsit University have different motives for studying abroad such as pursuing of high-level academic quality, obtaining a degree, 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 are believe to have the experience of choosing acculturation strategies and managing their life and learning.

Rangsit University has a total of 1,162 Chinese students. They are no different from other international students and will face the same acculturation situations. This study attempts to explore whether the chosen acculturation strategies of Chinese students at this private university have any effects on their life management and learning achievement.

1.2 Research Objectives

1.2.1 To study the acculturation strategies of Chinese students at a Thai private university

1.2.2 To study the effects of the chosen acculturation strategies on students' life

1.2.3 To study the effects of the chosen acculturation strategies on learning achievement

1.3 Research Questions

1.3.1 What are the acculturation strategies of the Chinese students at a private university?

1.3.2 What are the effects of the chosen acculturation strategies on students' life?

1.3.3 What are the effects of the chosen acculturation strategies on learning achievement?

1.4 Scope of the study

1.4.1 Location of The Study

The location of this study is Rangsit University, a private university located in Pathum Thani, Thailand. Rangsit University is a comprehensive university established in 1985. In 2007, it became one of the Thai universities formally accredited by the Chinese Ministry of Education. It has a comprehensive set of majors, and its comprehensive strength and influence are among the top in Thailand. It has also attracted many Chinese students.

1.4.2 Research Population and Sample

As of December 2022, there were a total of 1,162 Chinese students who were studied at International College (IC), International Chinese College (ICC), College of Design (CD), and Suryadhep Teachers College (STC) in Rangsit University. Details

are as follows.

Table 1.1 Number of Chinese Students in Each Academic Year

Number of Chinese Students in Each Academic Year from 2018-2022					
	Degree Level	IC	ICC	CD	STC
2018	Bachelor	58	48	0	0
	Graduate & Post Graduate	0	1	0	13
2019	Bachelor	38	77	13	0
	Graduate & Post Graduate	0	29	4	57
2020	Bachelor	55	57	23	0
	Graduate & Post Graduate	0	39	6	59
2021	Bachelor	45	56	18	0
	Graduate & Post Graduate	0	34	14	62
2022	Bachelor	162	61	26	0
	Graduate & Post Graduate	5	37	19	46
	Sum in each college	363	439	123	237
	Sum in all		1162		

The total Chinese student population is 1,162, the target population group consisted of 263 Chinese undergraduate students who were first enrolled at Rangsit university in the 2019-2020 academic years. They were at the time of the study in the 3rd and 4th year.

According to Yamane's formula (1967) , the total sample size required for the survey was 159. Stratified random sampling technique (Burms, 2000) was carried out at three college: International College, International Chinese College ， College of Design, to get the representatives from each college.

1.4.3 Data Collection and Analysis

The study collected quantitative data (from the questionnaire) and qualitative data (from in-depth semi-structured interview). Both quantitative and qualitative data was collected in March 2023. The quantitative data obtained was analyzed according to Mean, SD, and Pearson correlation. The qualitative data was collected from 9 students on a voluntary basis. The data obtained was analyzed by the Three Cs Analysis Technique of Lichtman (2013).

1.4.4 Conceptual Framework

The conceptual framework is shown in Figure 1.1.
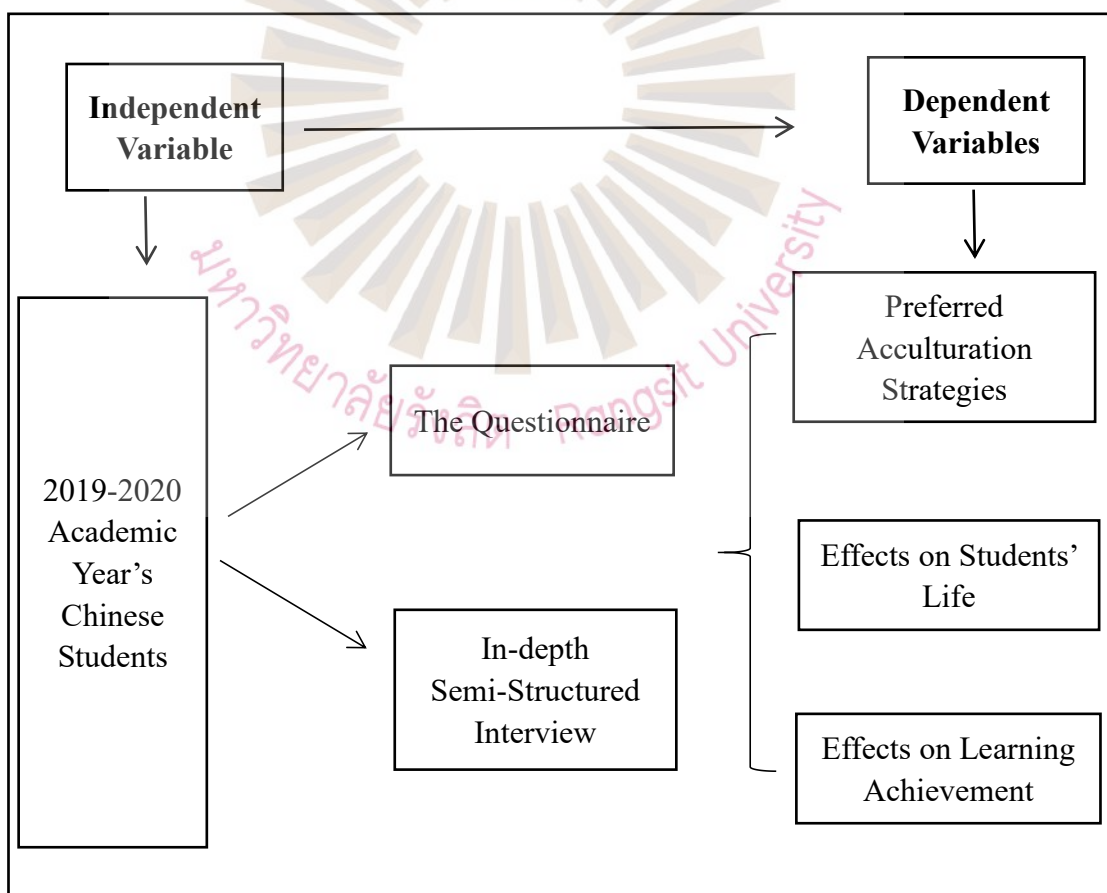
Figure 1.1 Illustration of the Conceptual Framework

1.5 Significance of the Study

1.5.1 Learning significance

This study may offer some additional knowledge about how international students (Chinese) adapt to a new culture and their acculturation strategies.

1.5.2 Policy significance

This study may provide some idea to the department responsible for foreign affairs and recruiting international students in designing guidance and support to help international students feel more comfortable faster when entering a new cultural environment.

1.5.3 Field of education

In the field of education, 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 university's foreign affairs work can be improved. The university with international students can provide help in acculturation, to enhance the university's professionalism and student-oriented philosophy, and as a result, can improve the university's reputation.

1.6 Limitation of the Study

Since the research sample are studying at a private university, the findings of this study will only be useful for similar contexts (a small number of Chinese students

at a private university) , but not for other contexts.

1.7 Definitions of Terms

Acculturation strategies refers to the extent to which individuals and groups seek to maintain their heritage culture and identity; and seek to have interactions with people of other cultures in the larger plural society. When these two dimensions are crossed, four acculturation strategies are defined:

1) Assimilation: when students are unwilling to maintain their original cultural identity, but have regular daily communication with other cultural groups.

2) Separation: when students value their original culture, but want to avoid When communicating with other groups.

3) Integration: when acculturating students value not only maintaining the original culture, but also paying attention to daily interactions with other groups.

4) Marginalization: when these individuals have little chance of maintaining their original culture and lack of interest in communicating with other groups.

Chinese students refers to 263 undergraduate students who came from China to study in Thailand, entering Rangsit university in the 2019-2020 Academic Year. From three main colleges: International College, International Chinese College, College of Design.

Effects on Students' life refers to the 2 aspects:

1) Interaction with others, include the relationship with others and communication skill.

2) Self-management, include the punctuality towards schedule, accomplishment of routines, and reflection over yesterday happenings and future action plans.

Effects on Learning achievement refers to academic grades, improvement of knowledge and understanding of the lessons, better learning skills, degree program complete within the time.

Private University refers to the Rangsit University of Thailand, where the researcher collected data.
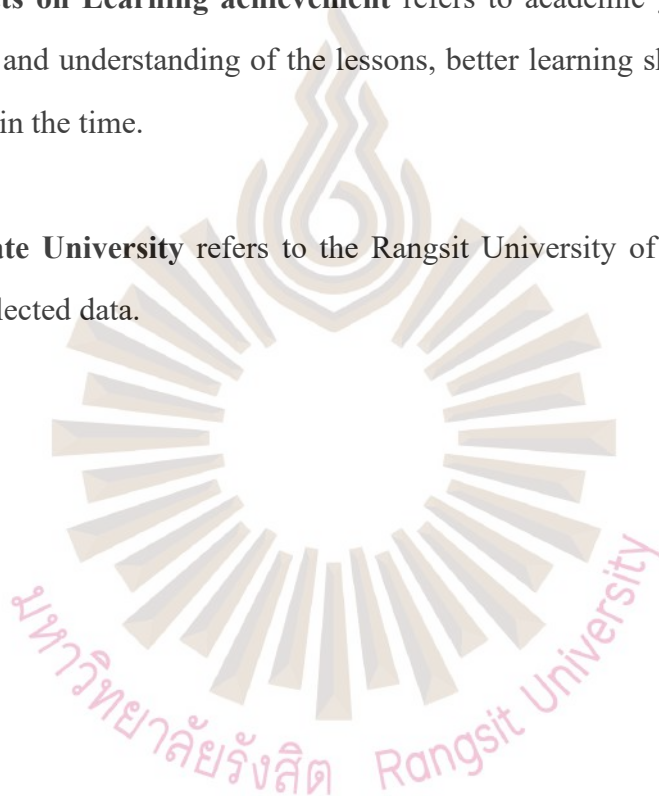
Chapter 2

Literature Review

In the following literature review, there will be six sections. The first section will provide an overview of globalization and internationalization of education. In the second section, the context of international students will be presented. In the third section, the students' life and learning achievement is summarized. Followed by the frameworks and models of culture shock and acculturation, including the measures of acculturation. Finally, related studies on the same or similar topics are presented with the findings.

2.1 Globalization and Internationalization of Education

Globalization and internationalization of education are the impetus of international student acculturation. Therefore, this section will describe the globalization and internationalization of education contexts for education.

2.1.1 Globalization

The process of acculturation begins when groups of different cultural backgrounds and their individual members come into contact with each other. Globalization simply as contact that provides the starting point for acculturation, but globalization is also triggered by cross-cultural contact (Berry, 2006).

According to Gao (2000), globalization includes economics, culture, education and other aspects. About Culture globalization, Gu (2014) pointed out that culture is a meaningful word, which usually refers to material culture, institutional culture, thoughts and ideas, behaviors and customs. Culture can change, it is dynamic. Culture itself is the process of absorbing essence from others and creat new culture.

Globalization of education is a new phenomenon in the current development of education, including the content of global education sharing technology, international education organizations, and the global flow of educational resources (Mao, 2018).

Globalization of culture and education is also seen as the process of cultural exchange. Some signs, forms, values and ideas are taken away from its original place and applicable people and then disseminated to other places. Some signs and forms attached to local place are displaced by exotic things. Meanwhile, some new signs and forms begin to show and become popular (Gu, 2014).

Due to the borderless world brought about by globalization, education has become more diverse. Students are attracted to learn new ideas and thoughts from outside their own country. However, when they are in the host country, they can not escape from the influence of culture in the new place that may effect their students' life and learning, which 'Chinese student who study aboard' is the focus of the study.

2.1.2 Internationalization of education

Due to the fact that the population of this study is Chinese students who study in Thailand, the context of internationalization of education is an important issue that need to review.

Educational elements are spontaneously flowing internationally, and educational resources are voluntarily seeking to optimize the allocation. Educational exchanges between countries in the world are becoming more frequent and competition is becoming more intense, forming a general trend of education internationalization (Guang Ming Net, 2015).

Gu (2014) pointed out that internationalization of education is the necessary result of international exchange and cooperation. With the more and more convenient transportation and faster and faster information communication, time and space are compressed and the globe becomes smaller and smaller. Many students studying abroad, foreign experts and consultants participate international conference and correspond with each other. All of these have improved internationalization of education.

2.1.2.1 The Concept

In a similar definition of process, Altbach, Reisberg, and Rumbley (2009, p. 23) point out their definition of internationalization: Internationalization refers to specific policies and plans adopted by governments, academic systems and institutions, and even multiple departments. The internationalization of education is not only an inevitable product of economic globalization, but also an important goal of government education strategies(Vidya and Gauri, 2014).

From the perspective of the practice of education internationalization in various countries, the internationalization of education first began between higher education in various countries and expanded to secondary education, basic education, vocational education and other fields (China's Education news net, 2018).

In the 2012 Conference on Globalization and Higher Education Internationalization, Professor Huang Jin expressed his belief that as far as the main content of the internationalization of education is concerned, the following five aspects of internationalization should be achieved: 1) The internationalization of education, 2) the internationalization of curriculum and teaching, 3) the internationalization of scientific research Internationalization, 4) the internationalization of university teachers and students, and 5) internationalization of university management.

2.1.2.2 The Trend

Yang (2015) mentioned that the development trend of the internationalization of higher education is from the diversification of disciplines to the construction of a global campus. The first development trend is that the distribution of disciplines is becoming more and more diversified; the second trend is the transformation of educational concepts from "teaching" to "education"; the third trend is a qualitative change in the form and connotation of education internationalization; The fourth trend is the further expansion of educational objects and levels of education.

Knight (1997) summed up the motivations of internationalization as political, economic, academic, and cultural and social motivations. Obviously, academic motivation is in a dominant position, and its essence is to improve Promote internationalization by improve the quality of education and promoting the construction of higher education institutions.

Mestenhauser & Ellingboe (1998) proposed that "internationalization is the process of integrating international dimensions into colleges and universities. It is an ongoing, future-oriented, multi-dimensional, interdisciplinary, and leader-driven vision. It involves many stakeholders. These works to artificially change the internal

mechanisms of colleges and universities to adapt to an increasingly diverse, globalized, and constantly changing external environment."

From an overall point of view, the current academic circles are paying more and more attention to the internationalization of education, and many scholars have conducted research and analysis on this issue, but there are still many areas that need to be improved and deepened. First of all, most of the research on the internationalization of education is carried out from the definition of concepts, the objects involved, the policy combing and strategic planning of various countries, and most of them are still in the category of theory.

In conclusion, globalization and internationalization of education are the background of this research, which investigated study life and acculturation strategies of Chinese students in Thailand under this background.

2.2 International Education Phenomenon

One element of Internationalization of education is in the popularity of study aboard.

2.2.1 Study Abroad Fever

According to the research data of "The Power of International Education" (IIE), among the 17 largest study destination countries , each country has its own origin of international students, and in the table, among these 17 countries, the largest source country of 13 countries is China. See Figure 2.1 below.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY HOST COUNTRY

Russia

KAZAKHSTAN	70,699
CHINA	29,950
TURKMENISTAN	26,853
UZBEKISTAN	26,628
UKRAINE	21,141

China

SOUTH KOREA	50,600
THAILAND	28,608
PAKISTAN	28,023
INDIA	23,198
UNITED STATES	20,996

Japan

CHINA	86,439
VIETNAM	42,083
NEPAL	15,329
SOUTH KOREA	14,557
TAIWAN	7,423

United Kingdom

CHINA	109,180
UNITED STATES	26,310
INDIA	19,935
FRANCE	17,760
GERMANY	17,520

Sweden

GERMANY	3,720
FINLAND	2,781
CHINA	2,575
FRANCE	1,910
INDIA	1,749

Canada

INDIA	157,040
CHINA	96,195
FRANCE	20,585
UNITED STATES	13,035
SOUTH KOREA	11,840

France

MOROCCO	39,855
ALGERIA	30,521
CHINA	30,072
ITALY	13,341
TUNISIA	12,842

Finland

GERMANY	2,579
RUSSIA	2,494
VIETNAM	2,428
CHINA	2,193
SPAIN	1,269

Norway

GERMANY	2,180
SWEDEN	1,610
FRANCE	1,060
CHINA	1,015
DENMARK	980

United States

CHINA	369,548
INDIA	202,014
SOUTH KOREA	52,250
SAUDI ARABIA	37,080
CANADA	26,122

Spain

ITALY	15,403
FRANCE	13,259
UNITED STATES	8,543
GERMANY	7,501
MEXICO	7,037

Germany

CHINA	38,915
INDIA	17,294
AUSTRIA	11,130
RUSSIA	10,795
ITALY	8,909

Australia

CHINA	153,822
INDIA	72,193
NEPAL	28,290
VIETNAM	15,790
MALAYSIA	14,467

Chile

COLOMBIA	672
PERU	662
ECUADOR	475
VENEZUELA	411
BOLIVIA	277

Netherlands

GERMANY	22,584
ITALY	4,814
CHINA	4,547
BELGIUM	3,620
UNITED KINGDOM	3,389

Poland

UKRAINE	37,829
BELARUS	6,044
INDIA	2,987
SPAIN	1,889
TURKEY	1,807

New Zealand

CHINA	19,290
INDIA	12,045
UNITED STATES	2,515
MALAYSIA	1,740
SOUTH KOREA	1,180

Total number of international students in host country:
> 1,000,000   300,001–500,000   100,001–300,000   50,001–100,000   20,001–50,000   ≤20,000 or not Project Atlas partner
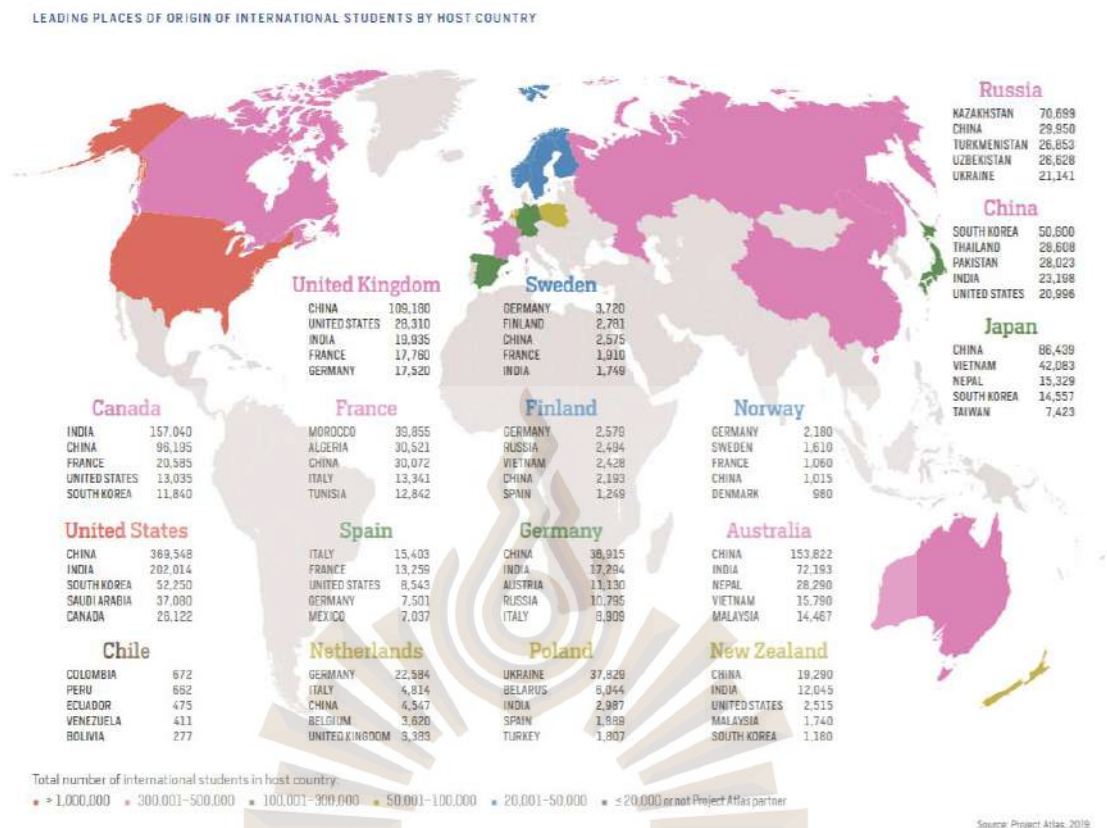
Source: Project Atlas, 2019

Figure 2.1 Leading Places of Origin of International Students By Host Country

Source: The Power of International Education, 2019

According to the statistics of the Ministry of Education of the People's Republic of China in 2020:

In 2019, the total number of Chinese students studying abroad was 703,500, an increase of 41,400 compared with the previous year, an increase of 6.25%; the total number of returned overseas students was 580,300, an increase of 60,900 compared with the previous year, an increase of 11.73%.

From 1978 to 2019, the total number of students studying abroad reached 6,560,600, of which 1,656,200 were studying or researching abroad; 4,904,400 had completed their studies, and 4,231,700 had chosen to return to China after completing

their studies.

New School Inside Media（2019）reports that Since Rong Wing and other three students went to study in the United States in 1847, the Chinese have studied abroad for more than 170 years.

These 170 years are divided into the following stages:

1) 1847-1949: The historical changes of studying abroad in modern times;

2) 1949-1978: A small group of selected groups became the mainstream;

3) 1978-1984: Publicly funded selections were improved and self-financed study abroad was gradually relaxed (Ministry of Education of the People's Republic of China, 2019 mentioned the "reform and opening" policy drove the rapid development of study abroad affairs, and China's study abroad activities and study abroad policies entered a new period of rapid development);

4) 1985-1992: The number of self-funded students studying abroad has increased sharply, and now there is a "craze for going abroad" (In 1983, the number of people studying abroad at their own expense in China was only more than 1,000, but in 1986 it increased to more than 10,000, an increase of 10 times, and in 1987 it increased again. 10 times, suddenly breaking the 100,000 mark);

5) 1993-1998: Improved policies for encouraging returnees to promote the emergence of "returning waves";

6) 1999-2008: "The younger age of studying abroad" began to ferment (the "2015 American Open Door Report" released by The Power of International Education (IIE) shows that for the first time, the number of Chinese students studying for undergraduate degrees in the United States has surpassed that of studying for graduate degrees in the United States In the 2014-2015 academic year, the number of Chinese students who went to the United States for undergraduate studies reached 124,552, an increase of 12.7% over the previous year, and the number of Chinese students who

went to the United States for postgraduate studies reached 120,331, an increase of 4% over the previous year. The level of study of American international students has shifted from graduate to undergraduate, and more and more Chinese students choose to study abroad at the undergraduate level. Undergraduates have gradually become the main force in studying abroad);

7) 2009-2018: China became the world's largest exporter of study abroad.

In brief, the Chinese began their studying aboard movement in the 19th century, and the movement continue to the present time more vigorously.

2.2.2 Benefits for Students

Guangming Daily (2014), reported that since the beginning of the 21st century, the country has abolished the self-financed study abroad qualification review system, established a business park for overseas students, and established a series of national outstanding self-financed study abroad scholarships to provide a smoother channel for encouraging self-financed study abroad and returning to the country. In the context of globalization and the internationalization of education, with the rapid development of China's economy, more Chinese families have shared the dividends of reform and opening up. Studying abroad is no longer the patent of some rich and powerful people. China has already entered the mass family. Conditions can afford the cost of studying abroad.

Wu (2003) mentioned WTO regards education as an important field of service trade. Some European and American countries regard studying abroad (education output) as an important service industry to develop, attracting Chinese students by opening "foreign college entrance examinations", acknowledging Chinese college entrance examination results, and participating in large numbers of college tours

(Guangming Daily, 2014).

Juergen and Jiani (2012) point out that each Chinese student chooses to study abroad for different reasons. The main reasons include:

1) They avoid the fierce competition for college entrance examination in China.

2) Regarding the current teaching content and teaching methods of domestic colleges and universities, teachers' teaching level and overall teaching quality are not highly recognized.

3) With the sharp increase in the number of college graduates each year, the employment situation is getting worse.

4) Compared with their peers in domestic universities, college graduates with a background of studying abroad are more important to domestic first-class enterprises and institutions, especially multinational companies, in terms of vision, school brand, English proficiency, and maturity of personal experience. Student with overseas experience appear to have a competence advantage in the job market.

According to Report on Chinese Students' overseas Study by XDF.cn (2020), the United Kingdom, the United States, Australia, and Canada are still popular destinations for studying abroad, but at the same time, the popularity of Asian countries is rising. With the trend of popularization of studying abroad, Asian countries are increasingly attractive for studying abroad due to their similar cultural environment, low cost of studying abroad, and high-gold diplomas. For students, education quality is always the first factor for choosing a destination for studying abroad. Look at the Figure below, that shows the destination for students who want to study aboard.
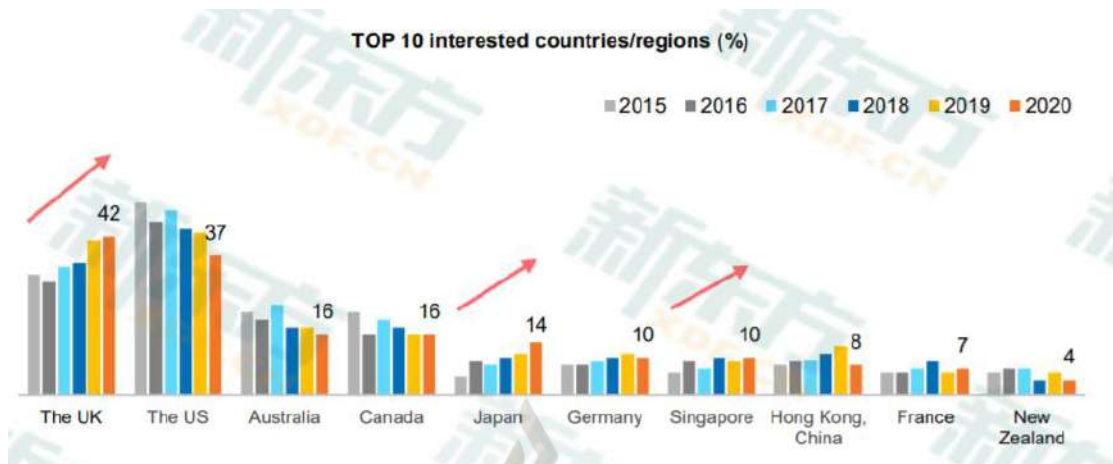
Figure 2.2 Top 10 interested countries/regions (%)

Source: XDF.cn, 2020

Business is still the most popular major intent for students to study abroad, but its popularity is declining year by year, while science and art majors are on the rise. This is in line with the improvement of people's living standards. Students pay more attention to the demand for learning interests and related industries in the country. The development of the company is closely related to the changes in the demand for such professional positions. Figure 2.3 that follows presents the majors international students are interested in.

Figure 2.3 Types of majors students are interested in (%)

Source: XDF.cn, 2020

2.2.3 Chinese Students in Thailand

Since 2010, China-Thailand bilateral trade relations have maintained a steady upward trend, China has become Thailand's largest trading partner for five consecutive years and Thailand's third largest source of investment. Thailand is China's third largest trading p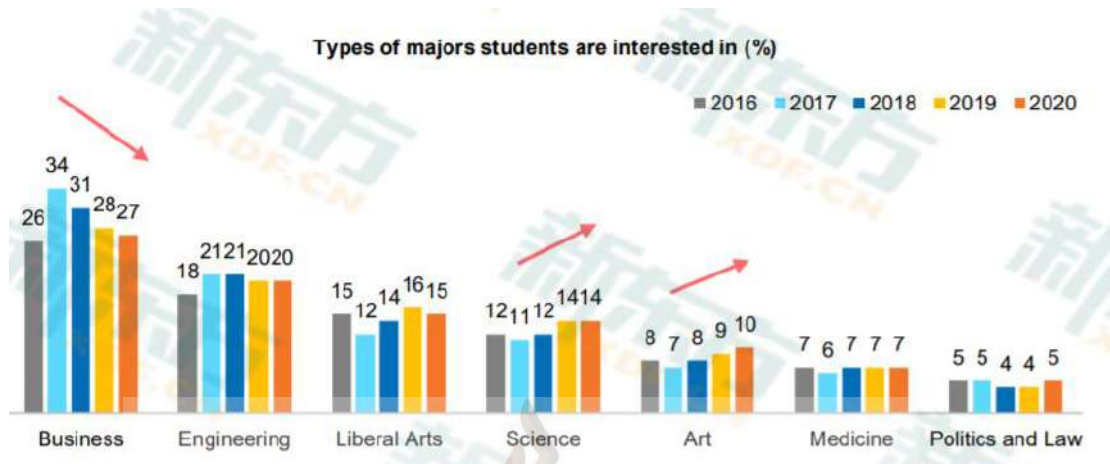artner in ASEAN, and China and Thailand have a lot of cooperation in investment areas, e-commerce, tourism, education, science and technology, etc.(Zhang, 2018).

Zhang (2018) also points out that educational exchanges and cooperation are mainly manifested in student exchanges and language training between the two sides. The number of Thai students studying in China is increasing year by year. In the ranking of the number of international students studying in China, Thailand has been ranked third after South Korea and the United States in 2015 and 2016, and rose to second place in 2017, second only to South Korea. Currently, more than 27,000 Thai students are studying in China. Thailand has also become a destination country for more and more Chinese students studying abroad. There are currently 37,000 Chinese

students studying in Thailand.

According to Office of The Permanent Secretary, Thailand, the statistics on the number of foreign students studying in Thailand from 2012-2022, found that there were 228,724 foreign students studying in Thailand, of which 106,869 were Chinese students, accounting for 46.72%. In 2022, there are a total of 30,837 international students studying in Thailand, including 18,771 Chinese students.

To sum up, Chinese students are currently a huge group of international students in many countries. In Thailand, Chinese student account for almost 50% of international students in Thailand. Therefore, the Chinese students in Thailand is the group worthy of attention. Their acculturation strategies chosen after entering Thailand will also affect their students' life and learning achievements.

2.3 Students' Life and Learning Achievement

When Chinese students come to study in Thailand, they will adapt themselves to the new environment. For them student life and learning achievement are the major area in acculturation.

2.3.1 Effects on Students' Life

When students move into a new culture, they may face a number of challenges in life. These challenge can appear in a number of ways such as how they look at themselves in interaction with others and how they manage themselves in various situation (self-management).

2.3.1.1 Interaction with others

Generally, 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; McLachlan and Justice, 2009; Zhang and Goodson, 2011). Part of the reason for change overload is that the change initially appeared in the form of a gap. In order to bridge the gap, international students must endure the disturbing sense of confusion and make the necessary cultural adaptations to turn the gap into achievable change. Through interaction with the surrounding environment, international students can learn and master the skills of the host culture (McLachlan and Justice, 2009).

When students leave their home country, the surrounding environment familiar to international students is replaced by the lifestyle of the country where they live, which makes their mastery of life uncertain. Yoon and Chung (2017) discovered this temporary state of loss. They find that the international students interviewed "do not know where to start to find the information they need, nor are they sure what information they need to know."

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.

Thus, interaction with others can be seen in two life areas:

1) Relationship with others;

2) Communication skill.

2.3.1.2 Self-Management

Self-management is a process in which individuals actively use cognitive and behavioral strategies to manage their thoughts, emotions, behaviors and environment (Schunk and Zimmerman, 1997). There are two meanings of self in self-management. One is the ego, which acts as an agent, and to a certain extent, involves subconscious activities. The other is self-self, as an object or object (Wang and Jing, 2002). The self-management research in the education field is mainly to improve the learning effect by improving the learner's self-management ability (Wu, 2016).

Self-management researchers in the management by objectives or objective management paradigm believe that establishing appropriate goals (long-term or short-term goals) for themselves is an important first step in effective self-management. Research shows that long-term goals are closely related to students' performance in school. Students with long-term goals associate their efforts with long-term goals and achieve higher academic performance than other students. Long-term goals can help students go beyond the current situation and its unpleasant needs and distractions (Volder and Lens,1982).

Therefore, ability in self-management can be seen in:

1) Punctuality towards schedules;

2) Accomplishment of routines;

3) Reflection over yesterday happenings and future action plans.

In this study, self-management ability with the identified in punctuality towards schedule, which means students are punctual to deadlines of assignments appointment times, class attendance and tuition fee payment. In addition, self-management covers the ability to the students should be able to plan their daily

routine well, knowing what to do and what not to do. Thirdly, self-management means the ability to make decision as a result of thinking about what happened in the past and plan their future actions to cope.

2.3.2 Effect on Learning Achievement

In the process of acculturation, students will be affected positively or negatively. These effects will affect their daily life and their academic performance. This is because international students will strive to act in this way of hosting communities when they try to integrate with the entire host community. This will affect the student's academic life, whether it is negative or positive, depending on whether these behaviors are compatible with the student's learning progress. Therefore, the acculturation strategy has a certain impact on learning outcomes (Antony, 2020).

Academic performance success can be seen in:
1) Academic grades;
2) Improvement of knowledge and understanding of the lessons;
3) Better learning skills;
4) Degree program completed within the time.

Through the literature review of the contents above, there are currently a large number of Chinese students studying abroad, while the number of students studying in Thailand is relatively large. By browsing the relevant literature, this study wants to explore the students' life and learning achievements of Chinese students who study in Thailand, and tries to find out the effects of chosen acculturation strategies on students' life and learning achievement.

2.4 Culture shock

2.4.1 Definitions of Culture

There are many definitions of culture. First, religion involves the cognitive systems that make up people, behaviors, or emotions (Goodenough, 1957). This is the pattern that recognizes all these things. Similarly, Strauss (1981) explains culture as the cumulative thought creation of shared symbol systems. Another approach to religion defines religion as a system of shared symbols and meanings (Keesing, 1974). In summary, culture is a system of cognition, structure and logo that is vital to humans.

2.4.2 Models of Culture Shock

Oberg (1960, p.142) was an anthropologist, one of the pioneers of acculturation research, and the person who coined the term "culture shock". He defined it as "the occupational disease of da malady and many people who suddenly transplanted abroad". Every new immigrant to another environment (including international students, businessmen, tourists, missionaries and refugees) will experience a culture shock.

Oberg (1960) had more and more literature in the field of culture shock, and foreign students have also made a lot of contributions to the mental health problems caused by culture shock (Thomas and Althen, 1989) to promote the use of it to refer to "the sense of worry caused by losing all the signs and symbols of social interaction that we are familiar with". Adler (1975) put forward: "Cultural shock is mainly the loss of awareness of one's own culture and increased awareness, which has little meaning or Barna (1976) extended the concept to include physiological aspects. Bennett (1977)

regarded it as a transition Experience about the symptoms of cultural shock, because individual reactions vary from situation to situation, but many scholars (Oberg, 1960; Adler, 1975) have suggested some common symptoms, such as: fear of being cheated or injured ; excessive attention to health; homesickness and nervousness.

One of the earliest and most well- known models is the U- curve adjustment model (Lysgaard, 1955), which is illustrated in Figure 2.4 .
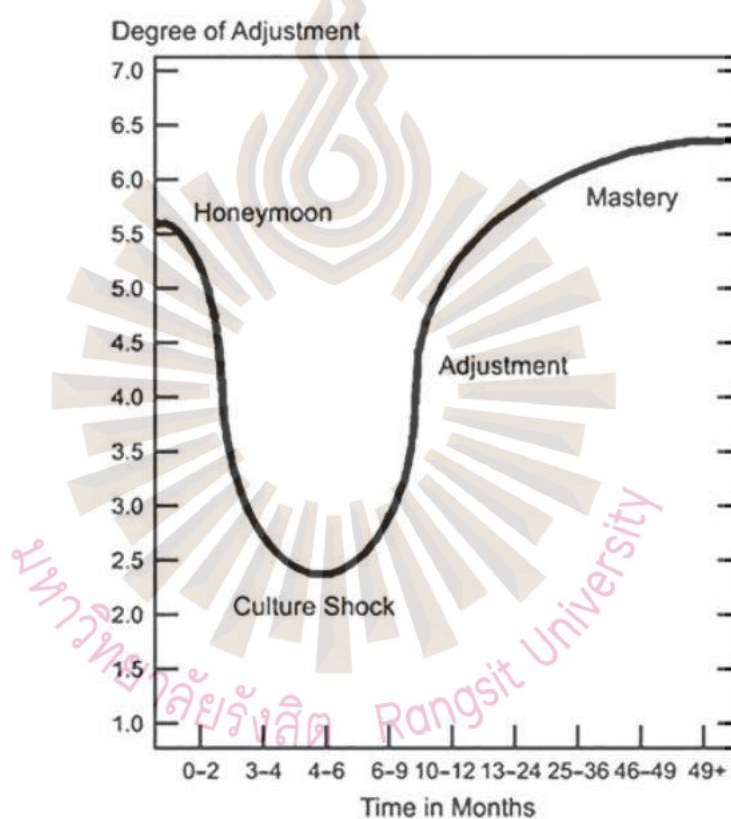
Figure 2.4 The U Curve Adjustment Model

Source: Lysgaard, 1955

The model includes four stages, which have been given different names by different scholars (for example, Lysgaard 1955; Oberg 1960):

1) Honeymoon period (first love): infatuation and excitement, about new culture, curiosity about language and cultural differences, and interest in cultural

similarity;

2) Cultural pressure and shock (crisis and frustration): with different values and behaviors, confusion and anxiety, and criticism/rejection of new languages and cultures;

3) Adjustment (integration or restoration): learning new languages, social and cultural norms, improving people's comfort and welfare and respect for the new culture (for example, existence) and language;

4) Proficiency (adaptation and acceptance, dual culture): awareness and understanding of cultural differences, increase in autonomy and satisfaction, cultural/language dual identity.

In 1963, Gullahorn and his wife studied their return to cultural shock based on the process of adapting to 5,300 foreign students. The research results affirmed the U-shaped curve model proposed by Lysgaard, and based on the U-curve model, adding the two stages of re-entry or reverse culture shock and re-socialization. Re-adjusting their attitudes and behaviors, to feel at ease in one's "home environment" after a period away.
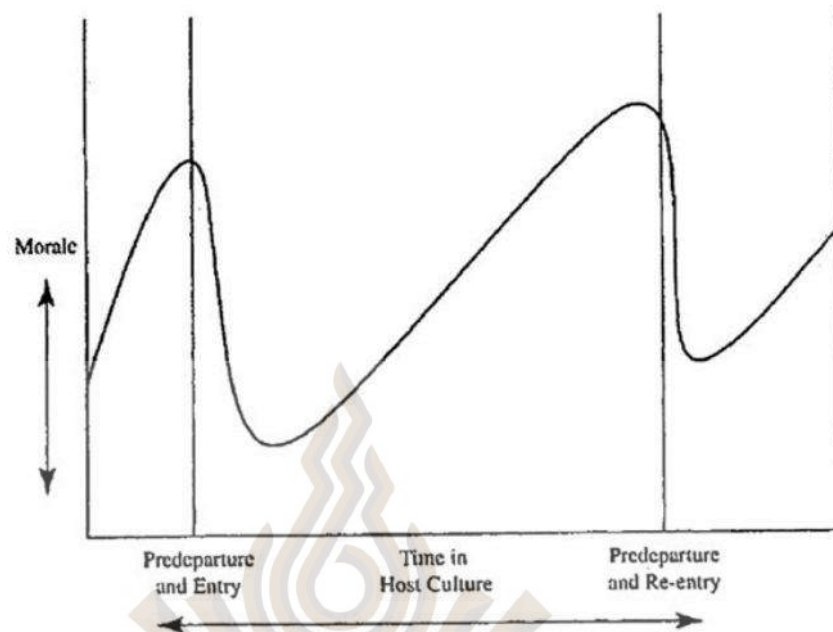
Figure 2.5 The W- curve Adjustment Model

Source: Gullahorn and Gullahorn, 1963

The W- curve Adjustment Model includes six phases (Jackson, 2018):

1) The Honeymoon Phase (Initial Euphoria);

2) Hostility Phase;

3) Humourous Stage;

4) The 'At Home' Stage;

5) Re- entry or Reverse Culture Shock;

6) Resocialisation Stage.

The U-curve adjustment model and the W-curve adjustment model are early classic theories in the field of acculturation research. These two models have one thing in common, that is, because the sojourners live in a cultural environment they are not familiar with, they encounter various cultural differences, resulting in cultural shock, which reduces their degree of adaptation. It can be seen that cultural shock has a great impact on sojourners (Lilasetthakul and Ran, 2011).

Therefore, culture shock is a large part of the research on acculturation, and many scholars have done research on it and have obtained many conclusions.

2.5 Acculturation

Elżbieta and Anna (2016) believes that long-term contact with people from different cultural backgrounds is now very common, and has recognized many reasons for this. Berry (1997) points out three main factors, which are why people with different cultural backgrounds-different cultural groups-currently occupy the same space: voluntary, mobile and permanent. Changes in behavior, attitudes and values, that is acculturation which can be described as "Individual groups with different cultural backgrounds will continue to make first-hand contact, and then primitive people will change"(Redfiled, Linton and Herscovits, 1936, p. 149).

2.5.1 Framework of Acculturation

Berry (1997) outlines a cultural framework that is the basis of many cultural studies (Figure 2.6). He believes that these variables should be emphasized when checking adaptability. A person's psychological adaptability and adaptability (that is, changes in individual or group responses to the environment) depend on the influence of the group (see the left of Figure) and the influence of acculturation factors before and after acculturation.

There are a few different terms regarding the acculturation process and how individuals adopt culture. Cultivation refers to the early adoption of culture through socialization and cultural learning. When individuals lose certain characteristics from their own culture through learning and adapting to a new environment, cultural

desalination occurs. Acculturation is an active process in which individuals acquire elements from a new culture (such as eating habits or behavioral norms). Compared with culture, acculturation can be seen as a more cognitive process (Salo-Lee, Konivuori, Luoma and Laukkla, 2006).

The experience of adaptation is related to how the individual handles cultural connections. Secondly, it may be personally evaluated as a stressor or an opportunity event. Behavior changes will cause individuals to consciously or unconsciously change or absorb their behavior to adapt to society. Kim (2001) believes that the adaptation process is spiral, and every new experience in the host country's culture will promote personal growth. Whenever a person faces a situation where the old cultural model does not work, he/she will (to some extent) be under pressure, which is caused by a sense of confusion. Negative pressure usually activates a defensive response, which means that individuals may try to maintain their old habits and reject the new culture. However, with time and effort, individuals may begin to respond to the new environment by changing their behavior, which then gradually leads to adaptation and growth.

According to Berry (1997), psychological adaptation is the five events (cultivation experience, experience evaluation, strategies used, immediate effects and long-term results) represented by the middle level of individual variables. It starts with group adaptation and starts with long-term adaptation. It is said that this level of variability is caused by regulatory factors, which can act as "risk factors" or "protective factors". There are three possible outcomes: behavioral changes, adaptive stress, and psychopathology. Behavior changes will cause individuals to consciously or unconsciously change or absorb their behavior to adapt to society.

When the conflict is high and it is judged to be problematic, adaptive pressure will arise. When the stress is overwhelmed and considered unbearable, the result is

psychopathology. Next, individuals use strategies to deal with stressors (ie, assimilation, integration, marginalization, and separation) (Berry, 1997). The fourth question concerns the immediate impact of stressors. If the pressure is low, the immediate result is positive. When stress is high, the direct consequences of stress are depression and anxiety (Berry, 1997). The fifth aspect of psychological adaptation is adaptation, which is a firm change to the environment at the group or individual level. However, adaptation does not necessarily mean positive results. Long-term effects can lead to good or bad adaptability (Berry, 1997).
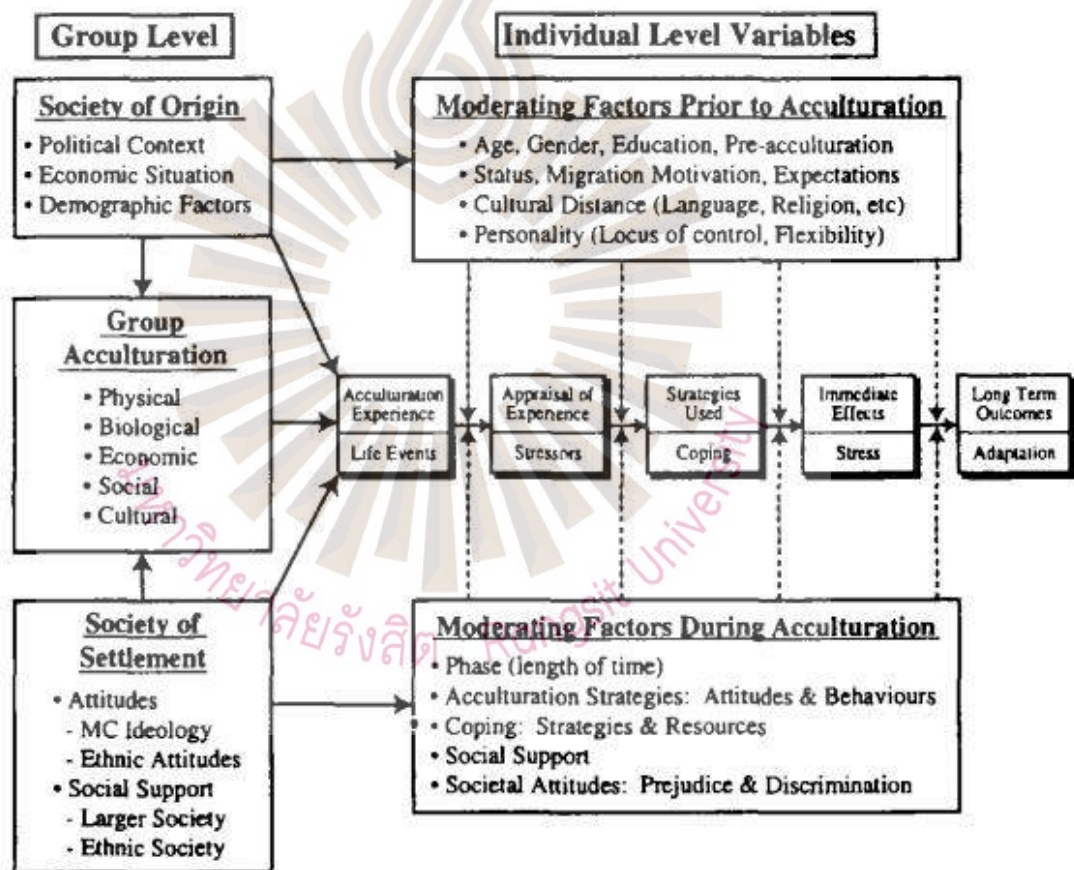

Figure 2.6 Acculturation Framework for Research

Source: Berry, 1997

2.5.2 Measures of Acculturation

Elizabeth Howe Chief (1940), deserves credit for the first comprehensive self-report scale of acculturation. Her scale was comprised of 40 items about attitudes, identity, beliefs and behaviors, answered using a 5-point scale, with 1 indicating assimilation, 3 indicating balanced biculturalism, and 5 rejection of assimilation. For example, for the item, "What is your trust in Whites vs. Indians?", the response options were 1 = I trust Whites most;2= I trust Whites more than Indians;3= I trust Indians equally as much as Whites;4= I trust Indians more than Whites;5= I trust Indians most.

Szapocznik and Kurtines (1980) are credited with the development of the first bilinear measurement model of acculturation. After studying adaptation patterns of Cuban Americans, Szapocznik and colleagues noted that the earlier acculturation theories could not account for biculturalism because they did not allow the conceptualization of involvement in both the indigenous culture and the dominant culture on separate continua. They proposed a bilinear model in which one continuum represented either cultural involvement or marginality while the other continuum reflected either monoculturalism or biculturalism. Similarly, Mendoza and Martinez (1981) advanced a measurement model that attempted to account for biculturalism. The authors identified four typological patterns of acculturation: (a) cultural incorporation (adaptation of both indigenous and dominant cultures), (b) cultural transmutation (alteration of indigenous and dominant culture to create a unique subcultural entity), (c) cultural resistance (maintenance of indigenous culture while resisting dominant culture), and (d) cultural shift (substitution of indigenous culture with dominant culture). To measure these statuses, Mendoza (1989) created a bilinear instrument consisting of two continua, one reflecting dominant cultural assimilation and the other reflecting native cultural extinction.

A measurement model similar to Mendoza's (1989) and frequently cited by researchers of acculturation was developed by Berry and his colleagues (Berry, 1990, 1994, Berry & Kim, 1988; Berry, Kim, Powex, Young, & Bajaki, 1989; Berry, Trimble, & Olmeda, 1986), who proposed four acculturation "attitudes": integration, assimilation, separation, and marginalization. These attitudes express the combined level of adherence to host and indigenous cultures, with each culture represented by a separate continuum. Integration occurs when an individual sustains an active interest in the indigenous culture while maintaining daily interactions with members of the dominant or host group, an attitude representing biculturalism.

Given the paucity of appropriate measures to assess the acculturation patterns of East Asian immigrants in the United States, Barry (2001) developed a new acculturation instrument and evaluated. One-hundred and fifty nonclinical East Asian immigrants (75 males and 75 females) were administered the East Asian Acculturation Measure (EAAM) and provided demographic information concerning length of stay in the United States and gender. Satisfactory reliability is reported for the four acculturation scales: assimilation, separation, integration, and marginalization. Length of stay was not associated with separation but was significantly positively associated with assimilation and integration and significantly negatively associated with marginalization. Gender was not associated with any of the acculturation scales. The findings suggest that the EAAM may be a useful tool for researchers and clinicians to investigate the acculturation patterns of East Asian immigrants.

In this study, Barry (2001)'s model was adopted.

2.5.3 Acculturation Strategies

Acculturation has various definitions in the literature and changes with the

changes in a variety of theories and models. These theories will change over time to include subcultures and intersecting identities more broadly (Schwartz et al., 2017).

Berry conceptualized acculturation as a two-dimensional process in his 1997 article "Immigration, Acculturation and Adaptation", which is characterized by the tension between the cultural maintenance of the original culture and the contact and participation with the culture of the host country. Berry (1986, 1990, 1997, 2003) insisted that there are four possible outcomes of the acculturation process: integration, assimilation, separation, and marginalization. Individuals must think about two questions (Berry, 1990, p. 216): (1) "Do you think it is valuable to maintain cultural identity and characteristics?" and (2) "Do you think it is valuable to maintain relationships with other groups?" The deliberations of these issues have led to four outcomes called acculturation strategies or attitudes: integration (yes/yes), assimilation (no/yes), separation (yes/no), and marginalization (no/no). See the figure below:
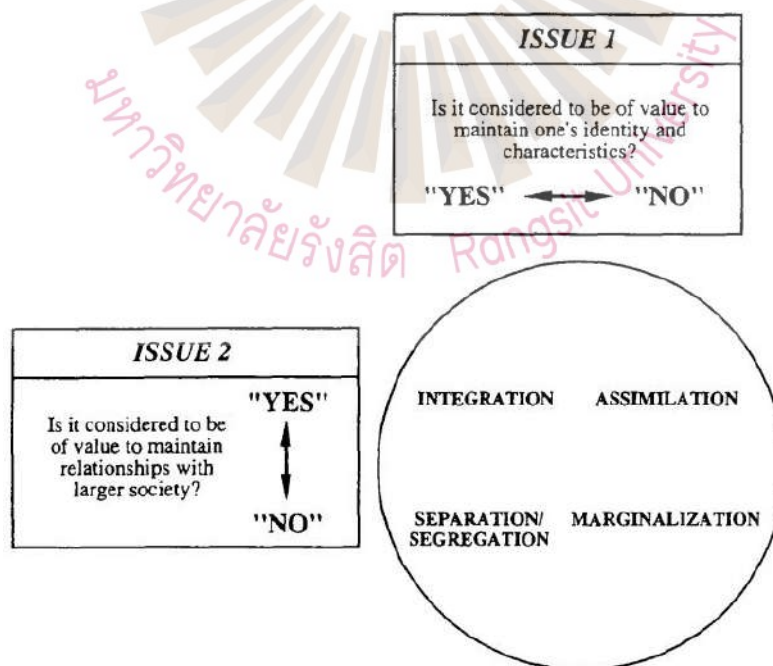
Figure 2.7 Multidimensional Model of Acculturation

Source: Berry, 1990

2.5.3.1 Integration

With "integrated" function. 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). Berry (2006) emphasized that the degree of participation and identification with the origin culture and the larger society may vary (Casas et al., 2017). Berry (2006) also believes that influencing factors can include the degree of integration welcomed by the larger community and the level of diversity supported by the dominant culture that already exists in both large and small communities. This is particularly relevant to the target population of the current study, because if integration is chosen as a strategy, its privilege combined with the host country's openness to new and different cultures may contribute to the quality of integration.

2.5.3.2 Assimilation

According to Berry's definition, assimilation is when individuals more clearly seek to interact with other cultures on a regular basis, rather than with their origin culture (2017). This can be observed as a rejection of personal cultural identity (Casas et al., 2017).

Ewa Waniek-Klimczak (2011) used adult Polish immigrants in the United Kingdom and found themes that show that more professional English users use more Strategies of assimilation. El Khoury (2019) also found similar results to Ewa Waniek-Klimczak (2011). Researchers took advantage of recent Syrian refugees living in Germany and found that 214 participants with stronger German skills chose assimilation as their acculturation strategy, which is related to better mental health. The potential meaning of this for individuals in current research is that the fewer

obstacles are due to the individual's preexisting skills and resources and/or host culture's acceptance and tolerance of the individual's origin culture, the more likely the host culture is to develop new cultural identities.

2.5.3.3 Separation

The separated acculturation strategy refers to the individual's rejection or avoidance of identity with the dominant culture and the opposite experience of maintaining identity with the original culture (Schwartz et al., 2017). In this case, the exclusion perceived by the mainstream culture may affect the individual seeking to maintain the origin culture as an identity rather than the mainstream cultural identity

This will serve as a protective acculturation and can sometimes be observed in individuals who remain in minority communities and have little interaction with the larger society (Casas et al., 2017). This may be important for the target population of the current study, because the separation may be selected due to a lack of willingness to adopt the host culture. Instead, individuals want to maintain their host culture of values, attitudes, assumptions, and norms. Then, separation may become the cultural acculturation strategy chosen by some individuals in the target population.

2.5.3.4 Marginalization

Finally, when a person neither agrees with the cultural identity of the origin nor the dominant culture, he will find that the strategy of marginalization may also result in forced cultural loss or little interest in interaction with any kind of culture, leading to Marginalization (Berry, 2017). Individuals do not participate in the maintenance of or adopt dominant norms, values and beliefs of cultures of origin (Casas et al., 2017).

In sum, when individuals in acculturation attach importance to maintaining their original culture and daily interactions with other groups, the strategy they adopt is "integration"; when individuals are unwilling to maintain their original cultural identity, but they interact with other cultural groups When there is regular daily communication, the strategy they use is defined as "assimilation"; when these individuals value their own original culture but want to avoid communicating with other groups, "separation" occurs; finally, when When these individuals have little possibility of maintaining their original culture, communicating with other groups, and lack of interest, the acculturation strategy at this time is "marginalization".

The research history of acculturation is a long time. There are many studies on acculturation, most of which are related to acculturation models, acculturation strategies, and acculturation stress.

In summary, this study focused on 4 acculturation strategies of Chinese students who were first enrolled in the 2019-2020 Academic years in Thailand, by exploring the effects of chosen acculturation strategies on students' life and learning achievement.

2.6 Related Studies

In the relevant literature, it is found that most researchers focus on immigrant groups as their research subjects with a few studies on refugee groups. The remaining studies are centered around multicultural families and foreign students. However, the focus of this study is different, as participants of the study primarily consisted of Chinese students who came to study in Thailand.

2.6.1 Taking Immigrant Groups as Research Objects

Anne and Nicolas (2020) viewed that Berry's bidimensional acculturation model classifies cultural tolerance states (integration, assimilation, separation, and marginalization) according to the preferences of the host and the culture of origin. According to Berry's theory, different acculturation strategies will produce different health outcomes, and the age of migration will influence the relationship between acculturation and health outcomes. This study examined these relationships using a national survey of Chinese internal immigration. By employing propensity score weighting, the results were consistent with previous findings: immigrants using the integration strategy reported the best health, immigrants using the separation/assimilation strategy reported poorer health, and immigrants using the marginalization strategy reported the poorest health, indicating that the model can explain the health status differences between domestic immigration.

Furthermore, it has been found that old age at the time of migration worsens the health status and influences the health differences between migrants who adopt different acculturation strategies. However, the moderate age effect of migration is only significant for inter-provincial migrants. Embracing the host country society can mitigate the health deterioration of older inter-provincial immigrants at the time of immigration, while rejecting or embracing both societies can exacerbate the health deterioration of immigrants within the province.

Adrian (2016) examined how adult immigrants in Romania described learning strategies that helped them integrate into a new culture. This research used a qualitative approach, collected information through semi-structured interviews, and used thematic analysis and framework methods for data analysis. The main finding of the paper is that if immigrants are driven by internal goals or if they internalize the external rewards expected for accomplishing their goals, then education, especially

integration through language learning, will be more effective. These findings can be put into practice to form better strategies and action steps in organizational plans aimed at integrating immigrants. They can also help organizations understand immigrants who wish to successfully integrate into society and inform them about how their choices and goals, even those seemingly unrelated, can affect the outcomes of their integration efforts.

Elżbieta and Anna (2016) have discussed concerns regarding the acculturation strategies adopted by Polish migrant workers in the UK. This study has been conducted on 166 participants living in the UK, with the purpose of determining the relationship between recognized acculturation strategies and work participation. The study found that most people choose the fusion strategy. The first reason may be the specificity of the sample. These tests were not performed on individuals randomly selected in the UK. Respondents obtained through the Internet and acquaintance networks. The research sample consisted mainly of people whose financial situation allows them to use the Internet at home or in an Internet cafe. These people were also mostly working people or individuals with stable economic conditions. Another reason for the dominance of the integration strategy may be that, while allowing the best acculturation, it has facilitated the individuals who have adopted this strategy to stay in the host country, while those who have used other strategies individuals who are not fully adapted to the lives of immigrants not been satisfied and often choose to return to the country of origin. Another explanation for this situation may be that the cultural distance between Poland and Britain is not significant. As a result, Poles living in the UK find it difficult to adapt to the dominant social culture while maintaining the customs, habits, attitudes, or behaviors of Polish culture. Another reason may be that people who voluntarily choose to emigrate are very flexible. They can quickly adapt to changing conditions and combine elements of their own culture with those of the country of residence. The last reason may be that the UK's policy of promoting

multiculturalism has also contributed to the adoption of the integration strategy.

Ma and Xia (2020) used Berry's two-dimensional acculturation model to classify cultural tolerance states (integration, assimilation, separation, and marginalization) based on the preferences of the host and origin culture. According to Berry's theory, different acculturation strategies have produced different health outcomes. The results of this study were consistent with previous research findings, namely, immigrants using the integration strategy reported the best health status, immigrants using the separation/assimilation strategy reported suboptimal health, and immigrants using the marginalization strategy reported the worst health status. The model is able to explain the health differences between internal immigrants. Additionally, it was found that the older the age at the time of migration, the worse the health outcomes, and the smaller the health gap between migrants who adopt different acculturation strategies. However, the moderating effect of age in immigration is only significant in inter-provincial immigration. It was observed that embracing the host society can inhibit the health deterioration of older inter-provincial immigrants during the immigration process, while rejecting or embracing both societies has been shown to promote the health deterioration of inter-provincial immigrants.

Marisol, Antonio, María, and Pablo (2007) conducted a study to examine the acculturation of African immigrants and host populations characterized by high immigration rates in the southeastern Spain (Almería) region. In this study, a new acculturation model, the Relative Acculturation Extended Model (RAEM), has been used. The model distinguishes between actual and ideal acculturation, which refers to the difference between the actual implemented strategy and the preferred attitude. Additionally, the model distinguishes seven areas or domains of acculturation (politics, work, economy, society, family, religion, and way of thinking) in which people (both immigrants and indigenous people) adopt and prefer different acculturation options

(strategies and attitudes). Approximately 1523 individuals (397 Maghrebis, 434 Sub-Saharans, 398 Spaniards who evaluated the Maghreb exogroup, and 385 Spaniards who evaluated the Sub-Saharan exogroup) have responded to a questionnaire specifically designed for this study. The results of the study indicated that in RAEM's peripheral areas (work, economy), both immigrants and indigenous people were consistent in their choice of acculturation strategy, which is "assimilation". Moreover, their acculturation attitudes in the social field are also very consistent, with both groups showing a preference for "integration". However, significant differences emerge in the choices they make in the central or core areas of culture, such as family, religion, and way of thinking. While immigrants tend to prefer "separation" in these aspects, the indigenous people still lean towards "assimilation". The discussion centers around the advantages of RAEM's division of cultural fields, along with comparisons to previous models, and the significance of predicting conflicts between groups.

2.6.2 Taking Refugee Groups as Research Objects

Jenny (2011) has delved into cross-cultural psychology to explore the process of acculturation, with a specific focus on Berry's acculturation strategy (Berry, 1997). The study investigated various factors that impact acculturation and how these factors influenced the ability of individual refugees to integrate. Qualitative data was collected from 138 interviews with refugees living in Birmingham, UK. The study found how a range of group and individual factors influenced the acculturation strategies adopted by different refugees, which were closely linked to their experiences in both refugee homes and host countries. These findings highlighted that, under the current policy environment, many refugees have limited choices in acculturation strategies, making them vulnerable to psychological pressure and facing difficulties in integrating into society.

2.6.3 Taking Multicultural Families as Research Objects

Changmin (2020) investigated whether the life satisfaction of adolescents from multicultural families differed due to acculturation strategies. Additionally, this study examined factors that predict acculturation strategies. One-way analysis of variance and polynomial logistic regression was used in this research. The frequencies of acculturation strategies were as follows: marginalization, 297 (18.2%); separation, 97 (6.0%); assimilation, 839 (51.5%); and integration, 395 (24.3%). The highest life satisfaction was observed in the integration strategy, while it decreased in assimilation, separation, and marginalization. Gender, ethnic identity, self-esteem, resilience, parental negligence, parental adjustment pressure, family support, support from friends, and teacher support were significantly related to classification strategies.

Laura, Nadia, and Paola (2014) mentioned that the intercultural environment representing a multicultural society required a more in-depth study of intercultural relations. The purpose of their research was to try to understand the acculturation strategies of adolescents from different ethnic backgrounds. The study included 241 adolescents who have been attending school in Italy. The research results showed that there were significant differences in cultural strategies among the three groups of people in various aspects of life. However, the acculturation process introduced a similar pattern for these three groups. Notably, Italian teenagers showed a tendency to live apart from other ethnic groups. Additionally, the results also showed that acculturation strategies differed based on the ethnic composition of the school class.

2.6.4 Taking International Students as Research Objects

Yu and Wang (2011) aimed to find out the preferences of Chinese students in Germany regarding acculturation strategies and to provide insights into their cultural

awareness from the perspective of social and psychosocial acculturation factors. The acculturation strategies used in the research included assimilation, integration, marginalization, and separation. The data for the study came from questionnaires. The data showed that integration and separation are the preferred acculturation strategies among Chinese students in Germany. Men tended to prefer separation, while women mainly chose integration. The research results showed that due to the social and psychological distance between the two countries, the acculturation pattern of Chinese students in Germany had unique cross-cultural characteristics.

In addition, Rosemary (2007) studied the factors that influenced the acculturative stress of international students from the perspective of international students. The study also explored how acculturative stressors, social support, and stress were related. Additionally, important sociocultural and demographic predictors of acculturative stressor were examined in this research. The results of the study showed that students who encountered difficulties with acculturative stressors were more likely to experience stress. Furthermore, the report stated that international students with high levels of collective social support were more likely to demonstrate the influence of acculturative stressors on adaptive stress. However, it did not support the unique moderating effect of various types of social support (family, friends, and important others) on the relationship between acculturative stressors and stress. The findings on sociocultural and demographic predictors of adaptive stress indicated that the adoption of assimilation patterns and being married (determination of marital status in the "other" category) were associated with lower stress levels. Additionally, lower incomes and lower self-identified social classes before and during the acculturation process indicated higher acculturative stress levels.

In summary, it is clearly seen that related studies in this section point out that immigrants or refugees need to find the right acculturation strategies so that they can

be happy in the new culture, with health being the primary factor to be affected. When they go to live in a new culture, they would face new types of expectations and requirements. Undoubtedly, their health especially mental health can be easily affected. In the study of Chinese students coming to study in Thailand, it was assumed that they might be threatened by having to live in the new environment but their context is different—it is the educational context where their student life and learning achievement are the main concerns. International students who move to live in a new environment can also feel depressed if they cannot adjust well to the new cultural environment. The research gap for this study is thus found in acculturation strategies in the Thai context of university education of which is a new area of acculturation. This is why the findings of this study can be useful to students, teachers and administrators so that they can support Chinese students who choose to study in Thailand in terms of adapting themselves into the Thai culture more easily.

Chapter 3

Research Methodology

A detailed description of the research design for this study will be provided in this chapter. It includes a depiction of the rationale for employing the study approach, the role of the researcher, and a detailed presentation of population and samples, as well as the research instruments. Then the data collection and details of data analysis as well as ethical considerations will be explained.

3.1 Research Design

This study adopted mixed-methods approach. It aimed at exploring the acculturation strategies of Chinese students and the effects of chosen strategies on student's life and learning achievement at a Thai private university. Quantitative data was collected by the questionnaire, the qualitative data was collected by in-depth semi-structured interview. The advantage of mixed-methods approach is that it obtains richer data and gives the researcher more room for interpretation of the collected data.

Johnson and Onwuegbuzie (2004) explain that the main advantages of the mixed method research are:

1) Words, pictures and dialogues can be used to supplement the meaning of numbers.

2) Numbers can be used to improve the accuracy of words, pictures and dialogues.

3) Get the advantages of quantitative analysis and qualitative analysis.

4) Researchers are no longer limited to a single method, and can answer broader and more complex research questions.

5) Researchers can use quantitative analysis methods to make up for the shortcomings of qualitative analysis, or use qualitative analysis methods to make up for the deficiencies of quantitative analysis.

6) It can provide more reliable evidence for conclusions.

Therefore, the mixed methods approach was used in this study. The research design is shown in Figure 3.1 as follows.
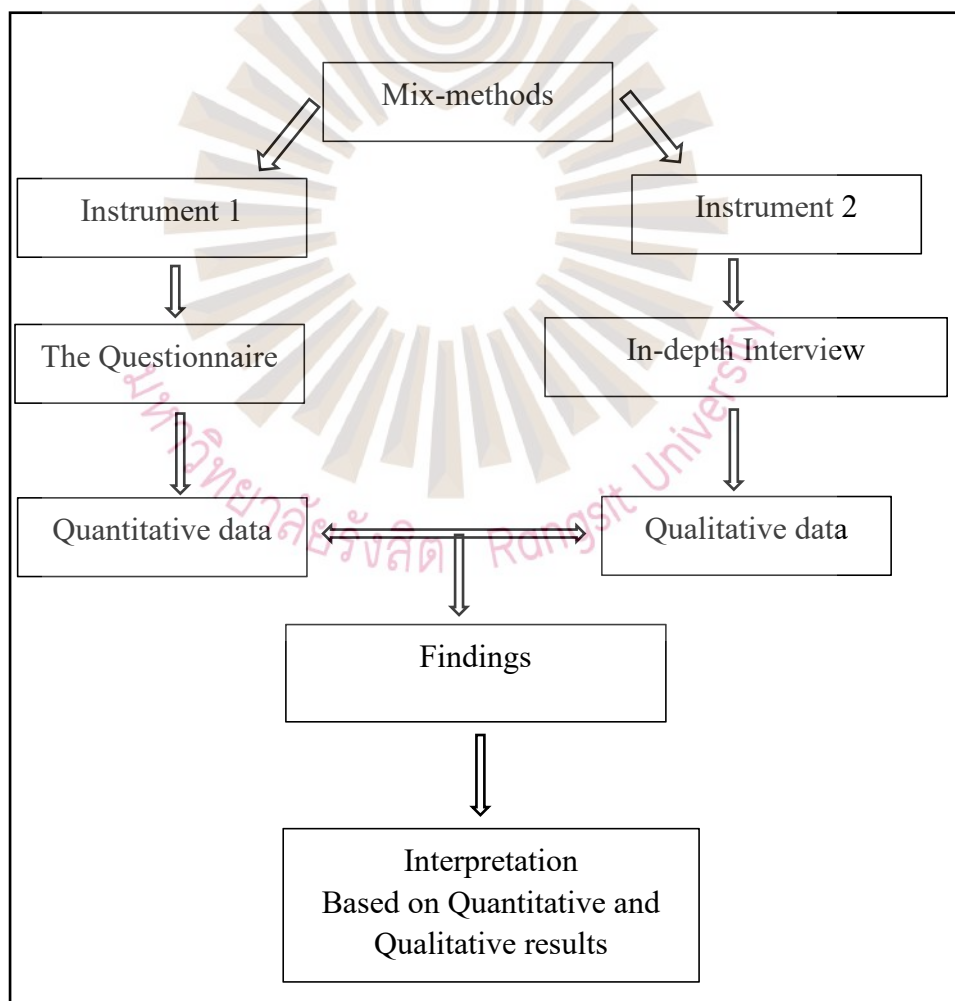
Figure 3.1 Mixed-Methods Research Design

3.2 Population

As of December 2022, there were a total of 1,162 Chinese students who were studying at International College (IC), International Chinese College (ICC), College of Design (CD), and Suryadhep Teachers College (STC) in Rangsit University.

The target population of this study was the Chinese students who were first enrolled in the 2019-2020 Academic years to the undergraduate program, totaling 263 people, from three main colleges: International College, International Chinese College, College of Design at a private university in Thailand. The main languages used in teaching of the three colleges were English (International College), Chinese (International Chinese College), English (College of Design). The Nationalities composition of students of International College and College of Design were Asian and European, the students in International Chinese College mostly were Chinese nationality.

They all were about 18-24 years old. These students were the target groups of the study, because they had studied at this private university for almost 2-3 years. During this period of time, the students were experienced cultural adjustment and had faced a number of challenges, the condition of which is suitable for this study which focus on acculturation strategies, and the effects of chosen acculturation strategies on students' life and learning achievement.

3.3 Samples

The total sample size of this study was calculated using Yamane's formula as follows:

$$n = \frac{N}{1+N\times(e)^2} \hspace{3cm} (3\text{-}1)$$

Where:

n = number of samples

N = the total population (263 total)

e = the allowable sampling error (0.05 are commonly use)

* 95% confidence level and e = 0.05 are assumed

Therefore, the total number of samples: n≈159

Representative samples were selected by stratified random sampling which makes sure that each group of students in the study was proportional represented. The population came from 3 colleges in the same university, and each unit of the population is divided into 3 mutually independent groups. Simple random sampling was performed from these 3 groups, and the samples were mutually independent. The formula as follows:

$$n_i = (N_i/N) \times n \hspace{3cm} (3\text{-}2)$$

Where:

n_i = sample size

n = required sample size

N_i = the number of participants

N = the total population

Therefore, the numbers of population and samples of this study is shown table below:

Table 3.1 Numbers of Population and Samples

The Chinese undergraduate students enroll in 2019-2020 academic year			
College	International College	International Chinese College	College of Design
Population	93	134	36
Sample	56	81	22

3.4 Research Instruments

Two main instruments used in this study: The Questionnaire and The In-depth Semi-Structured Interview, to attain quantitative and qualitative data in this study.

3.4.1 The Questionnaire

In the study, the questionnaire had one open-ended question and 34 Likert five-level scale items(Likert, 1932), 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree (Likert, 1932). Which had 4 parts:

1) The first part of the questionnaire survey participants' personal basic information, including college, overseas life experience, length of stay in Thailand.

2) The second part of the questionnaire, has a total of 14 questions on 4 acculturation strategies, modified (with literature review and 3 experts) from the Barry's East Asian Acculturation Scale (EAAM).The EAAM is a 29-item self-report inventory (See Figure 3.2).

3) Part 3 have 8 questions, mainly inquiring about the effects on students' life.

4) The last part has 8 questions on the effects on learning achievement.

Acculturation item
Scale 1: Assimilation
1 I write better in English than in my native language (for example, Chinese, Japanese, Korean)
5 When I am in my apartment/house, I typically speak English
9 If I were asked to write poetry, I would prefer to write it in English
13 I get along better with Americans than Asians[a]
17 I feel that Americans understand me better than Asians do
21 I find it easier to communicate my feelings to Americans than to Asians
24 I feel more comfortable socializing with Americans than I do with Asians
27 Most of my friends at work/school are American
Scale 2: Separation
2 Most of the music I listen to is Asian
6 My closest friends are Asian
10 I prefer going to social gatherings where most of the people are Asian
14 I feel that Asians treat me as an equal more so than Americans do
18 I would prefer to go out on a date with an Asian than with an American
22 I feel more relaxed when I am with an Asian than when I am with an American
25 Asians should not date non-Asians
Scale 3: Integration
3 I tell jokes both in English and in my native language (for example, Chinese, Japanese, Korean)
7 I think as well in English as I do in my native language (for example, Chinese, Japanese, Korean)
11 I have both American and Asian friends
15 I feel that both Asians and Americans value me
19 I feel very comfortable around both Americans and Asians
Scale 4: Marginalization
4 Generally, I find it difficult to socialize with anybody, Asian or American
8 I sometimes feel that neither Americans nor Asians like me
12 There are times when I think no one understands me
16 I sometimes find it hard to communicate with people
20 I sometimes find it hard to make friends
23 Sometimes I feel that Asians and Americans do not accept me
26 Sometimes I find it hard to trust both Americans and Asians
28 I find that both Asians and Americans often have difficulty understanding me
29 I find that I do not feel comfortable when I am with other people

Note. $n = 150$ East Asian immigrants. M = mean, SD = standard deviation.
[a]Participants were informed that for the purpose of this study 'Asian' pertained to people from China, Japan, and Korea.

Figure 3.2 Barry's East Asian Acculturation Scale

Source: Barry, 2001

3.4.2 In-depth Semi-Structured Interview

In this study, in-depth semi-structured interview was used to collect qualitative data, focus on the effects of Chinese students' acculturation strategies on students' life and learning achievement.

In-depth interview are used to explore concepts for further investigation and descriptive analysis. This is a discovery-oriented method which may provide a more relaxed atmosphere for the collection of data. As per Spradley (1979), there are a

number of stages in an in-depth interview. Researcher can use this method to collect data form the participants who don't feel comfortable expressing their opinion openly in a group. Noting some of the key features, Legard, Keegan & Ward (2003) state that in-depth interview intends to combine structure with flexibility and is interactive in nature as material is generated by interaction. In-depth interview is led by interviewer and has loose discussions around various topics of interest. The researcher should create an environment that is not scary so that interviewees can freely talk openly and express honest opinions. In this study, the interviewees selected by the researcher are people who are not related to. So that in-depth interview provide depth, nuance, and diversity for discussions that surveys cannot provide.
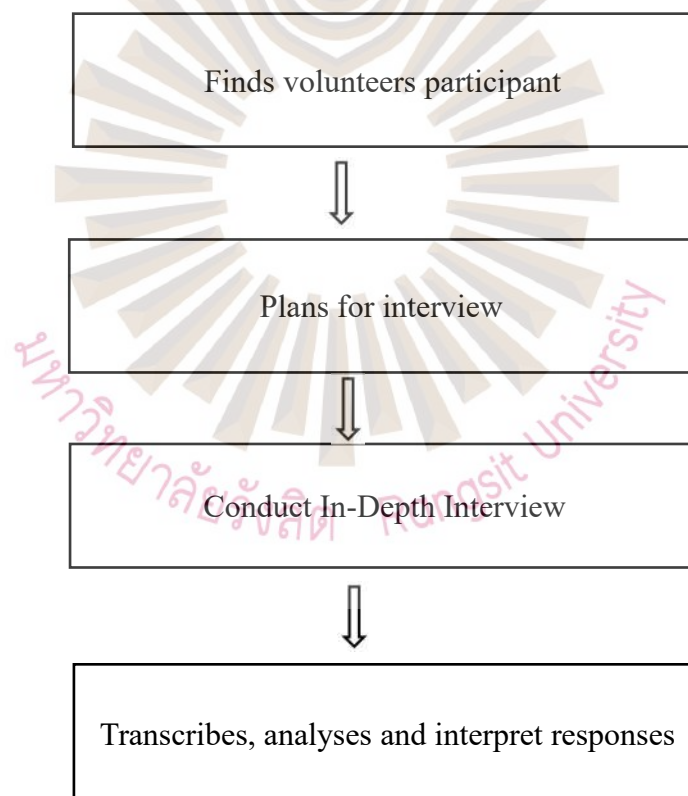
Figure 3.3 Illustration of the major steps of In-Depth Interview

Therefore, there were 9 students who from different majors. The reason why these 9 students were selected for the interview is by the researcher are not related to

them, the content discussed in this discussion will not harm them life, and the students were volunteer, and willing to contribute their own data for this study. Students would share their experiences and opinions in this interview. The guideline of In-depth semi-structured interview were attached in Appendix B. For the discussion, the researcher carefully recorded and saved it. After the interview over, the researcher summarized all the information for data analysis. Total of seven interview questions were conducted based on the results of the questionnaire:

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?

3.4.3 Validity and Reliability

In order to ensure the validity of the questionnaire and in-depth semi-structured interview questions, the questions had sent to 3 experts in the cultural field for review (see Appendix C), use Index Objective Equivalence (IOC) to evaluate questionnaire items based on a -1 to +1 scoring range (Incongruent = -1, Questionable = 0, Congruent = +1), the formula produced by Rovinelli and Hambleton (1977) as follows:

$$1 - 0 = \frac{\Sigma R}{N} \tag{3-3}$$

Where:

$\sum$R= Total scores from three experts

N= Number

Based on the evaluation with three experts, the IOC score were 0.96 (questionnaire) and 0.91 (interview questions) respectively. Hence, the questionnaire and the in-depth semi-structured interview questions are reserved.

For the reliability of the questionnaire, before conducted the main research, a pilot study was conducted with a group of 30 Chinese students from different university. Based on the pilot study with 30 students, the Cronbach's Alpha was 0.857; The higher the reliability value, the more reliable the measurement. Hence, the questionnaire is reliable.

3.5 Data Collection

The data was collected in qualitative and quantitative data. The following section describes the process.

3.5.1 The Questionnaire

Researcher made the questionnaire(See Appendix A) into an electronic form, sent a link to each group and asked students to fill in and submit it in March 2023. During this process, it was guaranteed that the information filled in by any student was only used for this research and analysis.

3.5.2 In-depth Semi-Structured Interview

The In-depth semi-structured interview was collected at Rangsit University in Thailand in March 2023. The researcher made an appointment with these 9 students, did the interview with a student of 30 minutes by using VOOV meeting app. During the interview, the researcher recorded the meeting, the interview based on guideline of the interview questions (See Appendix B).

3.6 Data Analysis

3.6.1 Quantitative Data Analysis

In this study, the specific analysis used Mean, SD and Pearson correlation.

3.6.2 Qualitative Data Analysis

According to The Three Cs Analysis Technique of Lichtman (2013), when got the contents of interview, the researcher began by coding, then organized the coding units into categories, the researcher can identify important themes and concepts within the data. Finally, through further analysis and interpretation, the researcher can transform these categories and concepts into more advanced theories or explanations.

3.7 Ethical Considerations

The researcher promises to obtain the informed consent of the participants and obtain the permission of the Ethical Review Board; the researcher would never disclose the personal information of the students participating in the research; the physical and mental health of the participants would not be harmed during the investigation; the data was only used in this research, Not for other purposes.

Chapter 4

Research Results

In this chapter, the researcher used the questionnaire and in-depth semi-structured interview to conduct the research, and the quantitative data and qualitative data will be presented, which aimed to analyze data for the 3 main research objectives of the research, which are: 1. The acculturation strategies of Chinese students at a Thai private university; 2. The effects of the chosen acculturation strategies on students' life; 3. The effects of the chosen acculturation strategies on learning achievement.

4.1 Presentation of the Quantitative Data

In order to find out the acculturation strategies of Chinese students and the effects of chosen strategies on student's life and learning achievement at a Thai private university, the questionnaire were administrated to 159 Chinese students who were first enrolled in the 2019-2020 Academic years to the undergraduate program. The details of the demographic information of participants were shown in Table 4.1 below:

Table 4.1 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%

Table 4.1 Demographic Information (Questionnaire) (Cont.)

Items	Choice	N	Percentage
The study aboard 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 aboard 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 aboard 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%

According to Table 4.1, it can be seen that only 9 of the 159 students have the study aboard experience in another foreign country except Thailand, and the duration of study aboard experience in Thailand is distributed between less than 1 year and more than 3 years (Due to the online classes during epidemic).

4.1.1 The Analysis of Acculturation Strategies

The first objective of the study was to study the acculturation strategies of Chinese students at a Thai private university, the second part of the questionnaire (questions 5-18) is about acculturation strategies, mainly includes 4 acculturation strategies modified from the Barry's East Asian Acculturation Scale (2001) (based on literature review and suggestions of 3 IOC experts) : Assimilation (Q5-Q9); Separation(Q10-Q13); Integration(Q14-Q18), for marginalization, questions 5-18 are scored in reverse. The questionnaire in the format of the Likert five-level scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree (Likert, 1932). The mean values were interpreted based on Plansangket (2016) as follows: 'Strongly disagree' within the point range of 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.

The researcher conducted descriptive statistical analysis based on the data in the second part of the questionnaire. The total sample from 3 Colleges: International College, International Chinese College, College of Design. Therefore, the descriptive analysis of whole sample and the samples divided into 3 colleges will be explained below.

4.1.1.1 Analysis of the whole sample group (N=159)

The descriptive statistics of whole sample is shown in Table 4.2 below.

Table 4.2 Descriptive Statistics of Acculturation Strategies (The whole sample group)

Items	Mean	N	S.D.	Interpretation
Acculturation Strategies				
5. I spend most of my time with my Thai friends rather than Chinese.	3.11	159	1.20	Neutral

Table 4.2 Descriptive Statistics of Acculturation Strategies (The whole sample group)
(Cont.)

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

It can be seen from Table 4.2, the interpretation of Q5-Q13 is 'Neutral', and from Q14-18 is 'Agree', which is from 'Integration(Q14-Q18)', it means the Chinese students in the sample mostly prefer to choose 'Integration' acculturation strategies.

The lowest mean is 2.62 (S.D. 1.15) for the statement Q12 "I prefer going to a party where most the people are Chinese", which is from dimension of 'Separation'. According to Plansangket (2016), 2.62 is in the range of 'Neutral' 2.61-3.40, but nearly to the range of 'Disagree' 1.81-2.60, it means the students not agree of this statement of 'Separation', not prefer going to a party where most the people are Chinese.

The highest mean is 3.87 (S.D. 1.09) for the statement Q14 "I try to learn the Thai language as well as possible to the level of my native language", which is from dimension of 'Integration', which means most of students try to learn the Thai language.

4.1.1.2 Analysis of the sample group from International College (N=56)

The descriptive statistics of sample from International College is shown in Table 4.3 below.

Table 4.3 Descriptive Statistics of Acculturation Strategies (The sample group from International College）

Items	Mean	N	S.D.	Interpretation
Acculturation Strategies				
5. I spend most of my time with my Thai friends rather than Chinese.	3.25	56	1.25	Neutral

Table 4.3 Descriptive Statistics of Acculturation Strategies (The sample group from
International College) (Cont.)

Items	Mean	N	S.D.	Interpretation
6. I choose to participate in Thai cultural activities both on campus and outside.	3.32	56	1.28	Neutral
7. I use Thai most of the time.	2.88	56	1.03	Neutral
8. If I post in social media, I write in Thai most of the time.	3.09	56	1.05	Neutral
9. I admire Thai manners.	3.39	56	1.00	Neutral
10. I prefer to make Chinese friends rather than Thai friends.	2.89	56	1.19	Neutral
11. I plan to get married with a Chinese rather than a Thai.	2.98	56	0.92	Neutral
12. I prefer going to a party where most the people are Chinese.	2.68	56	0.96	Neutral
13. I use Thai in my daily life as little as possible.	2.75	56	1.00	Neutral
14. I try to learn the Thai language as well as possible to the level of my native language	4.11	56	0.93	Agree
15. I try to make both Thai and Chinese friends.	3.84	56	0.87	Agree
16. I watch both Chinese videos and Thai videos.	4.05	56	0.86	Agree
17. I try to familiarize myself with Thai dishes.	4.02	56	0.94	Agree
18. I feel comfortable around with both Thais and Chinese.	3.91	56	0.84	Agree

It can be seen from Table 4.3, the interpretation of Q5-Q13 is 'Neutral', and from Q14-18 is 'Agree', which is from 'Integration(Q14-Q18)', it means the Chinese students from International College in the sample mostly prefer to choose 'Integration' acculturation strategies, but the mean value of Q14-Q18 are more higher than the whole group, which means in the whole sample, students form International College more tend to choose 'Integration' acculturation strategies than the average.

The lowest mean is 2.68 (S.D. 0.96) for the statement Q12 "I prefer going to a party where most the people are Chinese", which is from dimension of 'Separation'. According to Plansangket (2016), 2.68 is in the range of 'Neutral' 2.61-3.40, but nearly to the range of 'Disagree' 1.81-2.60, it means the students not agree of this statement of 'Separation', same with the whole sample.

The highest mean is 4.11 (S.D. 0.93) for the statement Q14 "I try to learn the Thai language as well as possible to the level of my native language", which is from dimension of 'Integration', same with the whole sample. According to Plansangket (2016), 4.11 is in the range of 'Agree' 3.41-4.2, but nearly to the range of 'Strongly agree' 4.21-5.00, and the value is higher than the whole group, also have Q16 and Q17 are above 4, it means the students mostly agree of this statement, even though nearly strong agree with it.

4.1.1.3 Analysis of the sample group from International Chinese College (N=81)

The descriptive statistics of sample from International Chinese College is shown in Table 4.4 below.

Table 4.4 Descriptive Statistics of Acculturation Strategies (The sample group from
International Chinese College）

Items	Mean	N	S.D.	Interpretation
Acculturation Strategies				
5. I spend most of my time with my Thai friends rather than Chinese.	2.90	81	1.07	Neutral
6. I choose to participate in Thai cultural activities both on campus and outside.	3.43	81	1.16	Agree
7. I use Thai most of the time.	2.79	81	1.07	Neutral
8. If I post in social media, I write in Thai most of the time.	2.81	81	0.99	Neutral
9. I admire Thai manners.	3.31	81	1.11	Neutral
10. I prefer to make Chinese friends rather than Thai friends.	2.90	81	1.29	Neutral
11. I plan to get married with a Chinese rather than a Thai.	3.01	81	0.97	Neutral
12. I prefer going to a party where most the people are Chinese.	2.60	81	1.24	Disagree
13. I use Thai in my daily life as little as possible.	3.06	81	0.95	Neutral
14. I try to learn the Thai language as well as possible to the level of my native language	3.80	81	1.16	Agree
15. I try to make both Thai and Chinese friends.	3.58	81	1.13	Agree
16. I watch both Chinese videos and Thai videos.	3.59	81	1.12	Agree

Table 4.4 Descriptive Statistics of Acculturation Strategies (The sample group   from
International Chinese College) (Cont.)

17. I try to familiarize myself with Thai dishes.	3.57	81	1.17	Agree
18. I feel comfortable around with both Thais and Chinese.	3.57	81	1.15	Agree

It can be seen from Table 4.4, the interpretation of Q12 is 'Disagree', which is the lowest mean in the table, Q12 get the lowest mean that same with the whole sample. Q5, Q7-Q11, Q13 is 'Neutral', Q6 and Q14-18 is 'Agree', which Q14-18 are from 'Integration(Q14-Q18)', and Q6 is from 'Assimilation(Q5-Q9)', but other statements of 'Assimilation' are 'Neutral', which is different with the whole group and students from International College, it means the Chinese students from International Chinese College mostly prefer to choose 'Integration' acculturation strategies, but also have the students choose 'Assimilation' acculturation strategies, mean value of Q14-Q18 are less than the whole group, which means in the whole sample, students form International Chinese College have lower degree of bias to choose 'Integration' acculturation strategies than the average.

The lowest mean is 2.60 (S.D. 1.24) for the statement Q12 "I prefer going to a party where most the people are Chinese", which is from dimension of 'Separation'. According to Plansangket (2016), 2.60 is in the range of 'Disagree' 1.81-2.60, but nearly to the range of 'Neutral' 2.61-3.40, it means the students not agree of this statement of 'Separation' much, same with the whole sample. The highest mean is 3.80 (S.D. 1.16) for the statement Q14 "I try to learn the Thai language as well as possible to the level of my native language", which is from dimension of 'Integration', but the value is lower than average, its means students from International Chinese College to choose 'Integration' acculturation strategies not more than average.

4.1.1.4 Analysis of the sample group from College of Design

The descriptive statistics of sample from College of Design is shown in Table 4.5 below.

Table 4.5 Descriptive Statistics of Acculturation Strategies (The sample group from College of Design）

Items	Mean	N	S.D.	Interpretation
Acculturation Strategies				
5. I spend most of my time with my Thai friends rather than Chinese.	3.50	22	1.44	Agree
6. I choose to participate in Thai cultural activities both on campus and outside.	3.05	22	1.29	Neutral
7. I use Thai most of the time.	3.32	22	1.52	Neutral
8. If I post in social media, I write in Thai most of the time.	2.91	22	1.11	Neutral
9. I admire Thai manners.	3.50	22	1.14	Agree
10. I prefer to make Chinese friends rather than Thai friends.	2.55	22	1.22	Disagree
11. I plan to get married with a Chinese rather than a Thai.	2.68	22	1.17	Neutral
12. I prefer going to a party where most the people are Chinese.	2.55	22	1.26	Disagree
13. I use Thai in my daily life as little as possible.	3.14	22	0.99	Neutral
14. I try to learn the Thai language as well as possible to the level of my native language	3.50	22	1.14	Agree

Table 4.5 Descriptive Statistics of Acculturation Strategies (The sample group from
College of Design) (Cont.)

Items	Mean	N	S.D.	Interpretation
15. I try to make both Thai and Chinese friends.	3.55	22	1.10	Agree
16. I watch both Chinese videos and Thai videos.	3.55	22	1.06	Agree
17. I try to familiarize myself with Thai dishes.	3.14	22	1.36	Neutral
18. I feel comfortable around with both Thais and Chinese.	3.55	22	1.01	Agree

It can be seen from Table 4.5, the interpretation of Q10 and Q12 is 'Disagree', Which 2 statements are from dimension of 'Separation'(Q10-Q13). Q6, Q7, Q8, Q11, Q13, Q17 is 'Neutral', which Q6, Q7, Q8 are from dimension of 'Assimilation' (Q5-Q9), and Q11, Q13 are from dimension of 'Separation'(Q10-Q13). It is worth noting that Q17 is from'Integration'(Q14-Q18). Q5, Q9, Q14, Q15, Q16, Q18 is 'Agree', which Q5 and Q9 are from dimension of 'Assimilation' (Q5-Q9), the other 4 statements are from 'Integration(Q14-Q18)'. That means the students from College of Design more complex on choose acculturation strategies, but overall, most of students choose 'Integration' acculturation strategies

The lowest mean is 2.55 (S.D. 1.22) for the statement Q10 "I prefer to make Chinese friends rather than Thai friends" and Q12 (Mean 2.55, S.D. 1.26) "I prefer going to a party where most the people are Chinese", which is from dimension of 'Separation'.

The highest mean is 3.55 from the statements Q15, Q16, Q18, which Q15

(Mean 3.55, S.D. 1.10) "I try to make both Thai and Chinese friends", Q16 (Mean 3.55, S.D. 1.06) "I watch both Chinese videos and Thai videos", Q18 (Mean 3.55, S.D. 1.01) "I feel comfortable around with both Thais and Chinese", which is from dimension of 'Integration'. Which means most of students choose 'Integration' acculturation strategies, and don't choose 'Separation' acculturation strategies.

It is worth noting that among the 14 statements, 7 statements with the highest mean value of Table 4.2 to Table 4.4 are all from Q6,Q9,Q14,Q15,Q16,Q17,Q18, which Q6 and Q9 are from 'Assimilation' strategy, and other 5 options are from 'Integration' strategy, and the mean value of 'Integration' strategy is different in each College, students from International College have the higher value, above the average, which means the students from International College more choose'Integration' acculturation strategies, and the College of Design have the lower value, and the students from International Chinese College have the value lower than average, but overall is better than students from College of Design.

4.1.2 The Analysis of the effects of the chosen acculturation strategies on students' life and learning achievement

For find the answer of the second research question, the descriptive statistics about The Effects on Student's Life and The Effects on Learning Achievement of all students is shown in Table 4.6.

Table 4.6 Descriptive Statistics (The Effects on Students' Life and Learning
　　　　　Achievement）

Items	Mean	N	S.D.	Interpretation
Effects on Students' Life				
19. I can get along well with my classmates at university.	3.87	159	0.89	Agree
20. I have good relationship with the teachers at university.	3.62	159	0.92	Agree
21. I can work in teams with other classmates.	3.67	159	0.91	Agree
22. I can plan my study effectively.	3.58	159	0.91	Agree
23. I always can do things according to the plan that I make.	3.52	159	0.98	Agree
24. I can reflect over yesterday happenings in order to do better in the future.	3.62	159	0.88	Agree
25. 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
26. My routine is well-organized.	3.53	159	0.92	Agree
Effects on Learning Achievement				
27. Teachers usually admire my learning attitude.	3.87	159	1.02	Agree
28. My test scores are generally pretty good.	3.52	159	0.93	Agree
29. I learn more knowledge in each day.	3.47	159	0.91	Agree
30. I fully understand what I study in my program.	3.42	159	0.91	Agree

Table 4.6 Descriptive Statistics (The Effects on Students' Life and Learning
        Achievement) (Cont.)

Items	Mean	N	S.D.	Interpretation
31. The progress that I get during my studies can make me more motivated to study hard.	3.57	159	0.85	Agree
32. I have mastered well the knowledge and skills I have learned in my major study.	3.52	159	0.96	Agree
33. Beside what I learn in this major, I have also mastered other knowledge and skills.	3.52	159	0.93	Agree
34. My graduation plan is in progress according to the schedule.	3.54	159	0.90	Agree

It can be seen from Table 4.6, the effects of the two dimensions are 'Students' Life' and 'Learning Achievement'. About the first dimension 'Students' Life', the lowest mean is 3.49 (S.D. 0.90) for the statement Q25 "When I face of emergency, I usually can turn to people around me for help. (Classmates, teachers, other people I know)", the highest mean is 3.87 (S.D. 0.89) for the statement Q19 "I can get along well with my classmates at university". About the second dimension 'Learning Achievement', the lowest mean is 3.54 (S.D. 0.90) for the statement Q34 "My graduation plan is in progress according to the schedule", the highest mean is 3.87 (S.D. 1.02) for the statement Q27 "Teachers usually admire my learning attitude". All statements' interpretation is with "Agree". Which means most of students have a good effects on students' life and learning achievement.

In order to find out the effects on students' life and learning achievement on chosen acculturation strategies, the researcher try to find the connections between the degree of acculturation strategies and the index of students' life and learning

achievement.

By use Pearson correlation to get the analysis report on the correlation between the degree of acculturation strategies and the index of students' life and 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 students' life and learning achievement is shown in Table 4.7.

Table 4.7 The correlation between the degree of acculturation strategies and the index of students' life and learning achievement

Acculturation Strategies	The Effects on Students' Life	The Effects on Learning Achievement
Assimilation	0.59	0.59
Separation	-0.22	-0.22
Integration	0.76	0.64

The correlation between the degree of assimilation and the index of students' life is 0.59, which is weak correlation. and The correlation between the degree of assimilation and the index of learning achievement is 0.59, which is weak correlation. The correlation between the degree of separation and the index of students' life is -0.22, which is negative correlation. and The correlation between the degree of separation and the index of learning achievement is -0.22, which is negative correlation. The correlation between the degree of integration and the index of students' life is 0.76, which is strong correlation. and The correlation between the degree of integration and the index of learning achievement is 0.64, which is weak correlation. It can be seen that the correlation index of the integration strategy is the highest, the

correlation index of 'Students' Life' is higher than 'Learning Achievement'. Followed by the assimilation strategy. Differently, the correlation index of the separation strategy is negative.

4.2 Presentation of the Qualitative Data

In this section, the researcher collected data from In-depth interview, aims to explore the acculturation strategies of Chinese students and the effects on student's life and learning achievement at a Thai private university in the deep dimension.The content of the conversation mainly focuses on the situations when entering the new environment, their acculturation strategies and finally the effects on their students' life and learning achievement.

9 Chinese students from Rangsit University participated in this In-depth interview, which are 2 students from College of Design, 3 students from International Chinese College, and 4 students from the International College. 6 of them were first enrolled in the 2019 Academic years, and 3 of them were first enrolled in the 2020 Academic years. The raw data was recorded in video form and it was further processed into valuable information to answer the research questions of this study.

The data of the 9 interviews from the participating interviewees were analyzed based on Lichtman (2013) The Three Cs Analysis Technique. The following table shows the number of codes, categories, and concepts.

Table 4.8 The Number of Codes, Categories and Concepts

Interviewees 1-9	Number of codes	Number of categories	Number of concepts
Interviewee 1	53	16	4
Interviewee 2	74	21	4
Interviewee 3	62	17	4
Interviewee 4	54	15	4
Interviewee 5	71	20	4
Interviewee 6	55	16	4
Interviewee 7	69	18	4
Interviewee 8	100	25	4
Interviewee 9	60	17	4
Total	598	165	36

Table 4.8 shows a total of 36 concepts which can be subsequently reduced to 1) The situations when entering the new environment; 2) The acculturation strategies; 3) The effects on students' life; 4) The effects on learning achievement. The analysis of the interviewed data is in the three Cs (Code-Category-Concept) columns below.

4.2.1 The situations when entering the new environment

Table 4.9 The Code-Category-Concept Analysis (The situations when entering the new environment)

Codes (Indication of Frequencies)	Categories	Concept
--Knowing no Thai (5)	<u>Language and</u>	The situations
--Thai characters are difficult to write (1)	<u>communication</u>	when entering
--Language problem (7)	--Thai language (6)	the new
--English is poor (3)	--English Language	environment

Table 4.9 The Code-Category-Concept Analysis (The situations when entering the
new environment) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--English in China and English in Thailand was different due to the pronunciation (1) --Teacher's English accent (4) --Can't understand the courses at first due to English pronunciation of teacher (2) --Take taxi, can not communicate with driver well(3) --Not realized the language environment is change(1) --Poor communication with doctors in Thailand(1) --Didn't communicate well(1)	<u>Language and communication</u> --Thai language (6) --English Language (7) --Teacher's English accent(4) --Communication with others (7)	The situations when entering the new environment
--Not used to the foods(3) --Thai foods too sweet(3) --Thai foods are too spicy(1) --Problems in food, clothing, housing and transportation (5) --Embarrassing situation in order foods(2) --Foods takeaway is different from China(1) --Didn't adapt the weather (5) --Have too many mosquitoes(1) --Electricity is expensive(1) --Complex to pay money(1) --Time different(2)	<u>Environment</u> --Foods (9) --Not used to the weather(5) --Daily payment (2) --Different time(2)	The situations when entering the new environment

Table 4.9 The Code-Category-Concept Analysis (The situations when entering the
　　　　new environment) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Feeling insecure when alone(1)	<u>Personal experience</u>	The situations
--Knowing no one (3)	--Low mood,	when entering
--Lonely and uncomfortable(4)	uncomfortable (5)	the new
--Low mood (2)	--Excited (2)	environment
--Have the news panic(1)	--Bad taxi experience	
--Worried and insecure(2)	(7)	
--Confusing (2)	--Encountered	
--Excited for going aboard (2)	epidemic (9)	
--Taking to the wrong place by taxi(2)	--A period of chaos	
--Be cheated when to take the taxi (4)	life (4)	
--Had a embarrassing experience of take taxi (1)		
--Encountered epidemic control (9)		
--Society was in chaos during the epidemic (2)		
--Had a mental breakdown during the epidemic (2)		
--Afraid of viruses or bacteria (2)		
--A periods of chaos (2)		
--Difficult to learn online (4)	<u>Student life and</u> <u>learning courses</u>	The situations
--Student life at the beginning was chaotic(2)		when entering
--Confused about the course schedule (2)	--Difficult to learn	the new
--Didn't adapt to the classmates and the curriculum(2)	online (4)	environment
--Have problems in public class(4)	--Course schedule (4)	
	--Course contents (2)	

Table 4.9 The Code-Category-Concept Analysis (The situations when entering the
new environment) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Some courses were unhelpful, feel waste the time(1)	<u>Student life and learning courses</u>	The situations when entering
--Teacher give the points unfairly(3)	--Difficult to learn	the new
--Group work was not smooth at the beginning (5)	online (4)	environment
	--Course schedule (4)	
--Had bad group work experience(1)	--Course contents (2)	
--Couldn't understand Thai students' study habit (3)	--Give the point unfairly (3)	
--The relationship with classmates was not very good at first (2)	--Group work was not smoothly (5)	
	--The interaction with classmates (2)	

According to Table 4.9, the findings reveal 4 main aspects of situations when students entering the new environment: 1) Language and communication; 2) Environment; 3) Personal experience; 4) Student life and learning courses.

4.2.1.1 Language and communication

In this aspect, the students encountered a lot of language problems when they first came Thailand. Because the language is not good, there would be obstacles in basic necessities, food, housing, transportation and communication with people. Some of them not understood the course contents because of English accents.

The following interviewed data point out the situations about Language and

communication:

"When I first came here, my language was very poor, and I made a
lot of jokes." (Interviewee 6, personal communication, March 8)

"If I was in China, I could go to the hospital and tell the doctor what
symptoms I had, and the doctor would know. But in Thailand, the
doctor didn't seem to understand what I was talking about."
(Interviewee 6, personal communication, March 8)

"When the agent brought me here, on the way to school by car, the
agent chatted happily with the driver, and I couldn't understand
anything." (Interviewee 1, personal communication, March 7)

"Some teachers' accents are relatively heavy and I really can't
understand them. But now I have adapted and can understand them
completely." (Interviewee 3, personal communication, March 9)

"Because of the language problem, the most intuitive manifestation
of the incompatibility in life is food, clothing, housing and
transportation."(Interviewee 7, personal communication, March 7)

4.2.1.2 Environment

After coming to an unfamiliar environment, students have different situations
in terms of food taste, food delivery, foods order, payment, including weather, and the
different time with China, etc.

The following interviewed data point out the situations about environment:

"First of all, the weather is too hot, and then the language is difficult, and I am not used to the foods."(Interviewee 9, personal communication, March 7)

"I'm not used to the foods, it's so sweet"(Interviewee 1, personal communication, March 7)

"I remember that there was once time, I was surrounded by six waiters in a restaurant, and the six of them took turns to help explain to me." (Interviewee 2, personal communication, March 7)

"In China, takeaway is delivered to my doorstep, but after I went to Thailand, the takeaway software did not allow Alipay, it asked to bind a bank card, but I have only one bank card, and all the money is in it, so I dare not tie the bank card, and I dare not sign the so-called agreement, and I also hate going downstairs to get takeaway, because it is delivered to the door in China." (Interviewee 7, personal communication, March 7)

"The weather also affected me a lot, because I have a little sensitive skin, and I also get acne in China, but after coming to Thailand, I have a lot of acne." (Interviewee 6, personal communication, March 8)

"My biggest discomfort at the beginning was the weather." (Interviewee 8, personal communication, March 7)

"The time in Thailand is different from that in China. I am used to getting up early, getting up at 8 in the morning. If I want to buy something early, I can't get it, just continue to sleep, sleep until the end and slowly develop that habit." (Interviewee 1, personal communication, March 7)

4.2.1.3 Personal experience

In this aspect, each student has a different personal experience when they first arrived. Some of them mentioned low moods, some of them were excited, and several students mentioned being cheated, encountering epidemics, and chaotic life.

The following interviewed data point out personal experience mentioned above:

"When my father returned to China, I was in a low mood, secretly crying, and suddenly felt very uncomfortable, and felt that I was alone." (Interviewee 7, personal communication, March 7)

"Actually, I have no uncomfortable at all, I was quite excited. I think I am more suitable to live abroad." (Interviewee 3, personal communication, March 9)

"I took a taxi and told the driver to go to Rangsit University, and he took me to Bangkok University."(Interviewee 1, personal communication, March 7)

"Sometimes when we go out to take a taxi, we will be cheated by the

driver, or some tourist attractions will still be cheated."(Interviewee 5, personal communication, March 8)

"I had been cheated when go out to travel or when buy something, eat something."(Interviewee 2, personal communication, March 7)

"There was a curfew at that time, and there were frequent power outages at night. I felt that society was also in chaos at that time, and there were still many difficulties." (Interviewee 2, personal communication, March 7)

"There was a periods of chaos during the epidemic, but overall it is still in order, and periods of chaos will be adjusted quickly." (Interviewee 8, personal communication, March 7)

4.2.1.4 Student life and learning courses

In this aspect, due to the epidemic, several students mentioned the impact of online courses. In addition, they also mentioned the course arrangement and course content, including the score teacher gave unfairly, the situation encountered in group work, and interaction with classmates.

The following interviewed data point out the situations mentioned above:

"I listened well offline, but I felt very difficult to learn in online class, and the knowledge became more difficult at that time." (Interviewee 1, personal communication, March 7)

"During the online class, one is that my learning status is affected, and I feel that it is a little difficult to absorb knowledge." (Interviewee 3, personal communication, March 9)

"Basically, we took basic courses in the first semester, but our department head directly added a special course of his own."(Interviewee 3, personal communication, March 9)

"In the second half of the year, the course arrangement of the college may not be too scientific"(Interviewee 6, personal communication, March 8)

"The courses he took didn't help me at all, and I even felt that he was wasting my time."(Interviewee 4, personal communication, March 9)

"The group work was not smooth at the beginning." (Interviewee 9, personal communication, March 7)

"The contradictions between group members occur so many, this is problem."(Interviewee 8, personal communication, March 7)

"Chinese students got the score very low for the same homework." (Interviewee 5, personal communication, March 8)

"When I first came, the relationship with my classmates was not very good. There are a few Chinese girls who don't like me very much." (Interviewee 4, personal communication, March 9)

4.2.2 The acculturation strategies

Table 4.10 The Code-Category-Concept Analysis (Acculturation strategies)

Codes (Indication of Frequencies)	Categories	Concept
--Grouped with Chinese students (9)	Cooperation with classmates	The Acculturation Strategies (Integration the most)
--Grouped with foreigner students (7)	--Grouped with Chinese students (9)	
--Don't reject do work with foreigner classmates (9)	--Grouped with foreigner students (7)	
--Don't want to go to a Only-Chinese group (2)	--Voluntary group is basically Only-Chinese (4)	
--Prefer to form a group with foreigner(2)	--Prefer to form a group with foreigner(2)	
--In voluntary group, it is basically a group of Only-Chinese (4)		
--Can form a group with no choosing nationality (6)		
--Do group work with Chinese can complete faster(2)		
--Do group work with foreigner can communicate more deeply(2)		
--Use Chinese more (7)	Language use	The Acculturation Strategies (Integration the most)
--Learning Thai well (4)	--Use Chinese more (7)	
--Can speak daily Thai (9)	--Can speak daily Thai (9)	
--Have plan to learn Thai well (3)	--Learn Thai language (9)	
--Have learned a little bit of Thai before(2)	--Want learn Thai well (4)	
--Thai language better than other students (1)		

Table 4.10 The Code-Category-Concept Analysis (Acculturation strategies) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Toward Thai language, changed from previous resistance to want learn it well (1) --Looking for some Thai language groups to join in to learn Thai (3) --Choose to speak language which can solve effectively and quickly(1)	Language use --Use Chinese more (7) --Can speak daily Thai (9) --Learn Thai language (9) --Want learn Thai well (4)	The Acculturation Strategies (Integration the most)
--Like to make relationship and communicate with others (8) --Have friends from many different countries (8) --Have Chinese friends more (4) --Not choose friends' and lover's nationality (6) --Select friends after getting in touch (2) --Have Thai friends to taught Thai in the group (4) --Chinese friends introduce the Thai friends to me (1) --Exchange at Chiangmai University, have new Japanese friends (1) --Have Thai friends quickly (2) --Have communication with Thai teachers (3) --Don't have much communication with Thais or foreigners (1)	Make friends ----Like to make relationship and communicate with others (8) ----Have friends from many different countries (8) --Not choose friends' and lover's nationality (6) --Have Chinese friends more (4)	The Acculturation Strategies (Integration the most)

Table 4.10 The Code-Category-Concept Analysis (Acculturation strategies) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Go outside with Thai friends	<u>Activities participated</u>	The
--Watched Thai drama (6)	--Watched Thai drama (6)	Acculturation
--Participated the cultural activities in Thailand (9)	--Participated the cultural and festival activities in Thailand (9)	Strategies (Integration
--Had participated in the pure Thai party (3)	--Had participated in the pure Thai party (3)	the most)
--Went to festival activities (9)	--Eat Thai food and Chinese	
--Adjusting my lifestyle (4)	food (9)	
--Eat Thai food and Chinese food (9)	--Familiar with life in	
--Familiar with life in Thailand now (7)	Thailand now (7)	
--Chase Thai stars (1)		
--Generally not go to parties, unless warmly invited (1)		
--Like Thailand (8)	<u>Admire Thailand</u>	The
--Like Thai culture (9)	--Like Thailand (8)	Acculturation
--Respect Thai culture (9)	--Like and respect Thai culture (9)	Strategies (Integration
--Admire the Thai manner (5)	--Have a good impression of Thailand (7)	the most)
--Admire the slow-paced life and higher happiness index in Thailand (5)	--Admire the Thai manner (5)	
--Feel Thai people more free and casual (5)	--Thailand is relaxed and free, slow-paced life and higher happiness index (5)	
--Environment in Thailand is relaxed and free (5)		

Table 4.10 The Code-Category-Concept Analysis (Acculturation strategies) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Have a good impression of Thailand (7) --Thai cultural customs are quite friendly (4) --Most of the Thai people are good (6) --Like Thai architectural style (1)	Admire Thailand --Most of the Thai people are good (6)	The Acculturation Strategies (Integration the most)
--Willing to stay in the foreign country (3) --Plan to develop self in Thailand (5) --Continue apply master degree in Thailand (2) --Will consider returning to Thailand for development in the future (3) --Plan to buy apartment in Thailand (2) --Pay attention to the cost of communication (1) --Full of curiosity about the world (1) --Have found own comfortable state (6) --Helps each other regardless of nationality (3) --Willing to accept new things (3) --Chinese student is the safe zone (3) --Afraid to jump out from safe zone (2) --Adapted well (5)	Future plan and personal thoughts --Willing to stay in the foreign country (3) --Plan to develop self in Thailand (5) --Have found own comfortable state (6) --Chinese student is the safe zone (3) --Want and try to integrate, but can not integrate really (2) --Afraid to jump out from safe zone (2)	The Acculturation Strategies (Integration the most)

Table 4.10 The Code-Category-Concept Analysis (Acculturation strategies) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Want and try to integrate, but can not integrate really (2)	Future plan and personal thoughts	The Acculturation Strategies (Integration the most)
--Pay more attention to own life (3)	--Have found own comfortable state (6)	
--Do not to depend on anyone except self (1)	--Want and try to integrate, but can not	
--Enjoy being alone (1)	integrate really (2)	
--Don't want meaningless social interaction (2)		

According to Table 4.10, the findings reveal the acculturation strategies of students used in 6 main aspects: 1) Cooperation with classmates; 2) Language use; 3) Make friends; 4) Activities participated; 5) Admire Thailand; 6) Future plan and personal thoughts.

4.2.2.1 Cooperation with classmates

"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, personal communication, March 7)

"In normal classes, there are often group assignments. If it is a
    voluntary group, it is basically a group of Only-Chinese."
    (Interviewee 5, personal communication, March 8)

"Nope, the teacher won't allow the Only-Chinese group too, I don't want to go to a Only-Chinese group, because everyone has gone abroad, and it must be better to be more open." (Interviewee 2, personal communication, March 7)

"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, personal communication, March 9)

4.2.2.2 Language use

"I feel that I learning Thai well now, and I can bargain when I go shopping. I also went to many places with my Thai friends and learned some authentic Thai expressions." (Interviewee 2, personal communication, March 7)

"My daily life is mostly Chinese, 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, personal communication, March 9)

"We had a Thai language class later, and learned the word about "map". After that, when I took a taxi, I told the driver to follow the map, and I started know to look up the map." (Interviewee 1, personal communication, March 7)

"I like the relaxation of Thailand, I also like their culture, I also plan to go back to Thailand to develop myself, and now I am working hard to learn Thai." (Interviewee 7, personal communication, March 7)

"I have changed from the previous resistance to that I really want to learn it better, because I also want to go to Thailand every year, and I still like Thailand, mainly because I want to go to Thailand often." (Interviewee 8, personal communication, March 7)

"I have studied Thai before. The Thai course in our college is a compulsory course, but what I learned in class is some consonant vowel spelling and the like, which is not very helpful for daily communication, but now I can also use daily language." (Interviewee 9, personal communication, March 7)

4.2.2.3 Make friends

"I also go out often, have friends from Thailand, Myanmar, Vietnam, and Laos, so it is still going well."(Interviewee 2, personal communication, March 7)

"I also went to many places with my Thai friends and learned some authentic Thai expressions."(Interviewee 2, personal communication, March 7)

"I have made some foreign friends, including Thai friends."(Interviewee 3, personal communication, March 7)

"I have a lot of Chinese friends, as well as foreign friends, but the
number of Chinese friends is still more." (Interviewee 6, personal
communication, March 8)

"We played with those Thai friends every day, and even played with
their Thai friends."(Interviewee 8, personal communication, March
7)

4.2.2.4 Activities participated

"I watch Thai dramas, but I feel that all their body movements and
expressions are exaggerated"(Interviewee 1, personal
communication, March 7)

"I watched a lot of Thai dramas in China, but I didn't watch many
Thai dramas after I came here."(Interviewee 6, personal
communication, March 8)

"I also watched some Thai dramas before I came, and I really like
Thai culture."(Interviewee 8, personal communication, March 7)

"I went to temples, the festival activities, such as Magha Puja Day,
Songkran Festival, and Loy Krathong Festival."(Interviewee 2,
personal communication, March 7)

"I am very curious about the differences between people who grow
up in different environments, so I also like to participate in various
activities."(Interviewee 4, personal communication, March 9)

"There has some regular exhibitions, art exhibitions, I will go to see these, because I think these are very meaningful."(Interviewee 5, personal communication, March 8)

"I had a lot of fun in the first semester, met a lot of friends, and participated in many activities, both on-campus and off-campus."(Interviewee 8, personal communication, March 7)

"Some time ago, our major went to Chiangmai University for exchange. There were also Japanese students. I used body language and English to chat with Japanese students all night. I also participated in the pure Thai party." (Interviewee 2, personal communication, March 7)

4.2.2.5 Admire Thailand

"The Thai culture with a slow-paced life, they will not be forced by life, and they will not have a lot of pressure in life. It can only be said that most people have a higher happiness index."(Interviewee 2, personal communication, March 7)

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

"The impression is pretty good. I feel that most of the people in Thailand are good people."(Interviewee 5, personal communication, March 8)

"I also like Thailand very much and will consider returning to Thailand for development in the future."(Interviewee 7, personal communication, March 7)

"I really like Thai culture, even I plan to go to Thailand to buy a small apartment."(Interviewee 8, personal communication, March 7)

"I feel like I've adapted pretty well, and I like Thailand very much." (Interviewee 2, personal communication, March 7)

"I like Thailand quite much. This is a tolerant country, where I can be more casual and relaxed, and there are many opportunities, so I also plan to stay in Thailand to find opportunities that belong to me, and then continue to grow." (Interviewee 4, personal communication, March 9)

"I used to watch Thai dramas and I like the architectural style inside the drama and Thai culture" (Interviewee 6, personal communication, March 8)

4.2.2.6 Future plan and personal thoughts

"If I can develop myself in a foreign country, I am still willing to stay in the foreign country, because the domestic environment may not be suitable for me, because the life pressure is too heavy" (Interviewee 2, personal communication, March 7)

"After graduation, I will think which country I want to continue to go to or stay, or continue stay in Thailand, anyway, I think I may not return to China for development myself." (Interviewee 3, personal communication, March 9)

"I like the relaxation of Thailand, and I also like their culture, so I also plan to go back to Thailand to develop myself, and now I am working hard to learn Thai." (Interviewee 7, personal communication, March 7)

"I might go on to graduate school in Thailand, at this current college." (Interviewee 9, personal communication, March 7)

"Actually I am very interested and want to integrate and stay in Thailand, but because of many realistic conditions, still have not achieved the kind of integration I expected, but I still yearn for it in my heart, and I try my best to blend in." (Interviewee 8, personal communication, March 7)

"I only have one thought, that is quickly find out if there are any Chinese people who are in a group, the safe zone of me at that time is the Chinese people." (Interviewee 1, personal communication, March 7)

"After I came here, I might actually want to be with Chinese people because I just want to feel safe." (Interviewee 6, personal communication, March 8)

4.2.3 The effects on students' life

Table 4.11 The Code-Category-Concept Analysis (Effects on students' life)

Codes (Indication of Frequencies)	Categories	Concept
--Satisfied with life (8) --Not satisfied the life now (1)	<u>Satisfied</u> --Satisfied with life (8)	The effects on students' life
--Can handle things well (9) --Plan in advance (6) --Daily schedule is fulfilling (9) --Quite organized (8) --Arrange life well (9) --Do self-reflection before sleep (9) --Do self-reflection every night, but continue to make mistake (1) --Do the thing should to finish (9) --Not only study limited to the class (2)	<u>Self-management</u> --Can handle things well (9) --Plan in advance (6) --Arrange life well (9) --Do self-reflection (9) --Do the thing should to finish (9）	The effects on students' life
--Like to make relationship and communicate with classmates (8) --Like to ask for help and communicate with teachers (7) --Like to communicate with teachers even though couldn't communicate fluently (6) --Have a lot of communication with the teacher (4)	<u>Interaction with others</u> --Like to make relationship and communicate with classmates (8) --Like to ask for help and communicate with teachers (7)	The effects on students' life

Table 4.11 The Code-Category-Concept Analysis (Effects on students' life) (Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Few contact with Thai teachers (2) --The relationship with classmate is so-so (1) --Don't have too much communication with the teachers (1) --Will communicate with the teachers when necessary (1) --Gradually know how to communicate, everyone gradually became familiar (1)	Interaction with others --Like to make relationship and communicate with classmates (8) --Like to ask for help and communicate with teachers (7)	The effects on students' life
--Strong adaptability (4) --Independent ability (9) --Better ability to deal with emergencies (5) --Have ability to help others (4) --Take the initiative to help classmates solve some problems (5) --Ability to face loneliness (2) --More open and tolerant (2) --More courageous (5) --More mature (5) --Try to learn and master something, enrich self (2) --Know exactly what kind of life I want (4)	Life situations --Independent ability (9) --Better ability to deal with emergencies (5) --Help others (5) --Ability to survive by self and face loneliness (2) --Try to learn and master something, enrich self (2) --Know exactly what kind of life I want (4)	The effects on students' life

According to Table 4.11, the findings reveal the effects on students' life in 4 main aspects: 1) Satisfied; 2) Self-management; 3) Interaction with others; 4) Life situations.

4.2.3.1 Satisfied

"I am quite satisfied with what I have said so far, that is, what the teacher asked me to do can be done according to the plan, and then I can make changes without getting stuck if the teacher gives me some advice. Then, for myself, I also have my own plan to do." (Interviewee 1, personal communication, March 7)

"Yes, I satisfied with my life and study, I feel like I've adapted pretty well, and I like Thailand very much." (Interviewee 2, personal communication, March 7)

"I am quite satisfied with the whole life now. Everything is progressing steadily." (Interviewee 3, personal communication, March 9)

"I don't feel that I have become worse. I am very satisfied with the continuous improvement." (Interviewee 4, personal communication, March 9)

4.2.3.2 Self-management

"But for now, I can handle these things well, can understand what they said." (Interviewee 1, personal communication, March 7)

"I can only say that I am doing all the things I need to do, and then I like to be alone. I will read books, watch movies and play games by myself at home, and occasionally go out to have a meal with my friends." (Interviewee 3, personal communication, March 9)

"My daily schedule is very fulfilling, I go to class when I have classes, and my life is fairly organized."(Interviewee 2, personal communication, March 7)

"I think it is very fulfilling compared to most people. I will have a daily plan, what book to read tomorrow, what to do, or where to go to play, where to eat a delicious meal to reward myself, I think my daily life It is to constantly absorb nutrients and experience the world."(Interviewee 4, personal communication, March 9)

"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, personal communication, March 8)

"Generally speaking, it is quite fulfilling, but I am not so satisfied. Because of my personality, many things are contradictory."(Interviewee 7, personal communication, March 7)

"Yes, people will criticize and reflect on themselves every day, and then continue to make mistakes the next day. At night, I keep thinking about why I do this in day, I do self-reflection every night."(Interviewee 8, personal communication, March 7)

"Sure, for example, before going to bed at night, I always thought about what to do tomorrow? What did not do today?" (Interviewee 2, personal communication, March 7)

4.2.3.3 Interaction with others

"In addition to not being able to communicate with them fluently, in fact, I usually like to communicate and chat with teachers, because I think that many teachers I met before I went to university were not very good, but since I went to university, I met many of teachers have helped me a lot." (Interviewee 2, personal communication, March 7)

"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, personal communication, March 7)

"It's okay, maybe because I have the kind of personality that will communicate in time when I have a problem, so I have a lot of communication with the teacher." (Interviewee 3, personal communication, March 9)

"The relationship with my classmates is also very good. Compared with my classmates, I may understand the academic content better, so some foreign friends will take the initiative to talk to me because he thinks that my English is not bad." (Interviewee 4, personal communication, March 9)

"I don't have too much communication with the teachers, it's just
that I communicate more before and after class, and I will
communicate with the teacher when there are problems or when
necessary, because the teacher may be able to guide myself more
accurately." (Interviewee 6, personal communication, March 8)

"The relationship with classmates is okay, I don't belong to the
person who are kind of outstanding, for example, I'm not the
student who often do presentation, and don't feel scared in front of
classmate. In terms of the relationship with the teacher, maybe the
teacher didn't have a very deep impression of me, but when the
epidemic happened later, our college really didn't have other
classmates, and maybe I went to the college more often, so the
relationship is not bad later." (Interviewee 8, personal
communication, March 7)

4.2.3.4 Life situations

"I think there is still progress in many aspects. From the perspective
of life, I have become more mature in dealing with things, my
ability to respond to changes has also been strengthened, and my
ability to live independently has also been strengthened."
(Interviewee 1, personal communication, March 7)

"My independent living ability has improved in all aspects, and I can
also help others." (Interviewee 2, personal communication, March
7)

"In an unfamiliar environment in a foreign country, my ability to survive is also stronger than before, and the language is not good. , but the comprehension ability is stronger than before."(Interviewee 9, personal communication, March 7)

"I seem to be able to do things by myself, and my ability to solve things independently has greatly improved."(Interviewee 7, personal communication, March 7)

There will be improvement in all aspects, because after leaving the home country, it is my own life, so I have improved in all aspects, and my ability to deal with emergencies has also improved, I can even help others." (Interviewee 2, personal communication, March 7)

"I feel that I am more mature than before, better able to protect myself, my ability to solve problems independently has also improved, and my ability to face loneliness alone has also improved. " (Interviewee 9, personal communication, March 7)

"I will try something that I am not good at, learn and master it, enrich myself, and find my own shining point." (Interviewee 7, personal communication, March 7)

"At present, I think staying in Thailand for postgraduate study would be a better choice. I know exactly what kind of life I want." (Interviewee 4, personal communication, March 9)

4.2.4 The effects on learning achievement

Table 4.12 The Code-Category-Concept Analysis (Effects on learning achievement)

Codes (Indication of Frequencies)	Categories	Concept
--Satisfied with the academic performance (9) --Satisfied with the continuous improvement (1) --Not very satisfied with the grades during the online class (1)	<u>Satisfied</u> --Satisfied with the academic performance (9)	The effects on learning achievement
--Grades result from hard work (4) --Grade point is quite high (4) --Master the knowledge well (9) --Study hard and have a good performance in class (7) --Random grouping did not cooperate well (3) --Hard-working to do things well (5) --Look like an obedient and good student (4) --Completed study mission on time, especially the professional courses (9) --Do the student's mission well (9) --Do the duty things (9)	<u>Grade and students'</u> <u>mission complete</u> --Master the knowledge well (9) --Study hard and have a good performance in class (7) --Hard-working --Do the student's mission well (9)	The effects on learning achievement

Table 4.12 The Code-Category-Concept Analysis (Effects on learning achievement)
(Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Write a novel (1) --Do game streaming and have achievement (1) --Have own official account on the internet, post the article and have achievement (1) --Learn Thai (3) --Shopping software, social software (3) --Mastered cooking skill, learned how to make fat-reducing meals (1) --Learned how to search for knowledge independently (3)	Skills mastered --Learn Thai (9) --Software skills (3) --Write a novel (1) --Do game streaming (1) --Have own official account (1) --Cooking skill (1)	The effects on learning achievement
--Learning ability has greatly improved (2) --The ability of solve problems is better (3) --Practical ability (3) --Made a lot of progress than before (3) --Faster to understand the lessons(3) --Comprehension ability is stronger (4)	Ability improved --Learning ability (2) --Practical ability (3) --The ability of solve problems (3) --Comprehension ability (4) --Faster to understand (3)	The effects on learning achievement

Table 4.12 The Code-Category-Concept Analysis (Effects on learning achievement)
(Cont.)

Codes (Indication of Frequencies)	Categories	Concept
--Know graduation requirements and plan (9)	Graduation	The effects on
	--Know graduation	learning
--Graduation is in progress (9)	requirements and plan	achievement
--Quite easy to do the graduation	(9)	
project (1)	--Graduation is in	
--Almost delayed and had to take an	progress (9)	
extra semester, but luckily not		
happened (1)		

According to Table 4.12, the findings reveal the effects on learning achievement in 5 main aspects: 1) Satisfied; 2) Grade and students' mission complete; 3) Skills mastered; 4)Ability improved; 5) Graduation.

4.2.4.1 Satisfied

"Generally, I am satisfied with my academic performance, and the graduation thesis is also progressing steadily."(Interviewee 1, personal communication, March 7)

"Satisfied, the knowledge that should be mastered is probably mastered."(Interviewee 9, personal communication, March 7)

"I am not very satisfied with my grades during the online class, but it is okay now."(Interviewee 3, personal communication, March 9)

"I don't feel that I have become worse. I am very satisfied with the continuous improvement."(Interviewee 4, personal communication, March 9)

"I am quite satisfied, my grade point is above 3, all the homework that should be completed is completed on time, and I have never skipped class."(Interviewee 6, personal communication, March 8)

4.2.4.2 Grade and students' mission complete

"It is quite well, the knowledge that we learned has been studied hard, and the grades can be regarded as a result of hard work." (Interviewee 1, personal communication, March 7)

"I feel that I am improving all the time. I learn knowledge every day, not limited to study books." (Interviewee 4, personal communication, March 9)

"I am the study committee member of our class, and my grade point is quite high, which can be regarded as a proof that I study hard, because my personality is also a character that will work hard to do things well, so in terms of academics, I take it all seriously." (Interviewee 7, personal communication, March 7)

"I have completed my studies on time, and I am taking good care of professional courses, maybe some public courses are not so serious." (Interviewee 8, personal communication, March 7)

4.2.4.3 Skills mastered

"It is not enough to talk about such professional words as skills. I have learned a little Thai language. The mastery of a third language is a skill I have learned. There are also some drawing software that I learned by myself to complete homework." (Interviewee 1, personal communication, March 7)

"With the slowly learning words and memorizing sentences, can be regarded as a little new skill." (Interviewee 2, personal communication, March 7)

"I wrote a novel last semester. I wrote about 140,000 words, but I didn't continue to write. Then I also learned to edit videos by myself. Before a new game came out on the market, I do the game streaming at that time. I bought a whole set of equipment. It was still a little popular at the time, but my mother stopped it and said I do this is waste time and affect my study." (Interviewee 3, personal communication, March 9)

"I have learned how to search for knowledge independently. I have done research on many book browsers, and I also run my own podcast and official account. I also draw pictures and write articles. Of course, I also learned a third language, which is Thai language, I think these are the skills I have mastered." (Interviewee 4, personal communication, March 9)

4.2.4.4 Ability improved

"In the past few years, my self-learning ability has greatly improved compared to before, and my ability to adapt to the environment has also been strengthened."(Interviewee 4, personal communication, March 9)

"I think it has become better, because in fact, the education in Thai schools is very different from that in China. Although most of our courses are in Chinese, we have also integrated some students from Thailand. The courses are more practical. I think my learning achievement are also better than others, much faster to understand the learning." (Interviewee 8, personal communication, March 7)

"It must have made a lot of progress than before I went abroad. Go out of China to study aboard, that I have jumped out of my comfort zone once." (Interviewee 8, personal communication, March 7)

4.2.4.5 Graduation

"Generally speaking, I am satisfied with my academic performance, and the graduation thesis is also progressing steadily." (Interviewee 1, personal communication, March 7)

"The thesis is actually relatively simple, but the graduation project needs to be well prepared. Basically, I start to conceive this thing long in advance." (Interviewee 2, personal communication, March 7)

"Yes, I know it, I will graduate after finishing my thesis."

(Interviewee 4, personal communication, March 9)

"Yes, I have to do are just one semester's credits. I'll go out for an internship during the summer vacation, and then I'll study for another one semester. I'll finish my graduation thesis and pass the English test, and I will be graduated in June next year."

(Interviewee 5, personal communication, March 8)

"In the normal progress, I heard from the teacher that after the internship is over, I only need to do an internship defense, and I should be able to graduate this semester." (Interviewee 7, personal communication, March 7)

"Yes, now I am in the internship stage. After the internship is over, I will make an internship report and then graduate." (Interviewee 8, personal communication, March 7)

4.2.5 Special Interview Data

The effects almost are positive, but there are 2 negative effects should be noted, those all from interviewee 9:

"Maybe I feel that I have some depression, so I need to exercise to release my energy so that I can fall asleep at night." (Interviewee 9, personal communication, March 7)

"I was almost delayed and had to take an extra semester, I'm really

angry with my teacher, she didn't remind me that there is a course I
haven't taken, I only found out later, if I didn't know in advance ,
Even if I take this course, I have to spend another semester just to
take this course."(Interviewee 9, personal communication, March 7)

Another one should be noted is the solutions and attitudes when face
problems, such as:

"Find a spiritual sustenance, chat with friends online and around, and
try not to let myself think too much, enrich my life."(Interviewee 7,
personal communication, March 7)

"No, there was only a brief panic, but in the end it was resolved
anyway." (Interviewee 6, personal communication, March 8)

"I think it would be a waste of time if we are too serious with the
people about such small things."(Interviewee 2, personal
communication, March 7)

4.2.6 Conclusion of In-depth interview data

In brief, analysis of the In-depth interview data pointed out the 4 main
concepts, which are 1) The situations when entering the new environment; 2) The
acculturation strategies; 3) The effects on students' life; 4) The effects on learning
achievement.

In the situations when entering the new environment, students face different
situations due to language, environment, have some problems on study and courses.
The acculturation strategies of student mostly are integration, on the positive way in

different aspects. The effects on students' life and learning achievement of students almost positive.

The themes that emerged under each concept will show clearly in the following figure 4.1:
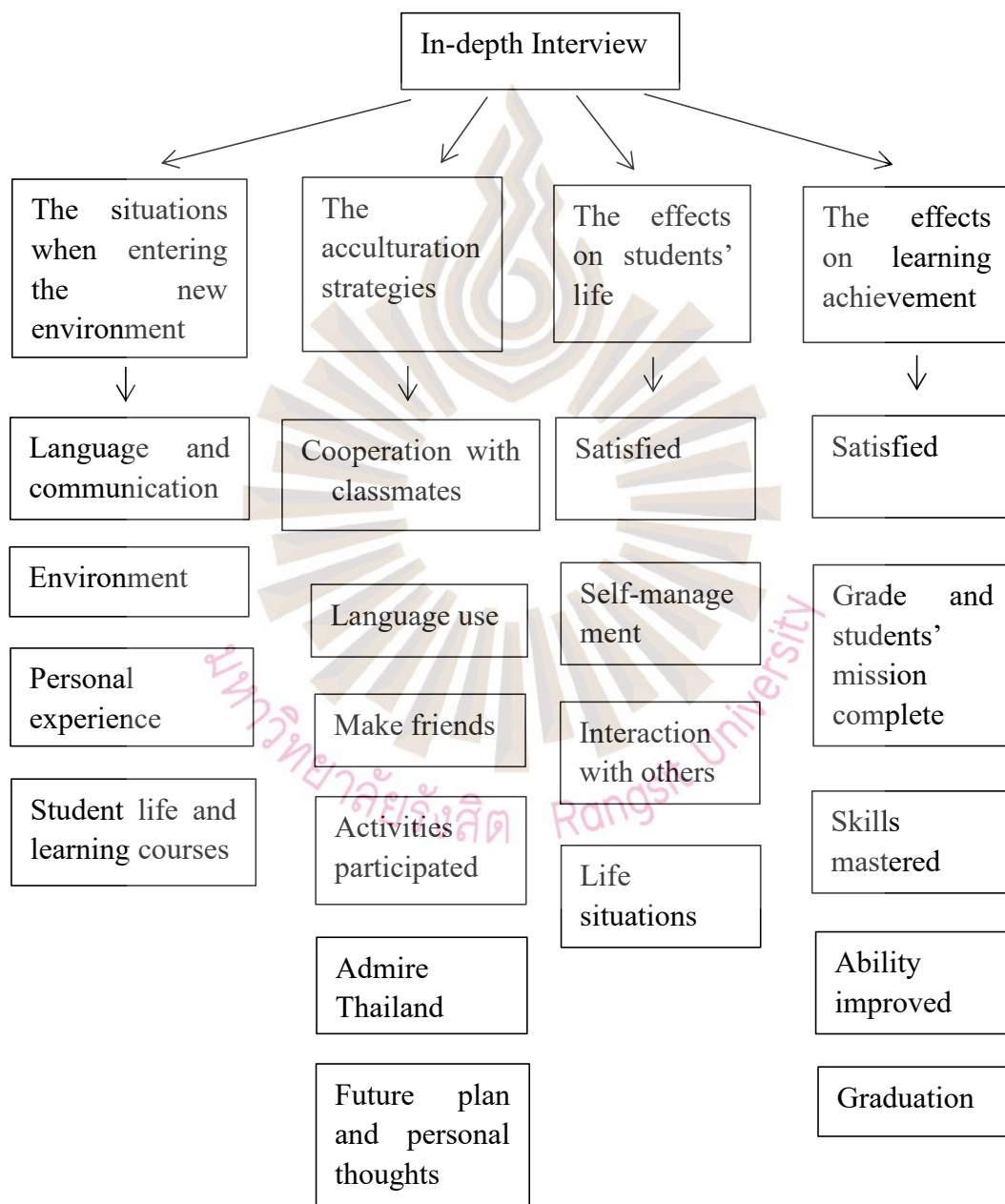

Figure 4.1 Themes form of the In-depth Interview Data

4.3 Conclusion

In summary, this study collected a total of 159 questionnaires and conducted in-depth interviews with 9 students through a sample survey of Chinese students enrolled in a private university in Thailand in the 2019-2020 academic year and in-depth interviews with some volunteers.

Analysis of data from both quantitative and qualitative data, which quantitative data from questionnaire, qualitative data from In-depth interview, the analysis results shows that the acculturation strategies of Chinese students use mostly are integration, most of students want to integrate into Thailand, and try to learn Thai and make friends, in order to have a comfortable life and admire the country. The effects on students' life and learning achievement mostly are positive, students mostly have a good academic performance, and do the duty thing, arrange life well, have improvements in different aspects, mastered new skill, such as language, cooking, write novel, run the article account, the students most have a satisfied life and study result.

Chapter 5

Conclusion, Discussion, and Recommendation

This chapter reviews the results of the data analysis and draw a conclusion, the discussion of findings and recommendation of the study also presented.

5.1 Conclusion

This study aimed to answer the 3 research questions:

1) What are the acculturation strategies of the Chinese students at a private university?

2) What are the effects of the chosen acculturation strategies on students' life?

3) What are the effects of the chosen acculturation strategies on learning achievement?

To explore the response of the research questions, the process of investigation and analysis has been completed successfully in proper order. In the following part, the findings will be summarized based on the research questions.

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

According to the quantitative data of the questionnaire, we can find that the scores of Q14-Q18 in the entire sample data will be higher than those of other items, which Q14-Q18 from statements of 'Integration' strategy, that means students will generally be more inclined to use 'Integration' strategy. The scores of Q10-13 (Separation) and Q5-Q9 (Assimilation) are lower than 'Integration' strategy, and even the scores of the 'Separation' strategy are lower than those of the assimilation strategy, so students are less likely to choose the separation strategy. The marginalization strategy uses the 'Integration' strategy for reverse scoring. Because the 'Integration' strategy is at a high score, there are no Chinese students in the sample who use the marginalization strategy.

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, that is, the 'Integration' strategy. The highest score comes from Q14: "I try to learn the Thai language as well as possible to the level of my native language", the lowest score comes from Q12: "I prefer going to a party where most the people are Chinese."

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, which come from the assimilation strategy, while the highest score comes from Q18, and the lowest score comes from the score levels of Q10 and Q17 reduce.

According to the qualitative data obtained from in-depth 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, cooperation 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. In the aspect of language use, most of the interviewees usually use Chinese more, but all the interviewees mentioned that they learned Thai language and can speak daily Thai. In the third aspect of make friends, most of them have both Chinese friends and foreign friends, and said like to make relationship and communicate with others, not choose friends' and lover's nationality. 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. In part of admire, have a lot of content, all of the interviewees said like and respect Thai culture, and the have a good impression of Thailand, when said the future plan, some of them said will continue the master degree in Thailand, and some said will come back to develop self in Thailand, buy a condo. 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.

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

5.1.2 Research Question 2: What are the effects of the chosen acculturation strategies on students' life?

According to the results of the questionnaire, each item is agreed, and the highest score is Q19, "I can get along well with my classmates at university". When looking for the correlation between the chosen acculturation strategies and effects on students' life, it was found that assimilation strategy were weakly correlated with effects on students' life, separation strategy were negatively correlated with effects on students' life, and integration strategy were strongly correlated with effects on students' life.

According to the qualitative data obtained from in-depth interview, the effects of the chosen acculturation strategies on students' 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. 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. In the third aspect, the interaction with others, most of them like to make relationship with classmates, and have communication with teachers. 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.

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

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

According to the results of the questionnaire survey, each item is agreed, and the highest score is Q27, "Teachers usually admire my learning attitude". When looking for the correlation between the chosen acculturation strategies and effects on students' life, it was found that assimilation strategy and integration strategy were weakly correlated with effects on students' life, but the But the correlation index of integration strategy is higher than assimilation strategy. Separation strategy were negatively correlated with effects on students' life.

According to the qualitative data obtained from in-depth 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.

In the first aspect, all interviewees said they satisfied with their academic performance. When said the grade and students' mission complete, all interviewees mentioned they master the knowledge well and do the student's mission well, some of them also mentioned the grade come from hard-working, they study hard and have a good performance in class. In the third aspect, skill mastered, each interviewee has mastered different skill, such as write a novel, do game streaming, run own official account, cooking skill, one thing in common is Thai language. Speaking of ability improvement, some of interviewee mentioned the self-learn ability have big improvement, and interviewee 8 mentioned the university teaching atmosphere pays

more attention to practice, so students' practical ability and self-understanding ability will be improved more. When interviewed the current study status, the interviewees all know their current status and what to do next, know the graduation plan and graduation is in progress, but be noted, interviewee 9 almost needed to take an extra semester to graduate, but luckily detected problems in advance.

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

5.2 Discussion

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

1) Students in this study use the integration strategy for the main acculturation strategy.

2) The effects of chosen acculturation strategies on students' life is positive.

3) The effects of chosen acculturation strategies on learning achievement is positive.

5.2.1 Discussion on acculturation strategies

With the use of the questionnaire and in-depth 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; Jang et al., 2017; Schwartz & Zamboanga. 2008).

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 (social distance) And psychological distance (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, El Khoury (2019) also found that integration was associated with language ability which was then associated with better mental health in its participant sample of Syrian refugees in Germany.

5.2.2 Discussion on the effects of chosen acculturation strategies on students' life

Through the quantitative data analysis of the questionnaire survey and the qualitative data analysis of the in-depth 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. Which is 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; McLachlan and Justice, 2009; Zhang and Goodson, 2011).

The important issue in this study 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.

5.2.3 Discussion on the effects of chosen acculturation strategies on learning achievement

From the questionnaire survey and in-depth interview, it can be 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 & Birman, 2015; Nguyen & 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 & Skinner, 2007; Ryan et al., 2001).

5.3 Recommendation

5.2.1 Recommendation for universities and students

1) For universities, provide more careful help when students first enter school, such as visa services, registration assistance, and teachers' concern for students' learning status, because when students first enter a new environment, they will

encounter difficulties in both life and study in different issues, and if this is not handled properly, it will effect the acculturation strategies of students, which will have a bad impact on students' life and learning achievements of students.

2) For students, when first enter 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. You need to relax and adopt an optimistic attitude to actively deal with the problems that have occurred. Every thing will be answered from a different angle. Therefore, an 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

5.2.2 Recommendation for future research

This study adopts in-depth 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, in terms of population, 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, can take purposive sampling, the results will be more representative.

Finally, in terms of method, this research adopts Berry's Multidimensional Model of Acculturation, in the further research can study the factors during acculturation, which from Berry's Acculturation framework, this part is very meaningful and interesting.

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APPENDICES
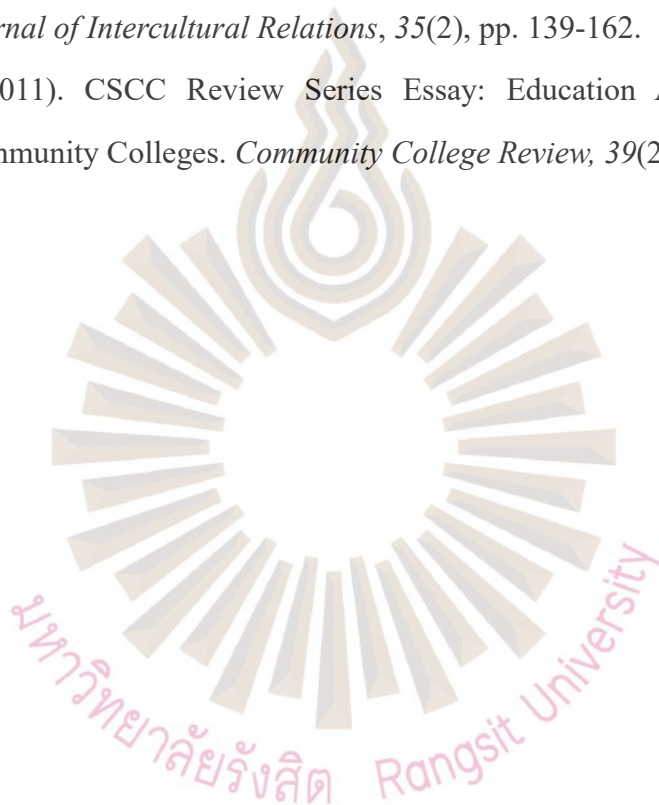
Appendix A

The Questionnaire

Questionnaire

Analysis of the Role of Acculturation Strategies on Students' Life and Learning Achievement: A Case Study of a Thai Private University

For the Part -I, Please fill in the blank and tick (√) according to your personal information

Part -I Personal Information

1) Which college are you studying at? (Please write your answer in the space given)

   _____

2) Have you ever studied aboard in another foreign country except Thailand？

   ☐Yes ☐No

3) How long you have studied aboard in another foreign country except Thailand？

   ☐Less than 1 year   ☐More than 1 but less than 3 years   ☐More than 3 years

4) How long have you stayed in Thailand?

   ☐Less than 1 year   ☐More than 1 but less than 3 years   ☐More than 3 years

For the Part -II to Part -IV, Please ensure the following statements that correspond to your real attitudes and tick (√)

your answer in the column that indicates your degree of agreement.

1=Strongly Disagree

2= Disagree

3=Neutral

4=Agree

5=Strongly Agree

(Note: Tick only one option for each item)

Part -II Acculturation Strategies

No.	Questions	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
5	I spend most of my time with my Thai friends rather than Chinese.					
6	I choose to participate in Thai cultural activities both on campus and outside.					
7	I use Thai most of the time.					
8	If I post in social media, I write in Thai most of the time.					
9	I admire Thai manners.					
10	I prefer to make Chinese friends rather than Thai friends.					
11	I plan to get married with a Chinese rather than a Thai.					
12	I prefer going to a party where most the people are Chinese.					
13	I use Thai in my daily life as little as possible.					
14	I try to learn the Thai language as well as possible to the level of my native language.					
15	I try to make both Thai and Chinese friends.					
16	I watch both Chinese videos and Thai videos.					

17	I try to familiarize myself with Thai dishes.					
18	I feel comfortable around with both Thais and Chinese.					

Part -III Effects on Student Life

No.	Questions	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
19	I can get along well with my classmates at university.					
20	I have good relationship with the teachers at university.					
21	I can work in teams with other classmates.					
22	I can plan my study effectively.					
23	I always can do things according to the plan that I make.					
24	I can reflect over yesterday happenings in order to do better in the future.					
25	When I face of emergency, I usually can turn to people around me for help. (Classmates, teachers, other people I know)					
26	My routine is well-organized.					

Part -IV Effects on Learning Achievement

No.	Questions	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
27	Teachers usually admire my learning attitude.					
28	My test scores are generally pretty good.					
29	I learn more knowledge in each day.					
30	I fully understand what I study in my program.					
31	The progress that I get during my studies can make me more motivated to study hard.					
32	I have mastered well the knowledge and skills I have learned in my major study.					
33	Beside what I learn in this major, I have also mastered other knowledge and skills.					
34	My graduation plan is in progress according to the schedule.					

35. Additional Comments and Suggestions

……………………………………………………………………………………………..…………

Appendix B

The In-depth Semi-Structured Interview Guidelines

Interview questions

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?
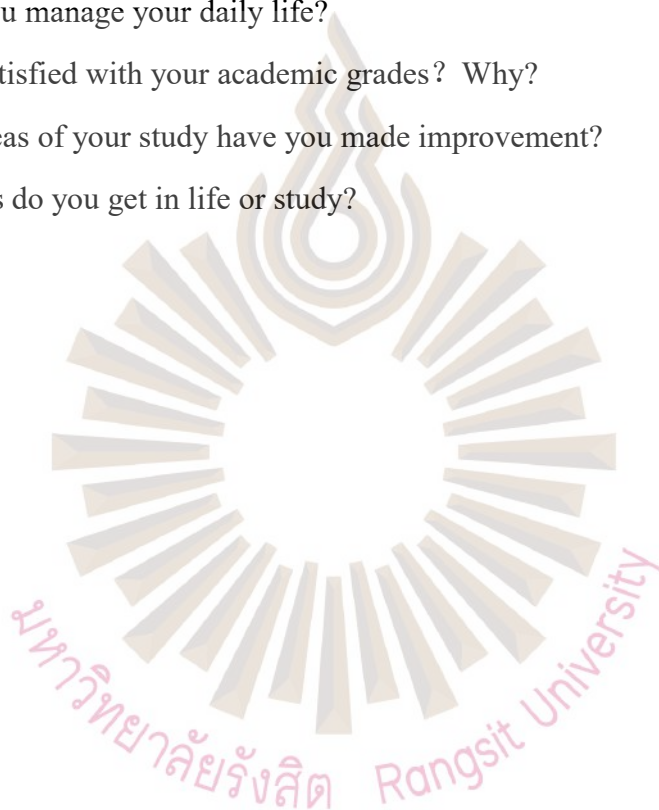
Appendix C

The Invitation Letter to IOC Expert

INVITATION TO BE AN IOC EXPERT

in

The Effects of the Chinese Students Acculturation Strategies on Students' Life and Learning Achievement: A Case Study of A Thai Private University

===

Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

My Research Title

The Effects of the Chinese Students Acculturation Strategies on Students' Life and Learning Achievement: A Case Study of A Thai Private University

Research Objectives

1. To study the acculturation strategies of Chinese students at a Thai private university;

2. To study the effects of the chosen acculturation strategies on students' life;

3. To study the effects of the chosen acculturation strategies on learning achievement.

Research Questions

1. What are the acculturation strategies of the Chinese students at a private university?

2. What are the effects of the chosen acculturation strategies on students' life?

3. What are the effects of the chosen acculturation strategies on learning achievement?

The Research Instruments

1) A Questionnaire consisting of 35 questions (Likert five-level scale items)

2) The In-Depth Semi-Structured Interview Questions

Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

Rating Criteria

+1   for the item that clearly matches the stated objectives

0   for the item that is unclear and the rater is unsure whether it meets

the stated objectives

-1   for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Jiya Zhao

Researcher

Appendix D

The Certificate of Approval

By Ethics Review Board of Rangsit Universtity

COA. No. RSUERB2023-028

Certificate of Approval
By
Ethics Review Board of Rangsit University

COA. No.	COA. No. RSUERB2023-028
Protocol Title	The Effects of the Chinese Students' Acculturation Strategies on Students' Life and Learning Achievement: A Case Study of A Thai Private University
Principle Investigator	Zhao Jieya
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal
	2. Information sheet
	3. Informed consent form
	4. Data collection form/Program or Activity plan
Date of Approval:	2 March 2023
Date of Expiration:	2 March 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

Appendix E

An Example of The In-depth Semi-Structured Interview

Data Analysis

Code	Category	Concept
	--Online classes in China half a year, then stay in Thailand for two years, haven't been back China yet	**Being in a new, strange place with a different culture**
--College --Major --Grade		⬇
--		**Language problems, be cheated, faced embarrassing situation, but the attitude is positive thinking**
--Chinese mix English courses (first year)		
--		
--Online class (half a year) --Have been in Thailand for two years		⬇
--		**Learn and grow by help others, admire Thai culture, integrate to Thai social circle, been in Thailand for 2 years**
--Haven't go back China for two years		
--	--Language problems in the beginning, but have others help	⬇
--Language problem in the beginning --Teachers and classmates very enthusiastic to help		
--	----Understand the courses, but worry about communicating with tutor about graduation project	**Have many improvements, good student life and make a good learning achievement**
--The courses are basic knowledge --There are some language barriers in communicating with teachers. --Difficulty on communicating with tutor about graduation project.		
--	--Know Graduation Requirements, don't worry about graduation project, but worry about the language problem in defense	
--Know Graduation Requirements --Plan in advance		
--		
--Quite easy to do the graduation project		
--		

--Language problem in defense		
--	--Adapt quite well --Like to make relationship and communicate with others and have many friends from each country --All aspects of ability have been improved, such as solve problems, independent ability	
--Adapt quite well --Have friends from many different countries		
--		
--Ability is getting better and better --Confused in the beginning --Solve small problems by self --Strong adaptability --Independent ability --Like to make relationship and communicate with others		
--	--Didn't have much contact with classmates during Online class --Have less problems because of liking to ask for help and communicate with others	
-- Didn't have much contact with classmates during Online class		
--		
--Problems in food, clothing, housing and transportation --Like to ask for help and communicate with others		
--	--Had been cheated, and had been in an embarrassing situation, but don't feel uncomfortable, maintain an understanding attitude --Don't too serious with small things	
--Had been cheated --Once time faced the embarrassing situation in order foods		
--		
--		
--		
--didn't feel uncomfortable --Thought Thailand is really warm		
--		
--Can understand and accept the cheating		
--		
--Waste of time, if we are too serious with such small things.		
--	--Have a good relationship with	

--Like to communicate with teachers even though couldn't communicate fluently --Teachers before university not very good --Most of teachers in the university are quite good	teachers, like to communicate with teachers even though couldn't communicate fluently --Teachers before were not good, but teachers in university are quite good --Overall satisfied with the grades	
--		
--Some teachers were racist and gave low score --The grade is okay and enough to applying the master program		
--	--	
--Learning Thai well --Go outside with Thai friends --Exchange at Chiangmai University, have new Japanese friends --had participated in the pure Thai party	--Learning Thai well --Have friends from each country --Go to activities both pure Thai people and foreigner --Language problem for make foreigner friends --Went to festival activities, respect Thai culture --Like slow-paced life, higher happiness index --Willing to stay in the foreign country	
--		
--Half Thai and half Chinese friends --Language problem for make foreigner friends		
--		
--Went to festival activities --Respect Thai culture		
--Admire the slow-paced life and higher happiness index in Thailand		
--Willing to stay in the foreign country --Hometown is too much pressure		
--		
--		
--	--	
--Group work with classmates from many different countries	--Do group work with classmates from many different countries, and	

--	don't want to go to a Only-Chinese group	
--Don't want to go to a Only-Chinese group	--Daily schedule is fulfilling and organized	
--	--Do self-reflection	
--Daily schedule is fulfilling --Quite organized	--Don't care about lover's nationality	
--		
--Do self-reflection before sleep		
--		
--Don't care about lover's nationality		
--	--Better ability to deal with emergencies, help others, independent living ability has improved in all aspects	
--Better ability to deal with emergencies --Have ability to help others --Independent living ability has improved in all aspects	--Had helped many students, and learning from helping others	
--		
--Learning from helping others --Helped students from different grades and majors		
--	--When first came Thailand, faced many social problems, and can't order the food, didn't know how to write immigration card, faced the language problems when enter the customs	
--Faced many problems when first came, such as epidemic, curfew, power outages at night, society was also in chaos --Can't order foods at first, but now is easy	--Some people disrespect people, impoliteness, but can understand it	
--	--Compatriots cheat on the compatriots	
--Didn't know how to write immigration card --The language problems when enter the customs --Great first impression of Thailand	--Great first impression of Thailand	
--		
--Some people disrespect people, impoliteness, but can understand it		

--		
--Compatriots cheat on the compatriots		
--		
--Don't choose friends on nationality, on personality --Like to social with others	--Like make friends, don't care about the nationality, but the personality	
--	--Hope university and teachers can provide more help for freshman	
--Hope university and teachers can provide more help for freshman, hope they will encounter fewer problems --Want help others --Chinese friends mistaking softener for laundry detergent	--Want help others ----Adapted well, satisfied with life and study, like Thailand	
--		
--Satisfied with life and study --Adapted well --Like Thailand		

Appendix F

The Reports of The Correlation Between The Degree of Acculturation

Strategies and The Index of Students' Life and Learning Achievement

The correlation between the degree of assimilation and the index of students' life and learning achievement

Control variable			The index of students' life	The index of learning achievement	The degree of assimilation
-No order-[a]	The index of students' life	Correlation	1.00	0.73	0.59
		Significance (two-sided test)	.	0.00	0.00
		df	0	157	157
	The index of learning achievement	Correlation	0.73	1.00	0.59
		Significance (two-sided test)	0.00	.	0.00
		df	157	0	157
	The degree of assimilation	Correlation	0.59	0.59	1.00
		Significance (two-sided test)	0.00	0.00	.
		df	157	157	0
The degree of assimilation	The index of students' life	Correlation	1.00	0.59	
		Significance (two-sided test)	.	0.00	
		df	0	156	
	The index of learning achievement	Correlation	0.59	1.00	
		Significance (two-sided test)	0.00	.	
		df	156	0	
a. Cells contain zero-order (Pearson) correlation.					

The correlation between the degree of separation and the index of students' life and learning achievement

Control variable			The index of students' life	The index of learning achievement	The degree of separation
-No order-[a]	The index of students' life	Correlation	1.00	0.73	-0.22
		Significance (two-sided test)	.	0.00	0.01
		df	0	157	157
	The index of learning achievement	Correlation	0.73	1.00	-0.22
		Significance (two-sided test)	0.00	.	0.01
		df	157	0	157
	The degree of separation	Correlation	-0.22	-0.22	1.00
		Significance (two-sided test)	0.01	0.01	.
		df	157	157	0
The degree of separation	The index of students' life	Correlation	1.00	0.72	
		Significance (two-sided test)	.	0.00	
		df	0	156	
	The index of learning achievement	Correlation	0.72	1.00	
		Significance (two-sided test)	0.00	.	
		df	156	0	
a. Cells contain zero-order (Pearson) correlation.					

The correlation between the degree of integration and the index of students' life and learning achievement

Control variable			The index of students' life	The index of learning achievement	The degree of integration
-No order-[a]	The index of students' life	Correlation	1.00	0.73	0.76
		Significance (two-sided test)	.	0.00	0.00
		df	0	157	157
	The index of learning achievement	Correlation	0.73	1.00	0.64
		Significance (two-sided test)	0.00	.	0.00
		df	157	0	157
	The degree of integration	Correlation	0.76	0.64	1.00
		Significance (two-sided test)	0.00	0.00	.
		df	157	157	0
The degree of integration	The index of students' life	Correlation	1.00	0.49	
		Significance (two-sided test)	.	0.00	
		df	0	156	
	The index of learning achievement	Correlation	0.49	1.00	
		Significance (two-sided test)	0.00	.	
		df	156	0	
a. Cells contain zero-order (Pearson) correlation.					

Biography

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